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Master's Thesis

The Paradigm Shift and its Influence on English Pronunciation Expectations among Teachers and Students

Lektorutdanning i språkfag

2023

Abstract

The aim of this master's thesis has been to explore how content expectations of English pronunciation differs from teachers and students in the Norwegian upper secondary school. In order to gain insight on this topic, six participants were interviewed following a semi-structured format. The study conducted as part of this thesis was conducted in an upper secondary school, where the participants were three teachers and three students.

The results show that students and teachers have different expectations to English pronunciation content, but also about pronunciation in general. Most of the participants have a limited view of what English pronunciation entails, where the most associated keyword was "accents". This is in line with the traditional thinking of the EFL paradigm that has typically had "gravitas" in Norway, where English is taught as a foreign language. However, with English growing as a lingua franca, a paradigm shift is ongoing in how Norway views English. This is also evident in the participants' expectations, methods and attitudes towards pronunciation and some English accents that are present in Norwegian upper secondary schools today. Through this study of English pronunciation expectations, I have found that the ongoing paradigm shift is vital in how teachers and students think about English pronunciation. Teachers seem to be moving towards the ELF paradigm more so than the students, who share expectations and attitudes that are similar to the EFL paradigm. This becomes apparent through different topics that are brought up during the interviews, however a particular question that separated the two groups of participants, was the question of implementing a common national accent model. The answers given by the teachers are strongly in line with the ELF paradigm, whereas the answers given by the students were more in line with the EFL paradigm. This master's thesis also seeks to find a way forward in how to unify both teachers and students in their pronunciation expectations.

Sammendrag

Målet med denne masteroppgaven har vært å utforske hvordan innholdsforventningene til engelsk uttale skiller seg fra lærere og elever i den norske videregående skole. For å få innsikt i dette temaet ble seks deltakere intervjuet ved hjelp av semistrukturerte intervjuer. Studien som ble utført som en del av denne oppgaven ble gjennomført i en videregående skole, hvor deltakerne var tre lærere og tre elever.

Resultatene viser at elever og lærere har ulike forventninger til uttaleinnhold, men også til engelsk uttale generelt. De fleste av deltakerne har et begrenset syn på hva engelsk uttale innebærer, der det mest assosierte nøkkelordet var «aksenter». Dette er i tråd med den tradisjonelle tenkningen til EFL-paradigmet som typisk har stått sterkt i Norge, hvor engelsk undervises som fremmedspråk. Men med det engelske språkets vekst til et lingua franca, pågår det nå et paradigmeskifte i hvordan Norge tenker om engelskfaget- og språket. Dette kommer også til syne i deltakernes forventninger, metoder og holdninger til engelsk uttale og enkelte engelske aksenter som er til stede i norsk videregående skole i dag. Gjennom denne studien for å utforske forventninger til engelsk uttale, har jeg funnet at det pågående paradigmeskiftet er avgjørende for hvordan lærere og elever tenker om engelsk uttale. Lærere ser ut til å bevege seg mot ELF-paradigmet mer enn elevene, som har forventninger og holdninger som ligner mer på EFL-paradigmet. Dette blir tydelig gjennom ulike temaer som tas opp under intervjuene, men et spesielt spørsmål som skilte de to gruppene av deltakere var spørsmålet om å implementere en felles nasjonal aksentmodell. Svarene gitt av lærerne er sterkt i tråd med ELF-paradigmet, mens svarene gitt av elevene var mer i tråd med EFL-paradigmet. Denne masteroppgaven forsøker også å finne en vei videre i hvordan man kan forene både lærere og studenter i deres uttaleforventninger.

Acknowledgements

"We are the champions, my friends", is perhaps the most famous line from Queen's song "We are the champions". It is also a fitting line as I now make the finishing touches on this master's thesis. It describes how immensely proud I am of completing six years of university and how much I rejoice with the friends that I have made along the way. Through these six years I have made friends all over Norway, as a student at the University of Tromsø as well as at the University of Innlandet. I would especially like to thank my classmates at the University of Innlandet. I am so grateful for the kindness you all showed me, the "intruder", as I joined you in 2021. I feel as though I have always been a part of the group. I will treasure these years always, and fondly remember you all.

