



Faculty of Educational Sciences

Simen Alexander Westbø Mo

Master's Thesis

EFL Teachers' Orientations towards Pronunciation at the upper secondary level in Norway

Lektorutdanning i engelsk

2022

ACKNOWLEDGEMENTS

First and foremost, I want to thank my supervisor Knut Øystein Høvik. Had it not been for your continuous support and guidance, this project would undoubtedly have remained as just an interesting idea. Your approach to supervising has led to the completion of this thesis.

I also want to thank Henrik Bøhn. Firstly, for your doctoral thesis which immediately upon becoming aware of its content drew me towards the very interesting, yet difficult topics of pronunciation and oral assessment. And secondly, for setting aside time to comment on an early draft of the questionnaire. Your insights helped change the course of this study in a positive direction.

Thank you to the 107 teachers who chose to participate in the study, without you this project would not have been possible. I shall pay it forward. A special thank you also to the seven teachers who volunteered for potential interviews.

Lastly, I want to thank my lovely girlfriend Ann and my doggo Leah for your continuous cuddles in both wanted and unwanted times during the writing of this thesis.

This one's for you, ma'

TABLE OF CONTENTS

Acknowledgements	iii
Table of Contents	iv
List of Figures	viii
List of Tables	viii
Abstract	ix
Norsk sammendrag	x
1 Introduction	1
1.1 Research aim and purpose	1
1.2 Thesis structure.....	3
1.3 Key terms and concepts	4
1.4 The status of English in Norway	6
1.5 The Council of Europe	7
1.6 Teachers' beliefs.....	8
1.7 Literature review.....	9
1.8 Summary of chapter.....	11
2 Theoretical framework	13
2.1 English Language Teaching	13
2.1.1 <i>English as a foreign language and English as a second language</i>	13
2.1.2 <i>Communicative language teaching (CLT)</i>	15
2.1.3 <i>English as a lingua franca (ELF)</i>	16
2.2 The Common European Framework of Reference	18

2.2.1	<i>The CEFR Companion Volume</i>	19
2.2.2	<i>Phonology in the CEFR</i>	19
2.3	Previous curricula	20
2.3.1	<i>English pronunciation in R94</i>	21
2.3.2	<i>English pronunciation in LK06</i>	22
2.4	The current English subject curriculum.....	23
2.4.1	<i>Basic skills and core elements</i>	24
2.4.2	<i>Pronunciation patterns in LK20</i>	25
2.4.3	<i>Aspects within pronunciation patterns</i>	26
2.5	Pronunciation.....	27
2.5.1	<i>The Nativeness Principle</i>	27
2.5.2	<i>The Intelligibility Principle</i>	28
2.5.3	<i>Accent and identity</i>	29
2.6	Assessment	31
2.6.1	<i>Criterion-referenced assessment</i>	32
2.6.2	<i>Pronunciation assessment</i>	33
2.6.3	<i>Rating scales</i>	34
2.7	Validity	36
2.8	Reliability	37
2.9	Summary of chapter.....	38
3	Method	39
3.1	The phases of the research process.....	39
3.1.1	<i>Survey design</i>	40
3.2	The current study	42
3.2.1	<i>Population and sample</i>	42
3.2.2	<i>Designing the survey</i>	46
3.2.3	<i>Conducting the survey</i>	48

3.3	Analyzing the data	50
3.3.1	<i>Closed-ended statements</i>	51
3.3.2	<i>Open-ended questions</i>	54
3.3.3	<i>Measurement errors</i>	57
3.3.4	<i>Translation</i>	59
3.4	Ethical considerations	60
3.5	Reliability and validity	61
3.6	Limitations of the study	63
4	Findings	65
4.1	Pronunciation and intelligibility	65
4.1.1	<i>Supplementary open-ended responses</i>	68
4.2	Native-speaker pronunciation	68
4.2.1	<i>Supplementary comment</i>	69
4.3	Pronunciation patterns	71
4.3.1	<i>Open-ended findings</i>	73
4.3.2	<i>Supplementary open-ended responses</i>	74
4.4	Common assessment criteria	75
4.4.1	<i>Supplementary open-ended responses</i>	77
5	Discussion	79
5.1	Pronunciation and intelligibility	79
5.1.1	<i>Intelligibility</i>	80
5.2	Native-speaker pronunciation	81
5.3	Pronunciation patterns	82
5.3.1	<i>Assessing pronunciation patterns</i>	84
5.4	Common assessment criteria	85
6	Concluding remarks	88
7	Bibliography	89

Appendices	95
Appendix A – Project invitation	95
Appendix B – Information form	98
Appendix C – Questionnaire design	100
Appendix D – Questionnaire responses.....	107
Appendix F – Translation examples.....	122
Appendix G – Analysis of item 46.....	123

LIST OF FIGURES

Figure 1 Kachru's (1985) "Three Circles of English" – reproduced simple version.....14

LIST OF TABLES

Table 1 Derwing and Munro's (2015, p. 5) "Some basic pronunciation terminology" - reproduced version	4
Table 2 Overview of research design (inspired by Lyngstad, 2019, p. 104)	42
Table 3 Survey sample overview (inspired by Lyngstad, 2019, p. 110).....	Feil! Bokmerke er ikke definert.
Table 4 Survey sample in detail (inspired by Lyngstad, 2017, p. 11).....	45
Table 5 Overview of connection between research questions and items	51
Table 6 Teachers' response to item 15 and 16	66
Table 7 Teachers' response to item 12 and 19	67
Table 8 Teachers' response to item 23 and 25	68
Table 9 Teachers' response to item 45	71
Table 10 Teacher' response to item 47	72
Table 11 Teachers' response to item 83	Feil! Bokmerke er ikke definert.
Table 12 Teachers' response to item 84 and 85	76

ABSTRACT

Title: EFL Teachers' Orientations Towards Pronunciation at the upper secondary level in Norway

Author: Simen Alexander Westbø Mo

Year: 2022

Pages: Asd

During the past few decades, pronunciation research has seen a stronger shift away from native speaker norms in language teaching (Council of Europe, 2018; Levis, 2020). Pronunciation is crucial for successful communication (Rindal & Iannuzzi, 2020), but previous research in Norway suggest that teachers hold conflicting views about pronunciation (Bøhn, 2016; Hansen, 2011; Johannessen, 2019; Tveisme, 2021). This thesis explores teachers' orientations towards pronunciation and oral assessment at the upper secondary level in Norway. The research method is quantitative, but some elements have been analyzed qualitatively. To gather the data material, an online questionnaire was distributed to upper secondary schools in Norway which resulted in a total of 107 responses.

The empirical research findings in this thesis suggest that the teachers understand pronunciation as important to achieve a high grade in oral assessment situations, but that there is variation in whether they assess pupils against native-speaker pronunciation. Furthermore, the findings suggest that most of the teachers assess the competence aim relating to pupils' ability to use "pronunciation patterns in communication" in oral assessment situations, but that they do not find the meaning of the competence aim to be clear in the curriculum. The empirical research findings also suggest that most of the teachers in the study held positive views on common assessment criteria on a national level being a possible aid for teachers during oral assessment situations, and that common assessment criteria may also help ensure fairer and more reliable assessment of pupils.

NORSK SAMMENDRAG

Tittel: Engelsklæreres holdninger til uttale i videregående opplæring i Norge

Forfatter: Simen Alexander Westbø Mo

År: 2022

Pages: asd

I løpet av de siste tiårene har det innenfor uttaleforskning vært en dreining bort ifra morsmålsnormer innenfor språklæring (Council of Europe, 2018; Levis, 2020). Tidligere forskning i Norge peker i retning mot at engelsklærere har ulike holdninger til uttale (Bøhn, 2016; Hansen, 2011; Johannessen, 2019; Tveisme, 2021). Denne oppgaven undersøker derfor engelsklæreres holdninger til uttale og muntlig vurdering i videregående opplæring. Metoden som har blitt brukt er kvantitativ, men noen elementer har blitt analysert kvalitativt. Datamaterialet har blitt innhentet ved å sende ut en elektronisk undersøkelse til videregående skoler i Norge som resulterte i 107 besvarelser.

De empiriske forskningsfunnene i denne oppgaven peker mot at majoriteten av lærerne vurderer uttale og at de forstår uttale som viktig for å oppnå høy karakter i muntlige vurderingssituasjoner, men at de har ulik forståelse for om hvorvidt uttalen bør vurderes opp mot morsmålsbrukeruttale eller ikke. Videre peker funnene i oppgaven i retning av at de fleste lærerne enten i noen eller stor grad anser kompetansemålet i læreplanen om at «eleven skal kunne bruke mønstre for uttale i kommunikasjon» som en viktig del av elevenes muntlige kompetanse. Samtidig i forhold til dette peker også funnene i oppgaven mot at mange av lærerne ikke forstår læreplanen som tydelig i sin beskrivelse av hva det vil si å kunne bruke mønstre for uttale i kommunikasjon. De empiriske funnene i oppgaven peker også i retning av at de fleste lærerne har positive holdninger til at felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter kan være et mulig bidrag til mer rettferdig vurderingspraksis, og at felles vurderingskriterier vil kunne være til hjelp for den enkelte lærer.

1 INTRODUCTION

This thesis discusses EFL teachers' orientations towards pronunciation in English at the upper secondary level in Norway. Communication is a fundamental part of the English subject curriculum (Ministry of Education and Research, 2020), and pronunciation is highly important for successful communication (Afhsari & Ketabi, 2017, p. 84; Flognfeldt & Lund, 2016, p. 200; Rindal & Iannuzzi, 2020, p. 117). Studies suggest that EFL teachers in Norway might have conflicting views when it comes to pronunciation (Bøhn, 2016, p. 62; Hansen, 2011, p. 41-42; Johannessen, 2019, p. 69; Tveisme, 2021, p. 63-65). For instance, there does not seem to be a shared understanding of what constitutes adequate, good, and excellent pronunciation (Bøhn, 2016, p. 62, Johannessen, 2018, p. 79-80). The Norwegian educational system has, along with other Nordic countries, been argued to allow for relatively high teacher autonomy (Mausethagen & Mølstad, 2015, p. 31). As an example, oral exams are prepared and graded locally at the upper secondary level in Norway (Ministry of Education and Research, 2020). Although language tests internationally often seem to be accompanied by a common rating scale (Bøhn, 2016, p. 8), this is not the case for oral English assessment at the upper secondary level in Norway. Since admittance to institutions of higher education is dependent on the grades pupils receive in upper secondary education, and as such high stakes, the aim of the current study is to explore teachers' orientations towards pronunciation considering possible implications for fair and reliable assessment of oral proficiency in the English subject.

1.1 RESEARCH AIM AND PURPOSE

In the past few decades, pronunciation assessment can be argued to have been relatively under-researched both nationally and internationally in language pedagogy by scholars working in second/foreign language education (Bøhn, 2016, p. 33; Council of Europe, 2018, p. 6; Derwing & Munro, 2015, p. 109). Although Derwing and Munro (2015) highlight the need for more research, they also state that “the testing of pronunciation is now on assessors' radar” (p. 170). Furthermore, Isaacs and Trofimovich (2017) highlight the past decade as a period in which attention towards pronunciation assessment seems to have had an upswing among researchers and within education (p. 3-5). In the same period, during the past two decades, there has been a stronger shift away from idealizing a native-speaker pronunciation as a reference point when assessing the competence of a second/foreign language user/learner

of English (Council of Europe, 2018, p. 45; Levis, 2020, p. 1). According to Derwing and Munro (2015), “when new ideas are presented or old ideas are revisited, it is inevitable that some misinterpretations and conceptual confusions will arise.” (p. 8). This emphasizes the need to carry out the current study, as it seeks to explore teachers’ orientations towards pronunciation considering possible implications for fair and reliable assessment of pupils.

Due to the scope of the project, this thesis will primarily focus on exploring three aspects that I argue are relevant for the overarching aim. The first aim is to explore teachers’ beliefs about native-speaker pronunciation, seeing as how previous studies conducted in Norway suggest that teachers may have conflicting views about this. The rationale behind focusing on this aspect is the combination of findings from previous studies, a new and recently introduced English subject curriculum (2020) and a stronger shift away from idealizing a native-speaker pronunciation in the past two decades.

According to § 3.3 in the Regulations to the Education Act (2020), pupils should be assessed against the competence aims of the subject curriculums. For upper secondary school, whether it be general or vocational studies, the pupil is expected to be able to ‘use pronunciation patterns in communication’ (Ministry of Education and Research, 2020). This is the only competence aim that specifically mentions ‘pronunciation’ in the English subject curriculum for upper secondary school and the aim will thus be given attention in this thesis. It is worth noting that a relatively similar competence aim, at least the first part of it, can be found in the 2013 version of the LK06 English subject curriculum: “use patterns for pronunciation, intonation, word inflection and various types of sentences in communication” (Ministry of Education and Research, 2013). As Torgersen (2018) points out, what is meant by “patterns for pronunciation” may be open to a variety of interpretations (p. 217-219). The current study therefore seeks to explore teachers’ beliefs about the competence aim relating to “pronunciation patterns” in the LK20 English subject curriculum, as this is one of several competence aims that pupils should be assessed against.

Thirdly, the current thesis will explore teachers’ beliefs about common assessment criteria. I first became interested in the topic of pronunciation and assessment when reading about oral exams in Munden & Sandhaug’s *Engelsk for secondary school* (2017, p. 138-139), where they referred to Bøhn’s doctoral thesis (2016) suggesting that the participating teachers in his study held conflicting views when it came to pronunciation. Additionally, I found it surprising that according to Munden and Sandhaug (2017), there were no central guidelines for English oral exams in upper secondary school (p. 139). In Bøhn’s concluding remarks in his doctoral

thesis (2016) he states that “there is clear evidence of rater variability, and I therefore suggest that the educational authorities consider introducing common rating scale guidelines on the national level” (p. 71). Interestingly, after the recent introduction of the LK20 subject curriculum, there are no central guidelines for English oral exams at the upper secondary level in Norway, and the exams are prepared and graded locally (Ministry of Education and Research, 2020). To my knowledge, there is no recent research available on upper secondary teachers’ orientations towards common assessment criteria for oral assessment. Thus, exploring teachers’ beliefs about this topic may be argued to be relevant considering the topic of pronunciation assessment specifically, but also for oral assessment in general. Additionally, this exploration can also be seen as a response to the suggestion laid out by Bøhn, as I hope that the current thesis may provide relevant data for a possible consideration of introducing common assessment criteria on a national level.

The following research questions will serve to guide this thesis:

What are EFL teachers’ orientations towards pronunciation at the upper secondary level in Norway?

- What are teachers’ beliefs about English native-speaker pronunciation?
- What are teachers’ beliefs about ‘pronunciation patterns’ in the English subject curriculum?
- What are teachers’ beliefs about common assessment criteria for oral assessment on a national level?

1.2 THESIS STRUCTURE

This chapter contextualizes the aim of the thesis by introducing the research aim and purpose as well as defining key terms and concepts. Additionally, the current chapter presents and briefly discusses the status of English in Norway, before addressing the Council of Europe’s connection to subject curricula development in Norway. Further, this chapter addresses the concept of teachers’ beliefs. Lastly, this chapter presents a literature review where previous relevant studies to the thesis are discussed in short. Chapter 2 aims to further contextualize the current thesis as it explains the theoretical framework of the study. This is done by presenting concepts and theories considered relevant for understanding and discussing teachers’ beliefs

about pronunciation. Chapter 3 presents and discusses the rationale behind the chosen research method, the design of the current study, and the population and sample. Additionally, the chapter presents the data collection, the framework for analysis, as well measurement errors and translation considerations. Chapter 3 will also address ethical considerations and the reliability and validity of the current. Further and lastly, chapter 3 will address the limitations of the study. In chapter 4, the empirical research findings will be presented and analyzed before I in chapter 5 will discuss the main findings relevant to the research focus of this thesis. Lastly, in chapter 6, I will present my concluding marks in relation to the research questions, along with suggestions for future research.

1.3 KEY TERMS AND CONCEPTS

I will here briefly present and discuss a select few key terms that I argue are important to address. Firstly, the research questions aim to explore teachers' beliefs about aspects within the topic of pronunciation and assessment. This calls for further attention seeing as how teachers' beliefs can be defined in different ways (Haukås, 2018, p. 344). *Teachers' beliefs* will be addressed further in section 1.6, and can in this thesis be understood as the following:

A teacher's beliefs represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher's thoughts and behavior. (Mohamed, 2006, p. 21).

Competence is in this thesis defined as "the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically." (Ministry of Education and Research, 2020).

With an intent to avoid confusion in relation to pronunciation terminology, this thesis follows the terminology laid out by Derwing and Munro (2015, p. 5).

Table 1 Derwing and Munro's (2015, p. 5) "Some basic pronunciation terminology" - reproduced version

Term	Definition	Synonyms
Pronunciation	All aspects of the oral production of language, including segments, prosody, voice quality and rate	
Segments	The individual vowels and consonants in the phonological inventory of a given language	Speech sounds, phones
Prosody	The aspects of speech that carry across an utterance: stress, intonation, rhythm	Suprasegmentals

Accent	A particular pattern of pronunciation that is perceived to distinguish members of different speech communities	Different speech patterns, salient speech differences
Comprehensibility	The ease or difficulty a listener experiences in understanding an utterance	Effort, processing difficulty
Intelligibility	The degree of match between a speaker's intended message and the listener's comprehension	Actual understanding, comprehension
Fluency	The degree to which speech flows easily without pauses or other dysfluency markers	Fluidity

English native-speaker pronunciation (morsmålsbrukeruttale) in research question one refers primarily to Received Pronunciation (RP) and General American (GA), as they have often been used as reference accents in Norway and are also the most widely known accents in the world (Rindal & Iannuzzi, 2020, p. 118). It is worth noting that this term is chosen with the intent to enable easier and more accurate translation of findings between English and Norwegian in the current study. To elaborate, Rindal (2017) uses the term “morsmålsbruker”, and I have therefore chosen to use similar word choices in Norwegian, such as “morsmålsbrukeruttale”, with the intent for these to be familiar and easily understandable terms and concepts in Norwegian for the participating teachers in the current study. Translation considerations will be addressed further in section 3.3.4. I find it purposeful to include here that the Norwegian word “forståelighet” has been used as the equivalent word to “intelligibility” in this thesis.

Lastly in this section, I argue that it is important to address *fluency*. Firstly, in relation to this, it is worth noting that “flyt” has been translated into “fluency” in the analysis of the questionnaire responses, since this how the English subject curriculum have translated the term in a competence aim for vg1 in the English/Norwegian versions (see competence aim number five, Ministry of Education and Research, 2020). As mentioned, the current thesis aims to focus primarily on pronunciation. Throughout the project, due to its scope, it has therefore been an aim to avoid sidestepping too much into different territory other than pronunciation and assessment specifically. To exemplify, Johannessen (2018) found in her master’s thesis about oral assessment that in relation to ‘fluency’ “the findings show that the teachers hold very different conceptions of whether it primarily relates to ‘language’ or ‘content’, and there was no definite consensus in how ‘fluency is to be understood” (p. 73). The findings in Vesterlid’s (2019) master’s thesis too seem to suggest that ‘fluency’ as a construct is understood differently by teachers (p. 68). According to Browne and Fulcher (2017), “the construct of fluency is endemic in language teaching and applied linguistics research” (p. 37). Further, according to Derwing and Munro (2015), some people use the

fluency term interchangeably with proficiency (p. 3). A similar but perhaps more negatively loaded notion, when referring to some teachers' use of the term 'fluency', is noted by Browne and Fulcher (2017, p. 37-38). Based on what has been briefly presented here as examples, I argue that 'fluency' must in relation to the current thesis' aim either play a considerable part, or close to no part at all. Primarily due to the scope of the project, I have therefore chosen to not focus on 'fluency' more than deemed necessary to answer the research questions, although the term must be considered highly relevant to the current thesis. To further clarify my point, I argue that 'fluency' is a concept that should ideally be explored as a primary topic in a thesis with this scope since there seem to be many possible elements to cover within different strands of language research.

1.4 THE STATUS OF ENGLISH IN NORWAY

In Norway, English was first introduced as a subject in 1939 as part of obligatory primary school. However, schools were not obligated to introduce English as a subject unless instructed to by the municipality to which they belonged (Simensen, 2014, p. 2). This changed in 1969 with the primary school law, introducing English as an obligatory subject for all pupils (Simensen, 2014, p. 3). After nearly 50 years from 1939 with what can be argued to be a primary focus on British English in a Norwegian educational context, American English was eventually perceived as an equal variety to British English in the 1987-curriculum *Mønsterplan for grunnskolen (M-87)* (Høvik, 2017, p. 200; Simensen, 2014, p. 14). Norwegian curriculums have traditionally for the English subject emphasized British or American pronunciation as preferred varieties (Høvik, 2017, p. 204). This emphasis changed with the introduction of the Knowledge Promotion (LK06) in 2006, as English was now for the first time in a Norwegian curriculum explicitly explained to be a world language, in which the pupils' ability to communicate with others were now emphasized (Høvik, 2017, p. 204; Simensen, 2014, p. 10).

The current subject curriculum in Norway, LK20, was introduced in 2020 and builds on the previous curriculum, LK06. In the LK20 English subject curriculum, communication is heavily emphasized and is presented as one of the core elements in the current English subject curriculum (Ministry of Education and Research, 2020). According to Rindal (2020), "what it means to communicate in a language will partly depend on the status of that language, both in educational contexts and in society in general." (Rindal, 2020, p. 24). Interestingly, English does not seem to have a clear and defined status in Norwegian education (Bøhn, 2016, p. 5-6;

Rindal, 2020, p. 24+27). Rindal (2020) argues that Norwegian learners do not seem to fit into any of the commonly used categories for learners of English (p. 27-31) and that instead, “the status of English in Norway, including in the English school subject, seems to be in *transition*” (p. 31). Commonly used categories for learners of English and the English subject curriculum in Norway will be presented and discussed further in chapter 2.

Although English may have an undefined status in Norway, it is worth noting that in the yearly English Proficiency Index, Norway has ranked top five or better for 10 consecutive years (Education First, 2020). This means that according to the test scores, which are based on the CEFR language proficiency scales, Norwegians have on average very high proficiency in English (Education First, 2020). The CEFR will be presented and discussed in section 2.2.

1.5 THE COUNCIL OF EUROPE

According to Speitz (2018), “It is important to understand how subject curricula have come about and the underlying ideas behind them, such as influences from international language research and from work undertaken by, for example, the Council of Europe.” (p. 38). During the past decades, one such influential factor for Norwegian curriculum-development has indeed been the Council of Europe and the CEFR. The CEFR has since it was first published in 2001 aimed, and is perhaps also most widely known, to be a reference tool for language proficiency in Europe. It is used as a reference tool by a vast majority of the member states in the Council of Europe, including Norway, and has since 2001 been translated into 40 languages, as well as also influencing education in countries outside of Europe (CEFR, 2018, p. 25).

Although Norwegian curriculums can be said to have been inspired and influenced by the Council of Europe during the 1980s and 1990s (Simensen, 2018, p. 30; Speitz, 2018, p. 44), I have chosen to limit the focus in this thesis by starting with the Council of Europe’s introduction of the CEFR (2001, 2018) and its influence on LK06 and LK20. Bøhn (2018) stated when discussing assessment guidelines in relation to communicative competence that “it could be relevant to look at the proficiency scales of the *CEFR for languages*, which tie in well with the subject curriculum and provide a number of very relevant scales linked to communicative competence.” (p. 239). Such a referral to the CEFR may serve as an example of the close connection between Norwegian curricula development and the CEFR.

According to Speitz (2018), the Council of Europe's "recommendations regarding the usefulness of employing the CEFR have, over the years, been advocated in Norway by ministries, the directorate, and lower and higher education (p. 47). A recent example of this is how Mary Ann Ronæs, senior adviser in the Ministry of Education and Research in Norway, stated in an interview that "the subject curriculum for foreign languages has a clearer connection to the CEFR for languages than in the previous. This is particularly visible in the way that progression between the different levels (level I, II, and III) are described." (Communicare, 2020, p. 6, own translation). When asked about the CEFR's connection to English specifically, Ronæs stated that the CEFR makes itself applicable in the assessment resource called descriptors (kjenntegn på måloppnåelse) (Communicare, 2020, p. 5). It is worth specifying here that at the time of the interview the assessment resource was still under development, as is also conveyed in the interview (Communicare, 2020, p. 6). The examples presented here can be argued to fall in line with part of the purpose that the CEFR aims to serve; "to inform curriculum reform and pedagogy" (Council of Europe, 2018, p. 25). It is also evident based on the interview in Communicare (2020) that there is a clear distinction between "English" and "foreign languages", thus illustrating that English does not hold the status of a foreign language in Norway (p. 5-6) as discussed in the previous section.

It is especially worth noting for the current thesis that according to the Council of Europe (2018), the 2001 CEFR scale for phonology "had been the least successful scale developed in the research behind the original descriptors." (p. 47). The CEFR goes on to specify that "the phonology scale was the only CEFR illustrative descriptor scale for which a native speaker norm, albeit implicit, had been adopted." (p. 47). In the 2018 Companion Volume, a greater emphasis was therefore put on intelligibility as the primary construct in relation to phonological control, which, according to CEFR, was more appropriate and in line with then current research (2018, p. 47). The original CEFR (2001) as well as the Companion Volume (2018) will be discussed further in section 2.2.

1.6 TEACHERS' BELIEFS

In the past, according to Borg (2012, for an interview), the focus was mostly on behaviors when it came to the field of teacher education, in short meaning that if one focused on changing teacher behavior it would lead to more effective learning. Due to teachers' individual ideas and preferences, however, it might be rather difficult to change behavior based external factors (Birello, 2012, p. 88). In recent decades there has thus been an

increased focus on what lies beneath behavior. Borg (2003) explains the term teacher cognition to refer to “the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (p. 81), and further, that “teachers have cognitions about all aspects of their work” (p. 81). In relation to behavior, one can find Borg (2012) state the following in an interview:

Beneath the behavior there are beliefs and knowledge and related constructs which influence what teachers do, and it started to become very clear that if we want to fully understand what teachers do, we can’t just focus on behavior, we need to understand what they believe, what they know, their attitudes, their feelings (Birello, 2012, p. 88).

Borg also states (in the same interview) that “if we want to promote change, we also need to look at beliefs.” (Birello, 2012, p. 88). According to Haukås (2018), “language teaching is to a large extent influenced by teachers’ beliefs” (p. 356). In relation to the current thesis’ focus on pronunciation, it is important to note that different beliefs may carry different importance/weight depending on the situation (Borg, 2018, p. 77). To elaborate, teachers’ beliefs about the relevance/importance of pronunciation in oral communication may in this thesis appear to be strong simply because it is the main topic of investigation. In other situations where teachers’ beliefs about oral communication are explored, however, pronunciation may not even be mentioned.

According to Borg (2012, for an interview), “the study of beliefs presents challenges mainly because beliefs are not directly observable” (Birello, 2012, p. 89). Indeed, it must be stressed that the current study cannot present what teachers *actually* believe. Instead, the aim is to use the empirical research findings to, as objectively as possible, elicit implied beliefs based on their responses.

1.7 LITERATURE REVIEW

I will in this literature review situate this thesis in the context of pronunciation in the English subject in Norway. The choice of literature has been guided by research conducted in the Norwegian educational context, focusing on relevant findings for the topic of pronunciation in the current thesis. Firstly, however, some limitations to this literature review must be addressed and clarified. Most of the included Norwegian studies in this literature review have been conducted in the context of the previous English curriculum. Additionally, in some of the studies included in this literature review, the topic of pronunciation can be argued to

primarily have served as one of several sub-categories, for example in the context of oral assessment (Yildiz, 2011; Johannessen, 2018).

Next, to my knowledge, there does not appear to be any available research conducted in Norway that explores teachers' beliefs about the different competence aims in the previous or current curricula relating to "pronunciation patterns", which is part of what this thesis aims to explore for the upper secondary level. Similarly, upper secondary English teachers' beliefs about common assessment criteria on a national level seem, to my knowledge, to be rather unexplored terrain. Thus, this literature review is limited in the sense that there is a lack of similar studies in the Norwegian context for large portions of what this thesis aims to explore. This can, however, also be argued to further emphasize the need for this study to be carried out. Lastly, this literature review is limited in the sense that I in this section have chosen to focus on some selected relevant studies conducted in Norway. Considering that the study is conducted in a Norwegian context, where English has an undefined status (see section 1.4), I argue that the included studies in this literature review are important to address here as they contextualize the current study. The thesis will be further situated in an international context in the following chapter.

It is primarily the results of a few publications regarding oral assessment in Norway that to a large extent have led to the specific focus on pronunciation in this thesis. In his master's thesis, Hansen (2011) asked teachers the following in a survey: *What is your point of reference for ideal English when developing your students' oral skills?* (p. 41). Hansen (2011) found that "48.4% (15) respond that they hold British English as their notion of ideal English, and the same percentage indicates no ideal variety so long as pronunciation is clear and comprehensible" (p. 41). Further, the findings in Hansen's master's thesis (2011) suggest conflicting views among the participating teachers when it came to whether pupils should aim towards native-speaker varieties or not (p. 42). The participating teachers were recruited from both primary, lower secondary and upper secondary school (p. 36).

Bøhn (2016) found in his doctoral thesis rather strong conflicting assessment-orientations among teachers on the issue of nativeness-pronunciation (p. 62). In Yildiz' master's thesis (2011), several teachers specifically mentioned 'pronunciation' as an important assessment criterion in oral examinations, while other teachers did not mention pronunciation specifically at all (p. 61 – 63). Johannessen (2018) found in her interview-based master's thesis that although the participating teachers only to a little extent attributed importance to

pronunciation in oral assessment, a native-speaker pronunciation was likely to affect the “overall impression of a pupil’s communicative competence in oral assessment” (p. 69).

Interestingly, the findings in Tveisme’s master’s thesis (2021) seem to also suggest conflicting views among the participating teachers on the topic of speaker norms (p. 62). 88 lower secondary teachers responded to his questionnaire, where one can find in the results that “... the teachers seemed to have quite different attitudes regarding the speaker norm statements” (Tveisme, 2021, p. 62). Further, “most notably, several statements promoting a ‘nativist’ approach to oral language use and learning seemed to be accepted by a large group of teachers” (Tveisme, 2021, p. 62). Indeed, the findings in his study seem to suggest that teachers held conflicting views on the topic of native-speaker pronunciation (Tveisme, 2021, p. 62 – 68).

In relation to assessment and the aspect of common assessment criteria, the findings of Yildiz (2011) master’s thesis are worth noting. With 16 participating teachers in the study, part of her thesis explored how pupils were assessed in oral examinations at the upper secondary level (Yildiz, 2011, p. 59). She found that “seven of the informants said that there are not any common assessment criteria that are to be used on the examination, while the remaining nine informants told me about common assessment criteria being used” (Yildiz, 2011, p. 59). Within these two categories, the findings seem to also suggest that there were several different ways to approach the assessment (Yildiz, 2011, p. 59-61). In total, the studies presented in this literature review seem to suggest a need to further investigate the role of pronunciation in the teaching and assessment of oral skills in the English subject in Norway.

1.8 SUMMARY OF CHAPTER

The aim of this chapter has been to situate pronunciation, and the assessment of pronunciation, in the Norwegian educational context. The current chapter has addressed how previous research conducted in Norway seem to suggest that teachers to hold conflicting views about pronunciation, particularly in relation to native speaker norms. Further, the status of English in Norway has been addressed, seeing as how the status of English in education and society can be influential for language teaching. The influence from the Council of Europe on Norwegian curriculum development has also been addressed, where an emphasis has been placed on the recent changes to the CEFR in relation to native speaker norms. The current chapter has also aimed to address why teachers’ beliefs are important to explore in relation to language learning and assessment. Lastly, this chapter aimed to situate the need to

carry out the current thesis based on previous studies conducted in Norway on pronunciation and oral assessment.

2 THEORETICAL FRAMEWORK

In this chapter I discuss the theoretical framework of this thesis. The aim of the current study is to explore EFL teachers' orientations towards English pronunciation, and the theoretical framework is therefore designed based on the research questions asked in section 1.1. Firstly, I will present and discuss relevant theories and terms within English language teaching, before I present and discuss relevant parts of the CEFR due to its influence and connection to the English subject curriculum (see section 1.7) Thirdly, I will present and discuss previous English subject curricula in Norway with a focus on pronunciation, before I present and discuss the current English subject curriculum. Then, in section 2.5, I will present and discuss theoretical perspectives on pronunciation in English language teaching. Next, in section 2.6, I will present and discuss theoretical perspectives on language assessment, with a focus on summative assessment of oral communication and especially pronunciation. Lastly, I will present theories about validity and reliability and discuss these in relation to assessment before I summarize the chapter.

2.1 ENGLISH LANGUAGE TEACHING

In Norway, the main purpose of the English school subject is, and has been for some time, to be able to communicate in English (Brevik & Rindal, 2020, p. 24). The status of the language in an educational context, as well as in society in general, may to a great extent influence how one understands, teaches, and assess the English school subject (Brevik & Rindal, 2020, p. 24). Despite these implications, English has an undefined status in Norway (Brevik & Rindal, 2020, p. 24 + 27, Bøhn, 2016, p. 5 - 6). The aim of this section is to present and discuss prominent language teaching terms relevant to the Norwegian school context.

2.1.1 English as a foreign language and English as a second language

English as a foreign language (EFL) and English as a second language (ESL) are the two central language learning traditions within English language teaching, which has coexisted for more than a century (Brevik & Rindal, 2020, p. 33). According to Brevik & Rindal (2020), Norwegian pupils will sometimes be referred to as learners of EFL and sometimes as learners of ESL (p. 24). In relation to this, Braj Kachru's "Three Circles of English"-model (1985) has often been used to categorize speakers of English and may therefore help illustrate how some have chosen to differentiate English as a native language, second language or foreign language. A reproduced and simplified version can be found in figure 1 below. It is important

to note that the model has received criticism and that many applied linguists consider it to be outdated (Brevik & Rindal, 2020, p. 25 – 27). Nonetheless, Kachru’s model is arguably still the most well-known categorization-model for speakers of English.

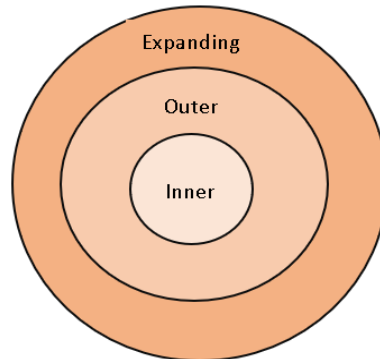


Figure 1 Kachru’s (1985) «Three Circles of English” – Reproduced simple version

The inner circle represents the norm-providing speakers, meaning the native speakers of English who have English as their first language (Jennifer Jenkins, 2015, p. 15, Rindal, 2020, p. 26). Although countries such as Australia, Canada and South Africa are part of the inner circle in Kachru’s model, it is perhaps in particular Great Britain and the USA that have been the two most prominent norm-providing countries in the inner circle (Brevik & Rindal, 2020, p. 26). The inner-circle countries can also be categorized as speakers who have English as a native language (ENL) (Jenkins, 2015, p. 10). In the outer circle, one can find countries such as India and Nigeria. Primarily through colonization, the inner-circle countries have spread the English language to the outer-circle countries. In these countries, English has often been an official second language, being especially prominent within fields such as “education, government and higher social classes.” (Brevik & Rindal, 2020, p. 26). The outer-circle countries have often been considered norm-developing, with the Indian English-variety serving as a relatively well-known example, as it has developed into an official variety of English (Jenkins, 2015, p. 15, Rindal, 2020, p. 26).

Lastly, the expanding circle consists of countries such as Norway where English is not a native language, nor an official second language primarily brought upon by direct contact with the inner-circle countries. Instead, English has in the expanding-circle countries primarily been taught as a foreign language in school, often being seen as important and beneficial in international communication-contexts. According to Rindal (2020),

Countries in the expanding circle have traditionally looked to the inner circle – the native speakers – for models; these countries have been norm-dependent. This goes especially for

pronunciation; imitating a native speaker as carefully as possible has often had successful outcomes for learners in the expanding circle (p. 26).

It is worth noting that several aspects of Kachru's model have received criticism. As Rindal points out (2020), some have argued that the model represents "an elitist and centrist view by placing native speakers in the *core*" (p. 27). Furthermore, the circles have been criticized for not reflecting or capturing how English is being used in the world today (Rindal, 2020, p. 26-27). One such example, which could be considered highly relevant to the current thesis, is how "several countries in the expanding circle are no longer fully norm-dependent; native-speaker pronunciation standards are being questioned in expanding-circle countries." (Rindal, 2020, p. 27). Lastly, worth noting in relation to the status of English in Norway, Gaddol (1997) listed in a report for the British Council that 19 countries, including Norway, were "part of a shift of status from EFL to ESL due to increased international communication." (Rindal, 2020, p. 27). Rindal argues that none of the commonly used categories for English are fitting when describing Norwegian learners of English (2020, p. 27 – 31). Instead, they seem to consider the status of English in a Norwegian educational context to be in a transition between EFL and ESL status (Rindal, 2020, p. 31 - 32).

EFL teaching "has endorsed learning about the culture and society of native speakers, putting these speakers forward as language models" (Brevik & Rindal, 2020, p 33). The R94-curriculum, which will be presented and discussed in section 2.3.1, might serve as an example of how learning about the culture and society of native speakers have been highlighted as goals in past English subject curricula. ESL has traditionally been viewed as a fitting categorization for postcolonial countries and people who immigrate to native-speaker countries (Brevik & Rindal, 2020, p 33). Brevik and Rindal point out that although EFL and ESL might not be fitting categories for Norwegian learners of English, the two perspectives may influence teachers' beliefs when it comes to topics such as whether native-speaker pronunciation should be in focus or not (2020, p. 34).

2.1.2 Communicative language teaching (CLT)

According to Rindal (2020), the central aim of a CLT approach in the English subject is that pupils learn to communicate in English (p. 34). In the past few decades, there has been a stronger shift towards communicative competence as an important aim in Norwegian curriculums (see chapter 1). The term *communicative competence* was first commonly introduced and explained by Dell Hymes in 1972 (Simensen, 2019, p. 28, Rindal, 2020, p.

34). According to Hymes' explanation (1972), communicative competence is knowing "when to speak, when not, and as to what to talk about with whom, when, where in what manner" (p. 277). This explanation can be said to place emphasis on using language suited to the purpose and situation, rather than on for example linguistic competence in and of itself. To elaborate on this, explicit mentions of linguistic competence as part of an aim within language teaching can for example be found in the R94 curriculum (see section 2.3.1). Hymes' explanation of communicative competence can be argued to correlate well with formulations in the English subject curriculum today, which will be presented and discussed in section 2.4. Indeed, Rindal (2020) argues that "CLT has had a major impact on the English school subject in Norway, considering our principal goal of teaching students to communicate in English" (p. 34).

Interestingly, Eivind Nessa Torgersen (2018) argues that perhaps the CLT methods, which are more common in present-day classrooms, may help explain what he describes as "the reduced emphasis on pronunciation today", for example in widely available Norwegian textbooks for secondary school (p. 215 – 216). Traditional teaching methods may to a greater extent than CLT methods emphasize a focus on pronunciation, because with CLT methods "speaking accurately with a native-speaker accent is seen as less important." (Torgersen, 2018, p. 216). Derwing and Munro too note that the beginnings of CLT marked a general "de-emphasis" on pronunciation in teaching (2015, p. 22). A point made for the reduced focus on pronunciation is that a CLT approach first and foremost focuses on making oneself understood in different contexts (Torgersen, 2018, p. 216). It is worth noting in relation to CLT that Rindal points out that some teachers might interpret a CLT approach to mean that it is primarily for native speakers that the language should be intelligible for (2020, p. 34).

2.1.3 English as a lingua franca (ELF)

After the term became increasingly common since around the mid-1990s (Jenkins, 2015, p. 2), the ELF alternative has emerged as an approach to teach English in a way that actively avoids focusing on native speakers as a central reference point. Instead, it is primarily the speakers' sociocultural identities that teachers should consider, regardless of whether they are native or non-native speakers of English (Rindal, 2020, p. 35). Jenkins (2015) argues that the traditional three-way categorization (ENL, ESL and EFL) does not equate for how it has become increasingly difficult to place speakers of English in one of the three categories, such as in Kachru's model presented in section 2.1.1. Instead, Jenkins argues that there is a fourth category. The fourth category, and arguably the largest according to Jenkins, consists of those who use English for international communication, meaning those who speak English as a

lingua franca (2015, p. 10 - 11). According to Jenkins (2015), ELF researchers are primarily concerned “with the far more fluid and flexible kinds of English use that transcend geographical boundaries.” (p. 42), as opposed to for example being concerned with placing countries or groups of people within the three circles and categorize speakers geographically. This means that within a country, there could be several ways of using English, and not necessarily just one English (Rindal, 2020, p. 35).