I want to thank my supervisor, Gjertrud Flermoen Stenbrenden. Thank you so much for the invaluable support and insight you have provided during this trying time of writing a master's thesis. Although we mainly communicated through emails, I feel as though I know you a little better after this.

I also wish to extend my gratitude to all the participants who took part in this study. Thank you all so much for your time and valuable insight. With your cooperation the process of writing and planning the thesis became a hundred times less stressful.

Lastly, I want to thank James. Thank you for motivating me to move to Scotland all those years ago. Without that experience, this master's thesis might not have been about English pronunciation.

Kine Nyhus

Hamar, May 2023

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1 Introduction

All through my adolescent years I wished I spoke a native-like accent. I would soon find out that I would not attain one through English class in school, as there was minimal focus on pronunciation. During my time as a teacher trainee, I have noticed that incredibly few of my colleagues focus and plan lessons with pronunciation in mind– even though pronunciation is a part of the much bigger aim of oral skills. Not explicitly focusing on pronunciation in class is baffling, especially when a big part of a teachers' job is to teach and assess students' oral skills. How can students be assessed on something that is not explicit knowledge to them? And why do teachers not focus on this knowledge of oral skills? A big reason for this ambiguity might be that teaching reflects and represents the competence aims of the Norwegian Directorate of Education and Training (UDIR). In the curriculum for general studies of English in upper secondary school, it states that students should "use pronunciation patterns in communication" (UDIR, 2020). This aim is rather ambiguous, and I can understand why few teachers incorporate pronunciation in their lessons based on this competence aim. UDIR does not elaborate the aim any further, and the individual teacher is left to interpret what the aim should entail – but what are these pronunciation patterns that students should learn? These patterns can be divided in two levels: segmental and suprasegmental level. On a segmental level, the focus is on phonemes, contrastive units, specifically vowels and consonants. While on a suprasegmental level, the focus shifts to smaller attributions of pronunciation such as intonation, stress and components that largely make up an accent. "Pronunciation patterns" could also refer to morpho-phonology and the relation between writing and speech. The competence aim fails to mention which pronunciation patterns should be taught in school and just what pronunciation entails. This allows for variation in expectations among both teachers and students in school.

This study is an investigation of teachers' and students' expectations of pronunciation content in Norwegian upper secondary schools. As expectations and attitudes of pronunciation often go hand-in-hand, this study also explores attitudes towards some English varieties.

1.1 A shift in paradigms

The ambiguity of the English subject curriculum reflects on two contrasting language learning paradigms (Rindal & Piercy, 2013). In one paradigm, English is taught as a foreign/second language (EFL/ESL), where students aim to become native-like speakers. The other paradigm views English as a lingua franca (ELF). This means English is viewed as an international language that is spoken by natives and non-natives, and as long as the communication is understandable, there is no need for native-like accents. These contrasting paradigms have created a grey area for many teachers. Rindal & Piercy (2013) confirm this as they explain that Norway does not quite follow the traditional EFL paradigm, nor does Norway "qualify" to teach English as a lingua franca, as English is not used as a second language or a common language between Norwegians (Rindal & Piercy, 2013, p. 212).

Although Norway does not follow a specific paradigm, the same study conducted by Rindal & Piercy (2013) show that the majority of adolescents aim for a native-like accent where either British English (BE) or American English (AE) is favoured. Moreover, the study found that many students mix the linguistic features of the two accents and create a sort of hybrid. She stated that a large minority of the study did not want to be associated with a typical geographical accent, but rather speak a "neutral" English. This wish for a neutral English could indicate that the EFL paradigm is gaining a stronger foothold in the Norwegian English classrooms.