Rindal (2020) explains as central to the ELF paradigm that “the aim for English teaching is to reflect the needs of non-native speaker interactions, emphasizing intelligibility and pragmatic strategies that are necessary to communicate with speakers from other cultures with different first languages” (p. 35). This focus could be argued to fit well with the overarching aim of LK20 regarding communication (see section 2.4). Teaching practices with an ELF approach in mind would avoid native-speaker models as a basis for communication, and rather focus on features needed to get the message across (Rindal, 2020, p. 35). It is worth noting that since the turn of the millennium, the amount of ELF research has increased significantly (Jenkins, 2015, p. 41 – 42). However, as Jenkins points out, the pedagogical implications for ELF usage in education seems to have been addressed only to some extent (2015, p. 155). Jenkins points to some possible reasons for the relative lack of data regarding pedagogical implications; (i) some teachers might support the concept of ELF but may not know what to do with for example teaching and assessment and may therefore to some extent avoid it altogether, and (ii) it has been argued that changing longstanding traditional language teaching concepts takes time (Jenkins, 2015, p. 155).

It can and has been argued that with the fluid approach of ELF, it may be difficult to describe for example how English as a lingua franca should sound like (Rindal, 2020, p. 35). To elaborate on this, how ELF is used may vary from speaker to speaker depending on their sociocultural identities and backgrounds (Jenkins, 2015, p. 42), which in turn may make the process of teaching and assessing linguistic features of ELF difficult if there is no organized system available (Rindal, 2020, p. 35). Jenkins points out regarding testing that it may be difficult to establish whether and which language features to consider varietal norms and which to consider errors (2015, p. 126). In relation to pronunciation, some potential features within an ELF approach may in contrast be considered errors in EFL (Jenkins, 2015, p. 90 – 91). According to Alan Davies (2017), support for ELF has not come to terms with what he argues are essential needs in language teaching for large scale English programs to succeed; “a described and assessable model for the curriculum, for the textbook, and for the

examination” (p. 186). Jenkins (2015) seems to acknowledge the notion laid out by Davies, that such challenges exist for ELF assessment (p. 228). She argues that “Research in language assessment with their well-established know-how, can make an important contribution to this hugely challenging task” (p. 229), in referral to challenges and possible future directions of implementing ELF assessment (Jenkins, 2015, p. 228-229).

2.2 THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

The main aim of the CEFR is to ‘facilitate quality in language education and promote a Europe of open-minded plurilingual citizens’ (CEFR, 2018, p. 26). According to the CEFR (2018), “Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures.” (p. 27). Although the CEFR is often used to provide ‘transparency and clear reference points’, it has also increasingly been used to ‘inform curriculum reform and pedagogy’ (CEFR, 2018, p. 25). The CEFR presents common reference levels which, along with illustrative descriptors, aim to provide a common metalanguage for language proficiency. It is important to stress that the CEFR clearly states that its intent is by no means to operate as a standardization tool that tells its users ‘what to do, or how to use it’. Instead, the CEFR seems to intend to be viewed as a neutral and relevant reference point in which its practitioners are free to employ the CEFR-content as they see fit (CEFR, 2018, p. 26-27). The CEFR presents the language user/learner as “a ‘**social agent**’, acting in the social world and exerting agency in the learning process” (p. 26). This, argues the CEFR, promotes learner engagement and autonomy (p. 26). Thus, the CEFR focuses on an “action-oriented approach” (CEFR, 2018, p. 26):

This promotes a *proficiency* perspective guided by ‘**Can do**’ descriptors rather than a *deficiency* perspective focusing on what learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by “Can do” descriptors that communicate aims to learners.

The influence of this view on learning can be found in the English subject curriculum in Norway, for example in the 2013 version of the Knowledge Promotion (Simensen, 2018, p. 34). Based on the quote above, it could be argued that there is a focus on real world communicative needs in the CEFR, a focus that can also be found in the current English subject curriculum which will be presented and discussed in section 2.4. The CEFR also provides illustrative descriptors with common reference levels, A1 – C2, as part of the aim to

“provide a common descriptive metalanguage to talk about language proficiency” (CEFR, 2018, p. 29). Although perhaps not intended to be, the CEFR scales seem to sometimes have been used as a key reference point in the development of rating scales (Harding, 2017, p. 16).

The CEFR (2018) states that “the view of competence in the CEFR does not come solely from applied linguistics but also applied psychology and sociopolitical approaches” (p. 130). In the CEFR (2018), communicative language competences are divided into three sub-categories: (i) linguistic, (ii) sociolinguistic, and (iii) pragmatic (p. 130). Approaching communicative competences in a broader sense than focusing primarily on linguistic competence may be argued to correlate well with a stronger shift away from idealizing a native-speaker ideal (see section 1.1) if one is to for example view this in relation to the topic pronunciation specifically.

2.2.1 The CEFR Companion Volume

Frequent requests to continue to develop aspects within the CEFR, especially regarding second/foreign language proficiency, helped initiate the creation of the complementary CEFR Companion Volume, published in 2018 (Council of Europe, 2018, p. 21-22). To respond to the numerous requests surrounding the original CEFR, it was decided to complement the original illustrative descriptors with an extended version, the Companion Volume, rather than to for example publish new descriptors entirely. The Companion Volume (2018) was initiated as a project by the Education Policy Division (Language Policy Programme), as part of the Council of Europe’s goal to ‘ensure quality inclusive education as a right of all citizens’ (Council of Europe, 2018, p. 23). It is worth noting that the intent of the CEFR Companion Volume is not to replace the original CEFR from 2001, but to complement it (Council of Europe, 2018, p. 23). Some of the key additions in the Companion Volume include newly developed illustrative descriptor scales, short rationales for each scale with explanations in relation to categorization, as well as clarifying aspects of the CEFR (Council of Europe, 2018, p. 23).

2.2.2 Phonology in the CEFR

As mentioned in section 1.5, the 2001 CEFR scale for phonology “had been the least successful scale developed in the research behind the original descriptors” (Council of Europe, 2018, p. 47). It is worth noting that within the CEFR-category of “communicative language competence”, the ‘phonological control’ descriptor scales were the only new and added scales in the Companion Volume (2018). The 2001-scale seemed to reinforce views in

line with traditional language teaching, where “phonological control of an idealized native speaker has been seen as the target” (Council of Europe, 2018, p. 134), which would sometimes mean that for example accent could be seen as a sign of poor phonological control (Council of Europe, 2018, p. 134). In Harding’s study (2017) which was partially aimed at exploring potential aspects of the CEFR Phonological control scale that raters may problematize (p. 17), one participant in the study stated in relation to the scale that “it does seem to reflect a set of attitudes that come from some paradigms that are maybe becoming outdated ...” (p. 27). It is worth noting that several other problems with the scale were also identified in the study (Harding, 2017, p. 29).

Further, the CEFR states that a focus on accent and on accuracy (in relation to native speaker norms), “has been detrimental to the development of the teaching of pronunciation” (Council of Europe, 2018, p. 134). Thus, a stronger emphasis was therefore laid on avoiding implicit native speaker norm-adaptation, as it appeared “more appropriate to focus on intelligibility as the primary construct in phonological control, in line with current research, especially in the context of providing descriptors for building on plurilingual/pluricultural repertoires” (Council of Europe, 2018, p. 47). It is evident that the CEFR placed a heavier emphasis on intelligibility as a key factor in the new descriptor scales (Council of Europe, 2018, p. 135).

2.3 PREVIOUS CURRICULA

The aim of the current study is to explore EFL teachers’ orientations towards English pronunciation in upper secondary school, and it may therefore be of value to examine the topic considering previous English subject curriculums in Norway. It is also worth noting that several of the participants in the current study worked as teachers during the period of both previous curriculums, perhaps adding to the relevance of presenting and discussing how communication and/or pronunciation is presented in R94 and LK06. As mentioned in section 1.1, there has been a stronger shift away from idealizing a native-speaker pronunciation in the past two decades, which suggests that in the past there has been a greater focus on native speaker norms than what might be the case today. Due to both the aim and the scope of this study, it seems reasonable to limit the current thesis’ focus towards the two previous curricula for upper secondary school: Reform 94 (R94) introduced in 1994, and the Knowledge Promotion (LK06) introduced in 2006. I find it important to stress here that due to the scope of the project the current thesis intentionally aims to focus primarily on pronunciation, also when it comes to the presentation and discussion of previous and current curricula. This is

worth noting because the following sections focus primarily on specific competence aims related to pronunciation, while ideally, as Bøhn points out (2018) “the competence aims must be seen in relation to each other” (p. 237). Indeed, the LK20 core curriculum, too, clearly states that “The competence goals in the subjects must be considered together, both in and across the subjects” (Ministry of Education and Research, 2020).

2.3.1 English pronunciation in R94

R94 introduced rather drastic changes to the upper secondary school system in Norway, such as the statutory right for all pupils to attend upper secondary school after primary school (NOU, 1994, 2.1). The subject curriculum for English as a general subject in upper secondary school was published in 1993. In the first chapter of the English subject curriculum, titled “Why learn English?” (own translation), the subject curriculum states that “There will in any classroom be a broad spread when it comes to skills in English, from those who have English as a native language, to those who always struggle with the subject” (Kirke-, utdannings- og forskningsdepartementet, p. 1, fifth para., own translation). Although it could be argued that perhaps this statement is not necessarily aimed towards oral skills such as pronunciation, it seems reasonable to assume that some might interpret this to mean that having English as a native language demonstrates high competence in the subject. In any case, this formulation in the curriculum might exemplify what the new and redeveloped phonology scale in the CEFR aims to avoid, which is to shift away from implicit formulations that favors native English as the aim (Council of Europe, 2018, p. 47).

The most relevant aim in relation to pronunciation in R94 seems to be that the pupil should be able to “acquire a clear and good pronunciation and enough knowledge about English pronunciation rules to achieve this ” (Kirke-, utdannings- og forskningsdepartementet, p. 3, fifth para, own translation). However, there does not seem to be any information in the subject curriculum that specifies or explains what good pronunciation is, nor which pronunciation rules to focus on. Furthermore, in relation to the final grade given in the subject, the curriculum states that communicative competence is of great importance (p. 8). The grade should, among several other criteria, be based on the pupil’s ability to “master grammar, vocabulary, and pronunciation (linguistic competence) (Kirke-, utdannings- og forskningsdepartementet, p. 8, own translation”). It seems here, since it is included in parentheses, that for pronunciation it is primarily the linguistic rather than the communicative competence that is in focus in this specific criterion.

Interestingly, the R94 English subject curriculum states in relation to achieving high communicative competence that “in a Norwegian educational context the aim must necessarily be set lower than the optimal competence.” (Kirke-, utdannings- og forskningsdepartementet, p 8, first para, own translation). However, the curriculum does not specify or explain what the optimal competence would be. Lastly, and perhaps relevant to how some formulations in the curriculum may be interpreted, it is worth noting that R94 seems to focus heavily on Great Britain and USA in one of the six main aims in the curriculum, titled “The English-speaking world” (Kirke-, utdannings- og forskningsdepartementet, p. 6, own translation).

2.3.2 English pronunciation in LK06

As mentioned in section 1.5, the introduction of LK06 shifted the focus of the English subject towards a heavier emphasis on communication. Additionally, according to Speitz (2018), a characteristic trait of LK06 is its focus on competence aims in all subject curricula (p. 42). The original version of LK06 was introduced in 2006, but updated versions were introduced in 2010 and in 2013. The third and final version was valid from 2013 and onwards until the introduction of LK20. In the 2013 version, the competence aims in the English subject were divided into four main subject areas: (i) language learning, (ii) oral communication, (iii) written communication and (iiii) culture, society and literature (Ministry of Education and Research, 2013). In addition to these main subject areas, the English subject curriculum also encompasses five basic skills: oral skills, reading, writing, digital skills and numeracy (Ministry of Education and Research, 2013). These basic skills are also integrated in the competence aims for the English subject curriculum (Speitz, 2018, p. 44). As mentioned in section 1.5, the development of the English subject curriculum was in part influenced by international research (Speitz, 2018, p. 44). According to Simensen (2018), the 2013 version of the English subject curriculum is a document “with clear roots in the CEFR” (p. 33).

Already in the second sentence of the purpose statement in the 2013 version of the English subject curriculum, one can find that “When we meet people from other countries, at home or abroad, we need English for communication” (Ministry of Education and Research, 2013). Formulations such as this in the curriculum can be argued to correlate well with the ideas in the CEFR presented in section 2.2, which can be argued to focus on real world communicative needs. Interestingly, the curriculum states as part of the main subject area of oral communication that “the main subject area also covers learning to speak clearly and to use the correct intonation.” (Ministry of Education and Research, 2013). What correct

intonation means is not further specified, but it is perhaps worth noting that in Johannessen's (2018) master's thesis, her findings seem to suggest that the three participating teachers "understand 'intonation' as related to 'accent', and that this was something they might assess in some cases" (p. 57). The topic of accent will be addressed further in section 2.5.4.

In the LK06 and LK10 versions of the English subject curriculum for upper secondary school there are no competence aims specifically relating to 'pronunciation patterns' (Ministry of Education and Research, 2006, 2010). It is, however, worth noting that in the 2013 version there is a relatively similar competence aim to that which can be found in LK20 (see section 1.1). The 2013 version states that in upper secondary education an aim is to enable the pupil to be able to "**use patterns of pronunciation**, intonation, word inflection and various types of sentences in communication" (Ministry of Education and Research, 2013, own emphasis). However, as Torgersen (2018) points out, the pointers regarding English pronunciation are not specific in LK06 (p. 217). The competence aims are relatively broad, and the curriculum does, for example, not specify what the level of proficiency should be for oral communication (Torgersen, 2018, p. 217). Lastly in relation to the introduction of LK06, it is worth noting that the rather heavy emphasis on Great Britain and the USA which could be found in parts of R94 (see section 2.3.1), is no longer the case after the introduction of LK06. Great Britain or USA is not mentioned, at least explicitly, which perhaps further illustrates the past few decades' stronger shift away from native speaker norms in curricula development.

2.4 THE CURRENT ENGLISH SUBJECT CURRICULUM

In addition to covering 10 years of compulsory schooling, the LK20 national curriculum also covers upper secondary education and training. The English subject curriculum consists of overarching general aims, three core elements, four basic skills, and several subject-specific competence aims. The teaching and assessment in the different subjects are to be based on these competence aims. The aim of this chapter is to highlight relevant parts of the English subject curriculum in relation to pronunciation. It is therefore important to note that the pieces covered in this section are chosen with the scope and aim of the current thesis in mind, and that each quote are perhaps best understood when read in the context of the full curriculum.

2.4.1 Basic skills and core elements

The following four basic skills are overarching in LK20, meaning that they are part of every subject curriculum: (i) Oral skills, (ii) Writing, (iii) Reading, and (iiii) Digital skills.¹

According to the curriculum, developing oral skills in English means ‘using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds’ (Ministry of Education and Research, 2020). This seems to suggest that the purpose of developing oral skills in English is not only to be able to communicate with native English speakers, but also with non-native speakers of English. However, ‘using the language gradually more accurately’ seems to be open for interpretation as this is not explained further, nor mentioned elsewhere in the English subject curriculum. Some might argue that pronunciation plays an integral part of using spoken language more accurately, while others may primarily attribute accuracy to mean for example grammar and vocabulary.

LK20 also states that English is an important subject for communication. According to the curriculum, the English subject ‘shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background.’ (Ministry of Education and Research, 2020). Furthermore, it seems that the English subject curriculum aims to promote knowledge of and an exploratory approach to language and communication patterns (Ministry of Education and Research, 2020). There appears to be no examples in LK20 towards a specific focus on USA or the UK as part of the curriculum, unlike in the R94-curriculum discussed in section 1.4.1. This suggests that parts of the purpose of the English subject have changed over time.

The English subject is also divided into three core elements: (i) Communication, (ii) Language learning, and (iii) Working with texts in English. Within the core element ‘Language learning’ one finds that learning the pronunciation of phonemes, among other things, ‘gives the pupils choices and possibilities in their communication and interaction’ (Ministry of Education and Research, 2020). Although learning the pronunciation of phonemes is mentioned as part of the core elements, there are no further explanations in the curriculum specifying for example which or how many phonemes to focus on. However, one can find ‘pronunciation patterns’ in one of the competence aims, which may suggest that “the pronunciation of phonemes” falls under this category.

¹ With the introduction of LK20, ‘numeracy’ is longer included as a basic skill in the language subjects

2.4.2 Pronunciation patterns in LK20

For upper secondary school there are a total of 17 competence aims in the English subject for general studies and vocational studies (Ministry of Education and Research, 2020). Although it could be argued that oral competence and pronunciation is relevant to most of the competence aims, I will primarily focus on and discuss what might be considered the most relevant competence aim for pronunciation. The English subject curriculum states that in upper secondary education the pupil is expected to be able to ‘use pronunciation patterns in communication’ (Ministry of Education and Research, 2020). As this is the only specific mention of pronunciation in the competence aims in the English subject curriculum for upper secondary school, it plays a significant role in this thesis. The English subject curriculum does not explain what ‘pronunciation patterns’ means, nor which patterns the pupils should be able to use or how to use them.

After year 2, 4, 7, 10, and vg1, there are specific competence aims presenting what the pupil is expected to be able to do. There is for each of these years a competence aim relating to ‘pronunciation patterns’ in the curriculum. After year 2 of primary school the pupil is expected to be able to ‘listen to and explore the English alphabet and pronunciation patterns through play and singing’. After year 4: ‘explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities.’. After year 7 the pupil is expected to be able to ‘explore and use pronunciation patterns and words and expressions in play, singing and role playing’ (Ministry of Education and Research, 2020).

After year 10, which marks the end of lower secondary school, the competence aim relating to pronunciation patterns differs from year 2, 4 and 7. The competence aim specifies that the pupil is expected to be able to ‘use key patterns of pronunciation in communication’. The difference from the previous competence aims seems to be that during primary school the pupil is expected to be able to use pronunciation patterns in a variety of activities, while after year 10 the pupil is expected to be able to use key pronunciation patterns in communication. It appears, however, that the potential difference between pronunciation patterns and *key* patterns of pronunciation is open for interpretation, as there is no further explanation to this in the curriculum.

As mentioned in section 1.1., for upper secondary school, whether it be general or vocational studies, the pupil is expected to be able to ‘use pronunciation patterns in communication’. The

shift away from ‘key patterns’ found in the competence aim after year 10 is perhaps worth noting here, as this might mean that the pupil is now expected to be able to use a broader range of pronunciation patterns. Again, however, how one understands, differentiates, and to what extent attributes importance to the ‘pronunciation pattern’-competence aim seems to be open for interpretation when it comes to teaching and assessment.

2.4.3 Aspects within pronunciation patterns

The current section does not aim to explain the meaning of “pronunciation patterns” in the curriculum, but rather to briefly present and discuss some relevant information that may help contextualize the competence aims presented in the previous section. As Flognfeldt and Lund (2016) explains in relation to the previous curriculum: “the curriculum provides teachers and learners with the freedom to decide what “correct” pronunciation is” (p. 200). Although this may be considered positive in many aspects, it could also be argued to perhaps enable potential issues related to fair and reliable assessment.

According to Torgersen (2018), “an important question is what is meant by “the central pronunciation patterns” or just “patterns for pronunciation, intonation ... in communication” in the competence aims.” (p. 219). Although Torgersen raises this question against the previous English subject curriculum, the question may be argued to be just as important today when considering LK20. Which pronunciation patterns are for example “key patterns of pronunciation” in the competence aim related to year 10 in the current curriculum? (Ministry of Education and Research, 2020). To elaborate on one such example, Torgersen (2018) refers to intonation as “a point which is contested in intelligibility research.” (p. 223) He goes on to specify that intonation “obviously has a role in oral communication, for example to signal attitudes. However, there is no conclusive evidence to say that it is important for understanding in international settings between non-native speakers” (2018, p. 223-224), and refers to Bøhn and Hansen (2017) as an example. Interestingly, there is no mention of ‘intonation’ in the competence aim relating to “pronunciation patterns” in LK20 (see section 2.4.2), although this was the case in the similar competence aim in LK13 (as referred to in the beginning of this paragraph). One may interpret this to mean that intonation is now part of “pronunciation patterns” in the LK20 competence aim. However, it could perhaps also be interpreted to mean that since intonation is not mentioned as part of any competence aim, it is no longer an aim to be able to use “patterns for intonation”.

Flognfeldt and Lund (2016) argues that teachers and learners can explore different pronunciation patterns, but “since British and American pronunciation are widely known in Norway and easily understood in the rest of the world, most teachers can probably be expected to give priority to these varieties” (p. 200). Flognfeldt and Lund (2016) seem to focus on the pronunciation of speech sounds, stress, rhythm, and intonation when discussing pronunciation patterns (p. 200-201). Nation and Newton (2008) too, seem to discuss aspects such as specific speech sounds, stress, and intonation after discussing “patterns of pronunciation” in relation to second language learners (p. 76). Thus, these aspects may perhaps be understood to be some of the key aspects of “pronunciation patterns”. It is, however, worth noting that many other aspects are also mentioned as important for pronunciation in both national and international research. Indeed, “pronunciation is affected by a wide variety of factors.” (Nation & Newton, 2008, p. 76).

2.5 PRONUNCIATION

Pronunciation is vital for communication (Flognfeldt & Lund, 2016, p. 200; Rindal & Iannuzzi, 2020, p. 117). The aim of the current section is to first present and discuss the two most common pronunciation principles which, as these are highly relevant principles to the current thesis and pronunciation research in general. Additionally, the aspects of accent and identity in relation to pronunciation will be covered towards the end of this section.

2.5.1 The Nativeness Principle

According to John M Levis (2005), “pronunciation research and pedagogy have long been influenced by two contradictory principles, the *nativeness principle* and the *intelligibility principle*” (p. 9). In 2005, in a special issue of Teachers of English to Speakers of other Language (TESOL), Levis introduced the names ‘the nativeness principle’ and ‘the intelligibility principle’ when describing two central, but different approaches to pronunciation. Since then, Levis’ article has been “cited more than 800 times, and the nativeness principle and the intelligibility principle have become part of the way we talk about approaches to the teaching and learning of pronunciation” (Levis, 2020, p. 1). Indeed, one such example is Derwing and Munro’s *Pronunciation Fundamentals* (2015, p. 6), in which the two principles are referred to in the terminology section. The theoretical framework in the current thesis will regarding pronunciation paradigms primarily be grounded in the two principles laid out by Levis. It is therefore important to note that Levis in 2020, in his own words, revisited the two principles ‘to update our understanding’ (p. 2).

According to Levis (2005), the nativeness principle holds it both possible and desirable to achieve native-like pronunciation in a foreign language (p. 2). A key consideration within this paradigm is that pupils and teachers alike may see native-like accent as an achievable ideal, rather than an exception (Levis, 2005, p. 2). Referring to Levis (2005), Derwing and Munro (2015) states that in the nativeness principle, “the goal is to develop L2 speech that is indistinguishable from that of a native speaker” (p. 6). According to Rindal (2020), the goal within the nativeness principle follows an idea that the language of native speakers is the most “correct” (p. 118-119). Although not specifically using the ‘nativeness principle’-term, the CEFR states that “in language teaching, the phonological control of an idealized native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control” (2018, p. 134). According to Levis (2005), the nativeness principle was the dominant paradigm in pronunciation teaching before the 1960s (p. 2). Similarly, Derwing and Munro highlights the “Audiolingual era in the mid-20th century” (2015, p. 6) as a period in which replication of native-speaker characteristics was emphasized.

The nativeness principle has traditionally been considered the norm within language aspects such as assessment in language teaching (Rindal, 2020, p. 119), and according to Jenkins (2015), the Inner Circle standard varieties of English “are still widely regarded as ‘legitimate’ world norms” (p. 64). Although this might be true today also, it is important to note that the nativeness principle has received an increasing amount of criticism in the past few decades. Interestingly, although not referring to the nativeness principle, Davies (2017) argues that the “attacks” on the term ‘native speaker’ “are almost all against the native speaker of English, which suggests that the issue is more political than linguistic, postcolonial, even racist in a world currently dominated by the necessity of English.” (p. 186). One of the main criticisms of the nativeness principle, however, is that since non-native English speakers outnumber native speakers, it seems unnecessary and perhaps less fitting to aim for a native-like accent (Rindal, 2020, p. 119). According to Derwing and Munro (2015), a study from 2014 “determined that 63% of L2 pronunciation intervention were guided by the Nativeness Principle” (p. 134), which suggests that the Nativeness Principle still has a prominent role within pronunciation teaching.

2.5.2 The Intelligibility Principle

Although the possible importance of intelligibility in pronunciation has been discussed since the early 1900’s (Derwing and Munro, p. 6), it is only during the past few decades that a greater emphasis has been placed on intelligibility in both research and practice (Derwing and

Munro, p. 6, Council of Europe, 2018, p. 45). This change of emphasis, suggests Derwing and Munro (2015), might be due to the empirical evidence that now exists about old learners + difference between intelligibility/accent (p. 6). In his revisitation-article, Levis argues that the intelligibility principle is superior to that of the nativeness principle, deeming the advocacy of native pronunciation for L2 learners as both an unlikely achievement as well as unnecessary for effective communication in the L2 (2020, p. 1). Although the CEFR uses different language, it is worth noting that both Levis (2020) and the CEFR (2018) have updated their perspectives on pronunciation in the recent, both arguably moving closer towards what could be considered to fall in line with the intelligibility principle, and further away from the nativeness principle.

An important point when discussing the concept of intelligibility is that it to a high degree involves both the speaker and the listener. To elaborate on this, it is according to Derwing and Munro (2015), not possible to assess a speaker's intelligibility without making reference to listeners' perceptions (p. 8). Seeing as how the listeners in oral assessment situations at the upper secondary level in Norway are English teachers, their perception of intelligibility could be argued to be of great importance. It is also worth noting that Derwing and Munro (2015) stress that "... accent and intelligibility are not the same. [...] In short, a particular utterance could be heavily accented and yet be fully intelligible" (p. 4-5).

According to Torgersen (2018), intelligibility research indicates that "some pronunciation features are more important for intelligibility than others (p. 222). Firstly, these features include a variety of segments, such as many consonant sounds and specific vowels (see Torgersen, 2017, p. 222-223 for a thorough list). Secondly, suprasegments such as word stress and sentence stress are also included as important features for intelligibility. Interestingly, intonation is not included as one of the suprasegments that are considered important for intelligibility. The reason for this seems to relate to what has already been addressed in section 2.4.3, that "this is a point which is contested in intelligibility research" (Torgersen, 2017, p. 223).

2.5.3 Accent and identity

In Norwegian schools, there is no accent presented as an official standard pronunciation (Rindal & Iannuzzi, 2020, p. 118), but *Received Pronunciation* (RP) and *General American* (GA) have often been used as reference accents in Norway and are also the most widely known accents in the world (Rindal & Iannuzzi, 2020, p. 118). However, "even though they

are the most widely known accents in the world, they are not necessarily the most widely understood, partly because few people actually speak them anymore” (Rindal & Iannuzzi, 2020, p. 18). Since accent discrimination is apparent in the field of language teaching (Derwing and Munro, 2015, p. 137), this section is important to the current thesis.

According to Afshari and Ketabi (2017), “accent is influenced not only by biological timetables but also by sociolinguistic realities.” (p. 86). Derwing and Munro (2015) also connect the topic of accents to sociolinguistic dynamics (p. 16-18), and further states that “foreign-accented English is often judged negatively” (p. 17). Not because the accents themselves “cause” prejudice, as Derwing and Munro puts it, but due to the listeners previously internalized attitudes (2015, p. 17). Since accent is considered one of the essential markers of social belonging (Afshari and Ketabi, 2017, p. 86), it may therefore not only be the official status of English in Norway that matters in relation to pronunciation, but also the status of different varieties of English in social dynamics.

The English subject curriculum states in the very beginning of the curriculum that ‘the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background’ (Ministry of Education and Research, 2020). Furthermore, the curriculum states that ‘the teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations’ (Ministry of Education and Research, 2020). Considering these central aims, where English seems to be viewed as a global language, a question that is worth asking in relation to pronunciation is how pupils should express themselves orally to ensure successful communication with others. Derwing and Munro (2015) states that “Students’ own perceptions of their pronunciation difficulties should also be reviewed and noted” (p. 100).

In Ulrikke Rindal’s doctoral thesis (2013), she explored 70 Norwegian upper secondary pupils’ orientations towards English pronunciation. A questionnaire was used as part of the study, in which one of the questions asked: ‘which accent/pronunciation are you aiming at when you speak English (Give only one answer)’ (Rindal, 2013, p. 93). The answers to the question seemed to suggest that a vast majority of the participants had an opinion on their own accent/pronunciation, and that most of them aimed to speak with either an American or a British accent/variation (Rindal, 2016).

Furthermore, results from the interview-phase of the study suggested that the participants might have had attitudes towards the association that well-known varieties of English would

connote when spoken. The results of Rindal's study also suggest that some participants associated British English with education, while American English seemed to be associated with more informal settings such as everyday speech (Rindal, 2016). The interview results also suggested that 'pupils could find it uncomfortable to 'pretend' to be from a certain country (England or USA) when speaking English and argued that it was possible to have competence in English without sounding British or American' (Rindal, 2016, own translation). Munden and Sandhaug (2017) exemplify how possible attitudes toward different varieties of English might cause issues for a pupil (p. 214-215).

The participants that were interviewed also exemplified how they found different accents/varieties of English suitable for different types of situations (Rindal, 2016). If pupils do indeed adapt the language to different types of situations, this finding might be argued to fall in line with parts of the purpose of the English subject curriculum which, under oral skills, is to 'adapt the language to the purpose, the receiver and the situation and choosing suitable strategies' (Ministry of Education and Research, 2020). According to Ola Haukland and Ulrikke Rindal (2017), the results of Haukland's master's thesis (2016) suggest that the Norwegian participants in the study held strong Norwegian-like English accents to appear less educated, less professional, and less confident. However, the study also suggests that an accent with Norwegian-like pronunciation might be easier to understand than native-like accents of English (Haukland & Rindal, 2017).

According to Derwing and Munro (2015), "the social impact of speaking with an L2 accent is related to listeners' attitudes, which often involve stereotyping" (p. 152), and "prejudicial attitudes about speech are still widespread" (Derwing & Munro, 2015, p. 17). Considering this, the current thesis' aim to explore teachers' beliefs about native-like pronunciation can be argued to be important.

2.6 ASSESSMENT

As mentioned in section 1.1, pupils should according to § 3.3 in the Regulations to the Education Act (2020) be assessed against the competence aims of the subject curriculums. According to Bøhn (2018), "assessment has a fundamental role in education" (p. 231). The aim of the current study is to explore teachers' orientations in relation to possible implications when it comes to fair and reliable assessment for the grades that pupils receive in upper secondary school (see section 1.1).

2.6.1 Criterion-referenced assessment

In Norway, the assessment system in schools have since 2001 been in line with what is referred to as criterion-referenced assessment (Bøhn, 2018, p. 234). In criterion-referenced assessment, it is the criteria that have been laid out beforehand that guide the judgement. This means that, unless of course included in the assessment criteria, aspects of preparation are not relevant (Bøhn, 2018, p. 234). Examples of preparation may for example be the pupil's effort beforehand or including the progress from a previous assessment situation to the current one as part of the evaluation. (Bøhn, 2018, p. 234). To elaborate on this, an ipsative assessment form may for example take into consideration in the evaluation process factors such as for effort and development or compare the pupil's performance to either the pupil's own previous performance or other pupils' performance (Bøhn, 2018, p. 232). As Bøhn points out (2018), ipsative assessment is not allowed in final assessment situations in Norway, such as for example when assessing an oral examination (p. 232-233).

If the assessment form takes into consideration how a pupil performs relative to for example other pupils in the school class, this would fall in line with a norm-referenced assessment culture rather than a criterion-referenced one. Often, a norm-referenced assessment may calculate normal distributions and evaluate performance primarily regarding how pupils perform relative to one another, rather than evaluating each pupil's performance separately (Bøhn 2018, p. 233). From 1939 and up until 2001, however with gradually descending usage during the latter decades of this period, norm-referenced assessment was common in Norwegian schools. The norm-referenced assessment in Norwegian schools came to an official end in 2001 when the Education Act specified that assessment within education was to be criterion-referenced (Bøhn, 2018, p. 233).

I here choose to follow Bøhn (2018), who states that “criteria can be defined as the aspects of the performance to be tested, such as “pronunciation, “vocabulary” and “grammar” (p. 236). The benefit of assessment criteria is that they can help make relatively broad competence aims more concrete in assessment situations (Bøhn, 2018, p. 237). As mentioned in section 2.3, the competence aims should be viewed collectively and not be assessed separately. Thus, it may often make sense to also develop assessment criteria based on a collection of competence aims (Bøhn, 2018, p. 237). According to Bøhn (2018), “it is essential that they (teachers) agree on the assessment criteria they apply when evaluating student work” (p. 236). This means not only which criteria to assess, but also how good a given performance is (Bøhn, 2018, p. 236). As mentioned in the beginning of chapter 1, there does, however, not

seem to be a shared understanding of what constitutes adequate, good, and excellent pronunciation (Bøhn, 2016, p. 62, Johannessen, 2018, p. 79-80). Since assessment criteria alone may often not say anything about the level of performance, Bøhn (2018) exemplifies how the assessment criteria can be developed in connection to level descriptors, by putting the criteria into rating scales (p. 237-238). Rating scales will be discussed further in section 2.6.3.

2.6.2 Pronunciation assessment

The current section does not seek to present and discuss research on pronunciation assessment separately or in close detail, such as for example in relation to speech tests and the like.

Instead, the aim of this section is to briefly present aspects that seem to often be regarded as part of pronunciation in assessment, as well as to present and discuss how assessing pronunciation may often intertwine with other criteria. According to Derwing and Munro (2015), “assessing and teaching pronunciation requires a reasonably good familiarity with the sound inventory of the language being taught, and the associated phonetic symbols” (p. 114). To evaluate effectively, familiarity with aspects such as stress, rhythm, and intonation are also highlighted as important since they at times can interfere with intelligibility (Derwing and Munro, 2015, p. 144). These aspects may be considered to connect well with what has been mentioned in relation to “pronunciation patterns” (see section 2.4.3), which is arguably a positive correlation since pupils are to be assessed against the competence aims.

According to Derwing and Munro (2015), there is difficulty in “isolating pronunciation skills from other aspects of speaking proficiency such as grammatical accuracy, fluency, vocabulary use, discourse markers and pragmatics” (p. 116). A similar notion can be noted by Harding (2017) who points out that “the difficulty in separating pronunciation out from other dimensions of the speaking construct was a key theme in Yates et al.’s (2011) study as well” (p. 27). Further, Harding (2017) states that:

The theoretical divide between pronunciation and aspects of fluency – stress timing, hesitation, ‘chunking’ – becomes harder to maintain when human raters, who need to apply scales in practice, struggle to separate these dimensions for judgement purposes. Raters are conscious, too, of the role grammar appears to play in pronunciation judgement.” (p. 27).

One can, among several other things, draw from this that assessing pronunciation is a difficult task in general, even for trained raters. The construct recommendations laid out by Harding (2017, p. 30) can perhaps also be argued to illustrate that in international research there does not seem to be a general shared understanding of how to assess second/foreign language

pronunciation or which criteria to include/focus on. A possible reason for this may be that “pronunciation testing remains an undeveloped aspect of language assessment in general” (Derwing & Munro, 2015, p. 119).

Davies (2017) argues that “If the spoken language is to be tested, there has to be an agreed upon model. In most situations, this will be the local prestige ‘class’ accent ...” (p. 190).

Further:

My conclusion to the accent-native speaker assessment relation is that if the spoken language is to be assessed and if accent is one of the variables under test, then the native speaker in its idealized representation as a prestige variety is needed as model and goal. (Davies, 2017, p. 190).

If one is to follow the arguments laid out by Davies above in relation to the Norwegian context, it can be argued to bring forth questions about how one is to assess pupils against the competence aim relating to pronunciation patterns.

2.6.3 Rating scales

As mentioned in section 1.1, there are no common rating scales for oral assessment on a national level in Norway for upper secondary education. The current section aims to present and discuss what rating scales are and connect possible issues addressed here to the topics of validity and reliability which will be addressed in the following sections. By following Knoch (2017), one can understand rating scales as the following:

Rating scales provide an operational definition of a linguistic construct or a language ability being measured (e.g Davies *et al.*, 1999), and are interpreted by raters as the de facto test construct (Mcmanara, 2002). Rating scales therefore embody the underlying notion of what abilities are being measured through assessment (Knoch, 2017, p. 54)

According to Fulcher and Davidson (2007), “the earliest attempt to invest language test scores with meaning that could be related to an ability to perform in a ‘real world’ domain were made within the United States military” (p. 93). The early versions of these rating scales assessed language skills in the US military from the 1950s (Fulcher & Davidson, 2007, p. 94). For speaking, one of the tests used by the Foreign Service Institute (FSI) consisted of five constructs that each test taker was rated in relation to. Aspects such as accent, grammar, vocabulary, fluency, and comprehension were part of the speaking test (Fulcher & Davidson, 2007, p. 94). Interestingly, these constructs can be argued to be common constructs in various language assessment situations also today. According to Fulcher and Davidson (2007), “such

simple ways of arriving at a score soon evolved into more complex systems, containing levels with definitions” (p. 94). In recent times, the CEFR Companion Volume may serve as an example that fits such a description, although the purposes are not entirely comparable.

As presented in section 2.2, the CEFR promotes a proficiency perspective guided by ‘can do’ descriptors. Fulcher and Davidson (2007) problematize the use of ‘can do’ statements to define levels and uses one of the original CEFR scales from 2001 to exemplify their point (p. 98-100). Since learners ‘can do’ the described statements with a varying degree of accuracy and effectiveness, Fulcher and Davidson (2007) questions how one level definition can summarize a performance (p. 100). They then discuss what may be considered the key considerations if one is to make a rating scale: how defined should the scale be? If levels are under-defined “they do not contain enough information for us to match samples to the level, and if over-defined no single sample is defined by just one level” (Fulcher & Davidson, 2007, p. 100). Furthermore, they raise the following question: “how many of the ‘can dos’ must we be able to do before we are in a level?” (Fulcher & Davidson, 2007, p. 100). These can be argued to be important considerations if one relates these questions to the fact that pupils should be assessed against the competence aims.

According to Bøhn (2018), “some of the competence aims are very general and need to be made concrete before they can be used in assessment” (p. 237). Although Bøhn here refers to the previous curriculum, this statement can be argued to be just as relevant today, especially considering that there are fewer competence aims in LK20 than in the previous curriculum. As mentioned in section 2.4.2, the English subject curriculum states that in upper secondary education the pupil is expected to be able to ‘use pronunciation patterns in communication’ (Ministry of Education and Research, 2020). There may of course be different ways to concretize this competence aim into a potential rating scale for oral assessment. To elaborate, how many pronunciation patterns must one “be able to use”, which ones, and how well, to reach different levels of the competence aim? These may be difficult questions to answer if one aims to strike a balance between over-defined and under-defined, perhaps especially when considering that competence aims should be assessed collectively in final assessment situations such as exams.

In relation to construct recommendations regarding rating scale development for pronunciation, Harding (2017) recommends the following: “consider collapsing pronunciation and fluency into the same criterion.” (p. 30). Although this recommendation should be seen in context of the chapter that it belongs to, it still exemplifies how one can approach criterion

development for rating scales. In the English subject curriculum, one can find descriptors (kjennetegn på måloppnåelse) under the headline “assessment resources” (Ministry of Education and Research, 2020). Although pronunciation is not mentioned specifically in any of the descriptor levels for Year 10 or for vg1 (upper secondary education), it is worth noting that ‘fluency’ (flyt) is specified as part of the highest level achievable (grade 6) for Year 10. Interestingly though, ‘fluency’ cannot be found in any other level for year 10 and is also not included as part of any levels in the descriptors for vg1 (Ministry of Education and Research, 2020). Here, one may question why fluency is included as a criterion only for the highest level of competence after year 10 specifically, but not elsewhere for year 10 or vg1. It is perhaps not unlikely that ‘fluency’ may be by some raters (teachers) interpreted to also encompass pronunciation, seeing as the close connection between the two aspects can be illustrated in Harding’s (2017) recommendation to perhaps collapse them into one criterion, depending on the circumstances (p. 30).

According to the Ministry of Education and Research (2020), the guiding descriptors (veiledende kjennetegn på måloppnåelse) are developed to support teachers in the final grade assessment process. Part of the purpose of the guiding descriptors is “to contribute to a shared national direction for final grade assessment. Schools and teachers can use these to create a shared assessment culture” (Ministry of Education and Research (2020), own translation). This must be considered highly relevant to research question three in the current thesis regarding common assessment criteria for oral assessment on a national level. It is, however, worth noting that these guiding descriptors seem to be meant as a voluntary assessment resource, meaning that schools and teachers are free to choose themselves whether they want to make use of them or not.

2.7 VALIDITY

Validity is commonly acknowledged to be a key consideration in testing and assessment (Fulcher and Davidson, 2007, p. 3), and is often referred to as the quality or ‘soundness’ of an assessment procedure (Luoma, 2004, p. 184). However, despite its central role in assessment, the concept of validity and how to interpret the term has been a hot topic for discussion by theorists within the field. The term has gone through several changes during the past few decades, with some proposes going so far as to suggest that perhaps the best change would be to retire ‘validity’ from the testing lexicon entirely to reach a consensus on the issue (Newton & Shaw, 2016, p. 189-190). Prominent validity scholars hold conflicting perspectives on the

term (Newton & Shaw, 2016, p. 179), further illustrating that the concept of validity is complex. There are two highlighted controversies that often seem to foster the ongoing debate about validity: “(i) what validity should encompass; and (ii) what validity should apply to.” (Newton & Shaw, 2016, p. 180).

Although a broader professional consensus over a clear-cut technical definition has not been reached, I have chosen to base this thesis’ understanding of validity in a similar manner to that of Bøhn (2016) and Johannessen (2018), who both refer to the definition of validity presented by The Standards for Educational and Psychological Testing (henceforth: Standards) (Bøhn, 2016, p 14, Johannessen, 2018, p 42). The decision behind this choice is that I believe that a similar approach to terms and definitions might prove beneficial if one is to potentially draw any links between this study and the relatively few other studies that have previously been conducted on validity in English oral assessment situations in Norway.

According to Standards, “validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. ... It is the interpretations of test scores for proposed uses that are evaluated, not the test itself” (American Educational Research Association, American Psychological Association & National Council on Measurement in Education) [AERA, APA & NCME], 2014). This view on validity speaks in favor of understanding validity as interferences that may influence assessment results, rather than understanding validity as a property of a test. This would, for example, mean that assessing native-like pronunciation as a positive construct in and of itself in a test that is not laid out to assess whether the pronunciation is native-like or not, would be an interference that threatens the validity of the results. According to Bøhn (2018), “validity means that teachers should only assess those aspects of the performance that they are supposed to assess” (p. 235), and further, “teachers need to have good knowledge of the subject curriculum in order to be able to assess in a valid manner” (Bøhn, 2018, p. 236).

2.8 RELIABILITY

According to Bøhn (2018), “reliability concerns the extent to which the same performance would be given the same mark, or score, by different teachers” (p. 236). It is much considering this concept that the current thesis situates itself as important to be carried out. Bøhn (2018) argues in relation to good reliability and fair assessment of pupils that “teachers, for their part, must always aspire to ensuring as high a level of reliability as possible. To do so, it is essential that they agree on the assessment criteria they apply when evaluating student

work” (p. 236). He then further exemplifies one such criteria as “pronunciation”, along with “vocabulary” and “grammar”. It is here worth noting that Bøhn (2018) explains that “criteria can be defined as the aspects of the performance to be tested.” (p. 236). Thus, pronunciation is here used as an example of an aspect, or criteria, to consider. Interestingly, in relation to how one assesses how *good* a performance is, he proposes a shared assessment culture among teachers as a step to ensure good validity and reliability (Bøhn, 2018, p. 236). Further, he points to assessment tools available in relation to the curriculum, such as guiding descriptors (see section 2.6.3) (Bøhn, 2018, p. 236). He also explains that “this is something that the Norwegian educational authorities strongly support, ...” (Bøhn, 2018, p. 236). It can be argued, based on what has been presented here, that Bøhn places a certain responsibility on teachers, too, to help ensure good reliability. I therefore find it worth referring again to Borg (2012) who stated in an interview that “if we want to fully understand what teachers do, we can’t just focus on behavior, we need to understand what they believe, what they know, their attitudes, their feelings” (Birello, 2012, p. 88). The current thesis’ aim to explore teachers’ beliefs about common assessment criteria on a national level may in relation these aspects thus be argued to be an important exploration.

2.9 SUMMARY OF CHAPTER

The aim of this chapter has been to provide a theoretical framework for the discussion of the empirical research findings that will be presented in chapter 4. I have discussed relevant language teaching terms and concepts relevant to the topic of pronunciation. Further, I have discussed the recent and relevant changes to aspects within the CEFR, as well as taken a closer look at pronunciation in relation to previous Norwegian curricula for English at the upper secondary level. I have also discussed the current English subject curriculum, where I have aimed to focus on the topic of pronunciation patterns. Next, I have presented and discussed relevant pronunciation paradigms and concepts, as well as addressing accent and identity in relation to the topic of pronunciation. Lastly, I have in the current chapter discussed assessment-relevant theories and concepts and how pronunciation can be seen in relation to these. Based on what has been presented and discussed in this chapter, it seems that there are several, often difficult, aspects to consider if one is to ensure fair and reliable oral assessment of pupils, also with regards to pronunciation. I will return to this in chapter 5.

3 METHOD

This chapter presents the selected research design and explains the choices leading to it. First, I discuss the choice to carry out the current study. Next, I address the rationale behind the choice to employ an internet-based survey as the research instrument. I then discuss the development and content of the survey and the participants. Further, I address the data analysis process, identified measurement errors, and the aspect of translation. Lastly, I address ethical considerations, the reliability and validity of the research design, and limitations to of study.

3.1 THE PHASES OF THE RESEARCH PROCESS

The methodological approach in the current study went through some changes leading up to the choice to employ an internet-based survey as the research instrument. Although a mixed-method approach initially seemed suitable for the purpose of the study, I decided with respect to the time frame to plan towards conducting the study through one research instrument. The first plan was to employ semi-structured interviews as the research instrument, primarily because interviews seemed like a commonly used and suitable approach in studies with similar topics, but also because this was the research instrument that I had the most knowledge about before I began working with this thesis. However, during the first phase of research I was made aware of Nettskjema (Universitetet i Oslo) being an available data collection tool that was free for me as a student. After testing potential ways to use Nettskjema, I found it very intuitive and suitable for the aim of the current thesis. It is worth noting that suitable here also includes that Nettskjema “is specifically designed to meet Norwegian privacy requirements” and further, “there is focus on self-service, user-friendliness, research and teaching purposes as well as security and privacy.” (Universitetet I Oslo). These were key considerations, as ensuring anonymity and safely secured data must be seen as crucial for both ethical and analytical reasons. I therefore decided at an early stage to shift towards employing an internet-based survey instead of interviews, as Nettskjema seemed highly suitable to gather quantitative data that could be analyzed both quantitatively and qualitatively.

The choice to move towards the quantitative approach of an online survey was also guided by several other reasons that I found to be positive; it was Covid-friendly, it fitted the time frame well, my survey design could perhaps supplement previous studies on oral English in Norway from the view of a perhaps less common angle, and an internet-based survey-approach

seemed to have great potential in terms of achieving a suitable sample size. Additionally, it is worth noting that this method allowed for me to gather data in a relatively easy way without further arrangements. This could be considered a key point for teachers with hectic days in general, a point that is perhaps further emphasized by the unpredictable days for teachers during the pandemic.

After deciding to employ an online survey as the research instrument, I found it purposeful to also keep in mind a way to have the possibility to perhaps conduct interviews at a later stage in the process to supplement the questionnaire. In the e-mail invitations to the survey, I therefore chose to include information about how to volunteer for possible interviews. The rationale for this decision was that with no prior experience in conducting surveys, I was unsure whether the time frame would allow for me to conduct both a survey and interviews in a satisfactory way. Additionally, there was the possibility that the survey would appear inadequate to function as the sole research instrument, or at worst, a research instrument at all. To elaborate on this, I could for example not know beforehand whether a satisfactory number of participants would respond to the open-ended questions, or whether a satisfactory number of participants would respond to the survey at all.

Although previously conducted studies provided some insight into roughly what I could expect in terms of response rates, I found it difficult to also account for the possible impact that Covid would have on both administrators and teachers alike in terms of forwarding and answering an online survey amid perhaps more pressing matters. Thus, I decided to prepare for the possibility of an ‘explanatory sequential’ mixed-method approach (Creswell, 2018, p. 15). If an approach like this were to be realized, I would have analyzed and used the results of the online questionnaire to collect supplementing data through semi-structured interviews.

3.1.1 Survey design

According to Creswell (2018), “a survey design provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population” (p. 147). A survey design may often take the form of an online questionnaire, and there can be several benefits of conducting quantitative research through an online questionnaire. As Vehovar and Manfreda (2008) points out, respondents can choose themselves when, where and at what speed to complete the questionnaire. Furthermore, an online questionnaire can often provide more privacy for the participant, as well as avoiding interviewer-biases that may otherwise occur. Thus, online

questionnaires can contribute to higher data quality (p. 179). These potential benefits may be why surveys “have become a standard tool for empirical research in social sciences, marketing, and official statistics” (Vehovar & Manfreda, 2008, p. 177).

There are, however, also several methodological issues connected to the use of a survey as a research instrument. One key consideration is the issue of non-response. As Vehovar and Manfreda (2008) points out, response rates in web surveys are often very low (p. 182). This can cause non-response problems if there is a significant difference in the characteristics of the respondents and the non-respondents in relation to the topic of the questionnaire (Vehovar & Manfreda, 2008, p. 182). This is worth keeping in mind, as it is, for example, not unlikely that those who opted to participate in the current study may hold pronunciation to be more important/interesting than the non-responders. Another issue that is often addressed as a disadvantage of questionnaires, is that it is often unsuitable to probe deeply into an issue, which can relate both to the time respondents are willing to spend on the questionnaire (Dörnyei, 2010, p. 7), but also because one cannot ask follow-up questions such as for example in semi-structured interviews. Further, respondents may misinterpret questions and in general be unmotivated to answer thoroughly (Dörnyei, 2010, p. 7). An example of this is open-ended questions that may require more effort to respond to than closed-ended statements.

Another key consideration with questionnaires as a research method is that of social desirability bias (Dörnyei, 2010, p. 8). According to Dörnyei (2010), “the results represent what the respondents *report* to feel or believe, rather than what they *actually* feel or believe.” (p. 8). Participants may often guess or sense what the desirable answer is, which thus influences the response when one either consciously or unconsciously aims to be presented in a good light (Dörnyei, 2010, p. 8). Further, participants may be subject to acquiescence bias, meaning that some people tend to be more reluctant towards looking at the negative sides of an issue in a self-completed questionnaire (Dörnyei, 2010, p. 8). Another potential issue with questionnaires is the halo effect. According to Dörnyei (2010), “If our overall impression of a person or a topic is positive, we may be disinclined to say anything less than positive about them even if it comes to specific details” (p. 8). Lastly, it worth considering the aspect participant fatigue in the questionnaire design (Dörnyei, 2010, p. 8).

3.2 THE CURRENT STUDY

This study is designed to explore EFL teachers' orientations towards pronunciation at the upper secondary level in Norway. Studies about pronunciation at the upper secondary level had understandably not been published in the context of LK20 before during the design of the current study, and the study is therefore to a large extent exploratory. Although pronunciation has been part of previously conducted research in Norway, it seems as if the topic of pronunciation has often served as one of several sub-categories in studies with other main aims than this study (Bøhn 2016; Yildiz 2011; Johannessen 2018). As such, there might have been limitations in the focus that pronunciation has received in previously conducted studies in Norway due to the scope and aim of the studies. Interestingly, although pronunciation may not have been the primary focus, the findings in several Norwegian studies seem to suggest a need to further explore pronunciation at the upper secondary level in Norway (see section 1.7). The importance of conducting this study is therefore grounded in what has been found in previously conducted studies in Norway. Additionally, the current study aims to investigate aspects that to my knowledge have not been explored by employing the current method before; 'pronunciation patterns' in the recently introduced LK20 English subject curriculum, and teachers' beliefs about common assessment criteria on a national level for English oral assessment in upper secondary school.

Table 2 Overview of research design (inspired by Lyngstad, 2019, p. 104)

Method	Quantitative
Participants	107 teachers
Research instrument	43-item questionnaire
Data material for analysis	Questionnaire responses

3.2.1 Population and sample

The population examined in the current study is English teachers in upper secondary school in Norway. The sample is drawn from teachers working in Norway, represented by all eleven counties. The study involves stratification in the sense that the invitations are directed toward English teachers, instead of all upper secondary teachers in general. However, beyond this characteristic the study does not involve stratification of the population sampled, such as for example for age or education (Creswell, 2018, p. 150-151). The method employed is quantitative, but some of the data that is drawn from the sample will be analyzed qualitatively. As participation was not obligatory, but instead relied on teachers to volunteer and opt in, the sample in this study is a non-probability sample (Fricker, Jr, 2008, p. 199). This means that

the sample is not, nor does it intend to be, representative for the wider population of English teachers at the upper secondary level (Fricker, Jr, 2008, p. 200). To reach possible respondents, a list-based sampling frame has been used by implementing auxiliary data, meaning that a vast majority of the respondents have not been directly contacted (Fricker, Jr 2008, p. 202). To elaborate on this point, *some* of the contact persons that received the initial invitation to forward the e-mail may themselves also have been English teachers. Thus, they might also have answered the questionnaire.

According to Statistics Norway (2018), there were 3460 teachers who taught in the English subject at the upper secondary level in Norway in 2017 (p. 28). Although this number have likely changed a little since then, it gives a rough estimation of the sample size. If one is to take this number into consideration, the response rate to the questionnaire seems to be roughly 3%. Although this must be considered a low response rate, it is not unusual in survey method approaches (Vehovar & Manfreda., 2009, p. 182). Issues related to the validity and reliability of the sampling method will be discussed further in section 3.5.

The choice to employ an auxiliary approach to invite participants was based on several reasons. Firstly, I chose to conduct an online questionnaire partly because it allowed for me to reach out to and invite a vast majority of all Norwegian upper secondary schools to participate, which to my knowledge has not been done before in a similar fashion with pronunciation as the main topic. A possible benefit with an approach like this is that the study might contain data from teachers whose orientations may not have been gathered with a different method. To exemplify this, 107 teachers responded to the questionnaire, while 7 teachers volunteered to possibly participate in interviews. The current method might therefore provide valuable data for future studies in several different ways, for example in terms of a rough estimation of potential response rates with a nation-wide auxiliary approach of this sort. Secondly, the online auxiliary approach allowed for me to combat the expectation and likelihood of an overall low response rate from the schools. In part because of the pandemic, I therefore chose to go for an approach that could allow for a suitable sample size through one request only to a significant number of schools, rather than for example a three-phase survey administration procedure (Creswell, 2018, p. 155).

By sending one request only to each school, I avoided sending reminding e-mails to contact persons that perhaps had already forwarded the invitations but had not responded to my request. Additionally, the one-phase auxiliary approach helped ensure that the schools/contact persons that were not interested during the initial request and did not respond, would receive

unwanted reminders or additional requests to participate. However, it is likely that I would have reached more teachers, and therefore potentially more participants, had I chosen an auxiliary approach that included several phases, such as for example two rounds of reminder-emails with a couple of weeks apart. After consideration, I found the chosen auxiliary approach with one request only to a larger number of schools to be the most desirable for the current thesis, because it allowed for me to gradually include more counties depending on the response rate. The number of approached and responding schools, as well as the number of participating teachers in each in each county, can be found in the table below.

Table 3 Survey sample overview (inspired by Lyngstad, 2019, p. 110).

County	Number of schools approached	Number of responding schools	Number of participants
Agder	24	1	8
Innlandet	30	3	10
Møre og Romsdal	24	1	3
Nordland	21	1	2
Oslo	35	4	12
Rogaland	34	10	14
Troms og Finnmark	24	7	8
Trøndelag	37	5	8
Vestfold og Telemark	27	2	5
Vestland	52	9	19
Viken	61	13	18
Total	369	56	107

The process of gathering the auxiliary data needed to conduct the survey was done by researching available contact information on the official home pages for almost every upper secondary school in Norway. I created separate contact lists for each of the eleven counties, leaving out a small portion of upper secondary schools that, for a variety of reasons, did not seem to teach English as a subject. The lists consisted of the name of each relevant school in the county, followed by what appeared to be the most suitable contact person based on the available information online. During this process I would first look for the English/language subject coordinator or the administrator for general studies/subjects. Whenever I could not find any relevant information, I would normally resort to the principle as the default contact person. Thus, the lists consisted of e-mail addresses primarily belonging to administrators, subject coordinators, and principals. The intent of this approach was to reach what appeared to be the most appropriate person to contact at each school in relation to the English subject teachers. Some schools had relevant and up-to-date information available, while other schools had little to no relevant information suited to this purpose.

As shown in table 3 above, the response rate to the questionnaire cannot be measured due to the choice to employ an auxiliary approach to reach a suitable sample size. It is, however, evident based on the survey sample overview that the number of participants in each county does not necessarily correlate with the number of schools approached, nor the number of responding schools. Although there are issues related to the reliability of the sample, which will be discussed in section 3.5, table 3 above might also suggest that due to the relatively low number of responding schools it would have been difficult to reach a suitable sample size if each participant were to be contacted directly. It is worth noting that most of the responding schools confirmed that they forwarded the invitation to the English teachers at their respective school, but some of the responding schools also answered to let me know that they, for a variety of reasons, chose to decline my request to forward the invitation. Out of the few that both responded and declined, a common reason to decline was that due to the sheer number of research invitations that they received, some schools practiced a policy of only participating in research projects from universities located in their respective county. A select few schools also expressed that they practiced a policy of not participating in/forwarding volunteer studies, with respect to the teachers.

Table 4 Survey sample in detail (inspired by Lyngstad, 2017, p. 11)

	No. of participants	Percentage of total
GENDER		
Female	84	78,5 %
Male	23	21,5 %
Total	107	100 %
AGE		
19 - 29	12	11,2 %
30 - 44	52	48,6 %
45 - 59	33	30,8 %
60+	10	9,3 %
Total	107	100 %
TOTAL TEACHING EXPERIENCE		
0 – 5 years	25	23,4 %
6 – 12 years	30	28 %
13 – 19 years	25	23,4 %
20+ years	27	25,2 %
Total	107	100 %
EDUCATION		
Allmennlærerutdanning	6	5,6 %
Grunnskolelærerutdanning 1. – 7. trinn	0	0 %
Grunnskolelærerutdanning 5. – 10. trinn	2	1,9 %
Lektorutdanning 8. – 13. trinn	35	32,7 %

Praktisk-pedagogisk utdanning	45	42,1 %
Other (See appendix D)	19	17,8 %
Total	107	100%
FORMAL COMPETENCE IN THE ENGLISH SUBJECT (CREDITS)		
0 - 29	1	1 %
30 - 59	5	4,8 %
60 - 89	31	29,5 %
90+	68	64,8 %
Total	107	100 %
COUNTY		
Agder	8	7,5 %
Innlandet	10	9,3 %
Møre og Romsdal	3	2,8 %
Nordland	2	1,9 %
Oslo	12	11,2 %
Rogaland	14	13,1 %
Troms og Finnmark	8	7,5 %
Trøndelag	8	7,5 %
Vestfold og Telemark	5	4,7 %
Vestlandet	19	17,8 %
Viken	18	16,8 %
Total	107	100 %

3.2.2 Designing the survey

As discussed in section 1.1, a relatively limited amount of research has been published about pronunciation in relation to education and assessment (Companion, 2018, p. 6; Bøhn, 2016, p. 33). However, a few published studies in Norway have dealt with teachers' orientations towards pronunciation at the upper secondary level. Bøhn and Hansen (2017), "investigated EFL teachers' orientations toward the assessment of pronunciation at the upper-secondary school level in Norway" (abstract). Although parts of the current study are inspired by and aims to further explore aspects investigated by Bøhn and Hansen, such as nativeness and intelligibility, it is worth noting that the current study is grounded in the new subject curriculum. Additionally, the current study also aims to explore aspects that do not seem to have been investigated by employing the current method before, such as teachers' orientations towards "pronunciation patterns" in the English subject curriculum (Ministry of Education and Research, 2020). Thus, I found it necessary to develop a new questionnaire to address the issues that I wanted to explore, rather than to adopt and edit/add to previous questionnaires.

After an initial draft of the questionnaire had been made, a friend who works as an English teacher in secondary school was asked to participate in the pilot phase. Shortly after he had

received and answered the pilot questionnaire, an informal online interview was conducted where the teacher was asked about aspects such as the time frame, whether any questions were difficult to interpret/understand, and whether he had any other feedback. This process provided me with valuable information, such as indicating a rough estimate of the time it would take to complete the questionnaire, as well as pinpointing unclear questions. The respondent reported that he thought he spent close to 20 minutes on the questionnaire, but that he did not time it from start to finish. Although a more specific time frame would have been beneficial, the rough estimate suggested that the length of the questionnaire seemed to be within the frame I aimed for. Based on the feedback from the pilot, as well as my own thoughts, I revised the questionnaire by adding, deleting, and editing parts of the content.

For the second part of the pilot phase, three friends who worked as English teachers at separate secondary schools in Norway agreed to participate. They each received an invitational link to a new pilot questionnaire, which was an edited version of the first pilot questionnaire. Before receiving the invitation, they were asked to keep the following things in mind; (i) how long did it take them to complete the questionnaire, (ii) did any questions appear leading or unclear, (iii) what their thoughts on the appearance/design of the questionnaire were, and (iiii) whether they had any suggestions for improvements. In relation to the time frame, each of the three pilot participants reported a time frame that was within 15-20 minutes. They all reported that the design of the questionnaire appeared professional and that it was easy to navigate. Additionally, the overall feedback suggested that the questions seemed to be appropriately formulated in terms of the aim to avoid leading questions. However, two of the participants identified a total of three items that they found to perhaps be a bit unclear. These items were later removed as I found it difficult to formulate the intention of the questions concisely. Additionally, an entire part of the questionnaire was removed as I found that the pilot participants had, and rightfully so, misunderstood the intent of the design in this part of the questionnaire. After this pilot phase I did not find a suitable way to approach the topic through the chosen research instrument, and therefore removed the topic entirely. The removed part aimed to explore how teachers assess pupils' pronunciation in relation to other criteria in an oral assessment situation, such as traditional pupil presentations.

Apart from the feedback regarding unclear questions, I received no other suggestions for improvements. The relative lack of constructive criticism may be viewed as a positive sign, but it might also indicate that perhaps the pilot participants were not as critical or descriptive

as I may have hoped for them to be. Therefore, it would perhaps have been beneficial to conduct informal interviews with the three teachers that participated, seeing as how it provided valuable feedback during the first pilot phase. Additionally, it is likely that an increased number of participants in the two pilot phases would have added to the feedback in a positive way.

Based on the feedback from the two pilot phases, the time frame, and my own continuous slight changes to the questionnaire, the survey eventually reached a final version that I found suitable for the current study. The final version contains a total of 43 items categorized into 7 topics:

- Background information
- Pronunciation in oral communication
- Native-like pronunciation
- Segments and suprasegments
- Pronunciation patterns in the curriculum
- Teaching pronunciation
- Assessing pronunciation

A vast majority of the items in the questionnaire are statements where respondents could choose only one answer on a Likert scale ranging from one to six. This means that for the alternatives in the middle, participants could choose either ‘somewhat disagree’ or ‘somewhat agree’, but nothing in-between these two. The Likert scale will be discussed further in section 3.3.1. The questionnaire also contains three open-ended questions, located in part 2, 3 and 5. The choice to include only three open-ended questions, two of which were asked early on, was a deliberate decision intended to avoid participant fatigue (Creswell, 2018, p. 154), as well as perhaps making these questions more likely to be answered seeing as there were relatively few of them in the questionnaire. It must also be noted that each of the seven parts contains an open item at the very end intended to allow for respondents to comment on and provide feedback.

3.2.3 Conducting the survey

The survey was administered in all eleven counties in Norway during an almost four-week period from mid-February to early March 2021. In case of the unlikely event of a much higher response rate than expected, I decided to not send the e-mail invitation to all eleven counties at once. Instead, I chose to send out invitational e-mails in intervals separated by counties.

Because of how my contact lists were made, as well some testing beforehand, I was able to manually send out the invitation to every school in a county within a couple of minutes. It was important for me to make sure that every school in the county was contacted at the same time, as this would help ensure anonymity for both teachers and schools once potential participants from each county responded to the questionnaire. Considerations regarding anonymity will be discussed further in section 3.4.

The chosen contact person for each school received an e-mail that presented general information about the project as well as a request to forward an included invitation that was directly catered towards the English teachers at the school (see Appendix A). The invitational e-mail included information about the project, such as the working title and general aim of the study, it contained information about the assumed time frame of the questionnaire, and a link to the questionnaire. It is here worth emphasizing that the link that was included to the final version of the questionnaire has by me only been shared through these invitational e-mails. Lastly in the invitational e-mail I, as discussed in section 3.1, invited teachers to volunteer for interviews in case it turned out that an insufficient number of participants answered the open-ended questions in the questionnaire.

Additionally, an information form explaining the formalities surrounding the study was included as an attachment. It is important to stress that much of the design and/or word choices in the invitational e-mail are deliberately either directly copied or heavily inspired by Lyngstad (see Appendix A in this thesis + Lyngstad, 2019, p. 310-311 for comparison). This choice was made after I had researched different ways to invite participants, finding her design approach to be both professional, concise, and fitting for the current study. I therefore opted to use her approach as a blueprint with the rationale being that I believe the first impression to be very significant when contact persons and teachers decide whether to forward/participate or not.

After I had made lists with contact information for close to every school in each county in Norway, I found it beneficial to approach the counties in intervals. Although perhaps unlikely, the possibility of a much higher response rate than expected would create a situation in which it would suffice for the scope and time frame of the project to limit the invitations to only some counties. I therefore first invited the schools in two counties to begin with, before rather quickly deciding, after two days, to include more counties since the response rate was lower than I had hoped for. During a two-week period, I therefore invited new schools to participate in intervals based on the county lists I had made, where two or three more counties would be

invited every couple of days until eventually all eleven counties had been invited. Because I followed the progression of county-participation every day during this period, I was able to note that most respondents answered within a day or two after the initial request had been sent to the schools in the county. After the final round of invitations, I chose to hold the questionnaire open for close to two more weeks to allow for more teachers to participate. Eventually, after several days with no new respondents to the questionnaire, I decided to close it for participation due to the time frame so that I could begin analyzing the data. At the time of closing, 107 participants had answered the questionnaire within a four week-period.

3.3 ANALYZING THE DATA

The notion that pronunciation within education has been described as under-researched, may have contributed to make most aspects within the topic of pronunciation seem both important and interesting to explore further during the design of the questionnaire. It is therefore worth noting at the start of this section that I will not cover each part of the questionnaire in this thesis. A consideration to be made in relation to this is that a different and perhaps better-tailored questionnaire design might have helped answer the research questions to a greater extent, seeing as how I could have tailored it more towards the parts of the questionnaire that I have chosen to focus on in this thesis. However, I hope that the data from the unanalyzed parts of the questionnaire, included in appendix D, may prove itself to be of value as secondary data in future research (Rasmussen, 2008, p. 89). For example, part 6 of the questionnaire aimed to explore teachers' beliefs about pronunciation teaching, what they would focus on, and what types of learning material they used when teaching pronunciation. This will not be further pursued in the current thesis but may contain valuable data for future studies. As such, there is perhaps also positive aspects to the fact that the questionnaire covered more aspects than what I have afterwards deemed suitable for the current thesis. Guided by the research questions, the analysis and the following chapters are therefore based on responses to items from the following four parts of the questionnaire:

- Part 2 - Pronunciation in oral communication
- Part 3 - Native-like pronunciation
- Part 5 - Pronunciation patterns in the curriculum
- Part 7 - Assessing pronunciation

The table below presents an overview of how the different items and sections in the following chapters relate to the research questions (Creswell, 2018, p. 155).

Table 5 Overview of connection between research questions and items

Section	Research question	Item on Survey
Findings 4.1 Discussion 5.1	Overarching thesis aim	Statements: Item 12, 15, 16 and 19
Findings 4.2 Discussion 5.2	1. What are teachers' beliefs about native-speaker pronunciation?	Statements: Item 23 and 25 Question: Item 26 Feedback: Item 27
Findings 4.3 Discussion 5.3	2. What are teachers' beliefs about 'pronunciation patterns'?	Statements: Item 45 and 47 Question: Item 46 Feedback: Item 49
Findings 4.4 Discussion 5.4	What are teachers' beliefs about common assessment criteria?	Statements: Item 83 and 84 Feedback: Item 85

3.3.1 Closed-ended statements

As the first step of the analysis, the results were transformed with an automated codebook-enhancement by Nettskjema, which made it easier to analyze the results in Excel and SPSS. In Excel, the first step I made was to identify incomplete responses. During this process, I identified several items in the questionnaire that had a lower response rate than the average, which I interpreted to be potential results of measurement errors and/or poorly designed items and were thus not considered suitable for further analysis. Examples of such considerations will be addressed in section 3.3.3. It also became clear during the initial analysis that some parts of the questionnaire were better suited than others to help answer the research questions laid out beforehand. I, therefore, as a gradual process decided to specify my focus toward 11 closed-ended statements and one open-ended question, as well as all the open-ended feedback comments from the four parts of the questionnaire that I have analyzed.

Additionally, a handful of responses were identified as incomplete in the sense that each of these responses contained several unanswered items. After closer analysis of the incomplete responses, one out of the 107 responses was removed from the data material because the respondent had only responded to a handful of the 43 items in the questionnaire. Here it is important to stress that all 107 responses are part of Appendix D. The analysis of the few other responses that were considered incomplete revealed that each of these respondents responded to mostly all closed-ended statements, but not the open-ended questions, or the other way around. Each of these responses were therefore considered to contain valuable data for the analysis, although lacking in some respects. The response to the closed-ended statements that will be presented in chapter 4 will therefore vary from 102 to 106 responses,

where the exact number of responses to each item will be shown in the tables used to present the results.

As the second step in the analysis, I separated the closed-ended statements from the open-ended questions as the two categories were to be analyzed differently. The separation was done by moving every item in the questionnaire that contained open-ended questions to a separate Excel file, thus creating one file with the answers to the open-ended questions and one file with the responses to the closed-ended statements. Next, I entered the file with the closed-ended responses into the analytical software program SPSS (Version 28; IBM 2021). Here, I ran frequency analyzes of the 11 items that will be presented and discussed in the following chapters. It is here worth noting that Nettskjema's codebook-enhancement tool made each step in SPSS more user-friendly, as all these tools were unfamiliar to me before beginning this project. For each new closed-ended statement item that is presented in the following chapter, a footnote-table can be found at the bottom of the same page. The footnote-tables includes information about the following: mean deviation (md), mean (m), standard deviation (sd) and skewness (skew). This information will be used actively when it is suitable to help explain or discuss the responses.

All percentages that will be presented in chapter 4 were calculated by using the following equation: $P\% * X = Y$. To exemplify, if 49 out of 106 respondents chose the same alternative, this would equate to 46.2% of the responses. Since the responses to the closed-ended items that will be presented vary from 102 to 106 responses, presenting the results in percentages is intended to give a more consistent presentation of the overall results. All calculations were done twice to ensure correct numbers.

All 11 closed-ended statements aimed to follow the principles of a Likert scale, where each successive Likert item, ranging from one to six, was treated as a 'better' response than the one before it. Although one can employ a selection of different step in a Likert scale with success (Dörnyei, 2010, p. 28), I have chosen to use a six-point scale. Thus, due to the even number of alternatives, there is no "neutral" or "neither agree nor disagree" alternative to the statements presented in the questionnaire. Though this may be argued to "force" a response, it also avoids potential responses in the middle that may come as a result of the "satisfying" strategy of not making a real choice (Dörnyei, 2010, p. 28). A six-point scale may be argued to contain enough alternatives to create nuances between each alternative, without being so long that several items in each end needs to be collapsed to describe tendencies or trends (Dörnyei, 2010, p. 27-28).

One item went from ‘not relevant’ to ‘to very a large extent’. The other 10 the items went from ‘completely disagree’ to ‘strongly agree’. This progressive structure was followed throughout the questionnaire with the intent to maintain predictable and familiar item design for the participants. In the presentation of the findings, for the 10 items with similar alternatives, the six alternatives have been collapsed into four categories with the intent to give a better visual representation of the responses. Alternative one “completely disagree” and alternative two “disagree” have been collapsed into “disagree”, while in the other end, alternative five “agree” and alternative six “strongly agree” have been collapsed into “agree”. Alternative three “somewhat disagree” and alternative four “somewhat agree” have remained as singular categories, as collapsing them in either direction could be argued to distort rather than help provide better visual representation of tendencies. Thus, the merging of categories happened for the two categories next to each other in each end of the six-point Likert scale. Collapsing categories can be argued to be disadvantageous in the sense that the nuances between for example “agree” and “strongly agree” in the quantitative material disappear (Lyngstad, 2019, p. 117). However, the responses to the closed-ended statements will throughout the findings section also be accompanied by open-ended responses intended to help uncover nuances. Additionally, the response rate to each of the six original alternatives will be clearly visible in the tables used for presentation.

Apart from the aim to help ensure a clearer presentation of the responses, the main argument to collapse relatively similar categories which are next to each other is that, as Lyngstad (2019) points out, the word choices used in the Likert scale are open for interpretation (p. 114-115). To exemplify, some teachers may interpret “completely disagree” and “disagree” to convey the same response. Indeed, one teacher’s response to the open-ended “comments and feedback” item in part 2 of the questionnaire may exemplify this point. In relation to the statements in part 2 of the questionnaire he commented the following: “perhaps a bit many yes or no questions?” (see Appendix D, “eventuelle kommentarer eller tilbakemeldinger til del 2 av 7”). Thus, collapsing categories in each end of the scale can be argued to give a better indication of whether the participating teachers’ lean towards disagreeing or agreeing with the statements presented.

I found it purposeful for the interpretation of the results to refrain from collapsing ‘somewhat disagree’ and ‘somewhat agree’ towards either side. To exemplify this, when there is no ‘neutral’ alternative in the middle, some respondents have likely chosen the closest alternative to ‘neutral’ in relation to statements that they either have no expressed opinion about, or for

statements where they were unsure. Thus, ‘somewhat agree’ must be argued to be further apart from ‘agree’ than what is the case for ‘strongly agree’ and ‘agree’.

Similarly, though in the opposite direction, collapsing ‘somewhat disagree’ and ‘somewhat agree’ into one ‘neutral’ category would remove what I argue is an important, though perhaps minor nuance: The respondents have chosen to lean either towards disagreement or agreement with the statements, which I believe is important to include in the presentations since it helps to give nuance to the notion of the overall responses. Here, it is important to note that although the participants were encouraged to respond to each item, it was also made clear in the beginning of the questionnaire that it did not contain obligatory items. Some have opted to skip statements that they did not want to respond to, which in some cases may be due to unclear statements, while in other cases it may also be interpreted to be a sign of neutrality to the statement.

3.3.2 Open-ended questions

The response analysis of the open-ended items was approached differently than the closed-ended statements, as I chose to manually analyze the responses by following the principles of a qualitative data analysis. As presented in table 5 in the previous section, some open-ended items will also be used to supplement the closed-ended statements in the following chapters. Initially, I had planned to conduct a qualitative analysis of two open-ended items, item 26 which focused “good pronunciation”, and item 46 which focused on “pronunciation patterns”- As a first step for each item, I organized the data by creating one Word-document per item and moved all the responses to each item into Word before automatically numbering each response in the document to prepare the data for analysis (Creswell, 2018, p. 193). This procedure was also done for the responses to the three chosen open-ended items that gave participants the possibility to openly provide comments or feedback. Sorting the data this way gave me a better understanding of the overall data material, and it also helped prepare the data for further analysis.

For item 26, 91 respondents answered with a total of 5033 words. For item 46, 61 respondents answered with a total of 1245 words. The three open-ended “comments and feedback”-items at the bottom of each part equated to a total of 39 responses and consisted of close to 2000 words. It is here worth noting that the response rate to the open-ended questions were significantly lower than to the closed-ended statements. This was, however, expected. Open-ended questions require much more effort to answer than closed-ended statements, which may

help explain why “respondents appear to drop out more often when presented with open-ended questions” (Best & Krueger, 2007, p. 229).

As a second step of the analysis, I read through all the responses to each item to get a general idea of the data material at hand, where I wrote down some keywords of my first impression. For example, if several participants commented or provided feedback expressing that a statement was unclear/not understandable, this was something I took note of immediately. As a next step, I began coding all the data (Creswell, 2018, p. 193). This was a time-consuming procedure, so I decided to concentrate on one item at a time and follow several steps of the coding procedure before moving on to the next item (Creswell, 2018, p. 193-196). As the questionnaire is exploratory and aims to explore some aspects with little to no previous data, such as teachers’ beliefs about ‘pronunciation patterns’, I opted to not fit the responses into predetermined categories. In short, the reason for this was that I could not know beforehand how participants would respond to the questions as there were no previous data. Thus, I allowed the categories to emerge during the analysis of the data (Creswell, 2018, p. 196).

When coding the responses to an item, I began by taking topic-notes (digitally) next to each response. During the early stages of this process, it became apparent that item 26 may have been formulated as *too* open for the purpose of the research questions. It asked the following: “How do you think English teachers should teach and assess good pronunciation?” Guided by the research questions, in addition to having difficulties in purposefully and suitably analyze and categorize the rather extreme variety of topics and opinions that emerged in the 91 responses with a total of 5033 words, I eventually decided after some attempts and closer consideration to use this item as a source for supplementary data instead. Thus, from that point on I focused the attention on a qualitative analysis of item 46 which asked the following: “If you assess whether pupils are able to use pronunciation patterns for oral communication, what do you normally emphasize in the assessment?”. I found it both suitable and purposeful to conduct a qualitative analysis of this open-ended question, especially considering the research questions which has guided the direction of this thesis. Furthermore, the responses indicated that the participants responded to the question in the way that it was intended.

As I began to identify topics in the responses, an emerging category was, for example, ‘intelligibility’. However, categorizing responses into this topic was done not only by looking at short and concise responses that stated ‘intelligibility’ explicitly, but also responses that implicitly expressed it as an underlying message (Creswell, 2018, p. 196). At this stage I

focused on writing a theme/topic next to each response to the item. This part of the process was done without considering any other aspects, such as for example whether it was an unexpected response or not. After I had categorized each response into topics, I made a table and counted the occurrence of each topic. Next, I read through the responses again with the intent to discover patterns and responses that could be categorized together.

Seeing as most every response to some degree differed from one another, they could perhaps in theory have been categorized into an excessive number of unique topics had I not some extent collapsed similar topics into joint categories. Thus, I began color coding responses to get a better overview of patterns, and whether it would be beneficial to collapse some categories into one. To exemplify, several respondents mentioned ‘intonation’, while some mentioned ‘word stress’ or ‘sentence stress’. During the color-coding process, I found it both beneficial and logical to collapse these relatively detailed categories into the category of ‘suprasegments’ (prosody). Approaching relatively similar responses this way allowed for a more presentable and digestible overview of the responses.

The process of color coding also made it easier to spot responses, or parts of responses, that had not been assigned a color. Thus, the color coding helped reveal new patterns and categories that seemed logical to include. However, a select few responses did not fit into any category that emerged during the color-coding process, most often due to what appeared to be misinterpretations of the questions. It is also likely that these select responses did not fit into any category due to the way that I as the researcher analyzed the material, which will be addressed further in section 3.5. This must also be addressed in relation to not conducting a qualitative analysis of item 26, which, with different and a different approach, may have been beneficial even with the current research questions in mind.

Lastly, it is also worth noting that several responses fit into more than one category and were as such color coded accordingly in each part of the response. For example, in relation to the open-ended question about pronunciation patterns, one respondent could emphasize assessing ‘segments’ and ‘fluency’ and this response would then be color-coded with more than one color. The color-coding process was done twice with several weeks apart as a step to ensure the accuracy of the categorization. The final versions of the color-coded responses to item item 46 can be found in Appendix G.

Due to the number of open-ended responses to the questionnaire, the scope of the project must be argued to not allow for each response to be thoroughly addressed in this thesis. Therefore,

the open-ended responses to item 46 will be presented in a table with categorized responses with the intent for this to allow for an easily accessible overview. Additionally, a varied selection of translated open-ended responses will be presented and discussed in the coming chapters with the intent to help contextualize the presented material (see Appendix F for translation examples). A complete list of the original responses can be found in Appendix D.

3.3.3 Measurement errors

As has been addressed in relation to the survey design, it has been an aim to make it as user-friendly as possible (Vehovar & Manfreda, 2009, p. 183). Although a central aim in the design has also been to lower the risk of measurement errors, the analysis process has uncovered measurement errors that must be addressed and taken into consideration for the findings in this thesis.

Firstly, I argue that the most impactful measurement error that I uncovered during the analysis process is that the Likert scale used in large portions of the questionnaire is not symmetrical in its word choices. The asymmetric word choices revealed themselves during the development of the tables used for presenting the responses, where each item was translated from Norwegian to English. In one end, for alternative one in the Likert scale, I had used the following word choices: “completely disagree” (helt uenig), while in the other end, for alternative six, I had used the following word choices: “strongly agree” (svært enig). To specify, there is admittedly a difference in the strength that “completely” and “strongly” connotes in relation to the level of agreement to a statement. This difference is illustrated by how the asymmetry in the scales came to be in the first place.