1.1.1 Nativeness versus intelligibility

The paradigm-shift is heavily influenced by two contradicting principles of pronunciation, namely the nativeness principle and the intelligibility principle (Afshari & Ketabi, 2016, p. 85). The nativeness principle states that it is both possible and desirable to reach a native-like pronunciation. This principle dominated up until the1960's, until new research showed that attaining a native accent is biologically conditioned, which has later become the Critical Period Hypothesis. While the theory states that older adolescents cannot attain a native speaker accent, it does not state that older learners cannot attain a native-like accent, as there are many other factors that influence pronunciation (Hummel, 2018, p. 172). Moreover, aspiring for a native-like accent also raises the question of which accent should be the model target, e. g. American English, British English, Australian English and so on. Studies have shown that people are judged by their accents, and this principle may contribute to the discrimination. Which leads to the intelligibility principle – is a native-like accent really needed in order to be understood?

The intelligibility principle focuses on understanding in communication and is often measured by transcription of utterances (Afshari & Ketabi, 2016, p. 86). The principle suggests that some features of pronunciation have a bigger effect on understanding, and that intelligible pronunciation is essential in communication. One example is prosodic features, which play into both accent rating and intelligibility scores (Afshari & Ketabi, 2016, p. 86). Among the prosodic features are the typical suprasegmental features such as intonation, stress and rhythm. Another example of features that play into intelligibility are segmental features, which relates to being able to pronounce and distinguish between phonemes. The nativeness versus intelligibility question becomes particularly important when discussed in light of pronunciation, as it determines whether learners of English should strive to achieve native speaker pronunciation, or an English pronunciation that is based on intelligibility (Ianuzzi, 2017, p. 23).

1.1.2 Teaching pronunciation in the English subject

Due to the paradigm shift, it is easy to forget pronunciation in the much bigger focus of communication and intelligibility. The neglect of research material on how to include, teach and practise pronunciation extends its way into the classroom, and has led to teachers avoiding the topic of pronunciation, which has led many teachers basing their practises on intuition and perhaps even outdated curriculums.

English has traditionally been taught as a foreign language, and still is by many teachers, but with the paradigm shift the status of English is changing to become a lingua franca, meaning that teachers should no longer focus on nativeness but rather intelligibility and understanding a variety of English accents from around the world. Yet, this is challenging, as this paradigm shift is still ongoing, meaning that teacher will have different expectations and attitudes towards the topic of pronunciation. This may lead to some teachers implementing and explicitly teach the subject of pronunciation, while others might rarely, if ever, integrate it as part of the lessons.

Traditionally, pronunciation training within the English classroom has mainly revolved around the realisation of segmental features, such as phonemes, and not suprasegmental features, such as intonation and stress (Afshari & Ketabi, 2016). Recently, some researchers have suggested that a bigger focus on suprasegmental features will be beneficial in terms of intelligibility and communication in general (Hardison, 2010), as it is a common belief that the suprasegmental feature intonation hinders intelligibility. Yet, Jenkins (2000), argues that this is not the case, and that there should be a balanced focus on segmental

and suprasegmental features in the classrooms, as suprasegmental features are difficult to master inside the classroom.

1.2 Expectations

Teaching pronunciation can be viewed as a matter of expectations. When defining the word "expectation", the online version of the Cambridge Dictionary states that it is awaiting or anticipating something (Cambridge Dictionary, n.d). "Expecting value" is also brought up as a definition for expectations. Through a linguistic lens this definition is intriguing, as it connects "value" to expectations, meaning that attitudes play into expectations, and vice versa. As stated above, pronunciation has perhaps lost some value within the classroom, yet it is still implicitly expected to be part of the oral skills and assessment for many teachers and students. Mainly due to the fact that oral skills, being able to communicate orally, is thought of as perhaps the biggest value or benefit from learning a language. Yet, for upper secondary teachers, the topic of pronunciation might be a difficult topic to navigate, as students are taught English from year 1 in Norway. There might be some expectations that pronunciation has been taught in earlier years, and so there might be less focus on the topic in upper secondary.

It is also possible to mirror peoples' attitudes through their expectations. Like with many expressive activities, it is difficult not to assign personal opinions or attitudes to a topic. When discussing expectations of pronunciation in class, attitudes can be read "through the lines" of a statement. In this particular study, an example would be how teachers may expect students to sound more native-like than Norwegian when speaking English. Between the lines of that expectation, the teachers might have certain negative attitudes towards Norwegian English, or "NorwEnglish", as it is often referred to in the interviews.