I found that in early drafts the questionnaire, which were still saved in Nettskjema, the alternatives in both ends were formulated as “completely disagree” and “completely agree”. However, during the period of designing the questionnaire, I decided to change “completely” to “strongly” as it seemed to be a more appropriate and fitting word choice given the progression of a six itemed scale. Unfortunately, it is apparent that a slip-up must have occurred during this change. Ideally this mistake would occur for just one of the scales. However, the intuitive and user-friendly design of Nettskjema allowed for me to easily replicate the asymmetrical scale to each statement item in the questionnaire. Thus, what was intended to be an approach that promoted similar and familiar item layout to ensure a user-friendly experience, which in turn was a step to ensure reliability and validity, did instead turn out to be what I regard as the most significant error in the questionnaire design.

One may ask themselves how I did not notice the asymmetric word choices in the Likert scales when the scales were used in every part of the questionnaire throughout. The probable explanation relates to human error, as it is apparent in hindsight that once the mistake had occurred and went unnoticed, it continued to stay unnoticed until the translation begun. Interestingly, once I became aware of the mistake, I discovered that the asymmetry was also present in the pilot questionnaire, which was still saved in Nettskjema. However, none of the pilot participants commented on the scale design. Further, although the participating teachers provided a total of 63 responses to the open-ended “comments and feedback”-items in the parts where the asymmetrical scales were used, none of the responses addressed this issue (see Appendix D) Although this is not meant to justify or downplay the measurement error, it may help explain how it went unnoticed despite being so obvious once noticed.

Although it has been established that asymmetrical scales must be considered a measurement error, it can be argued that the asymmetrical scales in the questionnaire have not threatened the reliability and validity of the findings to a considerable extent. As has been addressed in section 3.3.1, which is a point that Lyngstad (2019) makes as well (p. 114), the terms used in a multiple-choice scale are open to interpretations. The term “strongly disagree” may mean different things to different teachers. For some, it may mean the same as “disagree”, while for other it may mean “completely disagree”. This suggest that even symmetrical word choices cannot accurately describe how words are interpreted. This, then, can be argued to relate to the topic of teachers’ beliefs, which are not directly observable (see section 1.6). Thus, the findings presented and discussed in the following section can be argued to still describe tendencies in the responses (Dörnyei, 2010, p. 27). After all, the scale is symmetrical in the sense that there are three alternatives in each direction. Additionally, the asymmetrical alternatives are being collapsed into “disagree” or “agree” (see section 3.3.1). Suffice to say regardless, Likert scales will hold a special place in my heart after working with this thesis.

A second identified measurement error in the questionnaire is an item that I intended to include in the following chapters. However, it was identified during translation in the analysis process that, unlike the rest of the items, it was formulated in a way that can be argued to be negatively loaded rather positively loaded. To elaborate, when translating the meaning of each statement from Norwegian to English, it became apparent that this item went in the direction of “it is more difficult to”, rather than a “it is easier to”-notion like the rest of the items. I find this item to be worth addressing because I argue that at best it can be interpreted to be a

confusing change of formulations, and at worst a leading question (see Appendix C, part 3 - question 4). Thus, this item was removed from further analysis as I argue that it would compromise objectivity.

3.3.4 Translation

The aim of this section is to briefly explain the rationale behind conducting the questionnaire in Norwegian before I discuss why the way words and terms are interpreted can be argued to be of great importance both for teachers' responses but also for the interpretation of the findings in this study. When translating words and common terms from Norwegian to English and vice versa, it has often been difficult during the work with this thesis to, as accurately as possible, translate between the two languages. Baker (2011) exemplifies that there seems to be "no one-to-one correspondence between orthographic words and elements of meaning within or across languages." (p. 10). This brings forth the problem of what is often called 'non-equivalence' (Baker, 2011, p. 15). The current thesis may be argued to deal with several words that causes non-equivalence issues when aiming to accurately translate them.

I decided to administer the questionnaire in Norwegian since English teachers in Norway are familiar with this language, and because many of the items in the questionnaire may be argued to be easier to understand and be more familiar concepts in Norwegian than in English for the participants. To exemplify, several items were asked with formulations or direct quotes from the English subject curriculum, as well as other concepts and words that may be interpreted differently in English than Norwegian. Lyngstad (2019) provides a good and relevant example of this issue when referring to the Norwegian concept "læreverk", "which does not have an exact counterpart in English" (p. 108). In part 6 of the questionnaire in this thesis, one can find the concept "læreverk". I argue that part 6 of the questionnaire, which partly focused on teaching materials, indeed would be difficult to administer in English in a Norwegian context (see Appendix C, part 6).

As previously addressed in this chapter, part of the focus when designing the questionnaire was on making it well-structured and easily navigable for the participating teachers. I found that Nettskjema had very good tools for this purpose, which was one of the reasons for me opting to employ the current method in the first place. Additionally, and as part of the aim mentioned above, I aimed for the statements to be concise, understandable and of a suitable length. All these aspects may of course be argued to revolve around subjective opinions, but suitable length can here be understood as 'no longer than needed'. With the aims presented

above in mind, I found it particularly difficult to formulate the statements in the part of the questionnaire that focused on teachers' beliefs about English native-speaker pronunciation. Some of the statements were subject to several changes leading up to the final versions, and I argue that the issues that arose were to a large extent connected to the problem of non-equivalence at the word level. In the very beginning of part three in the questionnaire, I therefore opted to explain the term "engelsk morsmålsbrukertale" (see appendix C, part 3). As mentioned in section 1.3, I chose to follow Rindal (2017) with understandability and familiarity in mind, but also considering the aim to as accurately as possible translate equivalently.

Even still, there is arguably a difference between "native speaker" and "morsmålsbruker". To elaborate, "native-speaker user" would perhaps be a better and more direct translation, but such a term would not be fitting in English. Further, "morsmål" may also be translated into "mother tongue". Additionally, "native speaker" is a debatable term (Davies, 2017, p. 185). I found it difficult to find equivalent terms that are also commonly used in both languages, and therefore decided that the definition in section 1.3 would be the most suitable approach all aspects considered.

3.4 ETHICAL CONSIDERATIONS

An important ethical consideration that had to be made before administering the questionnaire was the question of anonymity for the participants. The formal requirements in relation to anonymity and personal information are in Norway dealt with by the Norwegian Centre for Research Data (NSD). After reading the NSD guidelines for privacy information (NSD, 2021) as well as making myself familiar with how Nettskjema handles privacy information (Universitetet i Oslo, 2021), I concluded that it was not necessary to apply for permission from NSD to conduct my research. Due to the nature of the auxiliary approach, as well as the sheer amount of upper secondary schools in each county that would all be invited within a few minutes of one another, it would at no point during process be possible to identify specific English teachers' responses, nor any specific schools for that matter. Furthermore, the background information-questions in part 1 of the questionnaire (see Appendix C) were considered too general for possible identification since the request to participate would go out to each school in the county within a couple of minutes.

A total of seven teachers contacted me and volunteered for interviews. Although these teachers identified themselves to me with their name and school when responding to my e-

mail invitation, I could not know for certain, although perhaps very likely, whether any of them had answered the questionnaire or not. I did not ask teachers to respond with more information than name and school when volunteering for interviews, both because no further information was needed unless I had chosen to conduct interviews, but also because such vague and general questions helped ensure anonymity in relation to the questionnaire. Due to the way in which all data has been stored and handled, it would not have been possible for me to identify the interview volunteer-teachers' potential responses to the anonymous questionnaire. In relation to all such considerations, I argue that it in the end is always the responsibility of the researcher to make ethical considerations that helps ensure anonymity for all participants, which relies on concepts such as respect and integrity from the side of the researcher. With an intent to follow such principles, all contact and procedures in this study has intentionally been done through my student e-mail, which has only ever been actively used during the period of administrating the questionnaire. Thus, any contact that I have had with responding schools and/or teachers has not been shared or discussed with anyone.

Regarding interviews, I decided that the relatively significant number of responses to the open-ended questions was suitable for a qualitative analysis. Had I, however, chosen to conduct interviews, a new application for permission would have been sent to the NSD since the question of anonymity and privacy information in the study would have been a very different one. The fact that seven teachers working at upper secondary schools responded to me and volunteered to possibly participate further in the study might also serve as an indicative that the sampling method seems to have reached the targeted population.

3.5 RELIABILITY AND VALIDITY

According to Creswell (2018), validity in quantitative research can be understood as “whether you can draw meaningful and useful inferences from scores on the instrument” (p. 153). In relation to content validity, meaning “do the items measure the content they were intended to measure?” (Creswell, 2018, p. 153), the questionnaire items were designed and grounded in both the theoretical framework laid out in chapter 2, as well as relevant previously conducted studies in Norway (see section 1.7). During the design of the questionnaire, an early step that was made to ensure validity was the pilot phases which helped identify aspects such the length of the study, unclear questions that were either edited or removed, as well as identifying design formats that did not seem to be responded to in a way suited to the purpose (Creswell, 2018, p. 154). It is also worth noting that my supervisor has continuously guided

both the content focus and the questionnaire design in a direction that must be argued to have helped validity and reliability.

A key consideration in relation to the closed-ended statements has been reliability. According to Creswell (2018), “the most important form of reliability for multi-item instruments is the instrument’s **internal consistency** – which is the degree to which sets of items on an instrument behave in the same way” (p. 154). In SPSS, I therefore ran the 11 closed-ended items through a Chronbach’s Alpha test, which resulted in a test score of 0.725. According to Creswell (2018), this result seems to be just within the mark of the optimal values, which ranges between .7 and .9. (p. 154). I believe this positive score to be the result of setting a relatively high standard for which items to analyze in relation to the research questions. To exemplify, all 11 items have a response rate above 95%, and many of them show tendencies of agreement between each other, which will be further addressed in the following section. Further, they all follow the notion of a six-point Likert scale which progresses with positively loaded statements.

Some items that were initially thought out to be analyzed were dropped from further analysis due to potential measurement errors; one item was negatively loaded and thus appeared leading, some items received feedback which signaled that the items were unclear, and some items had a noticeable lower response rate than the surrounding items, which again was interpreted to be the result of unclear statements. Further, as discussed about item 26, some items were perhaps *too* general to allow for a purposeful and valid analysis with respect to the research questions. Thus, many considerations towards validity and reliability have been made from the very start and up until the end. Although not initially intended to be, I argue that the process of translation has been a helpful step to ensure valid and reliable data for the coming chapters. Indeed, section 3.3.4 addressed how two unidentified measurement errors became very visible once the translation process begun.

In relation to the topic of validity and reliability, it is again worth addressing the disadvantages of a survey design approach that were presented in section 3.1.1. Although though steps have been taken to reduce such threats, most, if not all the disadvantages presented in section 3.1.1 must be taken into consideration as likely threats to validity and reliability. Due to the scope of the project, I limit this discussion to what I argue is a good example of one survey approach-disadvantage that is highly relevant as a potential validity and reliability threat to this thesis’ method approach.

Due to the one-phase auxiliary approach, it can be argued that the issue of non-respondents has increased. To elaborate, a three- or four-phase administration process (Creswell, 2018, p. 155), would very likely have increased the number of responses, which in turn would also have included responses from teachers who, to exemplify one category of potential new respondents, perhaps were not interested enough in the topic to participate during the initial round of invitations. Thus, the one-phase approach may have heightened the potential characteristic differences between the respondents and the non-respondents (Vehovar & Manfreda, 2008, p. 182), as it is likely that the roughly 3% of the targeted population who responded to the one-phase administration were, for example, above average interested in the topic of pronunciation.

Lastly, in this section of validity and reliability, I wish to address the addition of “comments and feedback” in the end of each part in the questionnaire. Likely partly due to the relatively high number of responses to the questionnaire, every part of the questionnaire contains what must be considered valuable data from participants who have provided additional comments and feedback to multiple elements and formulations in the questionnaire. I therefore strongly recommend anyone interested in the findings chapter that follows next, to consider the results in relation to all the valuable feedback that, unfortunately, has not made its way into the actual thesis. All responses to the questionnaire can be found in Appendix D.

3.6 LIMITATIONS OF THE STUDY

It is evident that the current study has limitations in its method design. Firstly, although one open-ended question has been analyzed qualitatively, the method must still be considered quantitative (Creswell, 2018, p. 18). This is not to say that quantitative methods are bad, but a qualitative method may be more suitable to “probe a topic when the variables and theory base are unknown.” (Creswell, 2018, p. 104). As has been established in this thesis thus far, both teachers’ beliefs about pronunciation patterns and common assessment criteria can be argued to be categorized as being topics with unknown variables in the Norwegian upper secondary context. Additionally, beliefs can be argued to not be a very good quantifiable concept. However, this has also been a key consideration in the design of the research method.

Since there seem to be little research in the Norwegian context for much of what this thesis has aimed to explore, I argue that the current approach can function as one piece of a bigger puzzle. To elaborate, I initially intended to employ semi-structured interviews, seeing as how it, understandably, is recommended for variety of reasons. The current thesis therefore has

flaws that an inclusion of a qualitative method approach would have helped to avoid. To exemplify, the current data arguably lacks the nuances and depth that a qualitative or a mixed-method approach would have helped to ensure to a greater extent. This could for example have been done by clarifying responses or asking follow-up questions. However, the current thesis can also be argued to have gathered responses from many teachers whose insights would not have been explored with a qualitative approach, which often require more effort on behalf of the participant than what is the case with a questionnaire. Part of the intent with this approach is therefore that, hopefully, Appendix D can serve as secondary data in future studies.

Thus, I hope for the results included in Appendix D to be considered usable and valid data for future research with both quantitative and qualitative analyses, since there is arguably much to take from in a variety of ways. Lastly, it must be stressed that the benefits of this method approach could have been reached with a mixed-method approach too, which would likely *also* have helped answer the current thesis' research questions to a greater extent. However, I opted not to do this with respect to both the amount of data in the questionnaire and the time frame.

4 FINDINGS

This chapter is divided into four sections which all seek to respond to the research questions outlined in chapter 1.1 by presenting and discussing the main findings. Firstly, in section 4.1, I will present the participating teachers' response to four statements that aimed to explore teachers' beliefs about the relevance of pronunciation in oral communication and their beliefs about intelligibility in pronunciation. Section 4.2 seeks to present the main findings related to research question one: "What are teachers' beliefs about English native-speaker pronunciation?", based on the responses to two statements as well as a supplementary comment. Section 4.3 seeks to present the main findings related to research question two: "What are teachers' beliefs about 'pronunciation patterns' in the English subject curriculum?", based on the responses to two statements as well as one open-ended question, in addition to supplementary open-ended responses. Lastly, section 4.4 seeks to present the main findings related to research questions three: "What are teachers' beliefs about common assessment criteria for oral assessment?", based on the responses to three statements as well as supplementation of open-ended responses.

The findings to the closed-ended statements will primarily be presented by employing the four categories 'disagree', 'somewhat disagree', 'somewhat agree' and 'agree' (see section 3.3.1). The tables present an overview of the total responses to each alternative, while the items' responses will be addressed in percentages and compared to each other to look for internal agreement or disagreement. It must be stressed that teachers' beliefs are not directly observable, and that the findings presented in this chapter are interpretations of implied beliefs in the eyes of the researcher. Additionally, Appendix D contains the responses to all items, which can help contextualize the responses to the items presented in this section. Lastly, the data, including all open-ended responses, must be considered in relation to the quantitative approach to the gathering of data, which has not allowed for further clarification or follow-up questions to any responses beyond the initial responses to the questionnaire.

4.1 PRONUNCIATION AND INTELLIGIBILITY

The statements to which the responses will be presented in this section were primarily aimed towards exploring teachers' beliefs about the general relevance of pronunciation in oral assessment, as well as their beliefs about intelligibility in pronunciation. The main purpose of this section is to contextualize the topic of pronunciation by presenting the participating teachers' response to the statements. To elaborate on this, if the findings in this section had

suggested that teachers believe pronunciation to be irrelevant for oral communication and that they do not assess it, it would in turn to some degrees have changed the context of the responses to the rest of the questionnaire.

Table 6 Teachers' response to items 15 and 16

	Totally disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
15: Good pronunciation is important to achieve a high grade in oral assessment situations	0	3	8	39	49	7	106
16: I assess pupils' pronunciation in oral assessment situations	1	1	9	30	49	16	106

Based on the response to item 15 in table 6 above, it becomes apparent that a vast majority of the participating teachers either 'somewhat agree' or 'agree' that pronunciation is important to achieve a high grade in oral assessment situations. 36.8% chose alternative four (Somewhat agree), while 52.8% chose alternative five or six (Agree). In total, 89.6% responded with an alternative leaning more towards agreement than disagreement. Interestingly, the total percentage leaning more towards agreement than disagreement for item 16 is also 89,6%. Although the results to the two statements are relatively similar, the most significant difference is that the responses to item 16 shows that 8.5% more teachers chose alternative 6 (Strongly agree) while 8.5% fewer chose alternative four (Somewhat agree). Nonetheless, the response to item 15 and 16 suggests that 89.6% either 'somewhat agree' or 'agree' that pronunciation is important to achieve a high grade in oral assessment situations, and that 89.6% of the participating teachers either 'somewhat agree' or 'agree' that they assess pupils' pronunciation in oral assessment situations. It could be argued that if one believes pronunciation to be important in oral assessment situations, it makes sense that it is part of the assessment. Thus, the relatively similar numbers in the responses to the two statements is an indicative of agreement between the responses to the two items.

The main findings to the statements in table 6 regarding the relevance of pronunciation are therefore that a majority (89.6%) of the respondents expressed that they either 'somewhat agree' or 'agree' that pronunciation is important to achieve a high grade in oral assessment situations, and that they assess pronunciation in oral assessment situations. Thus, the responses also suggest that 10.4% of the respondents lean more towards disagreement with

the statements, although primarily only ‘somewhat’. These results will be discussed further in section 5.1.

Table 7 Teachers’ response to items 12 and 19

	Totally disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
12: Being intelligible is the most important aspect when speaking English	0	0	4	16	39	47	106
19: Pupils’ pronunciation should first and foremost be assessed against intelligibility	0	0	2	9	49	46	106

The response to item 12 in table 7 above shows that 81.1% selected either alternative five (Agree) or six (Strongly agree), and that 15.1% selected alternative four (Somewhat agree). This means that in total, 96.2% of the participating teachers expressed some degree of agreement to the statement that “being intelligible is the most important aspect when speaking English”. In response to item 19, the results shows that 89.6% selected alternative five (Agree) or six (Strongly agree), and that 8.5% selected alternative four (Somewhat agree). This means that an overwhelming majority (98.1%) expressed agreement to the statement that “pupils’ pronunciation should first and foremost be assessed against intelligibility”. It is worth noting that these two statements, regarding intelligibility, had the highest rate of expressed agreement (alternative five or six) among all items in the questionnaire, with 81.1% for item 12 and 89.6% for item 19. The main findings based on the response to items 12 and 19 are therefore that a vast majority of the participating teachers’ responded intelligibility to be the most important aspect when speaking English, and that pronunciation should first and foremost be assessed against intelligibility.

It is worth noting that item 12 and 19 presented in table 7 above did not follow one another in the questionnaire (see Appendix C), unlike for example item 15 and 16 in table 6.

Interestingly, although included in different parts of the questionnaire, the responses to the item 12 and 19 regarding the importance of intelligibility shows what can be argued to be a general agreement between the responses to the two statements: 96.2% expressed some agreement, or more, to the importance of intelligibility when speaking, while 98.1% expressed some agreement, or more, to the importance of intelligibility when assessing pronunciation.

4.1.1 Supplementary open-ended responses

Interestingly, several participants commented on the lack of a definition of “uttale” in the questionnaire. This, I argue, is not an unreasonable comment seeing as how the whole questionnaire can be said to revolve around the term. Here are a few examples gathered from Appendix D, part 2:

1. “It is not quite clear which criteria you put in the definition of “uttale”
2. “The term “uttale” is not defined. Different respondents may operationalize the term differently..?”
3. “It strikes me that it would be nice to know which definition of “uttale” you ground your questions in, but it is possible that this is (part of) the point of your thesis, meaning to explore whether us teachers have a unified understanding of the term. If this is the case, I understand why it has been left out”.

Indeed, upon consideration during the design of the questionnaire I decided to not define the term “uttale” anywhere in the questionnaire, nor in the invitations. I believe example three above summarizes why in a suitable way. By leaving the interpretation and understanding of the term “uttale” to reside with the participants, I believe it has given a more accurate view of teachers’ beliefs about the term. Further, the English subject curriculum does not define the term either. These considerations will be addressed further in the following chapter.

4.2 NATIVE-SPEAKER PRONUNCIATION

Table 8 Teachers’ response to items 23 and 25

²	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
23: Pupils should have English native-speaker pronunciation as a goal for their own pronunciation	15	20	22	31	15	3	106
25: Pupils’ pronunciation should be assessed against English native-speaker pronunciation	14	26	21	28	10	5	104

² (Rank 1 n = 106, rank 2 n = 104)

Rank-order	Items	Md	M	SD	Skew
1	Pupils should have native English pronunciation as a goal for their own pronunciation	3	3.19	1.360	-.072
2	Pupils’ pronunciation should be assessed against native English pronunciation	3	3.09	1.373	.208

The response categories range from 1 (“completely disagree”) to 6 (“strongly agree”)

The responses to item 23 in table 8 above shows that the participating teachers selected a more spread range of alternatives when it came to statements about English native-speaker pronunciation, at least in comparison to the responses presented in section 4.1. For item 23, 33% selected either alternative one or two (Disagree), while 29.25% selected alternative three (Somewhat disagree). This puts the total percentage of teachers expressing somewhat disagreement, or more, at 53.8%. In contrast, 17% selected alternative five or six (Agree), while 29.25% selected alternative four (Somewhat agree). In total, this means that 46.2% expressed somewhat agreement, or more, to the statement that “pupils should have English native-speaker pronunciation as a goal for their own pronunciation”. It must be noted in relation to these responses that 50% fall within the two categories of ‘Somewhat disagree’ and ‘Somewhat agree’. This will be discussed in section 5.2

The responses to item 25, in similarity to the responses to item 23, shows that the teachers expressed both disagreement and agreement to the statement that “pupils’ pronunciation should be assessed against native English pronunciation”. 38.5% selected alternative one or two (Disagree), while 20.2% selected alternative three (Somewhat disagree). This means that a total of 58.7% expressed somewhat disagreement, or more, to the statement. This puts the total of teachers who expressed somewhat agreement, or more, to the statement at 41.3%. Out of these, 14.4% selected alternative five or six (Agree), while 26.9% selected alternative four (Somewhat agree). When comparing these results to the response to item 23, fewer teachers expressed agreement with the statement that pupils’ pronunciation should be assessed against native English pronunciation, down from 46.2% in item 23 down to 41.3% in item 25. However, the response to both statements may be argued to show a general tendency towards agreement with each other, at least when comparing them against the response to other statements in the questionnaire. Additionally, the response to these two statements may suggest that teachers hold conflicting views when it comes to the topic of native English pronunciation. These results will be discussed in section 5.2.

4.2.1 Supplementary comment

To begin this section I wish to, firstly, address an observation made in relation to the responses to the open-ended questions in the questionnaire. If one excludes the “comments or feedback” open-ended items, the questionnaire contains three open-ended questions. The first one asked the following in part 2 of the questionnaire: “What do you consider important when pupils are to communicate orally?” (See Appendix D, part 2). 98 participants responded, which resulted in 2083 words. The next open-ended question asked the following in part 3:

“How do you think English teachers should teach and assess good pronunciation?” (See Appendix D, part 3). As mentioned in Section 3.3.2, this question received 91 responses which resulted in 5033 words. Lastly, the third question asked the following in part 5 of the questionnaire “If you assess whether pupils are able to use pronunciation patterns for oral communication, what do you normally emphasize in the assessment?” (See Appendix D, part 5). This question received 61 responses which resulted in 1245 words.

It is evident that the open-ended question in part 3 managed to elicit the longest responses on average. I believe the overall response to part 3 of the questionnaire, which focused primarily on aspects related to native-speaker pronunciation, can tell us several things. Firstly, one must consider that the questions differ in their formulations which of course influences response length depending on the question. Still, I argue that the overall response to part 3 relates to other factors. Apart from the fact that the question relating to “good pronunciation” received much longer responses than the other questions, the content of the responses must also be argued to vary much more both in content and tone. Further, part 3 received the longest and most constructive responses in the available “feedback or comments”-items that were located at the end of each part, which I find worth addressing since this is also the part of the questionnaire that I without a doubt spent the most time on during the design process. Part of the issue must of course be argued to reside on my end as the questionnaire developer in relation to the aspect of criticism, however I argue that all these different elements in combination can tell us both that when entering the topic of native-speaker pronunciation it is a difficult topic, but also that it is a topic that many feel strongly about. Further, I argue that the noticeably more active participation to part 3 of the questionnaire than the rest of the questionnaire may to some extent function as data that support previous research, which indicate conflicting views among teachers in relation to native speaker norms.

Due to the scope of the project, I will not include examples in this section. Instead, the aim of this sub-section has been to implicitly supplement the statements by explaining that they are presented in the context of what must be considered the most contentious part of the questionnaire. Although no examples have been included, I strongly suggest reading all responses in part 3 of Appendix D, as they add great context and arguably also some depth to the statement-responses presented in this section.

4.3 PRONUNCIATION PATTERNS

The current section presents the research findings related to

Table 9 Teachers' response to item 45

³	Not relevant	To a very small degree	To a small degree	To some degree	To a large degree	To a very large degree	Total
45: To what extent do you consider being able to use pronunciation patterns an important part of pupils' oral competence?	3	4	5	51	35	4	102

Firstly, it is worth noting that table 9 above presents the responses to the only item in this chapter that followed a Likert scale progressing from 'not relevant' to 'to a very large degree'. Thus, the findings must be seen in relation to how the scale progresses. Here, the most important finding is that 50% chose alternative four (To some degree), and 34.3% chose alternative five (To a large degree). This means that 84.3% responded that they "consider being able to use pronunciation patterns an important part of pupils' oral competence" either 'to some degree' or 'to a large degree'. Although it is arguably difficult to interpret how one weights the different alternatives against each other, the responses show a tendency that suggest that teachers consider pronunciation patterns to be an important part of pupils' oral competence. It is also worth noting that 11.8% chose either alternative one (Not relevant), alternative two (To a very small degree), or alternative three (To a small degree). In relation to this, one could argue that the responses to item 45 above suggesting that 11.8% consider pronunciation patterns to either be 'not relevant' or, at most, important only 'to a small degree' as part of pupils' oral competence, correlates well with the responses to items 15 and 16 in section 4.1 which showed that 10.4% leaned towards disagreement with the statements about the importance of pronunciation in oral assessment.

³ (n = 102)

Rank-order	Items	Md	M	SD	Skew
1	To what extent do you consider being able to use pronunciation patterns an important part of pupils' oral competence?	4	4.21	.968	-1.228

The response categories range from 1 ("not relevant") to 6 ("to a very large degree")

Table 10 Teacher' response to item 47

⁴	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
47: The English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication	17 16,67%	37 36,27%	27 26,47%	12 11,76%	7 6,86%	2 1,96%	102 100%

In response to item 47 in table 10 above, 53% of the participants 'disagree' with the statement that "the English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication". 16.7% chose alternative one (Completely disagree), while 36.3% chose alternative two (Disagree). If one also includes the 26.5% of the participants who chose alternative three (Somewhat disagree), the responses show that 79.4% responded with an alternative leaning towards disagreement with the statement. Further, 11.8% chose alternative four (Somewhat agree), which means that 8.8% of the participants 'agree' with the statement above. Out of these, 6.8% chose alternative five (Agree), while 2% chose alternative six (Strongly agree). Thus, 20.6% of the participants leaned towards agreement with the statement in item 47 located in table 10 above. In relation to this item, it must be argued to have been beneficial to have provided similarly formulated statements about other competence aims in the curriculum so that the responses could be compared. To elaborate, it is for example difficult to say whether the tendency to lean towards disagreement is a result of this specific competence aim, or if it is a general tendency for several competence aims. Including such items for the purpose of comparison only was however deemed as unfitting in relation to the rest of the questionnaire. Nonetheless, the responses to this item can still be argued to be an important finding.

⁴ (n = 102)

Rank-order	Items	Md	M	SD	Skew
1	The English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication	2	2.62	1.211	.709

The response categories range from 1 ("completely disagree") to 6 ("strongly agree")

4.3.1 Open-ended findings

Item 46

“If you assess whether pupils are able to use pronunciation patterns for oral communication, what do you normally emphasize in the assessment?”

61 participants responded to item 46 above, answering with a total of 1245 words combined. Due to the scope of the project, table 11 presents an overview of the categorized responses. The original responses can be found in Appendix D (Part 5), and the color-coded version can be found in Appendix G. A select few responses and comments will be presented and discussed in this section with the intent to complement and describe the findings.

Table 11 Categorized responses to item 46

Category description:	Number of responses
Segments	14
Suprasegments	14
Intelligibility	11
‘Correct’ or ‘good’ pronunciation	10
Communication	9
Unclear competence aim	6
Consistency	6
Fluency	4
Native-speaker considerations	4
Grammar (sentence structure)	3
Avoid sounding Norwegian	3

The table above has been categorized from top to bottom with referral to the number of responses that have either explicitly or implicitly mentioned the category. Firstly, it is worth noting that the two categories at the top, ‘segments’ and ‘suprasegments’ are collapsed categories (see section 3.3.2). Secondly, both categories have been collapsed by following the definitions presented in section 1.3 (Derwing & Munro, 2015, p. 5). As one can find in the table, the analysis process has not confined itself to focus only on pronunciation-related concepts. A presentation and discussion of the analysis process can be found in section 3.1.2 and will thus not be addressed further in this section.

The first three categories, ‘segments’, ‘suprasegments’ and, ‘intelligibility’ can all be considered familiar and defined terms in this thesis (see section 1.3). However, category four must be addressed. The category of “correct’ or ‘good’ pronunciation” includes all responses that expressed that this was something they emphasized. As it was difficult to interpret and decipher the difference between the two, they have been collapsed as they can arguably be

considered to grasp the same concept. This will be addressed further in section 5.3. Further, the category of “unclear competence aim” deserves further explanation, although the category definition is intended to be self-explanatory. As can be seen in the table, 7 respondents expressed that the competence aim was unclear. That this was an emerging category in the responses to the open-ended question can be argued to correlate well with the responses to item 47 above, which showed that 79.4% leaned towards disagreement to the statement that “the English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication”.

Further, one can find the category of ‘fluency’ which, as discussed in several previous section is a term that calls for further attention. However, for this section, it is worth noting that the term is defined in section 1.3, and that it has been translated from the word “flyt”. Next, the category of “native-speaker considerations” emerged because of responses that can be interpreted to correlate well with native speaker norms, such as for example the Nateness principle. However, the category is rather broadly defined as some of the responses can be argued to only implicitly be considered to fall within the category. To exemplify, one response stated the following “against RP/GA”, which I have interpreted to mean that the teacher assesses the pupil against these two varieties. Another response that has been placed in the category stated that “whether it is immediately understandable for a native speaker or if there are communicative disruptive ...”. Thus, these two responses can be argued to fall within the same category but differ in meaning and emphasis since one seem to relate to *sounding* like a native speaker, while the other revolves around being intelligible *for* a native speaker.

Lastly, the category “avoid sounding Norwegian” comprised of two responses with the term “Norwenglish”, and the thirdly, “that the pronunciation does not become to “Norwegian” considering sentence structure and intonation”. This category will be addressed further in relation to section 2.5.3

4.3.2 Supplementary open-ended responses

Many of the feedback comments to part 5 of the questionnaire, which focused on pronunciation patterns (see Appendix D, part 5), revolved around an item that I removed from further analysis due to both a lower-than-average response rate, but also the helpful comments that clearly suggested the item to be unfit for use. More importantly for the current section however, many of the comments may also seem to support the response to the closed-ended

statements above. Below, I have included some examples of this. It is worth noting that these examples have been selected from the comments section to supplement and perhaps add context and some explanation from the side of the participants as to why it seems that many leaned towards disagreement to the statement that “The English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication”

1. “what is actually meant by “mønstre for uttale”?”
2. “Since it is impossible to understand what the curriculum means, I have not answered above.”
3. I think that the way in which one interprets what the curriculum means by “pronunciation patterns” (if there is a native-speaker focus or not) matters a lot for how one conducts English language teaching, and not least for how pupils around the country are assessed in the English subject – and since the curriculum is very unclear in relation to this point, the teaching and assessment varies accordingly
4. “I don’t quite understand what they by this competence aim, nor does my colleagues. ...”

4.4 COMMON ASSESSMENT CRITERIA

Table 12 Teachers’ response to item 83

⁵	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
83: The English subject curriculum is clear about how oral skills should be assessed and weighted during the course and for the final grade.	9	33	30	19	13	1	105

Based on the responses to item 83 in table 11 above, the results show that a majority leans towards disagreement with the statement that “the English subject curriculum is clear about how oral skills should assessed and weighted during the course and for the final grade”. 40% of the participants chose an alternative that ‘disagree’ with the statement, while 28.6% chose alternative three (Somewhat disagree). In total, 68.6% of the respondents responded with an alternative that leaned towards disagreement. In the direction of agreement, 18.1% chose

⁵ (n = 105)

Rank-order	Items	Md	M	SD	Skew
1	The English subject curriculum is clear about how oral skills should be assessed and weighted during the course and for the final grade.	3	2.97	1.197	.330

The response categories range from 1 (“completely disagree”) to 6 (“strongly agree”)

alternative four (somewhat agree), while 13.4% chose an alternative that ‘agree’ with the statement. This puts the total responses leaning towards agreement with the statement at 31.5%. It must be addressed in relation to item 83 above that the statement can be argued to grasp very broad, thus making it difficult to interpreted what it is in the statement that has caused a tendency for respondents to lean towards disagreement. To exemplify, the statement can be argued to encompass both formative and summative assessment purposes, which means that the responses may have differed if the statement had specified and concerned itself with either ‘during the course’ or ‘for the final grade’. Separating this item into several items may therefore have provided more accurate data, but since participant fatigue was a constant factor to consider in the questionnaire design I opted not to.

Table 13 Teachers’ response to items 84 and 85

⁶	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
84: Common assessment criteria on a national level for oral skills will contribute to ensure fairer assessment practices	4	5	7	30	38	21	105
85: Common assessment criteria on a national level for oral skills will be of aid to me as a teacher	4	6	6	32	36	21	105

In response to item 84 in table 12 above, the results shows that most of the participants have chosen an alternative that lean towards agreement with the statement that “common assessment criteria on a national level for oral skills will contribute to ensure fairer assessment practices”. 56.2% have chosen alternative five or six, ‘agree’, while 28.6% have chosen alternative four (Somewhat agree). In total, 84.8% have chosen an alternative that indicate agreement with the statement. Towards the side of disagreement, 8.6% have chosen alternative one or two, ‘disagree’, while 6.7% have chosen alternative three (Somewhat disagree). Thus, a total of 15.3% of the respondents chose an alternative that indicate disagreement with the statement in item 84 above.

⁶ (Rank 1 n = 105, rank 2 = 105)

Rank-order	Items	Md	M	SD	Skew
1	Common assessment criteria on a national level for oral skills will contribute to ensure fairer assessment practices	5	4.49	1.241	-.997
2	Common assessment criteria on a national level for oral skills will be of help to me as a teacher	5	4.46	1.256	-.995

The response categories range from 1 (“completely disagree”) to 6 (“strongly agree”)

In response to item 85 in table 12 above, the results can be argued to correlate well with item 84 in the same table. 54.3% of the respondents have chosen alternative five or six, 'agree', in response to the statement that "common assessment criteria on a national level for oral skills will be of aid to me as a teacher". 28.6% have chosen alternative four (Somewhat agree), which puts the total of responses leaning towards agreement with the statement in item 85 at 84.8%. Interestingly, this is the same amount that leans in the direction of agreement to item 84. Very similar to item 84, then, 15.2% of the participants have chosen an alternative leaning towards disagreement to the statement. 9.5% have chosen alternative one or two, 'disagree', while 5.7% have chosen alternative three (Somewhat disagree).

4.4.1 Supplementary open-ended responses

8 teachers responded to the "comments or feedback" item in part 7 of the questionnaire. Interestingly, seven out of the eight respondents commented regarding the two items above about common assessment criteria on a national level. The seven relevant responses have been translated and are included below (See appendix D, part 7 for original comments). These will help form the basis for discussion in section 5.4 alongside the closed-ended statements.

1. Regarding question 6 (item 85 in table 13 above): I think it would be greatly beneficial if they are concrete enough and not too general.
2. Common criteria must then be developed with clear examples. If not, we will all interpret it in our own way. Which is where we are now (da er vi like langt).
3. It is challenging to consider what common criteria should be based on. Postmodern pronunciation where "everything goes" may be the reality, but I don't think we should let loose the teaching situation completely. To pick a "pattern" for pronunciation necessitates picking *it* (noe) instead of something else.
4. Question 5 and 6: The reason for why I only somewhat agree is that I am not sure how sensible and clear this will be, especially considering the descriptors that have already been made, where it may be difficult to distinguish between the different levels.
5. Question 5 and 6: It greatly depends on how clear they are formulated. If they are to be helpful, they must clear and measurable and there needs to little room for interpretation.
6. Common assessment criteria on a national level may be helpful, but it may also be considered as limiting. As a teacher in a school with a large portion of multicultural pupils, I would be reluctant to push pupils into predefined frames if these are narrow. If national assessment criteria are to be developed, they must consider that pupils in

Norway come from a variety of different linguistic backgrounds. The pronunciation patterns that are difficult for a student from Toten may not necessarily be difficult for a student with an Italian or Somalian background. The intonation pattern of a student from Finnmark may be different than the intonation pattern of a student from Oslo vest, for xample. National assessment criteria are probably better than no criteria at all, my point is just that “one size dos not necessarily fit all”. One should at least take a lot of things into considerations when such criteria are to be developed.

7. I'm somewhat ambivalent to common assessment criteria being governing, for example, suddenly say that that pupils should speak with a certain accent to get a good mark and that something else that I value as important should not matter much. At the same time, something on a national level may lead to more fair assessment practices. There are for example no national assessment sheets for oral exams in English that one can lean on. Oral exams are prepared locally, but it is still challenging to defend or argue for one own's assessment practices to sensors or examiners if there is no common ground. (This rarely happens, but it can!).

5 DISCUSSION

As stated in section 1.1, the aim of this thesis is to explore teachers' orientations towards pronunciation. To do so, I have administered a questionnaire with responses from 107 teachers from different counties in Norway. Several closed-ended statements and some open-ended questions have been used to explore the participating teachers' beliefs. In this chapter I will discuss the main findings that were presented in the previous chapter. This chapter intends to follow the design of the previous chapter for an easier overview and is thus divided into four sections. Section one aims to discuss the items that were presented in Section 4.1, as this may help contextualize the discussion that is to come in relation to each of the three research questions. The theoretical framework laid out in chapter 2 will form the basis for discussion.

5.1 PRONUNCIATION AND INTELLIGIBILITY

The response to the statements presented in section 4.1 suggests that most teachers in this study either 'agree' or 'somewhat agree' that they assess pronunciation in oral assessment situations, and that pronunciation is important to achieve a high grade in oral assessment situations. It is evident, as presented in section 1.6, that the key purpose of the English subject curriculum is to enable communication. Seeing as how pronunciation is considered crucial for oral communication (see section 2.3), it can be argued to be an important finding that most teachers in this study seem to express that they assess pronunciation, and that pronunciation is important to achieve a high grade in oral assessment situations. Although here presented separately, it is not unlikely in an international context for pronunciation to be considered important also in relation to other language skills (Derwing & Munro, 2015, p. 81). 10,4% of the teachers in this study did, however, select an alternative ('disagree' or 'somewhat disagree') which may suggest that they do not assess pronunciation and that they do not consider pronunciation important to achieve a high grade in oral assessment. As presented in section 1.8, these findings may support what was found in both Yildiz (2011) and Johannessen (2018); the responses suggest that some teachers may not consider pronunciation to be important in oral assessment situations.

As discussed in section 2.5, communication is considered crucial for successful communication (Flognfeldt and Lund, 2016, p. 200; Rindal and Iannuzzi, 2020, p. 117). It may therefore seem odd that in both Yildiz (2011), Johannessen (2018), and indeed in the current thesis too that some teachers seem to not consider pronunciation to be important, and

that they do not assess it. In the current thesis, 10.4% of the participating teachers leaned more towards disagreement than towards agreement in relation to the following statement: “I assess pupils’ pronunciation in oral assessment situations” (see section 4.1). A consideration to be made in relation to these findings is the influence that CLT seem to have had on pronunciation. As discussed in section 2.1.2, Both Derwing and Munro (2015, p. 22) and Torgersen (2018, p. 216) argue that a perhaps reduced focus on pronunciation may be a result of the change of focus that comes with a communicative language teaching approach. Given both the previous and the current curricula’s much greater emphasis on communication as the main goal (see section 2.3 and 2.4), it may perhaps then be rather understandable that some teachers have responded to the statements this way. Nonetheless, the findings regarding oral assessment suggest that a considerable majority of the participating teachers (89,6%) either agree or somewhat agree that they assess pronunciation. This helps contextualize the coming sections, as the findings suggest that most of the participating teachers seem to consider pronunciation as a factor in oral assessment situations.

5.1.1 Intelligibility

The findings in table 7, which focused on intelligibility in oral communication, suggest that a significant majority (96,2%) either ‘agree’ or ‘somewhat agree’ that intelligibility is the most important aspect when speaking English. Further, and in a similar fashion, the findings suggest in relation to assessment that almost all the participating teachers (98,1%) either ‘somewhat agree’ or ‘agree’ that pupils’ pronunciation should first and foremost be assessed against intelligibility. Interestingly in relation to these findings, in Bøhn’s (2016) doctoral thesis, one can find that “On average they strongly agreed that intelligibility was important.” (p. 62), which the findings in section 4.1 also suggest. The findings must also be considered to correlate well with the notion within language teaching, which emphasize intelligibility to a greater extent than in the past (see for example section 2.2.2 and 2.5.2).

An important note to make in relation to what appear to be strong support among the participating teachers in favor of assessing against intelligibility in oral assessment, is a point laid out by Rindal (2020) in relation to the CLT approach in language teaching (see section 2.1.2). She points out what must be considered a very relevant question in relation to the topic of intelligibility: intelligible for who? (Rindal, 2020, p. 34). Indeed, one respondent to the questionnaire commented the following “I found many of these questions to be a bit clumsily formulated. Question 1: whose intelligibility? Mine? The pupils? ...” (See Appendix D, Part 3 comments). His comment to “question 1” is directed towards item 19 in table 7 (see section

4.1). This means that although there seem to be strong agreement among the participating teachers towards the role of intelligibility, they may operationalize the term differently. This will be discussed further in the following section.

5.2 NATIVE-SPEAKER PRONUNCIATION

The current section aims to discuss and answer research question number one: “What are teachers’ beliefs about English native-speaker pronunciation?”. Firstly, as presented in section 1.1, the main purpose of this research question has been to further explore a topic that due to the findings of previously conducted studies in Norway seem to have called for further investigation. The findings in section 4.2 showed that teachers on average chose a much more varied selection of alternatives in the Likert scale when compared to the findings presented in section 4.1 about pronunciation and intelligibility. Section 4.2 showed that 53.8% of the participating teachers leaned towards disagreement to the statement that “pupils should have English native-speaker pronunciation as a goal for their own pronunciation”, while 46.2% leaned towards agreement. Further, 58.7% leaned towards disagreement to the statement that “Pupils’ pronunciation should be assessed against English native-speaker pronunciation”, while 41,3% leaned towards agreement. However, a more accurate way to look at the responses presented in section 4.2 is perhaps to add emphasis to the fact that roughly 50% chose either ‘somewhat disagree’ or ‘somewhat agree’ to both statements.

When interpreting these results, it is therefore important to consider that the slight leniencies towards either side may also be a sign of “neutrality”. However, it may also be a sign of uncertainty in response to the statements. As discussed in both section 2.1.3 and section 2.6.2, challenges may present themselves in relation to pronunciation assessment if there is no shared understanding of what to assess. Further, as was also discussed in section 2.6.2, assessing concepts such as pronunciation seem to be a difficult topic in general, thus some may be more inclined to answer towards the middle of a Likert scale to avoid choosing the “wrong” answer (see section 3.1.1). Nonetheless, the responses can be argued to support what has been found in previous studies conducted in Norway, which is that in relation to statements surrounding the topic of native-speaker pronunciation teachers seem to hold conflicting views. See for example Hansen (2011, p. 41), Bøhn (2016, p. 62) and Tveisme (2021, p. 62).

The findings presented in section 4.2 should also be addressed in relation to the findings in section 4.1. Since CLT has had an impactful influence on the English subject in Norway

(Rindal, 2020, p. 34), Rindal points out that, as mentioned, the concept of intelligibility may be interpreted to mean that it should be intelligible for native speakers of English (p.34). This can be argued to be a valid point to consider, especially given the prominent role that native speaker norms have had in the English subject in Norway in the past (see section 1.4). One can find in section 4.2 that 98.1% of the participants chose an alternative leaning towards agreement with the statement that “Pupils’ should first and foremost be assessed against intelligibility”. Interestingly, as can be seen in section 4.2, 46.2% also chose an alternative leaning towards agreement to the statement that “Pupils should be assessed against English native-speaker pronunciation”.

It can be argued that the first of these two statements correlate well with the Intelligibility principle (see section 2.5.2), while the second statement correlate well with the Nativeness principle (see section 2.5.1). What these findings suggest is that several participants who agreed with the intelligibility-statement, also agreed with the native-speaker-statement. This is an interesting find, seeing as how for example Levis (2020) strongly advocates the superiority of the intelligibility principle (p.1). These findings can thus perhaps serve as an example of the point that Rindal made (2020, p. 34) regarding the possibility of interpreting intelligibility to mean intelligible for native speakers.

Seeing as the aim in relation to research question one has been to explore teachers’ beliefs about native-speaker pronunciation, one can draw from the empirical data findings in section 4.2 and the discussion in this section that the participating teachers seem to hold conflicting beliefs about the role of native-speaker pronunciation in assessment situations. This finding supports previous research conducted in Norway on the subject, which may also be considered to strengthen the findings of the current study. Further, the responses to part 3 of the questionnaire (see Appendix D, part 3) seem to suggest that future research can gather plentiful and thorough responses in both with quantitative and qualitative methods regarding the topic.

5.3 PRONUNCIATION PATTERNS

The current section aims to discuss and answer research question number two:

“What are teachers’ beliefs about ‘pronunciation patterns’ in the English subject curriculum?”

Firstly, the current research question situates itself as an important exploration since pupils are to be assessed against the competence aims (Regulations to the Education Act, 2020).

Since the competence aim in focus is the only one that explicitly revolves around

pronunciation in the English subject curriculum, the current research question is also important to the overarching aim of this thesis, which is to explore teachers' orientations towards pronunciation. As mentioned in section 1.1, what is meant by "pronunciation patterns" have been argued to be open for a variety of interpretations (Torgersen, 2018, p. 217-219).

Firstly, the responses to item 45 in the questionnaire showed that 84.3% of the participating teachers' chose an alternative that expressed that they either 'to some' or 'to a large degree' "consider being able to use pronunciation patterns an important part of pupils' oral competence" (see section 4.3). These findings can be argued to indicate that the teachers believe the competence aim to be important in oral communication. At the same time, the responses must be considered in relation to the potential disadvantages to survey designs (see section 3.1.1). For example, the participating teachers may already have been above-average concerned with pronunciation, thus finding this to be an important aspect of oral competence to a higher degree than the average teacher in the targeted population. Further, the *social desirable bias* may also have skewed the responses, meaning that in a questionnaire so focused towards aspects of pronunciation, the participants may guess what a correct response would be (Dörnyei, 2010, p. 8). To elaborate further, pupils are to be assessed against the competence aims, therefore teachers may be inclined to report that they consider it an important aim, even though this may not be the case. However, the questionnaire was anonymous, which helps lower the threat of such concerns. Thus, the findings suggest that many of the participating teachers consider the aim to, to some extent or more, be an important part of pupils' oral competence.

Considering the responses to item 45 discussed above, it is then perhaps a surprising finding that for item 47, 79.4% of the responding teachers chose an alternative that leans towards disagreement with the statement that "the English subject curriculum is clear about what it means to be able to use pronunciation patterns in oral communication". Here, I believe one must make their own opinion about whether this formulation would yield similar results when asked about other competence aims as well. Although it is difficult to say, one can certainly not rule it out. Nonetheless, seeing as how pupils are to be assessed against this aim, in relation to the fact that pronunciation is crucial for successful communication (Flognfeldt & Lund, 2016, p. 200; Rindal & Iannuzzi, 2020, p. 117), this can be considered an important finding that may also support the notion of what Torgersen (2018, p. 217-219) discussed in relation to a similarly formulated aim in the previous curriculum (Ministry of Education and

Research, 2013). Further, in relation to the responses to the statement, the qualitative analysis of the open-ended question relating to the competence aim seem to also suggest that many teachers find the aim to be unclear (see section 4.3.1). Additionally, several respondents opted to respond in the “comments or feedback” section that they did not find the meaning of the competence aim to be clear (see section 4.3.2). These findings combined suggest that many teachers find the aim to be unclear.

5.3.1 Assessing pronunciation patterns

The findings of the qualitative analysis of the open-ended question “If you assess whether pupils are able to use pronunciation patterns for oral communication, what do you normally emphasize in the assessment” uncovered categories that several respondents reported to emphasize. In relation to this open-ended question, it was designed with an intent to somewhat subtly also explore what teachers believe the aim is about. Firstly, it can be purposeful to compare the responses to section 2.4.3, which aimed to discuss what the term ‘pronunciation patterns’ seem to entail in research. Aspects such as speech sounds, stress, rhythm and intonation seemed to often be mentioned in relation to pronunciation patterns (Flognfeldt & Lund, 2016; Nation & Newton 2008). Based on the definitions laid out in section 1.3, these aspects fall within the terms of ‘segments’ and ‘suprasegments’. Interestingly, if one compare this to table 11 in section 4.3.1, these are the two categories that based on the qualitative analysis seemed to be the most reported categories that were emphasized when the participating teachers assessed pupils’ use of pronunciation patterns. Thus, it seems that for the top two categories, teachers’ beliefs about pronunciation patterns correlate rather well with what was presented as typically occurring terms in section the material discussed in section 2.4.3.

One important note must though be made in relation to ‘intonation’. According to Torgersen (2018), regarding ‘intonation’, “...there is no conclusive evidence to say that it is important for understanding in international settings between non-native speakers” (p. 223-224). For full context, see section 2.4.3. As was further addressed in relation to this in section 2.4.3, there is no longer any mention of ‘intonation’ in the competence aims for year 10, although this was the case in the previous curriculum. This change may be interpreted in different ways (see section 2.4.3). In relation to the categories of ‘segments’ and ‘suprasegments’ that found themselves at the top of table, it is worth noting that ‘intonation’ is one of the collapsed sub-categories of ‘suprasegments’. In Appendix G, one can find that ‘intonation’ is mentioned 7 times as an emphasized consideration in the assessment of pronunciation patterns. This sheds

light on how one should view the category of ‘suprasegments’ in table 11 in 4.3.1, but more importantly it must be argued to raise several questions about what it means to “be able to use pronunciation patterns in communication”.

If teachers assess pupils’ ability to use intonation patterns, which the current study’s findings seem to suggest that teachers do, while “there is no conclusive evidence to say that it is important for understanding in international settings between non-native speakers” (Torgersen, 2018, p. 223-224), then this may be argued to threaten fair and reliable assessment of pupils. Not least considering the purpose of the English subject curriculum (see section 2.4). Further, one may ask *how* intonation is assessed. Based on what has been discussed in chapter 2, and considering the findings presented in section 4.2, one may argue that perhaps the discussion of native-speaker pronunciation is relevant in this regard.

In relation two research question two, “What are teachers’ beliefs about ‘pronunciation patterns’ in the English subject curriculum?”, it seems that teachers believe the competence to be relevant to pupils’ oral competence aim, but that they also believe it to be an unclear competence aim. The findings thus suggest that there are several possible concerns in relation to fair and reliable assessment of pupils. However, pupils are to be assessed based on multiple competence aims, which in general must be considered positive. Nonetheless, the findings in this study suggest a need for further research surrounding the concepts of the aim, seeing as how formulations of it can be found in the curriculum already from Year 2 and onwards (See section 2.4)

5.4 COMMON ASSESSMENT CRITERIA

The current section aims to answer research question three: “What are teachers’ beliefs about common assessment criteria for oral assessment?”. In response to item 83, “The English subject curriculum is clear about how oral skills should be assessed and weighted during the course and for the final grade”, 68.6% of the participating teachers chose an alternative that leaned more towards disagreement than agreement with the statement. Here it must be addressed in relation to item 83 above that the statement can be argued to grasp very broad, thus making it difficult to interpreted what it is in the statement that has caused a tendency for respondents to lean towards disagreement. To exemplify, the statement can be argued to encompass both formative and summative assessment purposes, which means that the responses may have differed if the statement had specified and concerned itself with either ‘during the course’ or ‘for the final grade’. Separating this item into several items may

therefore have provided more accurate data, but since participant fatigue was a constant factor to consider in the questionnaire design I opted not to. Nonetheless, it may be argued to provide an indicative of the participating teachers' general beliefs about how clear they find the curriculum to be considering oral assessment purposes.

In response to common assessment criteria on a national level, the findings in section 4.4 shows that 84.8% of the participating teachers chose an alternative leaning more towards agreement than disagreement both when it came to the statement that "Common assessment criteria on a national level for oral skills will contribute to ensure fairer assessment practices", but also to the statement that "Common assessment criteria on a national level for oral skills will be of aid to me as a teacher". Thus, this could be interpreted to mean that most of the participating teachers believe common assessment criteria on a national level to have the potential to be something positive. Since it may be difficult to change teachers' behavior on external factors alone (see section 1.6), it could be argued that if one were to implement common assessment criteria on a national level whilst ignoring what teachers themselves feel about the subject, it may not function as intended. Although one can certainly not draw any accurate conclusion about teachers' beliefs based on the responses to two statements like this, it can be argued that these responses still signal that many of the participating teachers in this study seem at least not to oppose the idea. Thus, this can be considered an important finding.

Further, as has been discussed in section 2.6.3, the purpose of the guiding descriptors laid out by the Norwegian educational authorities is in part to "contribute to a shared national direction for final grade assessment" (Ministry of Education and Research (2020, own translation). According to Bøhn (2018), making use of a shared assessment culture "is something that the Norwegian educational authorities strongly support" (p. 236). Relevant to the current thesis' overarching aim to explore pronunciation and assessment in relation to fair and reliable assessment of pupils, is that such steps can help improve validity and reliability (Bøhn, 2018, p. 236). Thus, the current study's finding in relation to a shared assessment culture, which common assessment criteria on a national level could be characterized as, suggest that teachers have positive beliefs towards such notions for the pupils and, often perhaps equally important, for themselves.

It is also worth noting the comments presented in section 4.4.1. A common concern among those who responded to these statements, seem to be related to how clear and concise common assessment criteria would be, how concrete they would be, and what they would be

based on. These concerns can be argued to correlate well with research concerns about the same topic (see section 2.5).

In response to the research question three: “What are teachers’ beliefs about common assessment criteria for oral assessment?” One can draw from the findings of this study that the participating teachers’ beliefs about common assessment criteria on a national level seem to lean more in favor than against a potential implementation of such a large-scale shared assessment culture. However, several concerns have also been raised by some of the participating teachers. These concerns can be argued to illustrate the complexity that will likely be involved if Norwegian educational authorities are to implement it one day.

5.5 LAST REMARKS

In relation to how the current thesis has aimed to explore teachers’ beliefs, it must be stressed that the current thesis in no way intends to claim that the the findings present what the teachers *actually* believe. The subjective nature of interpretation has led to the approach of eliciting implied beliefs, in its simplest form, guided by the research questions.

6 CONCLUDING REMARKS

In this thesis I have discussed the topics of pronunciation and assessment in the English school subject in Norway. Previous research has suggested that teachers seem to hold conflicting views on the topic of native-speaker pronunciation. Thus, one aim has been to explore this further. Secondly, I have aimed to explore teachers' beliefs about the competence aim in the English subject curriculum that explicitly relates to the topic of pronunciation. And, lastly, I have explored teachers' beliefs about the idea of common assessment criteria on a national level for oral assessment.

The empirical research findings seem to suggest that the participating teachers hold conflicting views on whether pupils should be assessed against native-speaker pronunciation or not. The English subject curriculum states that the “the pupil is expected to be able to use pronunciation patterns in communication”. In relation to this competence aim, the empirical research findings suggest that although most of the participating teachers seemed to find it to be a relevant competence aim for pupils' oral competence, many expressed both through closed-ended and open-ended responses that they did not understand the competence aim to be clear. Further, the empirical research findings also suggest that some teachers may assess the competence aim in a way that may threaten fair and reliable assessment of pupils.

In relation to teachers' beliefs about common assessment criteria on a national level, the empirical research findings suggest that most of the participating teachers held beliefs that indicate that they may find the idea to be beneficial both for pupils and for teachers. However, some of the teachers also addressed multiple concerns relating to the idea, which should be taken into consideration.

Based on the findings of this thesis, there seem to be conflicting beliefs among teachers when it comes to the topic pronunciation. A possible departure for future research is to also consider what teachers consider to be 'correct' or 'good' pronunciation in the English school subject today. Further, the present thesis has also explored teachers' beliefs about the competence aim relating to pronunciation patterns. Based on the findings of this study, I recommend further exploration into how the competence is to be understood and assessed. It is worth noting that the current thesis has been quantitative, and that some of what has been found in this thesis may therefore be suitable for qualitative approaches within the same topics.

7 BIBLIOGRAPHY

- Afshari, S., & Ketabi, S. (2017). Current trends and future directions in teaching English pronunciation. *International Journal of Research Studies in Language Learning*, 6(2), 83-91.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.
- Baker, M. (2011). *In other words : a coursebook on translation* (2nd edition. ed.). Routledge.
- Best, S.J. & Krueger, B.S. (2008). Internet Survey Design. In Fielding, N., Lee, R. M., & Blank, G. (2008). *The Sage handbook of online research methods*. Sage.
- Birello, M. (2012). Interview: Teacher Cognition and Language Teacher Education: Beliefs and Practice. A Conversation with Simon Borg. *Bellaterra : journal of teaching & learning language & literature*, 5(2), p. 88-94. Retrieved from: <https://doi.org/10.5565/rev/jtl3.464>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109. Retrieved from http://eprints.whiterose.ac.uk/1652/1/borgs1_Language_Teaching_36-2.pdf
- Brown, K. & Fulcher, G. (2017). Pronunciation and Intelligibility in Assessing Spoken Fluency. In Isaacs, T., & Trofimovich, P. (2017). *Second language pronunciation assessment: interdisciplinary perspectives* (Vol. 107). Multilingual Matters.
- Bøhn, H. (2016). *What is to be assessed? Teachers' understanding of constructs in an oral English examination in Norway* (Doctoral Thesis). Retrieved from <https://www.duo.uio.no/handle/10852/53229>
- Bøhn, H. & Hansen, T. (2017). Assessing Pronunciation in an EFL Context: Teachers' Orientations towards Nativeness and Intelligibility. *Language Assessment Quarterly*, 14(1), 54-68. <https://doi.org/10.1080/15434303.2016.1256407>
- Bøhn, H., Dypedahl, M., & Myklevold, G.-A. (2018). *Teaching and learning English*. Cappelen Damm akademisk.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design : qualitative, quantitative & mixed methods approaches* (5th edition. ed.). Sage.
- Communicare. (2020). *Fagfornyelsen*. Retrieved from: <https://www.hiof.no/fss/om/publikasjoner/communicare/2019/2019-20-communicare-nett.pdf>

- Council of Europe (2018). *Common European Framework of Reference Companion Volume with New Descriptors*. Retrieved from <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Davies, A. (2017). Commentary on the Native Speaker Status in Pronunciation Research. In Isaacs, T., & Trofimovich, P. (2017). *Second language pronunciation assessment: interdisciplinary perspectives* (Vol. 107). Multilingual Matters.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research*. Amsterdam: John Benjamins Publishing Company.
- Dörnyei, Z. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Routledge.
- Education First (2020). *The world's largest ranking of countries and regions by English skills*. Retrieved from <https://www.ef.no/epi/>
- Education First (2020). *Norway proficiency trends*. Retrieved from <https://www.ef.no/epi/regions/europe/norway/>
- Fielding, N., Lee, R. M., & Blank, G. (2008). *The Sage handbook of online research methods*. Sage.
- Flognfeldt, M. E., & Lund, R. E. (2016). *English for teachers and learners : vocabulary, grammar, pronunciation, varieties*. Cappelen Damm akademisk.
- Fricker, Jr. R. D. (2008). Sampling Methods for Web and E-mail Surveys. In Fielding, N., Lee, R. M., & Blank, G. (2008). *The Sage handbook of online research methods*. Sage.
- Hansen, T. (2011). *Speaker models and the English Classroom: The Impact of the Intercultural-Speaker Teaching Model in Norway*. (Master's Thesis, Østfold University College). Brage. Retrieved from <https://hiof.brage.unit.no/hiof-xmlui/handle/11250/147973>
- Harding, L. (2017). What do raters Need in a Pronunciation Scale? The User's View. In Isaacs, T., & Trofimovich, P. (2017). *Second language pronunciation assessment: interdisciplinary perspectives* (Vol. 107). Multilingual Matters.
- Haukås, Å. (2018). Teachers' Beliefs about Language Instruction. In H. Bøhn, M. Dypedahl & G.-A. Myklevold (Eds.). *Teaching and learning English*. Cappelen Damm akademisk.
- Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride, & J. Holmes, (Eds.), *Sociolinguistics* (pp. 269-293). Baltimore, USA: Penguin Education, Penguin Books Ltd.

- Høvik, K. Ø. (2017). Fra British Club til Global English: Engelskfag i utvikling. In M. Løtveit, M. (Ed.). (2017). *Tidssignaler : Lærerutdanningsfag i utvikling : Utdanning av lærere på Hamar - 150 år* (s. 191-218). Oplandske Bokforlag.
- Isaacs, T., & Trofimovich, P. (2017). *Second language pronunciation assessment: interdisciplinary perspectives* (Vol. 107). Multilingual Matters.
- Johannessen, S. L. (2018). *Oral assessment in the English subject. Teachers' understandings of what to assess* (Master's Thesis, Høgskolen i Innlandet). Retrieved from <https://brage.inn.no/inn-xmloi/handle/11250/2560214>
- Kirke-, utdannings- og forskningsdepartementet. (1994). *Læreplanverket for videregående opplæring*. Retrieved from: <https://www.udir.no/laring-og-trivsel/lareplanverket/utgatt/utgatt-lareplanverk-for-vgo-R94/>
- Knoch, U. (2017). What Can Pronunciation Researchers Learn From Research Into Second Language Writing? In In Isaacs, T., & Trofimovich, P. (2017). *Second language pronunciation assessment: interdisciplinary perspectives* (Vol. 107). Multilingual Matters.
- Levis, J. M. (2005). Changing Contexts and Shifting Paradigms in Pronunciation Teaching. *TESOL Quarterly*, 39(3), 369-377. Retrieved from <https://doi.org/10.2307/3588485>
- Levis, J. (2020). Revisiting the Intelligibility and Nativeness Principles. In: Iowa State University Digital Repository. Retrieved from <https://dr.lib.iastate.edu/entities/publication/e55f539c-a8ef-4e1b-9628-44714d64a6b5>
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Lyngstad, M. E. (2019). *English teachers' choices and beliefs about literature in the Norwegian upper secondary classroom*. Retrieved from <https://brage.inn.no/inn-xmloi/bitstream/handle/11250/2620522/Lyngstad%2c%20Marit%20Elise.pdf?sequence=5&isAllowed=y>
- Mausethagen, S., & Mølsted, C. E. (2015). Shifts in curriculum control: contesting ideas of teacher autonomy. *Nordic Journal of Studies in Educational Policy*, 2015(2), 28520.
- Ministry of Education and Research. (2006) *Læreplan i engelsk (ENG1-01)*. Retrieved from <https://www.udir.no/kl06/ENG1-01>
- Ministry of Education and Research. (2010). *English subject curriculum (ENG1-02)*. Retrieved from: <https://www.udir.no/kl06/ENG1-02?lplang=http://data.udir.no/kl06/eng>
- Ministry of Education and Research. (2013). *English subject curriculum (ENG1-03)*. Retrieved from <https://www.udir.no/kl06/ENG1-03?lplang=http://data.udir.no/kl06/eng>

- Ministry of Education and Research. (2020). *Curriculum in English (ENG01-04)*. Retrieved from <https://www.udir.no/lk20/eng01-04?lang=eng>
- Ministry of Education and Research. (2020). *Competence in the subjects*. Retrieved from: <https://www.udir.no/lk20/overordnet-del/prinsipper-for-laring-utvikling-og-danning/kompetanse-i-fagene/?kode=eng01-04&lang=eng>
- Ministry of Education and Research. (2020). *Kjennetegn på måloppnåelse*. Retrieved from: <https://www.udir.no/laring-og-trivsel/lareplanverket/kjennetegn/kjennetegn-pa-maloppnaelse--engelsk-vg1-sfyf/>
- Mohamed, N. (2006). *An Exploratory Study of the Interplay between Teachers' Beliefs, Instructional Practices & Professional Development* (Doctoral Thesis, the University of Auckland). Retrieved from: https://www.asian-efl-journal.com/Thesis_Naashia.pdf
- Munden, J., Sandhaug, C. (2017). *Engelsk for secondary school*. Gyldendal akademisk.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Newton, P. E., & Shaw, S. D. (2016). Disagreement over the best way to use the word 'validity' and options for reaching consensus. *Assessment in Education: Principles, Policy & Practice*, 23(2), 178-197. Retrieved from <https://doi.org/10.1080/0969594X.2015.1037241>
- NOU 1994: 15. (1994). *Reform '94 – driftskostnader*. Retrieved from <https://www.regjeringen.no/no/dokumenter/nou-1994-15/id115348/sec3>
- Norwegian Centre for Research Data. (2021). *Hvordan gjennomføre et prosjekt uten å behandle personopplysninger?* Retrieved from <https://www.nsd.no/personverntjenester/oppslagsverk-for-personvern-i-forskning/hvordan-gjennomfore-et-prosjekt-uten-a-behandle-personopplysninger>
- Rasmussen, K. B. (2008). General Approaches to Data Quality and Internet-generated Data. In Fielding, N., Lee, R. M., & Blank, G. (2008). *The Sage handbook of online research methods*. Sage.
- Regulations to the Educational Act. (2020). *Forskrift til opplæringslova - § 3.3 – Vurdering i fag*. Retrieved from https://lovdata.no/dokument/SF/forskrift/2006-06-23-724/KAPITTEL_5#KAPITTEL_5
- Rindal, U. E. (2013). *Meaning in English: L2 attitudes, choices and pronunciation in Norway*. (Doctoral Thesis, Universitetet i Oslo). Retrieved from <https://www.duo.uio.no/bitstream/handle/10852/65151/PhD-Rindal-2013.pdf?sequence=4&isAllowed=y>
- Rindal, U. E. (2016). "Riktig" engelsk uttale. *Bedre skole*, 1(2016). Retrieved from <https://utdanningsforskning.no/artikler/2016/riktig-engelsk-uttale/>
- Rindal, U. E. & Haukland, O. (2017). Om å snakke norskengelsk. *Bedre skole*, 2 (2017). Retrieved from <https://utdanningsforskning.no/artikler/2017/om-a-snakke-norskengelsk/>

- Rindal, U & Iannuzzi, M. (2020). Pronunciation – Accent, identity and intelligibility. In L. M. Brevik, & U. Rindal(Eds.). *Teaching English in Norwegian classrooms: From research to practice* (s. xx-xx). Universitetsforlaget.
- Simensen, A. M. (2014). Skolefaget engelsk. Fra britisk engelsk til mange slags "engelsker" - og veien videre. *Acta didactica Norge*, 8(2). Retrieved from <https://doi.org/10.5617/adno.1138>
- Simensen, A. M. (2018). A Brief History of English Teaching and Learning in Norway. In H. Bøhn, M. Dypedahl & G.-A. Myklevold, G.-A. (Eds.). *Teaching and learning English* (s. xx-xx). Cappelen Damm akademisk.
- Speitz, H. (2018). National Curricula and International Perspectives. In H. Bøhn, M. Dypedahl & G.-A. Myklevold (Eds.). *Teaching and learning English* (s. xx-xx). Cappelen Damm akademisk.
- Statistics Norway. (2018). *Kompetanseprofil for lærere i videregående skole*. Retrieved from https://www.ssb.no/utdanning/artikler-og-publikasjoner/_attachment/352280?_ts=163d96c1810
- Universitet I Oslo. (2021). *Short introduction to Nettskjema* Retrieved from <https://www.uio.no/english/services/it/adm-services/nettskjema/about-nettskjema.html>
- Universitet I Oslo. (2021). *Er det meldeplikt til NSD for anonyme spørreundersøkelser i Nettskjema?* Retrieved from <https://www.uio.no/tjenester/it/adm-app/nettskjema/mer-om/personvern/meldeplikt.html>
- Torgersen, E. N. (2018). Teaching Pronunciation. In H. Bøhn, M. Dypedahl & G.-A. Myklevold (Eds.). *Teaching and learning English*. Cappelen Damm akademisk.
- Tveisme, O. (2021). *“The most globally used English is bad English”: Attitudes related to oral English use, learning, and teaching among lower-secondary English teachers in Norway*. (Master’s Thesis, The University of Bergen). Retrieved from <https://bora.uib.no/bora-xmlui/handle/11250/2759835>
- Vehovar, K. & Manfreda, K. L. (2008). Online Surveys. In Fielding, N., Lee, R. M., & Blank, G. (2008). *The Sage handbook of online research methods*. Sage.
- Vesterlid, T. G. (2019). *Assessing oral English in secondary school: challenges for novice English teachers* (Master’s Thesis, Høgskolen i Innlandet). Retrieved from <https://brage.inn.no/inn-xmlui/handle/11250/2726431>

Yildiz, L. M., & Universitetet i Oslo Institutt for lærerutdanning og, s. (2011). *English VGI level oral examinations : how are they designed, conducted and assessed?* L.M. Yildiz. Retrieved from <https://www.duo.uio.no/bitstream/handle/10852/32421/YildizMaster.pdf?sequence=2&isAllowed=y>

APPENDICES

APPENDIX A – PROJECT INVITATION

Hei!

Mitt navn er Simen Westbø Mo, og jeg er en lektorstudent i kultur og språkfagenes didaktikk ved Høgskolen i Innlandet. I forbindelse med mastergradsprosjektet «Hvordan engelsklærere i videregående skole forstår uttale» sender jeg ut en spørreundersøkelse til alle videregående skoler i ____ fylkeskommune. Formålet er å undersøke hvordan engelsklærere i videregående skole forstår uttale i engelskfaget.

Du mottar denne e-posten fordi du ut ifra tilgjengelig informasjon på skolens hjemmesider ser ut til å være nærmeste kontaktperson dersom man ønsker å nå engelsklærerne ved din skole. Jeg vil sette stor pris på om du sender e-posten nedenfor til alle som underviser i engelsk ved skolen. Merk at jeg også gjerne vil nå lærere som har undervisningskompetanse i engelsk, men ikke underviser i faget på nåværende tidspunkt. Alternativt er det veldig fint om du sender meg e-postadressene til engelsklærerne ved skolen slik at jeg selv kan sende invitasjonen nedenfor.

Deltakelse i prosjektet er selvfølgelig helt frivillig og opp til hver enkelt lærer – lærerne er på ingen måte forpliktet til å svare selv om de mottar invitasjon til undersøkelsen. Det vil være til stor hjelp for meg i denne prosessen om du bekrefter eller avkrefter at invitasjonen under sendes videre til engelsklærerne ved din skole. Dersom du ikke er riktig kontaktperson er det fint om du kan sette meg i kontakt med engelsklærernes avdelingsleder eller fagkontakt, så kan jeg ha den videre kommunikasjonen med dem.

Med vennlig hilsen

Simen Alexander Westbø Mo

Lektorstudent i kultur og språkfagenes didaktikk

Høgskolen i Innlandet, campus Hamar

Tlf:

E-post:

Jeg håper du vil sende følgende invitasjon (+ vedlegget) til engelsklærerne ved din skole:

Hva tenker du om engelsk uttale?

Hei!

Du mottar denne e-posten fordi du jobber som lærer i videregående skole i ____ fylkeskommune og har engelsk som fag.

Mitt navn er Simen Westbø Mo, og jeg er en lektorstudent som skriver masteroppgave i kultur og språkfagenes didaktikk ved Høgskolen i Innlandet. Oppgaven min har arbeidstittelen «EFL Teachers' Orientations towards Pronunciation at the upper secondary level in Norway», og jeg undersøker hvordan engelsklærere i videregående skole forstår uttale i engelskfaget.

Jeg håper du vil ta deg tid til å svare på en elektronisk spørreundersøkelse om dine syn på engelsk uttale. Undersøkelsen vil ta anslagsvis 15-20 minutter å gjennomføre, og du vil være helt anonym. Jeg er interessert i å høre fra så mange engelsklærere som mulig (uavhengig av eksempelvis alder, utdanningsnivå, og hvilke klassetrinn/studieretninger du underviser på). Merk at jeg også gjerne vil høre fra deg dersom du ikke underviser i engelsk på nåværende tidspunkt.

Lenke til spørreundersøkelsen: _____

Hensikten med spørreundersøkelsen er å utforske hvordan lærere ser på ulike aspekter ved uttale, som eksempelvis hvilke tanker du har om engelsk morsmålsbruket i engelskfaget. Utgangspunktet mitt er ikke at enkelte syn på uttale er bedre enn andre; jeg er interessert i å undersøke hvordan engelsklærere i videregående skole forstår ulike aspekter ved uttale. Det finnes lite data på dette området i Norge, og dine svar vil være av stor verdi for oppgaven.

Dersom du synes at dette temaet er interessant kan du også melde deg frivillig til å bli intervjuet via Skype (det er ikke bindende å melde seg som frivillig). Du vil bli anonymisert i oppgaven, og det vil ikke være mulig å knytte deg til din besvarelse av spørreundersøkelsen. Om dette virker interessant så ville jeg satt stor pris på om du sender et svar på denne e-posten (til _____) hvor du oppgir følgende informasjon:

- Navn
- Hvilken skole du jobber på.

I vedlegget vil du finne mer detaljert informasjon om spørreundersøkelsen og prosjektet generelt. Ta gjerne kontakt om du har spørsmål.

Med vennlig hilsen

Simen Alexander Westbø Mo

Lektorstudent i kultur og språkfagenes didaktikk

Høgskolen i Innlandet, campus Hamar

Tlf:

E-post:

APPENDIX B – INFORMATION FORM

Forespørsel om deltakelse i forskningsprosjektet *Hvordan engelsklærere i videregående skole forstår uttale*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan engelsklærere i videregående skole forstår engelsk uttale. I dette skrivet får du informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette prosjektet gjennomføres i forbindelse med min mastergrad i kultur og språkfagenes didaktikk ved Høgskolen i Innlandet. Hensikten med prosjektet er å utforske hvordan lærere forstår uttale i engelskfaget. Du er spurt om å delta fordi du er lærer i videregående skole og har engelsk som et fag du underviser i. Ved å invitere engelsklærere som jobber i videregående skole til å svare på denne spørreundersøkelsen ønsker jeg blant annet å kunne undersøke følgende problemstillinger:

Hvordan forstår engelsklærere i videregående skole engelsk uttale i muntlig kommunikasjon?

Hvordan forstår engelsklærere i videregående skole «mønstre for uttale»?

Det finnes lite data på dette området i Norge, og dine svar vil være av stor verdi for oppgaven. Prosjektet avsluttes etter planen senest 15.09.21.

Hvem er ansvarlige for forskningsprosjektet?

Lektorstudent: Simen Alexander Westbø Mo – _____

Veileder: Knut Øystein Høvik – _____

Skole: Høgskolen i Innlandet

Elektronisk undersøkelse: *Nettskjema* (Universitetet i Oslo).

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta i denne spørreundersøkelsen fordi du underviser i engelsk på en videregående skole. Denne henvendelsen sendes ut til et stort antall videregående skoler i Norge, hvor hensikten er å få så mange besvarelser som mulig fra lærere som har engelsk som fag.

Kontaktopplysninger er hentet fra skolenes hjemmesider. I nesten alle tilfeller har enten avdelingsleder, fagleder eller rektor ved skolen fått tilsendt en forespørsel på e-post om å videresende denne invitasjonen til lærere som underviser i engelsk.

Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet, innebærer det at du svarer på en anonym, elektronisk spørreundersøkelse i Nettskjema som vil ta anslagsvis 15-20 minutter å gjennomføre. Undersøkelsen krever ikke innlogging.

Ditt personvern

Ingen personopplysninger blir lagret dersom du velger å delta, og prosjektet samler heller ikke identifiserbar informasjon om deg som deltaker. For å sikre anonymitet og uidentifiserbare besvarelser sendes invitasjonen til undersøkelsen ut samtidig til de videregående skolene i hvert enkelt fylke.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta.

APPENDIX C – QUESTIONNAIRE DESIGN

Takk for at du tar deg tid til å svare på dette spørreskjemaet!

Det er ingen obligatoriske spørsmål i denne undersøkelsen. Dersom det kommer spørsmål du ikke har noen formening om, eller som du ikke ønsker å svare på, kan du gå videre til neste spørsmål. Det vil likevel være svært nyttig for datainnsamlingen om du svarer på alt. Spørreskjemaet er utformet på bokmål, men besvarelser på nynorsk er selvsagt velkomne. Undersøkelsen tar anslagsvis 15-20 minutter å gjennomføre.

Det vil ikke bli lagret personopplysninger, og din besvarelse vil være anonym og uidentifiserbar. Du vil kunne finne mer utfyllende informasjon om både masteroppgaven og spørreskjemaet i det vedlagte informasjonsskrivet.

Dersom du har spørsmål, ta gjerne kontakt med meg på e-post:

Samtykke

Jeg har mottatt og forstått informasjonen om prosjektet "Hvordan engelsklærere i videregående skole forstår uttale", og har fått opplysninger om kontakinformasjon dersom jeg skulle ha spørsmål.

Dermed samtykker jeg til:

*

Å delta i spørreundersøkelsen

*

At min besvarelse lagres i Nettskjema frem til august 2021.

Del 1 av 7: Bakgrunn

1) Kjønn

Kvinne

Mann

2) Alder

19 - 29

30 - 44

45 - 59

60 +

3) Arbeids erfaring

Hvor lenge har du jobbet som lærer?

0 - 5 år

6 - 12 år

13 - 19 år

20 + år

4) Utdanning

Hvilken lærerutdanning har du?

Allmennlærerutdanning

Grunnskolelærerutdanning 1. - 7. trinn

Grunnskolelærerutdanning 5. - 10. trinn

Lektorutdanning 8. - 13. trinn

Praktisk-pedagogisk utdanning

Andre (vennligst utdyp i boksen under)

i Dette elementet vises kun dersom alternativet «Andre (vennligst utdyp i boksen under)» er valgt i spørsmålet «4) Utdanning»

5) Kompetanse i faget

Hvor mange studiepoeng har du i engelsk?

0 - 29

30 - 59

60 - 89

90 +

6) Arbeidssted

I hvilket fylke underviser du i?

Agder

Innlandet

Møre og Romsdal

Nordland

Oslo

Rogaland

Troms og Finnmark

Trøndelag

Vestfold og Telemark

Vestlandet

Viken

Eventuelle kommentarer eller tilbakemeldinger til del 1 av 7:

Del 2 av 7: Uttale

Hvor enig er du i følgende påstander?

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Norske elever har generelt gode muntlige ferdigheter i engelsk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Det viktigste når man prater engelsk er å gjøre seg forstått.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Det er enklere å gjøre seg forstått om man har god uttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Uttale spiller en rolle om man skal kommunisere presist muntlig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) God uttale er viktig for å oppnå høy karakter i muntlige vurderingssituasjoner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Jeg vurderer elevenes uttale i muntlige vurderingssituasjoner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kommunikasjon er et av kjerneelementene i læreplanen i engelsk.

7) Hva anser du som viktig når elevene skal kommunisere muntlig?

Eventuelle kommentarer eller tilbakemeldinger til del 2 av 7:

Del 3 av 7: Uttalemåte

General American English (GA) - uttalen man oftest forbinder med amerikansk aksent.

Received Pronunciation (RP) - britisk uttalenorm, også kjent som *Oxford English* eller *BBC English*

Engelsk morsmålsbrukertale kan i denne undersøkelsen primært forstås som britisk (RP) og amerikansk (GA) uttale. Grunnlaget for defineringen baseres på den utbredte posisjonen disse to varietetene har i både norsk og internasjonal engelskopplæring. Hensikten med definisjonen er å bidra til ryddigere spørsmål, samtidig som det medfører at deler av datainnsamlingen på en tydeligere måte kan brukes til sammenligning i en internasjonal kontekst.

Hvor enig er du i følgende påstander?

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Elevenes uttale bør først og fremst vurderes opp mot forståelighet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Uttalevarietetet man bruker har betydning for hvor enkelt det er å gjøre seg forstått.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Det er enklere for elevene å utvikle muntlige ferdigheter i engelsk dersom det fremheves eksempler på god uttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Det er vanskelig å vurdere hva som er god uttale dersom man ikke har en uttalevarietet å vurdere uttalen opp i mot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Elevene bør ha engelsk morsmålsbrukertale som mål for egen engelsk uttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Engelsk uttale med tydelige spor av engelsk morsmålsbrukertale teller mer positivt i muntlige vurderingssituasjoner enn engelsk uttale uten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Elevenes uttale bør vurderes opp mot engelsk morsmålsbrukertale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Noen hevder at man i engelskopplæringen i for stor grad fremhever britisk (RP) og amerikansk (GA) engelsk som eksempler på god uttale.