In this study, expectations of both teachers and students will be examined. For teachers there are questions about what they expect pronunciation should entail and how they incorporate the topic in class, as well as what they believe a good pronunciation is. For students, questions about what they expect pronunciation to entail in class are asked, but also questions about what they expect to learn about pronunciation and whether or not they want and expect to sound native-like.

1.3 Objectives and research question

As the English subject curriculum in Norway does not clearly define pronunciation and how teachers should teach the topic, there can be several diverse definitions and expectations to what pronunciation is and how it should be taught, not to mention assessed in class settings. The objective of this MA study is to explore the different expectations around pronunciation teaching among teachers and students in Norwegian upper secondary schools. As stated, the focus will be about pronunciation teaching, but also pronunciation in general; questions such as "what does pronunciation mean?", "What is a good pronunciation to you"? and "Are you currently aiming for an accent?", are questions the participants are asked in this study.

This study is a qualitative one, where semi-structured interviews have been done in order to answer the following research question:

How do the content expectations of teachers and students differ with regard to English pronunciation in Norwegian upper secondary schools?

To answer the research question, it was important to explore and understand the pronunciation expectations of each teacher and student. While doing so, it became apparent that expectations and attitudes are closely linked. This led me to formulate two sub-questions:

1) Do teachers and students have different attitudes towards some English varieties?

2) To what extent and how do teachers focus on pronunciation?

The first sub-question revolves around attitudes towards different English varieties. It was my initial hypothesis that the attitudes would be different, seeing as there is a generation gap between the teachers and students. The aim of this sub-question is to verify or discredit this hypothesis and explore which varieties that receive different attitudes. The second sub-question strongly relates to the research question (RQ), as I wish to explore just how much focus pronunciation receives in various English classes.

2 Theoretical framework

This chapter introduces certain theories and models that are relevant to my research question "how do the content expectations of teachers and students differ with regard to English pronunciation in Norwegian upper secondary schools?". It begins with a definition of pronunciation, oral skills and fluency, as these terms are related, yet "pronunciation" is oftentimes forgotten or separated from the others. It then moves on to English as a global language and the different English teaching paradigms. Lastly, there will be a historic summarisation on how English is taught in Norway.

2.1 Pronunciation, oral skills and fluency

As the aim of this study is to look at different expectations of pronunciation between teachers and students, a section on what pronunciation entails is necessary. This section introduces the traditional components of pronunciation such as sounds that make up speech and intonation. It will also examine the differences between pronunciation, oral skills and fluency.

2.1.1 Segmental features of pronunciation

Segmental features are the features that attract most focus in classrooms, as these features involve distinctive consonant and vowel sounds and being able to distinguish and pronounce these sounds, or phonemes. Hewings (2004, p. 3), begins his definition of pronunciation with these segmental features: "The building blocks of pronunciation are the individual sounds, the vowels and consonants that go together to make words". It is these components that create meaning when put together into words, and some might be quite similar, for example, when a consonant differs, as in "turn" and "burn" or when the vowel differs, as in "sip" and "sap". These words then have different sounds as they consist of different phonemes. A phoneme is often thought of as the smallest unit of sound, and the word "sip" consists of three phonemes: /s/, /ɪ/ and /p/. The previous examples only differ with respect to one vowel or consonant sound; that is, they are called minimal pairs. Interestingly, around 70 per cent of the world's languages have around 20 to 37 phonemes, and as further stated by Hewings (2004, p. 3), we can only imagine how challenging it must be to learn English with a first language that does not belong to those 70 per cent.