B) Hvordan tenker du at engelsklærere bør undervise om og vurdere hva som er god uttale?

Eventuelle kommentarer eller tilbakemeldinger til del 3 av 7:

Del 4 av 7: Tydelig uttale

Segment - individuelle konsonant- og vokallyder (som lyden av 'th' i ordet 'then').

1) I hvor stor grad anser du god bruk av følgende segmenter som viktige for at elevene skal kunne gjøre seg tydelig forstått når de prater engelsk?

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Dentale frikaktiver (som 'then' / 'ten')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fonemer (som 'z' og 'z' i 'lice' / 'lies').	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Konsonantlyder (som 'vet' / 'wet' og 'shurch' / 'church')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vokallyder - lengde (som 'ship' / 'sheep')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vokallyder - kvalitet (som 'I lavv you' / 'I løvv you')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andre (vennligst utdyp under)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Andre:

2) I hvor stor grad anser du god bruk av følgende alternativer som viktige for at elevene skal kunne gjøre seg tydelig forstått når de prater engelsk?

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Intonasjon (tonemønstre)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plassering av trykk i ord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plassering av trykk i setninger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rytme (kan forstås som uttaleflyt over flere setninger for eksempel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tydelige spor av engelsk morsmålsbruketuttale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volum (stemmebruk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andre (vennligst utdyp under)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Andre:

Eventuelle kommentarer eller tilbakemeldinger til del 4 av 7:

Del 5 av 7: Mønstre for uttale

Etter Vg1 YF og Vg1 SF er det ifølge læreplanen et mål for opplæringen at "eleven skal kunne bruke mønstre for uttale i kommunikasjon"

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
1) I hvor stor grad anser du det som en viktig del av elevenes muntlige kompetanse at de kan bruke mønstre for uttale?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Dersom du vurderer hvorvidt elevene *kan bruke mønstre for uttale i kommunikasjon*, hva pleier du å legge vekt på i vurderingen?

Hvor enig er du i følgende påstander?

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
3) Læreplanen i engelsk er tydelig på hva det vil si å kunne bruke mønstre for uttale i kommunikasjon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Mønstre for uttale i engelskfaget baserer seg primært på uttalemønstre man finner i engelsk morsmålsbrukerttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eventuelle kommentarer eller tilbakemeldinger til del 5 av 7:

Del 6 av 7: Undervisning

Hvor enig er du i følgende påstander?

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Jeg underviser om uttale i løpet av skoleåret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Jeg gir elevene formative tilbakemeldinger om uttale i løpet av skoleåret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Jeg forklarer for elevene hvilken uttalevariant de bør bruke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Jeg forklarer for elevene hvilke mønstre for uttale de bør bruke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Dersom jeg underviser eller gir tilbakemeldinger om uttale, viser jeg som regel til engelsk morsmålsbrukerttale som eksempler på god uttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Det er nyttig å la elevene arbeide med mønstre for uttale i klasseromsundervisningen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Jeg har god tilgang på læringsressurser som kan bidra til elevenes utvikling av muntlige ferdigheter i engelsk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Jeg har god tilgang på læringsressurser som kan bidra til tilpasset opplæring av elevenes muntlige ferdigheter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Dersom du underviser eller gir veiledning om mønstre for uttale i løpet av skoleåret, i hvor stor grad pleier du å ta i bruk følgende læringsressurser / verktøy?

	Aldri	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Lærebok (bok)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lærebok (digitale ressurser)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internett (vennligst utdyp under)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selvlaget undervisningsopplegg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undervisningsopplegg laget av kolleger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Språklaboratorium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videoer (YouTube o.l.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andre (vennligst utdyp under)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Andre læringsressurser / verktøy:

Suprasegment (prosodi)

- uttaletrekk som strekker seg over flere segmenter (som intonasjon, trykk og rytme).

10) Dersom du underviser eller lar elevene arbeide med uttale i løpet av skoleåret, i hvor stor grad pleier du å vie tid til følgende alternativer?

	Aldri	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
"English as a lingua franca"-uttale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk morsmålsbrukerttale i England og USA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk morsmålsbrukerttale utenfor England og USA (som Australia, Irland og Sør-Afrika).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holdninger til ulike varieteter av muntlig engelsk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Høyttlesning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lytteoppgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Segmenter (individuelle konsonant og vokallyder).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suprasegmenter (som intonasjon, trykk og rytme).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spontan kommunikasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andre (vennligst utdyp under)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Andre alternativer:

Eventuelle kommentarer eller tilbakemeldinger til del 6 av 7:

Del 7 av 7: Vurderingspraksis

Hvor enig er du i følgende påstander?

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Det er tydelig for meg hvordan uttale bør vurderes og vektlegges i muntlige vurderingssituasjoner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Uttale vurderes og vektlegges likt blant lærere på skolen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Holdninger den enkelte lærer har til variasjoner av muntlig engelsk kan påvirke vurderingen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Læreplanen i engelsk er tydelig på hvordan muntlige ferdigheter skal vektlegges i vurdering undervisning og til standpunkt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil bidra til å sikre en mer rettferdig vurderingspraksis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil være til hjelp for meg som lærer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eventuelle kommentarer eller tilbakemeldinger til del 7 av 7:

Tusen takk for at du tok deg tid til å besvare denne undersøkelsen!

APPENDIX D – QUESTIONNAIRE RESPONSES

Samtykke

Jeg har mottatt og forstått informasjonen om prosjektet "Hvordan engelsklærere i videregående skole forstår uttale", og har fått opplysninger om kontaktinformasjon dersom jeg skulle ha spørsmål.

Dermed samtykker jeg til:

*

Svar	Antall	Prosent
Å delta i spørreundersøkelsen	107	100 %

*

Svar	Antall	Prosent
At min besvarelse lagres i Nettskjema frem til august 2021.	107	100 %

Del 1 av 7: Bakgrunn

1) Kjønn

Svar	Antall	Prosent
Kvinne	84	78,5 %
Mann	23	21,5 %

2) Alder

Svar	Antall	Prosent
19 - 29	12	11,2 %
30 - 44	52	48,6 %
45 - 59	33	30,8 %
60 +	10	9,3 %

3) Arbeidserfaring

Hvor lenge har du jobbet som lærer?

Svar	Antall	Prosent
0 - 5 år	25	23,4 %
6 - 12 år	30	28 %
13 - 19 år	25	23,4 %
20 + år	27	25,2 %

4) Utdanning

Hvilken lærerutdanning har du?

Svar	Antall	Prosent
Allmennlærerutdanning	6	5,6 %
Grunnskolelærerutdanning 1. - 7. trinn	0	0 %
Grunnskolelærerutdanning 5. - 10. trinn	2	1,9 %
Lektorutdanning 8. - 13. trinn	35	32,7 %
Praktisk-pedagogisk utdanning	45	42,1 %
Andre (vennligst utdyp i boksen under)	19	17,8 %

- 3-årig Fahoversetterstudie+Mellomfag i engelsk
- cand.mag. + PPU
- lektor med tilleggsutdanning
- Universitetsutdanning Tysk Hovedfag Engelsk Mellomfag
- Faglærer utdanning + adjunkt med tillegg
- lektor m/tilleggsutdanning
- Cand.philol.
- Master i engelsk og Master i musikk
- Cand. philol.
- Universitetsstudier+praktisk pedagogisk utdanning
- Faglærer i engelsk, norsk, samfunnsfag og bachelor i religion og etikk.
- Lektor med tillegg (ikke vanlig lektorutdanning, master + ppu)
- Faglærerutdanning i kroppøving (3-årig bachelorgrad), deretter mastergrad i kroppøving og videreutdanning i tysk og engelsk
- hovedfag i engelsk + PPU
- BachelorDiplom i lingvistikk
- Hovedfag cand.philol
- MA i engelsk
- Allmennlærer + mellomfag engelsk + master i norsk

5) Kompetanse i faget

Hvor mange studiepoeng har du i engelsk?

Svar	Antall	Prosent
0 - 29	1	1 %
30 - 59	5	4,8 %
60 - 89	31	29,5 %
90 +	68	64,8 %

6) Arbeidssted

I hvilket fylke underviser du i?

Svar	Antall	Prosent
Agder	8	7,5 %
Innlandet	10	9,3 %
Møre og Romsdal	3	2,8 %
Nordland	2	1,9 %
Oslo	12	11,2 %
Rogaland	14	13,1 %
Troms og Finnmark	8	7,5 %
Trøndelag	8	7,5 %
Vestfold og Telemark	5	4,7 %
Vestlandet	19	17,8 %
Viken	18	16,8 %

Eventuelle kommentarer eller tilbakemeldinger til del 1 av 7:

- De første 16 årene underviste jeg i engelsk på YF uten formell kompetanse.
- Vi som er så gamle at vi har hovedfag og vektal sleit litt her.
- Utdanningen er fra USA, så jeg er litt usikker på studiepoeng: BA English & MFA Fiction Writing + PPU i Norge
- Hovedfag + PPU. Ikke disse nye lektorprogrammene, som har kommet til senere
- Kompetanse: Mellomfag fra 1976
- Mellomfag i engelsk og mellomfag i norsk i tillegg til den ordinære lærerutdanninga.
- Årsenhet i engelsk ved lærerskole 1970-tallet Lærerutdanning (allmenn m/ musikk) tre år. mellomfagstillegg og hovedfag rundt 2000.
- Har jobbet over 5 år, men enda ikke 6 år (litt upresise alternativ)

Del 2 av 7: Uttale

Hvor enig er du i følgende påstander?

Svar fordelt på antall

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Norske elever har generelt gode muntlige ferdigheter i engelsk.	0	0	1	24	67	15
2) Det viktigste når man prater engelsk er å gjøre seg forstått.	0	0	4	16	39	48
3) Det er enklere å gjøre seg forstått om man har god uttale.	0	1	3	15	58	30
4) Uttale spiller en rolle om man skal kommunisere presist muntlig.	0	0	1	16	64	26
5) God uttale er viktig for å oppnå høy karakter i muntlige vurderingssituasjoner.	1	3	8	39	49	7
6) Jeg vurderer elevenes uttale i muntlige vurderingssituasjoner.	2	1	9	30	49	16

Svar fordelt på prosent

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Norske elever har generelt gode muntlige ferdigheter i engelsk.	0 %	0 %	0,9 %	22,4 %	62,6 %	14 %
2) Det viktigste når man prater engelsk er å gjøre seg forstått.	0 %	0 %	3,7 %	15 %	36,4 %	44,9 %
3) Det er enklere å gjøre seg forstått om man har god uttale.	0 %	0,9 %	2,8 %	14 %	54,2 %	28 %
4) Uttale spiller en rolle om man skal kommunisere presist muntlig.	0 %	0 %	0,9 %	15 %	59,8 %	24,3 %
5) God uttale er viktig for å oppnå høy karakter i muntlige vurderingssituasjoner.	0,9 %	2,8 %	7,5 %	36,4 %	45,8 %	6,5 %
6) Jeg vurderer elevenes uttale i muntlige vurderingssituasjoner.	1,9 %	0,9 %	8,4 %	28 %	45,8 %	15 %

Kommunikasjon er et av kjerneelementene i læreplanen i engelsk.

7) Hva anser du som viktig når elevene skal kommunisere muntlig?

- Grammatikk, syntaks og ordforråd
 - Uansett elevens nivå, å kunne gjøre seg forstått
 - Et litt åpent formulert spørsmål, men jeg vil i hvert fall si at det er fordelaktig at elever så langt som mulig får kommunisere omkring temaer de kan identifisere seg med, og at rammene omkring kommunikasjons situasjonen føles trygge for dem.
 - - uttale - flyt - ordforråd
 - Gjøre seg forstått. God sammenheng. Variert og relevant ordforråd.
 - Innholdet. Språkleg: Ordforråd, formuleringsevne, uttale,
 - At det er flyt i språket og de ikke tryr til norske ord om de ikke husker det engelske, men i stedet prøver å omformulere seg.
 - Å gjøre seg forstått
 - Uttalen skal være tydelig og ordforrådet og stilnivå skal passe til situasjonen.
 - Jeg legger vekt på at det elevene sier skal være forståelig både for meg og for dem som ikke har norsk som morsmål. Jeg vurderer uttale, ordforråd, grammatikk, syntaks og pragmatikk, samt grad av interferens på både ord- og setningsnivå.
 - Evne til å formidle og snakke om eit emne
 - At de har bredt nok vokabular til å gjøre seg forstått. Jeg mener grammatikken er langt viktigere enn uttalen i tillegg. Det må være greit med en fornorsket uttale.
 - At de gjør seg forstått. Dette innebærer både uttale, intonasjon, grammatikk og ordvalg.
 - At de kan uttale de spesifikke lydene i det engelske språket, slik som "th"-lyden, at de skiller mellom for eks. "sh-lyden" og "ch-lyden", at de ikke uttaler -ed-endelser, at man har så få norvagsismer som mulig, at man bruker intonasjon til å formidle mening, at man bøyer verb i riktig tid og uttaler alle fonemene av ordet.
 - In some ways, pronunciation can be more important than having precise grammar when it comes to being understood. A person with pronunciation that is easy to understand can make himself understood despite having small errors such as subject-verb agreement.
 - Det viktigste er at de klarer å gjøre seg forstått. Det er også viktigere at de bygger opp et variert og presist vokabular, enn at de har helt korrekt uttale.
 - Depending on oral production/ oral interaction: content and structure, in both always: syntax, grammar, vocabulary, formal/informal speech, free speech, fluency, pronunciation
 - At de klarer å gjøre seg forstått, har et variert ordforråd, uttrykker seg presist, bruker begreper.
 - At eleven mestrer å kommunisere budskapet
 - At de tør å snakke på engelsk - altså at de kommuniserer. At de også prøver seg fram med nye ord og uttrykk som vi har jobbet med. At de har tydelig uttale
 - God uttale er en lett forståelig uttale, uten altfor mye "støy" for mottaker.
 - At de faktisk kommuniserer, at det er innhold i det de sier, at det er flyt og sammenheng
 - et komp. mål som å "bruke mønstre for uttalen" viser at uttale er viktig. Blir det uforståelig, kan man ikke kommunisere. De færreste elevene er der, og kommunikasjon er jo et videre begrep enn bare uttale, så det går oftest bra med dårlig uttale også.
 - ordvalg, setningsbygging, uttale.
 - At de klarer å formidle det som enten oppgaven krever eller annet de ønsker å få frem slik at mottaker forstår.
 - På ordnivå: At eleven uttaler alt som skal uttaltast tydeleg, og at delar av ord som skal vere stumme får vere stumme. På setningsnivå: Intonasjon og setningsmelodi som viser om det er spørsmål eller utsegn. Pausar mellom setningar, ikkje "oppramsing". Elles sjølv sagt ordforråd, og idiomatisk språk
 - At de faktisk kommuniserer - at uttalen ikke kommer i veien for kommunikasjonen.
 - At de har variert og godt ordforråd, god flyt og at språket deres er naturlig (ikke et manus de har pugget)
 - At de gjør seg forstått. Jeg skiller mellom lyder mer enn "autentisk" uttale, for det er ikke et mål at de skal ha. Men om de f.eks. sliter med at de sier "chips" når de skal si "ships", så går det utover å bli forstått.
 - At de unngår kommunikasjonsforstyrrende feil i ordvalg, grammatikk og uttale. At de bruker et tydelig kroppsspråk i tillegg.
 - Det kommer litt an på type oppgave. Det viktigste er ofte at de er på et nivå der de kan kommunisere ganske presist om et gitt tema. At man forstår hva de sier og at uttalen ikke hindrer kommunikasjon. At eleven har et såpass greit ordforråd innenfor tema at de kan kommunisere forståelig. God intonasjon gir "tilleggspreng"
 - Viktigste er å gjøre seg forstått. Er stor forskjell på spontan muntlig kommunikasjon, og det at man har en presentasjon man har forberedt seg på på forhånd. I spontan muntlig kommunikasjon vil uttale være mindre viktig, enn i andre situasjoner.
 - Det viktigste er at de klarer å kommunisere den meningen de prøver å kommunisere. Også er det forskjell i forhold til hvilket nivå eleven er på ellers; de som strever med å holde 2er i sjakk, da er det viktigst at de klarer å si det de skal. Er det elever på 5/6, så er det jo helt andre krav til innhold, nyansse osv., og da må de også mestre mer avanserte ord og ordforråd, og da er det jo viktig at de klarer å bruke disse ordene riktig, men om noe er uttalt litt feil, er ikke det karakteren skal stå og falle på.
- I tillegg til uttale er ordvalg naturligvis også viktig. Det er først og fremst viktig at det er korrekt, dernest at det er så presist som mulig. Dessuten kan intonasjon være viktig, men i størst grad når man snakker med personer som ikke har norsk som morsmål. Særlig på østlandet har mange en tendens til å feilintone utsagn/påstander som om de var spørsmål.
 - At de har et bredt og godt ordforråd.
 - Diksjon og prosodi
 - Uttale, grammatikk, idiomatisk språk og setningsstruktur.
 - Først og fremst at de kommuniserer tydelig og klarer å få frem det de ønsker. Uttale er en naturlig del av dette samtidig som man kan kommunisere godt uten en tydelig (f.eks) britisk/amerikansk etc. uttale.
 - At de får uttrykt seg er viktigst. At de kommuniserer på en slik måte at jeg forstår dem, og at de får sagt det de vil si, og opplever at de blir forstått. God uttale i min undervisning er dermed kommunikativ uttale. God flyt, slik at en ikke mister tråden, er f.eks. en del av det.
 - Formidling av innhold, tanker/følelser og ideer via muntlig samhandling, evne til å formulere seg konkret, forståelig og med vilje til å kommunisere noe.
 - At de kan gjøre seg forstått på engelsk, bredden på vokabular, graden av flyt, engelsk uttale.
 - Intonasjon, riktig uttale av lyder, klar stemmebruk (med unntak av talefeil og lignende), flyt i kommunikasjonen - altså at de ikke går tom for ord og kommer seg videre i det de skal si
 - At de klarer å gjøre seg forstått og har et bredt, nyansert, men også fagspesifikt vokabular, men også at aksent og uttale ikke er kommunikasjonsshemmende, at det ikke skaper et ekstra "lag" som må fortolkes og som forhindrer kommunikasjonsflyten.
 - Ordforråd, habil grammatikk som ikke forårsaker misforståelser, og skille mellom hensiktsmessige lyder (/w) og /v) for eksempel, mens /s) og /z) ikke er like "hensiktsmessige").
 - At språket er tydelig og forståelig.
 - Forståelig uttale er viktig. Korrekt uttale og god intonasjon er viktig for de som er over middels nivå. Det er viktig å kunne holde en samtale på engelsk, å snakke fritt (både med og uten notater), og å kunne samtale om vanlige generelle tema, samt om yrkesfaglige tema (jeg underviser på vgs yrkesfag). For å oppnå god kommunikasjon må også et visst vokabular og grunnleggende grammatisk forståelse være til stede. I en presentasjon/video/lyddopptak må kommunikasjonen være tilpasset målgruppen.
 - At uttale og intonasjon nærmer seg en "native speaker", og at en søker å bruke idiomatiske ord og uttrykk.
 - Ordforråd
 - Uttale, grammatikk, intonasjon, kroppsspråk, stemmebruk, bruk av idiom, vokabular, flyt, situasjonsbestemt språk, innhold.
 - At de gjør seg forstått og at de har ordforrådet til å formidle budskapet slik at man unngår misforståelser.
 - Alle aspekter av muntlig kommunikasjon. Uttale er bare ett av disse aspektene. Alle spesifiseres i vurderingskriteriene som brukes. Uttale henger sammen med intonasjon, flyt, ordstilling, ordforråd osv osv.
 - Uttale, grammatisk riktighet og mottakerbevissthet.
 - Viktigst er vokabularet. Jeg anser også uttale som viktig, men det å bruke riktig ord i riktig situasjon er viktigst.
 - At de tilrettelegger språket til situasjonen og til personen. At de tilpasser både verbalt og ikke-verbalt. Rent uttalemessig handler det mest om tydelighet. At de gjør seg forstått, har en forståelig artikulasjon av ordet.
 - Presist og relevant/passende vokabular, evnen til å delta i en samtale (evne til å lytte og forstå og svare/spørre/diskutere), kroppsspråk.
 - Flyt, setningsoppbygging, grammatikk, vokabular og uttale er alle viktige elementer. Innholdet i det som blir sagt, spesielt da i vurderingssammenheng, er også veldig viktig. Men det viktigste er nok at elevene tør å prøve seg. Jeg legger også vekt på om de klarer å plukke opp og rette egne feil imens de snakker.
 - At budskapet blir tydelig kommunisert. Da trengs det en balanse mellom volum, tempo, klarhet, uttale, valg av ord og setningsoppbygging.
 - Det viktigste er flyt og å gjøre seg forstått. For høyere nivå så er det viktig å være presis i å uttrykke nyanser ved bruk av et bredt vokabular.
 - At eleven har en uttale og intonasjon som gjør at elevene gjør seg forstått og at elevene klarer å kommunisere innhold og meninger til andre.
 - Fra å gjøre seg forstått til det å kommunisere klart og tydelig med et klart og presist språk samt tydelig uttale.
 - Jeg er enig at uttale spiller en rolle for å kommunisere presist, men ikke nødvendigvis at den må være "god". Spørsmålet er jo hva som egentlig er "god" uttale. Er det når man hører "native" ut, eller når man klarer å artikulere ordene på en tydelig måte? Naturligvis vurderer jeg om de har evne på ordene, slik at de ikke blir nevøse og stammer det fram. Samtidig synes ikke jeg at det er det som skal telle mest. Det viktigste er at de klarer å kommunisere på en tydelig og forståelig måte.
 - Jeg tenker at det viktigste er at de gjør seg forstått på engelsk og kan samhandle med andre. Jeg vurderer ikke aksent på uttale. Elevene kan gjerne ha norsk-engelsk aksent, men de må uttale ord på engelsk, slik at det de sier kommuniserer på en forståelig måte. Slik det kommer fram i læreplanen handler kommunikasjon om å skape mening med språk, dette forstår jeg som at det de sier må gi mening på engelsk. Det er også viktig at de lærer forskjell mellom formelt og uformelt språk i kommunikasjon, og at de vet hvilke ord og uttrykk som passer seg i ulike sammenhenger.
 - Forståelig uttale (i et tempo og med volum som gjør det enkelt å høre hva elevene sier) - rett og slett å gjøre seg forstått. Evnen til å lytte og forstå den andre part er en like viktig del av det å inneha god kommunikatv kompetanse. Hvis denne kompetansen mangler stopper kommunikasjonen opp.
 - At de bruker presist språk
 - Kommunikasjon fremfor RP/GA, uttale er viktigst dersom det hindrer kommunikasjon heller enn om det fremmer kommunikasjonen. Intonasjon er mindre viktig så fremt det ikke hindrer kommunikasjon, det er greit å høres ut som man kommer fra Norge.

- At de klarer å formidle et budskap på en forståelig måte.
- Mottaker-orientering, kommunikasjonsstrategi og bevissthet rundt egne mål for kommunikasjon. Språklig kommunikasjon baserer seg selvfølgelig først på basale språklige ferdigheter, men mine SSP-elever for det meste har god beherskelse av basis-ferdighetene i engelsk.
- -at det er forståelig -at dei har korrekt uttale -at det er flytende
- At de bruker variert språk på en grammatisk korrekt og forståelig måte.
- Hovedsaklig å gjøre seg forstått, men det innebærer selvsagt å ha ordforråd, grammatikk, og nettopp uttale
- God kommunikasjon på engelsk er effektiv, presis og tydelig. Det er ikke nok å anvende avansert vokabular, men må også bruke det slik at det hjelper kommunikasjonen.
- Korrekt uttalelse og grammatikk, god flyt, godt og variert ordforråd, høy kompetanse når det gjelder tema, selvstendig og reflektert tenkning.
- At de er i stand til å gjøre seg forstått og at de evner å omformulere der de ikke har vokabularet de egentlig trenger. At de ser an kontekst og mottaker og tilpasser seg.
- Jeg ser på engelsk som et lingua franca, et brospråk. Derfor anser jeg det som viktig at elevene uttaler ordene tydelig og forståelig, men ikke nødvendigvis med morsmålsuttale. Noen elever har tilnærmet britisk eller amerikansk uttale, mens andre har uttale preget av norsk, uten at dette har noe særlig å si for hvor godt de kommuniserer. Etter min mening er engelsk et blott verdensspråk med mange og ulike uttalevarianter, og en kan ikke lenger favorisere amerikansk eller britisk uttale i samme grad som en kanskje gjorde før.
- At de bruker relevante fagbegreper, har et variert ordforråd og klarer å kommunisere godt - uten for mange grammatiske feil eller brudd i kommunikasjonen
- Det å snakke tydelig og gjøre seg forstått, samt å fokusere på de typiske engelske lydene ("th", forskjell på "v" og "w", etc)
- Lytte til andre og tilpasse respons til hva andre sier. Ordforråd og evne til å formulere setninger. Uttalet kan være preget av morsmålet, men må være tydelig nok og ikke fravike fra standard britisk eller amerikansk uttale i en sånn grad at det blir vanskelig for samtalepartnern å forstå.
- Det er viktig at de har tilstrekkelig ordforråd. Det er viktig at de kan elementær grammatikk. Det er viktig at uttalen ikke forstyrrer for budskapet. Og så er det veldig fint om de har noe å si.
- Uttale, riktig grammatikk og oppbygging.
- Et godt ordforråd, også med tanke på fagspesifikk terminologi (f.eks metaspråk), at man tilpasser seg situasjonen og mottaker.
- -at språket kommuniserer i forhold til kommunikasjonssituasjonen. -at det er god flyt i språket; ordforråd, bindeord, uttale og intonasjon.
- At dei får fram eit meiningsinnhald, og at dei kan forstå andre sine meninger som vert kommunisert.
- Kommunikasjon
- Tydelig artikulering, korrekt setningsoppbygging, at de forsøker å variere vokabularet. Det viktigste er forøvrig at de føler seg trygge og ivarettatt slik at det ikke blir kleint eller "fælt" når de skal snakke kommunisere muntlig.
- innhold, uttale, ordforråd, grammatikk
- Ordforråd, formuleringsevne, kunnskap om det dei skal snakke om.
- at de tør å snakke engelsk og ikke legger om til norsk. at de utfordrer seg selv. sterke elever bør bruke et mer avansert og modent språk
- Uttale er for eksempel viktig for å skille heteronymer fra hverandre, og riktig uttale er noen ganger essensielt for at mottaker skal forstå hva avsender ønsker å formidle. Elevene kan gjerne snakke med typisk norsk aksent, men det er viktig at de er i stand til å uttale ordene med såpass presisjon at de blir forstått. For min del er det viktigst at elevene viser evne til å snakke fritt og spontant når de skal kommunisere muntlig, at de ikke leser fra et manus eller lignende.
- 1. Gjøre seg forstått; 2. God grammatikk 3. God uttale
- I første rekke at eleven skal kunne gjøre seg forstått, og at budskapet kjem fram gjennom logiske setninger der ordene vert uttalt forståelig. I andre rekke kjem korrekt uttale av lydar og ord, samt korrekt trykklegging.
- Gjøre seg forstått, bruke variert ordforråd, grammatikk og at dei uttaler ord rett
- At de har god kompetanse når det gjelder innhold, struktur og språk. Det er viktig at de jobber for å utvikle gode ferdigheter innen alle de områdene og over på det i undervisningen, både individuelt og i samarbeid med andre.
- At man gjør seg forstått! God uttale trenger ikke å være en perfekt aksent av en variant, men at man ikke gjør uttalefeil som kan føre til misforståelser. Likevel vil jeg si at norsk-engelsk uttale ikke er god uttale, men dersom en elev snakker engelsk med indisk aksent eller afrikansk aksent vurderer jeg det som godt så lenge det ikke er uttalefeil som forhindrer kommunikasjon. Flyt og bruk av nødvendige eller unødvendige "filler words" er også viktig. Selv om det høres amerikansk ut å snakke om "yeah" og "like" osv så vil ikke det trekke opp om det er en mer formell situasjon. Det er også viktig å skille mellom hvilken type kommunikasjon det er snakk om. Det er forskjell på hvilke ord og uttrykk man skal bruke på en formell situasjon (presentasjon) og en mer uformell oppgave (kommunikasjon i timene). En formell oppgave vil jo også være forskjellig med tanke på hvilken form den skal ha (podcast eller andre muntlige vurderingsformer)
- Valg av språk som er tilpasset situasjonen. Eleven må vise at hun mestrer ulike registre, og kan bruke språket på en presis og tilpasset måte. Uttale blir vurdert, men mer i den grad at eleven kan gjøre seg forstått.
- At alle forstår hverandre godt, at eleven får kommunisert budskapet på en presis og god måte og at det er sååå kommunikasjonsforstyrrende feil som mulig.
- - AT dei kommuniserer, først og fremst. - Ordforråd som passar til situasjonen. Må også vere presist og variert om dei skal få høg måloppnåing. Dette er sjølvskagt og knytt til innhaldet. Det er jo eit språk- og kulturfag - det spelar ein rolle KVA dei kommuniserer. - Uttale er ikkje uviktig, og eg minner særleg elevene om at dei bør vere særleg merksam når det gjeld uttale av sentrale ord i presentasjonar eller samtalar. Viss vi har jobba i ein måned med urfolk og du skal snakke i femten minutt om emnet tek det seg litt dårleg ut at du uttalar "indigenous" feil, for eksempel. Viss dei derimot for eksempel konsekvent uttalar engelske th-lydar (stemt og ustemt) som norsk t/d, tek ikkje det åleine frå dei høg måloppnåing, men det kan hende eg nemner det i framovermelding likevel.
- Å gjøre seg forstått og uttale ord rett slik at de ikke får ny betydning pga uttalefeil.
- At dei klarer å gjøre seg forstått. Presise formuleringer og riktig uttale av ord spiller inn. Det er viktig å ikke uttrykke seg på en slik måte at man kan bli misforstått, for eksempel ved å bruke vel ordstilling og setningsoppbygging. Aksent har mindre betydning. Det er ikke viktig å ha Am. eller Br. engelsk uttale.

Eventuelle kommentarer eller tilbakemeldinger til del 2 av 7:

- Vurderer også uttale under muntlig aktivitet i timene
- De avkryssningsspørsmålene gir et litt unyansert bilde. Jeg vurderer jo elevenes uttale, men da er det snakk om uttale i forhold til meningsbærende feil. Om de uttaler noe så feil at det ikke er riktig betydning, da må det jo være med i vurderingen. Men om de har en "norsk" aksent, så er ikke det noe problem, med mindre intonasjonen er såpass på tur at det høres ut som om de stille spørsmål når ikke de gjør det osv.
- God uttale er tydelig uttale.
- til spørsmål 2: Her ser jeg forskjell mellom når man snakker engelsk generelt og når vi snakker om elever. Det blir aldri kun uttale som vurderes i kommunikasjon. I engelskfag er det innholdet som teller også veldig mye. For mange privatister for eksempel er overasket og skuffet når de får lav karakter selv om de har "god" uttale
- litt vanskelig å svare generelt her
- Det slår meg at det hadde vært fint å vite hvilken definisjon av uttale du legger til grunn i dine spørsmål, men det er mulig dette er (en del av) poenget med din masteroppgave, altså å finne ut om vi lærere har en omforent forståelse av begrepet. I så fall forstår jeg hvorfor det er utelatt.
- "Norske elever" er ikke en enhetlig gruppe i min hverdag. Hva menes med en "norsk elev"? Er det elever med norsk som morsmål? I så fall, så er svaret over at de ofte har god uttale, ja. Norske elever som har flere førstespråk, eller har norsk som annet språk, (men er vokst opp her, og dermed også er norske), har et annet utgangspunkt, og er en mer sammensatt gruppe, er min erfaring.
- "Accent" spiller frykkelig liten rolle. Helt hva man skal kalle "accent" er litt vanskelig å si - tonefall/toneløse/intonasjon er del av det, men mer ligger også i de begrepene.
- 5: Enig grunnet sammenheng med spørsmål 4 (viktigheten av å ha tydelig/god uttale for å unngå misforståelser)
- Det kommer ikke helt tydelig frem hvilke kriterier du legger i definisjonen "uttale".
- Punkt 4 kan være lett å misforstå, for det er bare et spørsmål om det har noen rolle i det hele tatt. "Uttale spiller en rolle om man skal kommunisere presist muntlig"
- På spørsmål 5) God uttale er viktig for å oppnå høy karakter i muntlige vurderingssituasjoner. - Her tolker jeg "God uttale" som at uttalen skal ligge nært britisk/amerikansk uttale, og svarer på bakgrunn av denne tolkningen "uenig". På spørsmål 6) Jeg vurderer elevenes uttale i muntlige vurderingssituasjoner. - Her svarer jeg "litt uenig". Det betyr ikke at jeg overser elevenes uttale, men at fokusert på vurderingen av uttalen er på eventuelle misforståelser i kommunikasjonen eller at eleven trenger konkret veiledning på spesifikke områder av uttalen.
- Matrisen her er litt rar - punkt 3 for eksempel - på et visst punkt vil dårlig uttale ådelegge for kommunikasjon - jeg ser ikke hvordan noen kunne være uenig i dette. Litt annet i punkt 4 - 'en rolle'? - om det ikke spilt en rolle av noe størrelse hadde ikke vi tenkt på dette som en del av et språk.
- Sjalve omgjøret "uttale" er ikke definert. Ulike respondenter vil kanskje operasjonalisere omgjøret ulikt.?
- Svarene avhenger av hva man mener med "uttale". Her er det nok fortsatt, selv om det er lenge siden vi målte elevene etter hvor godt de kunne etterligne "Standard American" eller "Received Pronunciation", ulike tolkninger av begrepet.
- Det mangler en del nyansse i spørsmålene her. De får ikke frem de store forskjellene som foreligger i vurdering av uttale på en god måte. Ja, uttale må selvsagt være en del av vurderingen. Hvis uttale er så dårlig at jeg ikke forstår eleven, så får det jo innvirkning på kommunikasjonsevnen. Men, det er mange lærere som krever langt mer i forhold til "korrekt" uttale.
- Kanskje litt mange spørsmål som er mer ja eller nei?

Del 3 av 7: Uttalemåte

General American English (GA) - uttalen man oftest forbinder med amerikansk aksent.

Received Pronunciation (RP) - britisk uttalenorm, også kjent som *Oxford English* eller *BBC English*

Engelsk morsmålsbrukertale kan i denne undersøkelsen primært forstås som britisk (RP) og amerikansk (GA) uttale. Grunnlaget for defineringen baseres på den utbredte posisjonen disse to varietetene har i både norsk og internasjonal engelskopplæring. Hensikten med definisjonen er å bidra til ryddigere spørsmål, samtidig som det medfører at deler av datainnsamlingen på en tydeligere måte kan brukes til sammenligning i en internasjonal kontekst.

Hvor enig er du i følgende påstander?

Svar fordelt på antall

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Elevenes uttale bør først og fremst vurderes opp mot forståelighet.	0	0	2	9	49	47
2) Uttalevarietetet man bruker har betydning for hvor enkelt det er å gjøre seg forstått.	8	21	18	31	22	5
3) Det er enklere for elevene å utvikle muntlige ferdigheter i engelsk dersom det fremheves eksempler på god uttale.	1	1	4	28	49	23
4) Det er vanskelig å vurdere hva som er god uttale dersom man ikke har en uttalevarietet å vurdere uttalen opp i mot.	9	11	21	32	25	6
5) Elevene bør ha engelsk morsmålsbrukertale som mål for egen engelsk uttale.	15	20	22	31	15	3
6) Engelsk uttale med tydelige spor av engelsk morsmålsbrukertale teller mer positivt i muntlige vurderingssituasjoner enn engelsk uttale uten.	9	11	26	39	16	4
7) Elevenes uttale bør vurderes opp mot engelsk morsmålsbrukertale	14	26	21	28	10	5

Svar fordelt på prosent

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Elevenes uttale bør først og fremst vurderes opp mot forståelighet.	0 %	0 %	1,9 %	8,4 %	45,8 %	43,9 %
2) Uttalevarietetet man bruker har betydning for hvor enkelt det er å gjøre seg forstått.	7,6 %	20 %	17,1 %	29,5 %	21 %	4,8 %
3) Det er enklere for elevene å utvikle muntlige ferdigheter i engelsk dersom det fremheves eksempler på god uttale.	0,9 %	0,9 %	3,8 %	26,4 %	46,2 %	21,7 %
4) Det er vanskelig å vurdere hva som er god uttale dersom man ikke har en uttalevarietet å vurdere uttalen opp i mot.	8,7 %	10,6 %	20,2 %	30,8 %	24 %	5,8 %
5) Elevene bør ha engelsk morsmålsbrukertale som mål for egen engelsk uttale.	14,2 %	18,9 %	20,8 %	29,2 %	14,2 %	2,8 %
6) Engelsk uttale med tydelige spor av engelsk morsmålsbrukertale teller mer positivt i muntlige vurderingssituasjoner enn engelsk uttale uten.	8,6 %	10,5 %	24,8 %	37,1 %	15,2 %	3,8 %
7) Elevenes uttale bør vurderes opp mot engelsk morsmålsbrukertale	13,5 %	25 %	20,2 %	26,9 %	9,6 %	4,8 %

Noen hevder at man i engelskopplæringen i for stor grad fremhever britisk (RP) og amerikansk (GA) engelsk som eksempler på god uttale.

8) Hvordan tenker du at engelsklærere bør undervise om og vurdere hva som er god uttale?

- Man kan godt ha som mål at elevene bør strekke seg mot RP eller GA, da dette vil gjøre det lettere for dem å bli forstått og å få troverdighet i visse situasjoner. Samtidig så er det ikke noe jeg legger mye vekt på i vurdering. Eleven med engelsk med indisk aksent vil kunne bli vurdert like høyt som en elev som strekker seg mot RP.
- Det er det samme om det er britisk eller amerikansk
- Som det allerede er rørt ved tidligere i undersøkelsen, er graden av forståelighet det viktigste kriteriet, særlig når det gjelder elever som ikke har forutsetninger for å hverken forstå eller nærme seg hva RP og GA er. Jeg erfarer at de som er interesserte i å legge uttalen sin opp mot standardvarietetet allerede er godt på vei mot dette når de starter engelskundervisningen på videregående.
- Elevene bør få høre forskjellige typer uttale, og så velge den som ligger dem nærmest.
- Elevene bør snakke mest mulig i grupper for å få mengdetrening, og noe for hele for å øve opp presisjon. Podcast har vist seg å være en god form for presentasjon som gjør elevene bevisst på uttale.
- RP og GA er likeverdige uttalemønstre for norske elever. Om der er elever med australsk e.l.a. uttale er det OK, men bør ikke være ei rettesnor for resten av klassen.
- Engelsklærere bør snakke om mangfoldet i engelsk uttale og presisere at det ikke er noen korrekt å måte å snakke engelsk på. Samtidig er det viktig å ha noen standarder slik at det ikke flyter helt ut.
- Snakke mye i timene, stort fokus på muntlig aktivitet, lytte til tekster. Unngå typisk norske uttalefeil slik som th-lyden.
- Elevene bør høre flere varianter av engelsk slik at de opplever at tydelig og konsekvent uttale fremmer god kommunikasjon. Gjennom samtaler, foredrag o.l. øver de seg opp til å selv å være tydelige og konsekvente. Det er viktig å arbeide med stilnivå, for mange elever trenger å minnes på at språk skal tilpasses situasjonen.

- Jeg synes det er viktig at elevene hører mest mulig engelsk uttalt av noen som har det som morsmål, men for meg er det ikke viktig hvilken variant de bruker. I tillegg synes jeg det er viktig at læreren har god uttale og konsekvent bruker én variant av engelsk. Jeg oppfordrer elever med høy måloppnåelse til å velge én variant.
- Det er bra når læreverker har lydfiler med tekster lest av folk med engelsk som morsmål. Gjerne fra Irland dersom teksta er fra Irland osv.
- Jeg mener at det er naturlig at uttalen er preget av morsmålet, altså norsk. Se bare på NATO-lederen og hans tydelig norske aksent. Denne er ikke tilfeldig bruk! God uttale er positivt, men ikke avgjørende.
- Ved å fokusere på språktyper og intonasjonsmønstre som kan hindre forståelse, eller motsatt, styrke forståelse. Elevene må bli bevisst "typisk norske" uttalemåter som kan være til hinder for kommunikasjon.
- Jeg mener man må ha en variant av engelsk som en slags mal, hvis ikke så har man jo ikke noen standard og det kan være vanskelig for elevene å vite hvordan et ord skal uttales. Dette går på uttale og ikke intonasjon. Elever som har "norsk" intonasjon får ikke lavere måloppnåelse, men hvis man for eks. ikke behersker å uttale "three", så er det klart at dette påvirker kommunikasjonsevnen da det er kommunikasjonsforstyrrende
- I would include a broader range, but very few to no students speak other varieties of English other than GA (and to a much lesser degree RP). As a sensor in privatist oral exams, we have had native Indian speakers or native speakers of African varieties of English and we have not held that against them because it is a valid form of English. Nowhere does it say in the curriculum which English has to be the "correct" one. However, I have no problems understanding all native varieties of English, while some may have more difficulty understanding varieties other than GA or RP.
- Jeg tenker at det er helt naturlig at man underviser om RP og GA, mest fordi det er disse to variantene elevene forbinder mest med engelsk, samt hører i sanger, serier, filmer, osv. Samtidig bør man understreke at disse ikke nødvendigvis er noe de må etterligne, samt at det finnes mange variasjoner innen engelsk som også bør undervises om.
- Riktig uttale av lyder og hvor man legger trykket. God flyt i språket (ikke nølende), altså at eleven har et tilstrekkelig ordforråd til å kunne uttrykke seg spontant. Formelt språk og unngår muntlig språk og slang.
- Jeg tenker at kommunikasjon er det viktigste, og at våre elever lærer engelsk som et fremmedspråk. De trenger ikke å snakke som briter eller amerikanere, så lenge de snakker tydelig. Jeg mener allikevel at alle tekster i læreboka bør leses inn av "native speakers" med tydelig uttale som kan være gode forbilder.
- God uttale er uttale som mottaker forstår godt. Det er også en uttale som gjør at sender blir sett som den personen han/hun ønsker å framstå som.
- Ved å bruke engelsk allid i undervisning, og ved å bruke autentiske eksempler om ikke de selve har god nok engelsk uttale
- Jeg tror tendensen går mot større aksept av "all the Englishes" og at den engelskspråklige verden er større enn US og UK. Elevene bør derfor lytte til ulike talemåtsvarianter for å øve opp forståelse. De kan gjerne velge en variant å modellere etter, men det bør ikke være et krav.
- Bør knyttes til de to kategoriene nevnt her.
- Vise til hvor mange varianter det er av språket ihh til aksent, både i førstespråklend og andrespråklend, slik at det er ikke kun RP og GA som er 'godkjent' engelsk uttale.
- Eg meiner at elevar som alt er "på vegg" mot RP/GA e.l. kan oppmuntrast til å øve på den varietetet. Det gjer språklæringa ekstra spennande for somme. Elles tenker eg stort sett i retning "internasjonal engelsk"/ "global English". Problemet kan vere å vurdere intonasjon/setningsmelodi utan ein slags standard å gå ut frå -elevane legg seg oftast opp mot amerikansk eller britisk av seg sjølv.
- Forståelighet - uttale som en hvilken som helst person med engelsk som morsmål kan forstå - det være seg en amerikaner, brite, inder eller nigerianer.
- Høre på «native speakers», lære seg å skille mellom ulike varianter, slik blir de også mer oppmerksom på sin egen uttale. God uttale bør vurderes etter flyt, ikke nødvendigvis om det er GA/RP
- Jeg synes man som engelsklærer skal være flinkere til å vise bredde når det kommer til aksenter og dialekter, og gjøre elevene forstått med at det finnes variasjoner som er helt "innafør". Elevene kan fortro at en afrikansk aksent ikke er "riktig", men det er den jo! Selv retter jeg kun uttale når det er lydene som skaper forvirring, og jeg roser elevene når de snakker med flyt, ikke når de høres mer ut som det ene eller det andre. Det er opp til elevene selv å be om hjelp med å høre mer autentisk ut om de selv ønsker det (noe de spør om av og til).
- Vise eksempler på andre varianter, f.eks indisk og nigerianske, samt forskjellige varianter av RP og GA.
- Det bør vel helst komme implisitt og ikke eksplisitt. For mye fokus på uttale kan gjøre eleven stressa. Det er jo mange som er usikre på dette i utgangspunktet. Jeg må ofte presisere at det viktigste er ikke uttale men å vise kunnskap om oppgitt tema. Ordforråd og god grammatisk forståelse er viktigere enn uttale så lenge eleven kommuniserer forståelig.
- Det er viktig at elevene får flere ulike eksempler på hva som er god uttale, både britisk og amerikansk, samt andre typer engelsk uttale. Disse fremkommer ofte i forbindelse med arbeid med britisk historie og the Empire
- Jeg mener at man skal fokusere på elevenes evne til å kommunisere, og så lenge uttalen ikke ødelegger for meningen i det de kommuniserer, så er aksenten dems helt irrelevant. Det er også forskjell på å uttale av enkeltord og intonasjon generelt satt opp mot aksent. Å kreve at elevene skal kunne etterligne en morsmåtsvariant av Engelsk vil jeg påstå er gammeldags og utdatert. De fleste som snakker Engelsk i verden i dag har ikke Engelsk som morsmål. Engelsk er et globalt språk, ikke lenger bare tilhørende de landene som har det som morsmål. Elevene mine skal mest sannsynlig kommunisere på Engelsk med andre som også har et annet morsmål enn Engelsk (Lingua Franca). Selv om vi som lærere ofte "etterligner" eller snakker en morsmåtsvariant, så betyr ikke det at elevene må.
- Det viktigste er at elevene gjør seg forstått på en god måte. Om man har en "Trans-Atlantic" aksent, vil ikke dette hindre god kommunikasjon. Jeg må innramme at påstanden ovenfor er uklar for meg. Det er mulig jeg har en mer snever definisjon av uttale enn mange andre, men når jeg snakker med elevene mine om hvordan vi bør snakke engelsk, skiller jeg mellom 'pronunciation', 'intonation' og 'accent'. Det siste er i stor grad uvesentlig, men kan fungere som et lite pluss i en vurderingssituasjon fordi eleven benytter en kjent aksent som gjør kommunikasjonen mer tydelig (jf. spsm. 6). Det er for øvrig 'pronunciation' og 'intonation' som er vesentlig, og det første av disse er utvilsomt aller viktigst. Dersom man f.eks. legger trykk på feil stavelse i ett eller flere ord, kan kommunikasjonen bryte sammen. Med den stadig økende utbredelsen av engelsk på verdensbasis er det blitt enda mer viktig å enes om de vesentlige sidene ved å kommunisere på engelsk. Aksent er ikke en av dem.
- RP og GA bør sidestilles med irsk, skotsk, australsk, newzealandsk, sørafrikansk osv. Av den grunn blir det vanskelig å trekke for islett av norske uttaletrekk. Rammen er vid innenfor den engelsktalende verden, men den finnes. Ulster-Scots er vel innenfor, men Yassir Ararat var nok utenfor.
- Alle uttaler fra land hvor engelsk er det første eller andre språket er lingvistisk likeverdige. Elever bør prøve å holde seg til en variant, og helst til en de kjenner. I fleste tilfeller er det snakk om RP eller GA.
- Det er essensielt at engelsklærere fokuserer på riktig uttale. Elevene bør gjøres bevisst på at det finnes mange ulike typer uttale og at kommunikasjon er det viktigste. For elever som sikter mot høy måloppnåelse, mener jeg det er riktig å veilede dem mot en konsekvent bruk av uttale (at de ikke blander ulike dialekter). God uttale er en uttale som kommuniserer godt med alle engelsktalende folk.
- Det er viktig å gjøre elevene oppmerksomme på variantene av engelsk, og oppmuntre dem til å skaffe kunnskaper om, og dermed kunne velge en annen variant om de opplever å ikke bli forstått. (f.eks.: elev med afrikansk bakgrunn som har engelsk som morsmål kan leke med å tilnærme seg RP eller GA, slik at hen kan bytte om hen opplever at kommunikasjonen med f.eks en sensor stopper).
- Gjerne belyse dette gjennom eksempler med RP eller GA, men elever er ikke nødvendigvis avhengig av å kunne etterligne dette i svært høy grad for å kunne vurderes i sitt muntlige nivå. Noe "norsk setningsmelodi" eller "klang" i språket behøver ikke å bety at uttalen mister presisjonsnivået i stor grad.
- Ved å spille av eks. på ulike typer uttale av engelsk, for å øke bevisstheten rundt og betydningen av uttale generelt. Vurderingen ses opp mot RP eller GA.
- Norske engelsklærere har ikke perfekt amerikansk eller RP så lenge de ikke er morsmålsbrukere (native speakers) selv. Det er ikke et mål at eleven skal ha perfekt aksent, og jeg skiller mellom uttale og aksent. Eleven kan ha (delvis) norsk aksent, men likevel uttale ordene riktig.
- Jeg tenker at det viktigste mtp uttale er kommunikasjon og forståelse.
- Fokusset bør ligge på lydene man bruker til å sette sammen ord, ikke på om man ender opp med noe som kan ligne "idealet" RP eller GA. Jeg har brukt å vise fram konsonantene i IPA, og kommentert litt rundt hvilke lyder man bør være spesielt varsomme på. Jeg klarer ikke å se noen grunn til at det skal være nødvendig å GA eller RP hverken som et ideal eller målestokk. Hvis flyten i språket er god, grammatikken ikke til å mistolke (utover den generelle ambivalensen som ligger i språket som system) og ordforrådet er presist, bør det være mer enn tilstrekkelig til å oppnå toppkarakter.
- Uttalen bør være klar og tydelig. Det må ikke være RP eller GA. Mange av våre elever kommer fra Afrika og Asia og de må kunne bruke sine egne varianter. Likevel må engelsken være forståelig og tydelig, men jeg synes engelskundervisningen skal reflektere det mangfoldet engelsk er en del av på verdensbasis.
- I undervisningen bør man bruke video- og lydklipp som representerer både RP, GA og andre variasjoner inkludert ikke-morsmåls-engelsk. Forhåpentligvis demonstrerer de fleste engelsklærere i Norge med sin egen uttale hvordan man uten å ha engelsk som morsmål kan gjøre seg godt forstått på engelsk. I vurderingen bør det legges vekt på god og forståelig uttale som man ville klart seg godt med i internasjonale sammenhenger. Det bør ikke være et mål at man skal komme ut av videregående hørende ut som en brite eller amerikaner. God engelsk uttale og intonasjon innebærer allikevel noe annet enn den typiske norsk-engelske varianten, men det er vanskelig å definere hva god engelsk (som fremmedspråk) uttale er. Mye varierer mellom engelskspråklige land, og derfor bør man heller ikke i vurderingen være veldig nøye på detaljer ved uttale. For å bli bevisst på lik uttale kan man prøve å etterligne ulike variasjoner og dialekter, og snakke sammen om hva som skiller dem fra hverandre. Dette kan være både morsomt og lærerikt for elevene.
- Jeg synes ikke det er viktig å holde seg strengt til enten RP eller GA, eller andre uttalevarianter, for den saks skyld. En bør likevel tilstrebe uttale som morsmålsbrukere har. Det er et veldig stort spørsmål å svare på hvordan en bør undervise om dette, men jeg tenker at den aller beste måten er å "bade" i språket, at elevene får høre og bruke så mye engelsk som mulig, i mange forskjellige former.
- Det er ikke viktig hvilken variant av engelsk som snakkes, bare det er en konsekvent aksent
- God uttale er når man gjør seg forstått og det ikke forekommer kommunikasjonsforstyrrende feil. Det er ikke hensiktsmessig å påtvinge noen RP eller GA. Det går an å snakke forståelig og kommunisere bra uten å fremheve RP eller GA. Det fins et utall eksempler på mennesker som snakker god, korrekt engelsk med forskjellige typer aksenter.
- Jeg tenker at man bør ha fokus på flyt. Det spiller ikke så stor rolle om eleven blander mellom RP/GA eller andre varianter av engelsk. Jeg hører mest på intonasjon for å unngå at denne blir veldig "norsk", samt at ord uttales på en måte slik at det ikke oppstår misforståelser angående hvilket ord det er snakk om.
- Man må ikke høres ut som en brite eller amerikaner, det finnes mange andre varianter av engelsk. Jeg pleier å bruke Jens Stoltenberg som et eksempel på noen som kommuniserer ekstremt godt uten å ha morsmålsbrukeruttale.
- Som engelsklærer må man også være åpen for andre uttalevarianter enn RP og GA
- Jeg tenker det er viktig å legge vekt på idiolekt – at man kan snakke sin egen versjon av engelsk, uten at det er noe problem.
- Tydelighet og flyt, variasjon av tonefall. Hvilken dialekt det er snakk om er mindre viktig, så lenge det er konsekvent.

- Være bevisst og drøfte egen uttale(varietet) med elevene, bruke eksempler både fra miljøer elevene kjenner til og mindre kjente miljøer, vise konkrete eksempler (fra musikk, film, TV osv) på ulike uttale og hvordan det kan avvære om et budskap blir kommunisert godt eller ikke. God uttale holder seg i hovedsak innen én varietet (men trenger ikke bare være RP eller GA) for å unngå misforståelser. God uttale er en kompleks prestasjon som krever mange slags kompetanser, både innen språklige og kulturelle områder, noe eleven må gis innsikt i og forståelse for.
 - Det finnes mange ulike morsmålsformer av engelsk, for ikke å nevne alle de ulike dialektene som finnes i hver(t) land/stat der engelsk er det offisielle språket. Det er viktig at elevene blir gjort oppmerksomme på og kjent med at engelsk ikke bare er engelsk. At de klarer å uttale de ulike lydene i engelsk riktig (bl.a. voiced/unvoiced TH og VW) er for meg mer viktig enn om de blir sagt med britisk eller amerikansk aksent.
 - Variasjonen man velger har absolutt ingenting å si på karakteren til eleven. Det eneste som blir vurdert er hvor godt budskapet blir kommunisert.
 - Jeg tenker det viktigste er å lære uttale utlra skriftspråk slik at det er lettere å kjenne igjen bokstavene fonetisk, da dette gjør det lettere å skrive riktig. Teknisk sett er vel indisk engelsk det største engelsk språket i verden, verdien i engelsk er å kunne gjøre seg forstått for folk rundt om hele verden - slik sett er Hollywood engelsk en fordel, men bør ikke definere karakternivået.
 - Jeg er enig i utsagnet og tenker at man skal undervise engelsk med den hensikt at elevene skal kunne uttale og snakke med amerikansk eller britisk uttale.
 - Peke på markante forskjeller mellom amerikansk og britisk uttale av engelske lyder, men samtidig erkjenne mangfoldet av varianter.
 - Jeg er uenig at det skal fokuseres på britisk eller amerikansk uttale. Det fins allfor mange andre engelske uttalevarianter. Om en lærer ikke har en distinktiv uttale selv, hvorfor skal de vurdere elevene i det? I tillegg, her i Norge, føler jeg at det er mange lærere som verken prater britisk eller amerikansk, samtidig som de har en god uttale.
 - Som sagt på forrige spørsmål tenker jeg at det viktigste er at de gjør seg forstått på engelsk. De kan gjerne ha en aksent som verken er RP eller GA.
 - Jeg tenker at det er nyttig å ha standarder som RP og GA for å samtale rundt språket engelsk, men at de på ingen måte er et mål for elever som lærer seg engelsk. Som jeg nevnte tidligere i undersøkelsen mener jeg at vi må vurdere hva som er god uttale på bakgrunn av om elevene kan gjøre seg forstått, og om de kan forstå og respondere på det andre engelsktalende i en kommunikasjonssituasjon sier. Engelsklærere bør derfor gi elevene veiledning på engelskuttalen dersom det de sier ikke gir mening, det oppstår misforståelser, etc. (noe det ofte kan gjøre på grunn av diskrepansen mellom uttale og skrivemåte i engelsk). Undervisning om uttale bør dreie seg rundt utfordringer elever i den norske skolen (og ellers) har i engelskuttalen, da knyttet til typiske "feil" som forstyrrer kommunikasjonen og kan gjøre uttalen uforståelig.
 - Det er fornuftig at elevene jobber ut fra en mal, men det viktigste er at det de sier kommuniserer.
 - Jeg tenker at man kan ha god uttale selv om man ikke høres ut som om man er morsmålsbruker av engelsk. Uttale er mer enn regionale aksenter.
 - Jeg har stor tro på at vi må kommunisere at engelsk er et Lingua Franca, og at du kan kommunisere godt med norsk-engelsk, svensk-engelsk eller polsk-engelsk.
 - Dette er ikke noe jeg bruker mye tid på - verken i tanker eller i klasserom. 'Vurdere hva som er god uttale'???? Er det forståelig? Da er det god uttale! Og - forståelig for hvem? Det er mulig å snakke en engelsk som bare andre nordmenn forstår - det er klart ikke målet for engelskundervisningen.
 - Med å tilby elever video, podcast, opplesing av tekstene (det som er allerede gjort)
 - Vise varierte eksempler på hvordan engelsk uttale er i ikke bare USA og Storbritannia, men også andre land der engelsk er morsmålet.
 - Legger ikke vekt på eksplisitt undervisning om uttale, annet enn å opplyse om at jeg lener mot britisk uttale, men elevene kan velge selv. Vurderer om uttalen er tydelig og forståelig
 - Elever og lærer bør stå fritt til å undervise/lære ulike uttalenormer fra det store tilfanget av slike i engelsk. Hovedfokus for uttaleundervisning må være kommunikasjon og tydelighet.
 - Elevene må stadig bli eksponert for native speakers (film, podcast, osv.) slik at de kan sikte mot en mest naturlig uttale. En god uttalelse er når norsk uttalelse og tonefall ikke kryper inn i språket.
 - Jeg synes man bør modellere/vis flere varianter og ikke bare GA og RP som måluttale. Engelsk er et internasjonalt språk som består av mer enn de to hovedgruppene. Altså bør man lære om og lytte til flere varianter. Dette gjelder spesielt for de som har et annet morsmål hvor engelsk er påvirket av andre språk (sørafrikansk engelsk, nigeriansk engelsk, australsk engelek etc) Man bør vite om varianter og årsaker og gi aksept også til dem som har lært denne typen uttale.
 - Jeg tenker at man først og fremst bør undervise en versjon - og la elevene velge sin egen. Intonasjon, grammatikk og variert ordforråd teller mer enn om man snakker RP
 - Man bør som lærer selv ha god engelsk uttale. Man kan velge å bruke RP eller GA, eller legge seg på en slags nøytral, transatlantisk/pan-engelsk uttale. Men det viktigste er at man snakker tydelig og forståelig. Det er likegyldig om elevene bruker RP, GA, sørafrikansk engelsk eller engelsk med norskpreget uttale så lenge de snakker tydelig og forståelig. Utfordringen blir å skille hvilke uttaletrekk en må få på plass for å kommunisere godt, og hvilke uttaletrekk som er mindre viktige for kommunikasjonen.
-
- Fokuset på at man skal enten bruke britisk eller amerikansk engelsk er en gammeldags og utdatert tankegang. I og med at engelsk er et verdensspråk blir dette paradoksal. Elevene (og folk generelt) blir eksponert for alle slags engelske varianter hver dag, men kanskje aller mest amerikansk engelsk. Fokuset burde ikke være at elevene må velge mellom britisk eller amerikansk, men heller snakke på en måte som faller naturlig for dem. Dersom elevene har et ønske om å snakke på en viss måte, er det en annen sak. Men fokuset burde være blant annet på korrekt uttale av lyder som nordmenn ofte ikke uttaler riktig ("th"-lyden, forskjellen på "v" og "w", overbruken av "sh"-lyden, etc).
 - Vi må ha en standard å strekke oss mot, og det bør være RP og GA. Men det bør på ingen måte være noe mål å oppnå perfekt RP/GA. Preg av morsmålet er akseptabelt. Uttale som er så langt fra RP/GA at en amerikansk/britisk native speaker ikke vil forstå det, må påpekes i vurderingen og jobbes med å rette opp i opplæringen.
 - Primært tenker jeg at de skal være kjent med de store varietetene, og gjerne kjenne igjen britisk, amerikansk og ev. andre uttaler når de hører det. Jeg mener det er unødvendig å snakke som en amerikansk film, selv om det kan være ganske imponerende. Det er ikke skjellig å avsløre egen identitet.
 - Alle varianter av engelsk må sidestilles. Men en lærer må ha god uttale.
 - Jeg tenker at morsmål-uttale kan være så mangt, så ikke noe poeng å bruke et så generelt mål som mal. Derimot, received pronunciation er en god standard å måle mot.
 - Det finnes utallige variasjoner av engelsk uttale. Det er lenge siden vi sluttet å vurdere eleven opp mot morsmålsbrukeruttale. Engelsk brukes i stor grad i "cross cultural encounters" hvor både avsender og mottaker ikke er morsmålsbrukere. Elevene bør utsettes for, og forberedes på å kunne forstå, mange ulike variasjoner av engelsk, og vi bør ikke vurdere i hvilken grad de høres ut som en morsmålsbruker. De fleste elever (og lærere) snakker en skandinavisk variasjon av engelsk, og de lytter mye til britisk/amerikansk uttale, vi bør derfor gjøre plass for mange andre variasjoner i klasserommet. Heldigvis finnes det nå mange gode ressurser man kan bruke for å sikre et mangfold.
 - Engelsklærere bør stå fram at det viktigste for elevene er å kommunisere, dvs. gjere seg forstått på engelsk. Dersom elevene vilkan bruke morsmålnorm må dei sjøvsagt bli stetta i dette, men dei bør ikkje få "ekstrapoeng" for å ha RP/GA
 - Som engelsklærer snakker man naturligvis både om RP og GA, men det å måle elevene opp mot de snakker så og så tett opp mot RP virker meningsløs. Elevene bør strebe etter å gjere seg så godt forstått som overhode mulig, men det er ikke målet, og det er heller ikke mulig, at de skal oppnå morsmålsbrukeruttale. Om de har en mer britisk eller en mer amerikansk tendens i sin uttale er rivende likegyldig. Det er også vanskelig å snakke objektivt om hva "god uttale" er.
 - det viktigste er at uttalen er forståelig, engelsk et et internasjonalt språk med mange uttalevarianter, ikke alle morsmålsvarianter
 - Først meiner eg at anglisismen "tenkjer" ikkje bør brukast.) Så meiner eg at ein bør introdusere elevar for fleire variantar av engelsk. Og at god uttale er uttale som kommuniserer. Samtidig vil nok majoriteten av munnelege dame vere henta frå britiske eller amerikanske kjelder.
 - jeg lærer dem det fonetiske alfabetet og viser eksempler på GA og RP
 - Jeg synes ikke det er noe mål i seg selv at alle skal strebe etter å snakke perfekt RP eller GA, men det er verdt å nevne at de elevene som føler selvsikkerhet rundt egen aksent ofte gjør det bedre på muntlige vurderinger, nettopp fordi de er selvsikre og derfor tryggere på egne evner i vurderingssituasjoner. Elever med svært god uttale liker ofte engelskfaget godt. For at elevene skal bli tryggere på uttale er det helt nødvendig at de praktiserer muntlig engelsk i så stor grad som mulig. Engelsklærere bør gi elevene eksempler på autentiske engelskspråklige tekster av ulik art (både formelle og uformelle), og så bør elevene få snakke engelsk så mye og så ofte som mulig.
 - - Skape forståing av at engelsk er eit variert språk: Undervise om aksentar (i ulike engelskspråklege land) og dialekter (USA og UK). Gjere merksam på at også engelske morsmålsbrukarar kan ha utfordringar med å forstå kvarandre ut frå uttale og vokabular. - Gjennomgang av fonetiske symbol og bruk av ordbok for uttale; dette for å bevisstgjere elevene på at det fins standardar innan uttale (som dei kan følgje eller ikkje). - Gjere elevene kjend med reglar for trykklegging. - Gjere elevene medvite på bruk av pausar (t.d. ved munnleg framføring). - Ved formell vurdering/munnleg framføring: Sette opp kriterie som eleven vert kjend med på førehand. Gjere konkret tilbakemelding på 2-3 element som kan jobbast meir med. Fokus på: --Korrekt uttale av lydar og ord --Korrekt bruk av trykklegging --God bruk av tempo og pausar (som gjer budskapen tydelegare) - Medelever-vurdering (i klassar der elevene er trygge på kvarandre). - Eigenvurdering (for bevisstgjering av eigen uttale).
 - Fokuserer først og fremst på at eleven klarer å gjere seg forstått.
 - Det tror jeg i stor grad avhenger av hvorvidt faglærer selv bruker RP eller GA. Jeg mener at elevens uttale ikke skal være avhengig av en av de (eller begge) for å defineres som god. Etter at også kompetansemålet "bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring" har kommet, mener jeg det også er viktig å bruke det elevene allerede vet om språk og uttale. Undervisningen bør derfor dreie seg om uttale i den forstand at man kan vise til ulike engelske aksenter og veilede elevene i prosessen med å øve uttale i den retningen de selv er tilnærmet lik i f.eks. eget morsmål eller andrespråk.
 - Elevene skal høre en rekke ulike eksempler på god uttale gjennom opplæringen, men det trenger ikke å være GA eller RP. Jeg prøver å være flink med engelskbruken min, men er nok ganske nøytral. Men jeg svinger også på aksenter etter hva jeg hører. F.eks om klassen min får servert et lydklipp der individet snakker en nord-engelsk aksent blir jeg påvirket og følger på med noe av det samme selv etterpå.) Jeg ønsker at elever skal delta mest mulig muntlig og vil derfor ikke poengtere at de skal må holde seg til en aksent. Jeg har fokus på uttale og forbedring spesielt etter muntlige vurderinger. Da kan jeg være mer detaljert når jeg faktisk hører hva som er utfordringer for elevene. Noen ganger må de øve på v-lyd og w-lyd, noen trenger mer undervisning/trening th-lyd osv. Men jeg tar det etterhvert som jeg ser hva problemene er. Det er også forskjell på hvor stor grad de bruker fremmedord osv fordi det krever mer forberedelse og øving på nye ord. Meget god uttale er mer enn å snakke god engelsk man hører på Netflix hver dag.

- Jeg nær ikke kjennskap til uttale undervises i den videregående skolen. Det er stort sett svært lite behov for å fokusere på uttale med norske elever. God uttale bør vurderes ut fra om eleven kan gjøre seg forstått, og i så fall i hvilken grad. Når det gjelder påstanden din om RP og GA er dette i praksis et ikke-problem, da elevene selv stort sett ønsker å normere uttale etter én av disse.
- RP og GA bør ikke være et mål, men det er jo selvsagt enklere å rette fokuset mot disse da de er hva elevene har best kjennskap til. Jeg mener allikevel at det å gjøre seg forstått er viktigst. Det inkluderer riktignok at typiske feil norske elever har som kommer fra morsmålspåvirkning bør til dels lukkes ut, da engelskbrukere fra andre land ikke har samme bakgrunn/erfaring for å forstå hva som menes når norskbaserte feil oppstår.
- Ta utgangspunkt i det fonetiske alfabetet og lydskrift i oppslagsverk for å definere riktig uttale. Eksponering av autentisk uttale av forskjellige varianter, ikke berre RP og GA, er nyttig for at elevene skal få en følelse av hva som er innafør og ikke. Dette handler også om at elever må lære seg å forstå ulike dialekter og aksenter. I en vurderingssituasjon bør man stille spørsmål ved om en person med null kunnskap om det norske språket ville forstått hva eleven prøver å formidle.

Eventuelle kommentarer eller tilbakemeldinger til del 3 av 7:

- Det kan kanskje nevnes at jeg heller ikke selv er noen stor tilhenger av å legge engelskuttalen opp mot standardvarieteteter, og at jeg snakker engelsk med «nøytral» andrespråksaksent i undervisningen. Med det mener jeg et engelsk som ikke er en «imitasjon» av RP eller GA, men heller ikke er preget av en åpenbar norsk aksent.
- Jeg synes flere av disse spørsmålene var litt knottete formulert. Spørsmål 1: hvem sin forståelighet? Min? Elevenes? Ellers litt forvirra av bruken av varietetsbegrepet.
- Usikker på hva som ligger i spm. 7. Elevene får ikke bedre eller dårligere vurdering for å ligne mest mulig på morsmålsbruker. Er likevel viktig at man har en tydelig og presis uttale.
- Jeg er svært lite opptatt av om elevene bruke britisk eller amerikansk eller annen type uttale - og de kan gjerne blande for min del. Og det er ikke farlig å ha litt norsk aksent.
- Spsm. 2) Dette spørsmålet forstår jeg slik at det blir enklere for f.eks. europeere å forstå en som benytter GA eller RP enn om man velger varianten de benytter i Sierra Leone. Bildet kan være annerledes dersom man ser det fra et annet utgangspunkt. Spsm. 3) Hvis man med uttale her mener 'pronunciation' og 'intonation', er jeg enig, men hvis spørsmålet inkluderer aksent, hvilket jeg har forutsatt at det gjør, er jeg bare litt enig. Spsm. 4) Dette er et veldig vanskelig spørsmål. For det første må man vurdere hvilke elever som befinner seg i klasserommet. Jeg underviser hvert år en gruppe unge mennesker fra 'all over the world', og det er ikke uvanlig at noen kommer fra f.eks. Pakistan eller India. Der har engelsk en viss posisjon (dog ikke helt i lik), men det er ikke uvanlig at den engelskvarianten har avvikende trykkstavelse fra GA og RP. Jeg kan ikke elevene oppmerksomme på ulikheten og at dette kan medføre misforståelser i vår del av verden, men jeg kan ikke nedvurdere elevenes engelskkompetanse av den grunn, for dette fungerer utmerket der de kommer fra.
- Jeg er litt usikker på om dere tenker på intonasjon eller uttale i dette skjemaet. Uttale av ord har en fasit (rette/re sagte flere fasiter). Jeg mener at man skal følge uttalereglerne (lydskriften), og at man fint kan gjøre det selv om man f.eks. snakker norsk-engelsk.
- Jeg stusser over fokuset på RP / GA her. Læreplanen har ikke gitt retningslinjer for hva som er riktig siden kunnskapsløftet. Dermed må en som f.eks. har nigeriansk engelsk som morsmål få lov til å bruke den engelsken, uten at det skal være til ulempe. Det er læreren som ikke kan få god nok om hen ikke forstår eleven. Jeg synes eurosentrisme er problematisk. Likevel bør elevene vite hvordan de best kan hanske med fenomenet.
- Spørsmål 4 og 6 var uklare.
- Spørsmål 3) Det er enklere for elevene å utvikle muntlige ferdigheter i engelsk dersom det fremheves eksempler på god uttale. - Det er viktig at engelsklærere snakker forståelig engelsk og viser eksempler på "god" uttale (målt opp mot en viss standard), men det er også viktig at det formidles til elevene at "god" engelsk uttale ikke er begrenset til lærerens eksempler på "god" uttale. Dette kan gjøres ved å inkludere ulike eksempler på "god" uttale fra mange ulike kilder fra hele verden.
- Selv hadde jeg problemer med å opprettholde egen amerikanske muntlige talemåte etter hvert som jeg ble voksen. Jeg ønsket ikke å identifisere meg med noe amerikansk. Jeg har likevel beholdt en del vokallyder fra amerikansk, og blander det med britisk bruk av t-lyd. Jeg tror ikke selv at jeg dermed blir en dårlig rollemodell for elever.
- Dette framstår som lite seriøs eller lite gjennomtenkt. "Elevene bør ha engelsk morsmålsbrukeruttale som mål for egen engelsk uttale." Hva er alternativet? At man skaper sitt eget språk? "Engelsk uttale med tydelige spor av engelsk morsmålsbrukeruttale teller mer positivt i muntlige vurderingssituasjoner enn engelsk uttale uten." Engelsk uten 'spor' av engelsk morsmålsbrukeruttale? Hva hadde det vært? Uten spor, det vil si helt løsrevet fra hvordan engelsk vanligvis uttales? Språk som er uforståelig tjener ikke sin hensikt. Det vil si, språk er noe som finnes utenfor klasserom og det er først og fremst øvnet til å kommunisere utenfor klasserom som er målet med engelskundervisning. Klart, læreplaner har noen andre mål også, men en engelskundervisning som var løsrevet fra verden utenfor klasserommet er ikke målet.
- Allfor mange elever i dag har en delvis amerikansert uttale, selv om de kanskje i skolen har lært den britiske varianten.
- Som lærer bør man være obs på at enkelte engelske aksenter kanskje forbindes med litt lavere status. Man bør for eksempel være forsiktig med å gi elevene inntrykk av at RP er bedre eller holder en høyere kulturell standard enn for eksempel indisk-engelsk aksent.
- Spm 8 burde være oppdelt. Vanskeleg å svare på både undervisningsinnhold og vurdering på same tid.
- Jeg forstår det som engelsk morsmålsbrukeruttale som breiere enn GA eller RP, men i og med at det står i undersøkelsen at det i denne undersøkelsen forstås som det så blir jeg litt usikker på hva jeg skal svare f.eks på spørsmål 6 og 7. Dersom en elev har tydelige spor av engelsk morsmålsbrukeruttale så er det meget bra, men jeg forstår også det som spor av Australian English, Jamaican English, Irish osv
- Igjen, så blir dette for unøyaktig. Ja, elevene må nesten i en eller annen grad vurderes opp mot morsmålsbrukere av engelsk i forhold til om de kan gjøre seg forstått. Men samtidig andrer spørsmålet om det i seg selv skal være et mål at elevene skal ha en bestemt uttale, som helt klart er nei. Men det er jo samtidig helt tydelig at det store spørsmålet man stiller seg når man vurderer uttale er om en morsmålsbruker kunne forstått eleven.

Del 4 av 7: Tydelig uttale

Segment - individuelle konsonant- og vokallyder (som lyden av 'th' i ordet 'then').

1) I hvor stor grad anser du god bruk av følgende segmenter som viktige for at elevene skal kunne gjøre seg tydelig forstått når de prater engelsk?

Svar fordelt på antall

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Dentale frikativter (som 'then' / 'ten')	1	2	11	44	31	17
Fonemer (som 's' og 'z' i 'lice' / 'lies').	0	10	15	53	21	7
Konsonantlyder (som 'vet' / 'wet' og 'shurch' / 'church')	0	3	5	36	42	19
Vokallyder - lengde (som 'ship' / 'sheep')	0	0	4	30	44	28
Vokallyder - kvalitet (som 'I law you' / 'I law you')	0	4	12	61	22	7
Andre (vænnligst utdyp under)	14	0	1	9	5	1

Svar fordelt på prosent

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Dentale frikativter (som 'then' / 'ten')	0,9 %	1,9 %	10,4 %	41,5 %	29,2 %	16 %
Fonemer (som 's' og 'z' i 'lice' / 'lies').	0 %	9,4 %	14,2 %	50 %	19,8 %	6,6 %
Konsonantlyder (som 'vet' / 'wet' og 'shurch' / 'church')	0 %	2,9 %	4,8 %	34,3 %	40 %	18,1 %
Vokallyder - lengde (som 'ship' / 'sheep')	0 %	0 %	3,8 %	28,3 %	41,5 %	26,4 %
Vokallyder - kvalitet (som 'I law you' / 'I law you')	0 %	3,8 %	11,3 %	57,5 %	20,8 %	6,6 %
Andre (vænnligst utdyp under)	46,7 %	0 %	3,3 %	30 %	16,7 %	3,3 %

Andre:

- Feil trykk i ord kan hemme forståelsen.
- R-ene. Mine elever har en tendens til å skarpe. Det prøver jeg å få bort.
- Uttale alle deler av ordet, mange elever "svelger" siste stavelse eller dropper stavelser inne i selve ordet, som er kommunikasjonsforstyrrende
- Å ikke uttale stumme lydar, som e i ed-endingar i verb i fortid ("marked" kan fort bli til "marke")
- Diftongene /oʊ/ og /aʊ/ kan noen ganger skape usikkerhet om hvilket ord eleven mener å uttrykke.
- house vs hose, dear vs dare
- Kvaliteten på vokallyd der lyden kan føre til misforståelse. Law - løw er ikke så vrien, men det blir lang vokal i stedet for diftong f.eks., som kan føre til misforståelse, er veldig viktig.
- Den klassiske think-sink, for eksempel.
- Uttale av "diftonger" som i "audio" og "Europe".
- Mange elever sliter med å skille mellom woman og women. Slikt er viktig for å bli forstått riktig.
- R mellom vokallyder
- Spesielt vokaler og konsonanter som endrer meningen i ord er viktig for uttale og kommunikasjon.
- At engelskspråklige ikke skiller mellom /y/ (Men dette er kanskje et større problem for engelskspråklige som lærer seg norsk, at det er forskjell på uttale i sikle og sykle, for eksempel.) Det kan uansett være greit å være oppmerksom på når man har engelsk som andrespråk.
- Stort sett hvis det er problemer som hindrer kommunikasjon så er det uttale av ord som ikke ligner på hvordan ordet vanligvis høres ut.

2) I hvor stor grad anser du god bruk av følgende alternativer som viktige for at elevene skal kunne gjøre seg tydelig forstått når de prater engelsk?

Svar fordelt på antall

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Intonasjon (tonemønstre)	0	3	11	59	31	2
Plassering av trykk i ord	0	2	5	37	51	11
Plassering av trykk i setninger	0	1	5	54	42	4
Rytme (kan forstås som uttaleflyt over flere setninger for eksempel)	0	2	12	54	33	2
Tydelige spor av engelsk morsmålsbrukertale	4	19	32	36	12	3
Tempo	2	6	13	52	29	4
Volum (stemmebruk)	1	5	18	47	28	7
Andre (vennligst utdyp under)	14	0	1	5	1	0

Svar fordelt på prosent

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Intonasjon (tonemønstre)	0 %	2,8 %	10,4 %	55,7 %	29,2 %	1,9 %
Plassering av trykk i ord	0 %	1,9 %	4,7 %	34,9 %	48,1 %	10,4 %
Plassering av trykk i setninger	0 %	0,9 %	4,7 %	50,9 %	39,6 %	3,8 %
Rytme (kan forstås som uttaleflyt over flere setninger for eksempel)	0 %	1,9 %	11,7 %	52,4 %	32 %	1,9 %
Tydelige spor av engelsk morsmålsbrukertale	3,8 %	17,9 %	30,2 %	34 %	11,3 %	2,8 %
Tempo	1,9 %	5,7 %	12,3 %	49,1 %	27,4 %	3,8 %
Volum (stemmebruk)	0,9 %	4,7 %	17 %	44,3 %	26,4 %	6,6 %
Andre (vennligst utdyp under)	66,7 %	0 %	4,8 %	23,8 %	4,8 %	0 %

Andre:

- At heile orda blir tatt med. Eg ser ofte at minoritetspråklege elevar med andre morsmål enn norsk les engelsk og "svelger" store delar av orda, og då er det ikkje lett å forstå.
- Eleven kommer langt med riktig uttale og intonasjon, selv om den har et svakere ordforråd. Jeg tenker likevel at muntlig bruk av mer avanserte ord bør telle for noe, selv om de ikke blir uttalt riktig første eller andre gang
- God artikulasjon.
- Norsk intonasjon og tonefall er annerledes og kan feiltolkes som usikkerhet. Mange nordmenn har også en tendens til å ha monoton intonasjon, det hindrer også god kommunikasjon.
- Volum (stemmebruk), hvis de ikke produserer lyd så går det ikke an å forstå, derfor har det teknisk sett betydning
- Dette bekrefter visst at jeg har for lite muntlig kommunikasjon med elevene. Jeg er så opptatt av innhold i undervisningen at jeg ikke rekker over alt jeg så gjerne skulle jobbet med.

Eventuelle kommentarer eller tilbakemeldinger til del 4 av 7:

- Eleven må gjøres kjent med ulike typer uttale og være klar over hvilke signal de sender om de velger én type over en annen.
- Jeg synes ikke dette er så lett å måle
- Jeg mener alle disse momentene til sammen utgjør en avgjørende helhet, men at ett enkelt segment alene ikke er så viktig. Om man uttaler flere segmenter feil vil helhetsinntrykket bli svakere, og motsatt.
- Dette bekrefter visst at jeg har for lite muntlig kommunikasjon med elevene. Jeg er så opptatt av innhold i undervisningen at jeg ikke rekker over alt jeg så gjerne skulle jobbet med.
- Kommunikasjon er kompleks og så er kommunikasjonsevne ganske sammensatt. Det skjer for eksempel sjelden at blanding av 'ten' og 'then' gir forståelsesproblemer når elever prater. Likevel er dette noe viktig å beherske - for mange slike feil vil undergrave muntlig kommunikasjonssituasjoner, for eksempel. Jeg ser mange elever som sliter med skrivefeil som blanding av 'ten' og 'then', for eksempel. Dette er egentlig en uttalefeil, men det kommer til overflaten i skrift. Jeg ser også at elevenes blanding av 'ten' og 'then' i tale skaper sjeldent problemer, men de samme elevene har vanskeligheter med å skille mellom 'ten' og 'then' når de hører ordene, og det skaper problemer. Uttaletrening er derfor viktig for å forstå muntlig engelsk og for å skrive, ikke bare for å tale riktig.

Del 5 av 7: Mønstre for uttale

Etter Vg1 YF og Vg1 SF er det ifølge læreplanen et mål for opplæringen at "eleven skal kunne bruke mønstre for uttale i kommunikasjon"

Svar fordelt på antall

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
1) I hvor stor grad anser du det som en viktig del av elevenes muntlige kompetanse at de kan bruke mønstre for uttale?	3	4	5	52	35	4

Svar fordelt på prosent

	Ikke relevant	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
1) I hvor stor grad anser du det som en viktig del av elevenes muntlige kompetanse at de kan bruke mønstre for uttale?	2,9 %	3,9 %	4,9 %	50,5 %	34 %	3,9 %

2) Dersom du vurderer hvorvidt elevene kan bruke mønstre for uttale i kommunikasjon, hva pleier du å legge vekt på i vurderingen?

- At de kan gjøre seg forstått i verden. Engelsk er et lingua franca og det er viktig å få en uttale som "alle" kan forstå, samtidig som man må trenes i å forstå mer enn bare RP og GA. Det er livsmestring.
 - Alltid om de har evne til å kommunisere
 - Konsekvens i uttale av ulike ord med samme uttalemønstre. Fokus på språklyder som ligner hverandre.
 - Om det er gjennomgående eller bare sporadisk
 - momenta frå tidlegare spørsmål - at det ikkje bør høyrest komisk Norwenglish ut
 - Th-lyden og r-lyden. Gjerne også forskjellene på v og w.
 - De skal være konsekvente slik at samtalepartneren ikke blir forvirret av uventede varianter.
 - I stor grad hvorvidt det kommuniserer og er pragmatisk.
 - Korrekt uttale i hva grad uttalen forstyrrar eller legg til rette for kommunikasjon Interferens frå morsmål
 - Grammatikk og setningsoppbygging.
 - Om det er umiddelbart forståelig for en native speaker eller er det kommunikasjonsforstyrrende elementer som gjør at de strever med å oppfatte alt elevene sier - forstå jeg det eleven sier mest fordi jeg oversetter til norsk i mitt eget hode eller hadde en brite, som ikke snakker norsk, forstått det eleven sier? Formuleringer som "it stands in the book" etc. At de får høre autentiske native speakers er derfor veldig viktig som et "mønster for uttale"
 - Intonasjon, spesielt forskjell på å stille spørsmål vs. make a statement, lyder (th, vokaler osv). Jeg pleier å undervise kort om intonasjonsmønstre på starten av Vg1.
 - Hvor de legger trykket, intonasjon, og vokallyder.
 - uttale som har god flytt og som har god rytme
 - Om de har nådd målet ("rett" uttale) eller om de må øve mer. Gi tips om hvor de finner lytteeksempler.
 - dette punktet har eg aldri vurdert!
- I engelsk er det mange ord som har like diftonger men uttales helt forskjellig, noen ganger kan uttale av diftong gjøre stor forskjell i hvilket ord man sier, og kan lett misforstås hvis man sier det feil, slike øves det på og lytter jeg etter ved høytlesning eller annen muntlig fremføring. Men, vurderer det ikke som noe som drar ned en hel karakter
 - Flyt og forståelse
 - korrekt uttale av ord, lyder. I noen grad intonasjon
 - God uttale av lydene og trykk
 - Mener man med "mønstre" det samme som "modeller"?
 - Riktig uttale av vokaler og konsonanter og riktig plassering av trykk.
 - Dette skal jeg innrømme at er et kompetansemål jeg er litt usikker på. Jeg tenker på setningsoppbygging, noe jeg legger vekt på i vurderingen.
 - flyt, (dvs. fravær av nøling eller repetisjon som gjør det vanskelig for meg å følge med på hva de vil si), samt uttale v.s. skriftspråk, dvs. at de ikke leser/sier ord som de er skrevet, men vet at det er stor forskjell på uttale og skrivemåte.
 - Først og fremst at ikke uttalen står i veien for forståelsen og formidlingen av budskapet. God uttale vil som regel fremheve og klargjøre budskapet. Mest vekt vil jeg si jeg legger på viljen til å prøve å bruke mønstre for uttale fremfor om disse er helt feilfrie.
 - Opp mot RP/GA
 - Jeg synes dette er et vanskelig kompetansemål, og på skolen der jeg underviser har vi ikke en felles tolkning av kompetansemålene pr dags dato. Min faglige tolkning er at dette handler om uttale og ikke aksent
 - At de er i stand til å gjøre seg forstått og kommunisere effektivt.
 - Skilnad mellom lyder. Intonasjon eller "morsmålsfølelse" vektlegges i veldig liten grad.
 - Jeg vurderer elevenes uttale, og synes at kompetansemålet burde være "å snakke med god uttale".
 - At de kan gjøre seg forstått og uttale ordene riktig
 - Kommunikasjonsforstyrrende feil
 - At ikke uttalen blir for "norsk" med tanke på setningsstruktur og intonasjon.
 - Legger mer vekt på at de kan høre forskjellene mellom variantene og elevene synes dette er interessant. De behøver ikke å høres ut som en RP-speaker eller GA-speaker.
 - At de er konsekvente i uttalen av ord.
 - At de gjør seg forstått. Uttale må ikke hindre kommunikasjonen.
 - Vanskelig å si hva som menes utifra mønstre, men viktigst er at en kan uttrykke så nært som mulig de fonetiske elementene til at det er forståelig - hva som er skillet er vanskelig å definere.
 - Har elevene riktig uttale av ord og er det flyt i språket? Klarer eleven å bruke riktig intonasjon og uttale av ord så vil de gjøre seg tydelig og godt forstått på engelsk.
 - Fokuset er på riktig uttale av ord (trykk blant annet), men ikke nødvendigvis at de kan fagbegrepene (dental frikativer, fonemer, osv).
 - De elementene jeg krysset av for i spørsmålene på forrige side (spesielt lengde på vokaler, konsonantlyder, setningstrykk)
 - Ord som uttales på en utydelig måte som kan skape misforståelser.
 - Om man er noen lunde konsekvent og at man klarer å bruke lyder på en riktig måte.
 - Om noe av det elevene ønsker å kommunisere forsvinner, eller om de klarer å kommunisere det de ønsker.
 - Funksjon - dvs. forståelighet.
 - Uttale av ord.
 - At uttalen er god, tydelig, forståelig
 - Kommunikasjonshemmende feil vil påvirke vurderingen negativt.
 - Intonasjon, lite Norwenglish
 - Dette er et vanskelig kompetansemål, men jeg prøver å lytte etter det de får til fremfor å arrestere dem på det de får til.
 - At de uttrykker språklyder som er viktige for forståelsen noenlunde korrekt. At de følger sitt valgte uttalemønster noenlunde konsekvent. Men de fleste norske elever er påvirket av amerikansk uttale og snakker deretter, så dette blir sjelden en relevant problemstilling.
 - Språklyder, intonasjon, trykk.
 - Dette er det sikkert mulig å ta doktorgrad på. Men jeg har aldri forstått hva som er ønsket produkt av det målet. Jfr. ow-lyd i town og grow. Engelsk har vel aldri vært kjent for mønstre for uttale og staving? Noen av oss synes det er gøy (f.eks. lærere). Andre synes det bare er trøbbete.
 - Mønstre for uttale skal, slik jeg ser det, i hvert fall ikke handle om i hvilken grad man kan etterligne en morsmålsbruker. Dette virker ellers litt utydelig, og her kan det sikker bli mange ulike tolkninger - og feiltolkninger.
 - tydelig uttale, det å gjøre seg forstått
 - mye av det som var listet på forrige side

- Hva menes egentlig med "mønstre for uttale"? Jeg svarte "i noen grad" fordi jeg synes dette er vanskelig å definere. Jeg legger vekt på korrekt uttale på ordnivå, og jeg bruker å gi elevene tilbakemelding på at GA og RP ofte har "fallende tone" mot slutten av setninger. Det kan være fordelaktig å være oppmerksom på typiske kjennetegn ved engelskspråklig uttale, men det kan kanskje argumenteres for at det blir litt mekanisk om man skal lære seg språk ved å fokusere på disse mønstrene. Når man er oppe på et visst nivå muntlig kan det imidlertid være fint å justere eget muntlig språk basert på disse mønstrene.
- Uttale av enkeltlydar. Uttale av ord. Trykklegging i enkeltord. Intonasjon.
- For eksempel at de ikke skal kunne forskjell på norske lyder og engelske lyder. At de lærer seg noen av de eksemplene som var i forrige spørsmål (v og w) th-lyd osv
- Jeg legger vekt på om en morsmålsbruker ville forstått dem.
- Mest på ordnivå - uttale ord riktig (trykk, diftongar o.l.)
- At uttalen ikke er kommunikasjonsforstyrrende, som i praksis betyr at eleven mestrer morsmålsnær uttale av engelsk.

Hvor enig er du i følgende påstander?

Svar fordelt på antall

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
3) Læreplanen i engelsk er tydelig på hva det vil si å kunne bruke mønstre for uttale i kommunikasjon.	17	37	28	12	7	2
4) Mønstre for uttale i engelskfaget baserer seg primært på uttalemønstre man finner i engelsk morsmålsbrukeruttale.	5	7	14	27	34	8

Svar fordelt på prosent

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
3) Læreplanen i engelsk er tydelig på hva det vil si å kunne bruke mønstre for uttale i kommunikasjon.	16,5 %	35,9 %	27,2 %	11,7 %	6,8 %	1,9 %
4) Mønstre for uttale i engelskfaget baserer seg primært på uttalemønstre man finner i engelsk morsmålsbrukeruttale.	5,3 %	7,4 %	14,7 %	28,4 %	35,8 %	8,4 %

Eventuelle kommentarer eller tilbakemeldinger til del 5 av 7:

- Jeg ville aldri lest læreplanens mål om "mønstre for uttale" som å ha noe å gjøre med morsmålsvarianter.
- I "vår" lærebok er lydflene lest av østlendinger (med tydelig østlandsk intonasjon), afrikanere (med afrikansk intonasjon) osv, avhengig av tekstens tema/opprinnelsesland.
- Eg har ikkje jobba spesifikt med dette læreplanmålet - men det må då handle om å kunne uttale dei "typisk" engelske lydane, som stemt/ utstemt th?
- Hva menes egentlig med "mønstre for uttale"?
- Siden det er uforståelig hva læreplanen mener har jeg ikke svart ovenfor.
- er ikke helt sikker på hva man skal fram til i spørsmål 4
- Engelsk har så mange avik fra uttalerreglene at det på videregående nivå er viktigere å fokusere på awikene enn det som føyer seg inn i et mønster.
- Påstand 4 her er en del av problemet: de skal ikke trenge å nærme seg RP/GA i følge læreplanen, men likevel virker det som om det er det som er tenkt i dette kompetansemålet. Mønstre for uttale er jo nokså forskjellig i Skottland, på Jamaica og i Buckingham Palace... Det er et lite gjennomtenkt punkt, opplever jeg.
- Jeg tenker at måten man tolker hva læreplanen legger i "mønstre for uttale" (om man har morsmålsfokus eller ikke) har stor betydning for hvordan man legger opp engelskundervisningen og ikke minst hvordan elever rundt om i landet blir vurdert i faget engelsk - og at fordi læreplanen er svært lite tydelig på dette punktet så varierer undervisningen og vurderingen deretter.
- Det er viktig å ha noe bevissthet rundt uttalemønstre i sitt eget språk, men disse kan ikke danne mal for uttale av et annet språk, ellers snakker vi ikke om språkopplæring.
- Spm. 4 - her er det vanskelig å si noe sikkert. Klart at det er noen føringer for hvordan dette skal se ut i alle landets klasserom, men det å si noe generelt på dette punktet fremstår som nesten umulig for min del.
- Kommentar til spørsmål 4: Det bør ikke baseres på dette.
- Underviser ikkje i den nye læreplanen i år. Kjenner den for dårleg til svare på spm.
- Jeg tror man må spørre seg om hva morsmålsbrukeruttale er. Er nigerianskengelsk og jamaikaengelsk like gode standarder for uttalemønstre som GA og RP? Dette med "korrekt" uttale vil kanskje utfordres de neste tiårene, i takt med internasjonalisering av engelskspråket? (Det har jo til en viss grad skjedd allerede.)
- 1) Forstår ikke helt hva de legger i det kompetansemålet, ikke mine kollegaer heller. 4) vet ikke

Del 6 av 7: Undervisning

Hvor enig er du i følgende påstander?

Svar fordelt på antall

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Jeg underviser om uttale i løpet av skoleåret.	2	5	11	30	43	16
2) Jeg gir elevene formative tilbakemeldinger om uttale i løpet av skoleåret.	0	2	5	30	47	23
3) Jeg forklarer for elevene hvilken uttalevarietet de bør bruke.	31	29	17	16	13	1
4) Jeg forklarer for elevene hvilke mønstre for uttale de bør bruke.	4	13	25	36	21	3
5) Dersom jeg underviser eller gir tilbakemeldinger om uttale, viser jeg som regel til engelsk morsmålsbrukeruttale som eksempler på god uttale.	7	10	16	26	34	12
6) Det er nyttig å la elevene arbeide med mønstre for uttale i klasseromsundervisningen.	3	5	12	49	24	9
7) Jeg har god tilgang på læringsressurser som kan bidra til elevenes utvikling av muntlige ferdigheter i engelsk.	6	16	20	32	22	9
8) Jeg har god tilgang på læringsressurser som kan bidra til tilpasset opplæring av elevenes muntlige ferdigheter.	10	20	21	36	14	3

Svar fordelt på prosent

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Jeg underviser om uttale i løpet av skoleåret.	1,9 %	4,7 %	10,3 %	28 %	40,2 %	15 %
2) Jeg gir elevene formative tilbakemeldinger om uttale i løpet av skoleåret.	0 %	1,9 %	4,7 %	28 %	43,9 %	21,5 %
3) Jeg forklarer for elevene hvilken uttalevarietet de bør bruke.	29 %	27,1 %	15,9 %	15 %	12,1 %	0,9 %
4) Jeg forklarer for elevene hvilke mønstre for uttale de bør bruke.	3,9 %	12,7 %	24,5 %	35,3 %	20,6 %	2,9 %
5) Dersom jeg underviser eller gir tilbakemeldinger om uttale, viser jeg som regel til engelsk morsmålsbrukeruttale som eksempler på god uttale.	6,7 %	9,5 %	15,2 %	24,8 %	32,4 %	11,4 %
6) Det er nyttig å la elevene arbeide med mønstre for uttale i klasseromsundervisningen.	2,9 %	4,9 %	11,8 %	48 %	23,5 %	8,8 %
7) Jeg har god tilgang på læringsressurser som kan bidra til elevenes utvikling av muntlige ferdigheter i engelsk.	5,7 %	15,2 %	19 %	30,5 %	21 %	8,6 %
8) Jeg har god tilgang på læringsressurser som kan bidra til tilpasset opplæring av elevenes muntlige ferdigheter.	9,6 %	19,2 %	20,2 %	34,6 %	13,5 %	2,9 %

9) Dersom du underviser eller gir veiledning om mønstre for uttale i løpet av skoleåret, i hvor stor grad pleier du å ta i bruk følgende læringsressurser / verktøy?

Svar fordelt på antall

	Aldri	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
Læreverk (bok)	19	12	15	39	8	3
Læreverk (digitale ressurser)	13	4	11	39	29	2
Internett (vennligst utdyp under)	8	6	12	32	29	6
Selvlaget undervisningsopplegg	2	5	6	39	29	15
Undervisningsopplegg laget av kolleger	22	16	20	28	7	2
Språklaboratorium	68	13	5	5	0	1
Videoer (YouTube o.l.)	3	4	4	55	22	12

Andre (vennlighet utdyp under)	50 %	18,2 %	0 %	27,3 %	4,5 %	0 %
--------------------------------	------	--------	-----	--------	-------	-----

Andre læringsressurser / verktøy:

- Jeg bruker mye Youtube-klipp på internett
 - Internett: Ordbøker med uttale på lydfiler
 - NDLA, NDLA Fyr, Kittys engelskoppgaver
 - Spesielt ved undervisning av ulike aksenter av engelsk, bruker jeg mye videoer hvor de får lytte til feks komikere som har ulike aksenter. De får også se filmer fra ulike engelskspråklige land. Det som er viktigst er dog at det jobbes med et utvalg av hva som er særegent i etterkant, slik at de kan lage en oversikt for å skille ulike aksenter.
 - "Internett" er veldig upresist, men BBC og British Council har gode ressurser. Så er det litt tilfeldig hvilke ressurser man kjenner til da.
 - Internett: Jeg instruerer elevene i å benytte 'online dictionaries', og viser dem et utvalg, slik at de selv kan velge hvilken de foretrekker. Jeg benytter disse også når jeg gir elevene formativ tilbakemelding på muntlige vurderingssituasjoner.
 - Bruker oftest YouTube.
 - ESL library har gode, nivådelte ressurser, mye med lyd. British council har også noe. Ellers har vi det gøy med å finne feks. fotballspillere på youtube og etterligne dem, for å bli bevisst på forskjellige måter å bruke lang/kort vokallyd v.s. diftonger, osv.
 - Bruker internett som ressurs for å hente eksempler på uttale fra nyheter, faglige temaer, sanger o.l. Her må også nevnes streamingtjenester som brukes i stor grad ved filmer, og ikke minst at dette gir en svært god anledning til å lese engelske undertekster. Tror veldig på at dette både styrker leseferdigheter og muntlige ferdigheter.
 - Internett: NDLA, dokumentarer på engelsk
 - Vi tar opp lyd gjennom ulike programmer på nett, slik som Screencast-o-matic. YouTube er ellers den viktigste kilden til lyd
 - IPA
 - Finner gjerne både undervisningsvideoer og andre videoer fra youtube for å forklare og eksemplifisere uttale.
 - Youtube: how do you pronounce...
 - NDLA, BBC, online dictionaries, NPR, sosiale medier
 - Viser feks. videoer på youtube hvor det snakkes GAVRP eller andre varianter av engelsk. Dette er for å gi elevene forståelse av det finnes ulike mønstre for uttale i engelsk. Jeg tror dette er med på å gjøre dem trygge på sin bruk av engelsk, og gir dem en forståelse av at det ikke er forventet at de snakker perfekt RP/GA.
 - Jeg har ofte brukt <https://soundspeech.uioa.edu/home> Men denne har dessverre blitt nedlagt. Må finne ut av appen eller et alternativ. I tillegg bruker jeg mange youtube videoer, tilbudet er uendelig.
 - British Council eller andre ressursider for engelsklærere
 - Bruker ofte nettsider med lister/oversikter med eksempler på ord og uttale som supplement til egen undervisning i muntlige ferdigheter.
 - Jeg benytter gjerne ordbøker på nett (bla. Oxford online dictionary) og viser elevene at de kan selv lytte til uttale der og forsøke å gjenta måten ord blir uttalt på.
 - Kombinasjon av eget utviklet arbeid, ilag med feks. fonetisk fokuserte youtube video(er).
 - Grundig opplæring i lingdys som hjelpemiddel for opplesning og uttale.
 - Interaktive kilder på nettet - lite brukt, men det hender.
 - Det finnes gode videoer på YouTube av engelsklærere/loggere, som tar for seg vanlige utfordringer med uttale.
 - Jeg er native speaker så jeg er min egen, autentisk ressurs :)
 - Vi ser videoer og lytter til innspillinger/lydfiler av fagtekstene så ofte vi kan. Elevene snakker engelsk i klasserommet og har muntlige presentasjoner. Ved høytlesning bruker jeg å korrigere uttale av enkeltord dersom eleven gjør feil som forstyrrer kommunikasjonen. Ved tavleundervisning skriver jeg ordene og sier dem høyt.
 - Videoer, filmer, podcaster der elevene kan høre forskjeller på engelske varianter.
 - Samtale elevene imellom og samtale med meg. Samarbeid om å løse en oppgave - om det er et spill (f.eks. Keep Talking and Nobody Explodes) eller om det er en mer kreativ oppgave. Personlig erfaring tilsier at det å sitte sammen med andre og klåne og lete og samarbeid om å finne løsninger fungerer svært godt, og bidrar til mestring - hvis man da har klart å skape en trygg hule i klasserommet.
 - Tidligere hadde vi språklaboratorium, og da brukte jeg det ofte nettopp til å øve uttale og intonasjon.
-
- lyttekster eller filmer
 - Et av kompetansemålene i Internasjonal engelsk (K06) er å "gi eksempler på andre varianter av engelsk enn dem som brukes i det angloamerikanske kjerneområdet, og reflektere over deres særpreg". For å kunne reflektere over disse variantenes særpreg må man nødvendigvis kunne sammenligne med eksempler fra "standardengelsk", og da er eksempler på muntlig kommunikasjon ofte mest hensiktsmessig. Her fungerer YouTube fint.
 - Internett: englishclub.com, learnenglishteens.britishcouncil.org, diverse blogginnlegg/artiklar om aksentar og dialektar.
 - Internett: - F.eks BBC Learning English som har en del praktiske videoer med forskjellige lyder (fonetikk). - British council - NDLA har også fine ressurser (varities of English) der man lett kan høre ulike varianter av engelsk. Det var viktigere i forrige læreplan, men tenker at det er en grei ressurs for å vise elever at det er ulike måter å ha god uttale på. Noen syns det er morsomt å tenke at de kan gjennomføre et år med indisk engelsk, men det har til nå ikke skjedd.)
 - YouTube, ordbøker med lyd, rim, sanger som man finner på nett

Suprasegment (prosodi) - uttaltrekk som strekker seg over flere segmenter (som intonasjon, trykk og rytme).

10) Dersom du underviser eller lar elevene arbeide med uttale i løpet av skoleåret, i hvor stor grad pleier du å vie tid til følgende alternativer?

Svar fordelt på antall

	Aldri	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
"English as a lingua franca"-uttale.	7	9	10	46	23	7
Engelsk morsmålsbrukerttale i England og USA.	2	6	16	43	27	7
Engelsk morsmålsbrukerttale utenfor England og USA (som Australia, Irland og Sør-Afrika).	3	8	24	51	13	2
Holdninger til ulike varieteter av muntlig engelsk.	5	10	11	44	29	2
Høytlesning	2	10	19	43	24	5
Lytteoppgaver	0	1	8	38	49	6
Segmenter (individuelle konsonant og vokallyder).	6	25	32	25	12	1
Suprasegmenter (som intonasjon, trykk og rytme).	11	18	33	30	7	2
Spontan kommunikasjon	2	1	0	16	55	29
Andre (vennlighet utdyp under)	11	0	0	6	1	0

Svar fordelt på prosent

	Aldri	I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
"English as a lingua franca"-uttale.	6,9 %	8,8 %	9,8 %	45,1 %	22,5 %	6,9 %
Engelsk morsmålsbrukeruttale i England og USA.	2 %	5,9 %	15,8 %	42,6 %	26,7 %	6,9 %
Engelsk morsmålsbrukeruttale utenfor England og USA (som Australia, Irland og Sør-Afrika).	3 %	7,9 %	23,8 %	50,5 %	12,9 %	2 %
Holdninger til ulike varieteter av muntlig engelsk.	5 %	9,9 %	10,9 %	43,6 %	28,7 %	2 %
Høytllesning	1,9 %	9,7 %	18,4 %	41,7 %	23,3 %	4,9 %
Lytteoppgaver	0 %	1 %	7,8 %	37,3 %	48 %	5,9 %
Segmenter (individuelle konsonant og vokallyder).	5,9 %	24,8 %	31,7 %	24,8 %	11,9 %	1 %
Suprasegmenter (som intonasjon, trykk og rytme).	10,9 %	17,8 %	32,7 %	29,7 %	6,9 %	2 %
Spontan kommunikasjon	1,9 %	1 %	0 %	15,5 %	53,4 %	28,2 %
Andre (vennlighet utdyp under)	61,1 %	0 %	0 %	33,3 %	5,6 %	0 %

Andre alternativer:

- Jeg underviser vgs og de aller fleste elever snakker godt engelsk. Utfordringen er mer å utvide ordforråd og bli tryggere i diskusjoner. For mye pirk på uttale vil bare gjøre elevene utrygge.
- Da jeg har mange elever som sliter med skriftlig engelsk og dysleksi, bruker jeg noe tid på artikulering av enkelte avanserte ord (gloser) i plenum (choral reading).
- Uttale trening fokuserer jeg primært mot elever som er under kompetansenivå - de som må jobbe seg opp mot å gjøre seg forstått. Alternativt, individuelle elevers fonetiske svakheter.

Eventuelle kommentarer eller tilbakemeldinger til del 6 av 7:

- Har lite direkte undervisning i uttale, men vi jobber med ulike typer uttale gjennom andre typer oppgaver. Lytting har jo blitt viktigere etter ny læreplan i engelsk så bruker det mye nå, men ikke for å øve uttale. Det handler mer om forståelse for hva som blir sagt. Ellers snakker vi om uttale når elevene lurer på /syne det er vanskelig å uttale enkelte ord. Blir ikke en spesifikk undervisningsøkt av det, men blir en del av helheten.
- Svarene over blir på et vis en blanding av aktiviteter jeg gjennomfører i de ulike klassene. Når man på vgs har svært ulike klasser, blir aktivitetene også svært ulike. I engelsk på vg2 (på min skole) er det svært lite behov for undervisning knyttet til uttale; i den internasjonale klassen er situasjonen en helt annen.
- Nødvendigheten og nytten av å lære muntlige ferdigheter defineres av den individuelle eleven og ikke klassen. Formuleringen av spørsmålene virker derimot primært rettet mot klassestilling, ikke justering av individer.
- Jeg inkluderer morsmålsuttale fra ulike deler av verden primært for å vise bredden som finnes også i de landene i verden hvor engelsk er morsmål for mange, men jobber med å få fram at disse uttalemånstrene ikke representerer en standard elevene skal lære.
- Jeg underviser på Vg3 engelsk programfag. Elevene mine er over 18 år og har for det meste solide, ofte fremragende, språkferdigheter.
- Noen av disse spørsmålene er ja-nei spørsmål - det er litt vanskelig å skjønne hvordan man skal svare på en skala.
- 9) Forstår fremdeles ikke hva som ligger i mønstre for uttale

Del 7 av 7: Vurderingspraksis

Hvor enig er du i følgende påstander?

Svar fordelt på antall

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Det er tydelig for meg hvordan uttale bør vurderes og vektlegges i muntlige vurderingssituasjoner.	4	8	22	37	30	5
2) Uttale vurderes og vektlegges likt blant lærerne på skolen.	8	12	35	26	22	1
3) Holdninger den enkelte lærer har til varieteter av muntlig engelsk kan påvirke vurderingen.	1	3	11	33	43	13
4) Læreplanen i engelsk er tydelig på hvordan muntlige ferdigheter skal vektlegges i vurdering undervis og til standpunkt.	9	33	30	19	13	1
5) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil bidra til å sikre en mer rettferdig vurderingspraksis.	4	5	7	30	38	21
6) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil være til hjelp for meg som lærer.	4	6	6	32	36	21

Svar fordelt på prosent

	Helt uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
1) Det er tydelig for meg hvordan uttale bør vurderes og vektlegges i muntlige vurderingssituasjoner.	3,8 %	7,5 %	20,8 %	34,9 %	28,3 %	4,7 %
2) Uttale vurderes og vektlegges likt blant lærerne på skolen.	7,7 %	11,5 %	33,7 %	25 %	21,2 %	1 %
3) Holdninger den enkelte lærer har til varieteter av muntlig engelsk kan påvirke vurderingen.	1 %	2,9 %	10,6 %	31,7 %	41,3 %	12,5 %
4) Læreplanen i engelsk er tydelig på hvordan muntlige ferdigheter skal vektlegges i vurdering undervis og til standpunkt.	8,6 %	31,4 %	28,6 %	18,1 %	12,4 %	1 %
5) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil bidra til å sikre en mer rettferdig vurderingspraksis.	3,8 %	4,8 %	6,7 %	28,6 %	36,2 %	20 %
6) Felles vurderingskriterier på nasjonalt nivå for muntlige ferdigheter vil være til hjelp for meg som lærer.	3,8 %	5,7 %	5,7 %	30,5 %	34,3 %	20 %

Eventuelle kommentarer eller tilbakemeldinger til del 7 av 7:

- Ang. spørsmål 6: Jeg mener det vil være til stor nytte hvis de er konkrete nok og ikke for generelle.
- Felles kriterier må i så fall utarbeides med tydelige eksempler. Hvis ikke, vil vi alle tolke det på vår måte. Da er vi like langt.
- Utfordrende hva ev. felles kriterier skal ta utgangspunkt i. Postmoderne uttale, der "anything goes" er kanskje virkeligheten, men jeg mener jo ikke vi skal ha helt frislipp i en opplærings situasjon. Å velge et "mønster" for uttale betyr nødvendigvis å velge noe foran noe annet.
- Spsm. 5 og 6: Grunnen til at jeg kun er litt enig er at jeg er usikker på hvor fornuftig og tydelig dette blir, særlig med henblikk på 'Kjennetegn på måloppnåelse' som allerede er laget, der det kan være vanskelig å skille mellom de ulike nivåene.
- spm. 5) og 6): det kommer helt an på hvor tydelig de er formulert. Skal de være til hjelp, så må de være tydelige og målbare, og det må være lite rom for tolkning.
- Jeg tenker at mine egne universitetsstudier som lektor har lite intonasjon i fagkretsen. Jeg hadde nok intonasjon i utdanningen i 1978, men jeg er ikke god nok i det til at jeg kan undervise britisk og amerikansk intonasjon. Det er jeg glad for at lærere i grunnskolen har vært flinke til.
- Felles vurderingskriterier på nasjonalt nivå vil kanskje kunne være til hjelp, men det vil muligens også kunne oppfattes som begrensende. Som lærer på en skole med stor andel flerkulturelle elever vil jeg nødig at elevene skal måtte presses inn i rammer dersom disse er smale. Hvis det skal utarbeides nasjonale vurderingskriterier må disse ta hensyn til at elever i Norge kommer fra en rekke ulike språklige bakgrunner. De uttalemånstrene som er vanskelige for en elev fra Tønsen er ikke nødvendigvis vanskelige for en elev med italiensk eller somalisk bakgrunn, eller motsatt. Ulike morsmål (eller til og med dialekter) gir muligens også ulike utgangspunkter for prosodi. Tonefallmønsteret til en elev fra Finnmark er kanskje annerledes enn tonefallet til en elev fra Oslo vest, for eksempel. Nå er det jo slik at nasjonale vurderingskriterier sikkert er bedre enn ingen kriterier i det hele tatt, poenget mitt er bare at "one size does not necessarily fit all". Man bør i så fall ta mange hensyn når slike kriterier skal utarbeides.
- Jeg er litt ambivalent til felles vurderingskriterier skal være for styrende om de f.eks plutselig skal mene at elever bør snakke med en viss aksent for å kunne oppnå en god karakter at noe annet jeg mener er vel så viktig ikke skal telle noe særlig. Samtidig så vil noe på nasjonalt nivå kunne føre til mer rettferdig vurderingspraksis. Det finnes f.eks ikke noen nasjonale vurderingsskjemaer til muntlig eksamen i engelsk som man kan støtte seg på. Muntlig eksamen utarbeides jo lokalt, men det er likevel en utfordring å måtte forsvare eller argumentere for sin vurderingspraksis overfor sensor eller eksaminator om man ikke har en felles plattform. (Det er sjelden at dette skjer, men det kan skjje)

Tusen takk for at du tok deg tid til å besvare denne undersøkelsen!

APPENDIX F – TRANSLATION EXAMPLES

Example 1 – Norwegian

Jeg tenker at måten man tolker hva læreplanen legger i "mønstre for uttale" (om man har morsmålsfokus eller ikke) har stor betydning for hvordan man legger opp engelskundervisningen og ikke minst hvordan elever rundt om i landet blir vurdert i faget engelsk - og at fordi læreplanen er svært lite tydelig på dette punktet så varierer undervisningen og vurderingen deretter.

Example 1 – English

I think that the way in which one interprets what the curriculum means by “pronunciation patterns” (if there is a native-speaker focus or not) matters a lot for how one conducts English language teaching, and not least for how pupils around the country are assessed in the English subject – and since the curriculum is very unclear in this aspect, the teaching and assessment varies accordingly.

Example 2 – Norwegian

Spsm. 5 og 6: Grunnen til at jeg kun er litt enig er at jeg er usikker på hvor fornuftig og tydelig dette blir, særlig med henblikk på 'Kjennetegn på måloppnåelse' som allerede er laget, der det kan være vanskelig å skille mellom de ulike nivåene.

Example 2 – English

Question 5 and 6: The reason for why I only somewhat agree is that I am not sure how sensible and clear this will be, especially considering the guiding descriptors that have already been made, where it may be difficult to distinguish between the different levels.

APPENDIX G – ANALYSIS OF ITEM 46

- GREEN** = Segments
- RED** = Suprasegments
- BLUE** = Intelligibility
- YELLOW** = Grammar
- PINK** = Communication
- LIME** = Unclear/confusing competence aim
- GREY** = Consistency
- PURPLE** = In favor of Native-speaker norms
- GOLD** = Fluency
- CYAN** = 'Correct' or 'good' pronunciation
- BLUE-GREEN** = Avoiding Norwegian

1. At de kan gjøre seg forstått i verden. Engelsk er et lingua franca og det er viktig å få en uttale som alle kan forstå, samtidig som man må trenes i å forstå mer enn bare RP og GA. Det er livsmestring.
2. Alltid om de har evne til å kommunisere
3. Konsekvens i uttale av ulike ord med samme uttalemønster. Fokus på språklyder som ligner hverandre.
4. Om det er gjennomgående eller bare sporadisk
5. momenta frå tidlegare spørsmål + at det ikkje bør høyrast komisk Norwenglish ut
6. Ti-lyden og H-lyden. Gleme også forskjellene på V og W.
7. De skal være konsekvente slik at samtalepartnern er ikke blir forvirret av uventede varianter.
8. I stor grad hvorvidt det kommuniserer og er pragmatisk.
9. Korrekt uttale i kva grad uttalen forstyrrar eller legg til rette for kommunikasjon Interferens frå morsmål
10. Grammatikk og setningsoppbygging.
11. Om det er umiddelbart forståelig for en native speaker eller er det kommunikasjonsforstyrrende elementer som gjør at de strever med å oppfatte alt elevene sier - forstår jeg det eleven sier mest fordi jeg oversetter til norsk i mitt eget hode eller hadde en brite, som ikke snakker norsk, forstått det eleven sier? Formuleringer som "it stands in the book" etc. At de får høre autentiske native speakers er derfor veldig viktig som et "mønster for uttale."
12. Intonasjon, spesielt forskjell på å stille spørsmål vs. make a statement. Lyder (th, vokaler osv.) Jeg pleier å undervise kort om intonasjonsmønstre på starten av Vg1.
13. Hvor de legger trykket, intonasjon, og vokallyder.
14. uttale som har god flytt og som har god rytme
15. Om de har nådd målet ("rett" uttale) eller om de må øve mer. Gi tips om hvor de finner lytteeksempler.
16. dette punktet har eg aldri vurdert!
17. engelsk er det mange ord som har like diftonger men uttales helt forskjellig, noen ganger kan uttale av diftong gjøre stor forskjell i hvilket ord man sier, og kan lett misforstås hvis man sier det feil, slike øves det på og lytter jeg etter ved høytlesning eller annen muntlig fremføring. Men vurderer det ikke som noe som drar ned en hel karakter.
18. Flyt og forståelse
19. korrekt uttale av ord, lyder. I noen grad intonasjon
20. God uttale av lydene og trykk.
21. Mener man med "mønstre" det samme som "modeller"?

22. Riktig uttale av vokaler og konsonanter og riktig plassering av trykk
23. Dette skal jeg innrømme at er et kompetansemål jeg er litt usikker på. Jeg tenker på setningsoppbygging, noe jeg legger vekt på i vurderingen.
24. flyt (dvs. fravær av nøling eller repetisjon som gjør det vanskelig for meg å følge med på hva de vil si), samt uttale v.s. skriftspråk, dvs. at de ikke leser/sier ord som de er skrevet, men vet at det er stor forskjell på uttale og skrivemåte.
25. Først og fremst at ikke uttalen står i veien for forståelsen og formidlingen av budskapet. God uttale vil som regel fremheve og klargjøre budskapet. Mest vekt vil jeg si jeg legger på viljen til å prøve å bruke mønstre for uttale fremfor om disse er helt feilfrie.
26. Opp mot RP/GA
27. Jeg synes dette er et vanskelig kompetansemål, og på skolen der jeg underviser har vi ikke en felles tolkning av kompetansemålene pr dags dato. Min faglige tolkning er at dette handler om uttale og ikke aksent
28. At de er i stand til å gjøre seg forstått og kommunisere effektivt.
29. Skilnad mellom lyder. Intonasjon eller "morsmålsfølelse" vektlegges i veldig liten grad.
30. Jeg vurderer elevenes uttale, og synes at kompetansemålet burde være "å snakke med god uttale".
31. At de kan gjøre seg forstått og uttale ordene riktig
32. Kommunikasjonsforstyrrende feil
33. At ikke uttalen blir for "norsk" med tanke på setningsstruktur og intonasjon.
34. Legger mer vekt på at de kan høre forskjellene mellom variantene og elevene synes dette er interessant. De behøver ikke å høres ut som en RP-speaker eller GA-speaker.
35. At de er konsekvente i uttalen av ord.
36. At de gjør seg forstått. Uttale må ikke hindre kommunikasjonen.
37. Vanskelig å si hva som menes utifra mønstre, men viktigst er at en kan uttrykke så nært som mulig de fonetiske elementene til at det er forståelig. hva som er skillett er vanskelig å definere.
38. Har elevene riktig uttale av ord og er det flyt i språket? Klarer eleven å bruke riktig intonasjon og uttale av ord så vil de gjøre seg tydelig og godt forstått på engelsk.
39. Fokuset er på riktig uttale av ord (trykk blant annet), men ikke nødvendigvis at de kan fagbegrepene (dental frikativer, fonemer, osv).
40. De elementene jeg krysset av for i spørsmålene på forrige side (lyden på vokaler, konsonantlyder, setningstrykk)
41. Ord som uttales på en utydelig måte som kan skape misforståelser
42. Om man er noen lunde konsekvent og at man klarer å bruke lyder på en riktig måte.
43. Om noe av det elevene ønsker å kommunisere forsvinner, eller om de klarer å kommunisere det de ønsker.
44. Funksjon - dvs. forståelighet
45. Uttale av ord.
46. At uttalen er god, tydelig, forståelig
47. Kommunikasjonshemmende feil vil påvirke vurderingen negativt.
48. intonasjon, lite Norwenglish
49. Dette er et vanskelig kompetansemål, men jeg prøver å lytte etter det de får til fremfor å arrestere dem på det de får til.
50. At de uttrykker språklyder som er viktige for forståelsen noenlunde korrekt. At de følger sitt valgte uttalemønster noenlunde konsekvent. Men de fleste norske elever er påvirket av amerikansk uttale og snakker deretter, så dette blir sjelden en relevant problemstilling.
51. Språklyder, intonasjon, trykk
52. Dette er det sikkert mulig å ta doktorgrad på. Men jeg har aldri forstått hva som er ønsket produkt av det målet. Jfr. ow-lyd i town og grow. Engelsk har vel aldri vært kjent for mønstre for uttale og staving? Noen av oss synes det er gøy (f.eks. lærere). Andre synes det bare er trøblete.
53. Mønstre for uttale skal, slik jeg ser det, i hvert fall ikke handle om i hvilken grad man kan etterligne en morsmålsbruker. Dette virker ellers litt utydelig, og her kan det sikker bli mange ulike tolkninger - og feiltolkninger.
54. tydelig uttale, det å gjøre seg forstått
55. hva er det som er listet på forrige side

56. Hva menes egentlig med "mønstre for uttale"? Jeg svarte "i noen grad" fordi jeg synes dette er vanskelig å definere. Jeg legger vekt på korrekt uttale på ordnivå, og jeg bruker å gi elevene tilbakemelding på at GA og RP ofte har "fallende tone" mot slutten av setninger. Det kan være fordelaktig å være oppmerksom på typiske kjennetegn ved engelskspråklig uttale, men det kan kanskje argumenteres for at det blir litt mekanisk om man skal lære seg språk ved å fokusere på disse mønstrene. Når man er oppe på et visst nivå muntlig kan det imidlertid være fint å justere eget muntlig språk basert på disse mønstrene.
57. Uttale av enkeltlyder. Uttale av ord. Trykklegging i enkeltord. Intonasjon.
58. For eksempel at de ikke skal kunne forskjell på norske lyder og engelske lyder. At de lærer seg noen av de eksemplene som var i forrige spørsmål (v og w) th-lyd osv.
59. Jeg legger vekt på om en morsmålsbruker ville forstått dem.
60. Mest på ordnivå - uttale ord riktig (trykk, intonasjon).
61. At uttalen ikke er kommunikasjonsforstyrrende, som i praksis betyr at eleven mestret morsmålsnær uttale av engelsk.