2.1.2 Suprasegmental features of pronunciation

Suprasegmental features are given less focus than segmental features, as these can be viewed as a "level up" from the basic phonemes. The most important suprasegmental features are stress and intonation (Nielsen, 2016, p.138). Stress includes two different phenomena in the English language, namely word stress and sentence stress. Compared to Norwegian, where stress tends to fall on the first syllable, English has a free stress pattern. This means that the main stress can occur on different syllables in words, depending on context. A word can be just a syllable, such as "hat", or longer sequences of syllables, such as "handsome", "twenty-two" or "avocado"". When there is more than one syllable, at least one syllable must be stressed while another is unstressed. This is evident in the word "handsome", where the first syllable is stressed and the second unstressed. Words with three or more syllables tend to distinguish between primary and secondary stress, as well as unstressed syllables. Oftentimes, dictionaries distinguish between primary and secondary stress with different symbols (Hewings, 2004, p. 3). Primary (or regular stress) is symbolised with ˈ, and secondary stress is symbolised using ˌ. In the word /ˌæv.əˈkɑː.dəʊ/ there are four syllables, where the primary stress is on third syllable, and the secondary is on the first syllable. In languages that have free stress, stress helps to distinguish between similar words, such as /ˈtræn.spɔːt/ (noun) and /trænˈspɔːt/ (verb) (Nielsen, 2016, p. 139). Virtually all words have a fixed stress pattern; some words may have different stress in different contexts. There are some irregularities to be aware of in word stress. In some words that have both primary and secondary stressed syllables, the secondary stressed syllable will sometimes take the main stress. An example used in Hewing (2004, p. 5), is how "Chinese" consists of a secondary stress in the first syllable and a primary stress in the last syllable. When coupled with another word, such as "Chinese company", the first syllable has now taken the main stress, or the primary stress. Another feature to be aware of is double stressed words. Some compound words carry two main stresses, such as /ˈtʰɜɪˈtiːn/and /ˈpraɪm ˈmɪn.ɪ.stər/. This will however not always be the case. Especially in connected speech, where sentence stress is vital.

Typically, sentence stress in connected speech tend to occur at equal time intervals, where the stress is most likely to fall on lexical words, such as nouns, verbs, adjectives and adverbs (Nielsen, 2016, p. 161). Functional words such as prepositions, determiners and modals tend to be unstressed. In the case of when a compound word with two main stresses is used in sentences, only one word or syllable will take the main stress. Depending on the context, either the first word or syllable will keep the main stress, or the second word or

syllable will keep the main stress. Instances where the first word or syllable keeps the main stress are when the double-stressed word is immediately followed by a strong stressed word, such as in "the ˈupstairs rooms are hot" (Nielsen, 2016, p. 163). Instances where the second word keeps the main stress is when the double-stressed word is in a final position, or followed by an unstressed word, such as "everybody went upˈstairs" (Nielsen, 2016, p. 163). Sentence stress is vital as it can change the meaning of certain utterances. This depends on whether a word is pronounced in a weak or strong form. A weak form is typically characterised by a vowel reduction sound or disappearing syllables, such as when /ˈhɪs.tər.i/ becomes /ˈhɪstri/. The weak form is restricted to unstressed positions only, but it is important to note that both lexical and functional words can occur in unstressed positions (Nielsen, 2016, p. 164). When a strong form of a typical weak formed word is used and vice versa, it can alter the meaning. An example is how the weak form of "some": /səm/ is used instead of the strong form /sʌm/ in this sentence: "Father's bringing home some Chinese for dinner". In a weak form, "some" is thought of as a determiner of quantity – a quantifier, which may refer to Chinese food or Chinese people. In a strong form "some" is still thought of as a determiner, but now in a much narrower definition where it refers to "a certain", suggesting a person of Chinese origin in the example (Nielsen, 2016, p. 165).

Intonation is the use of pitch that is oftentimes described as the sentence melody (Nielsen, 2016, p. 244). In some languages, such as Norwegian, pitch plays an important role in distinguishing words in terms of tonemes, such as in the words *vannet* (noun) and *vanne* (verb), or a more popularly used example *bønder* (noun: farmers) and *bønner* (noun: beans), where intonation goes up, then down in *bønder* and down, then up in *bønner* (in East of Norway). In other languages, such as English, intonation normally does not distinguish between single words, but it does distinguish between word groups or utterances. A falling intonation indicates a final statement and a rising intonation implies that a question is asked. Within the term of intonation other features such as nuclear stress and tone units are important to distinguish. Nuclear stress is often described as the word that carries the most important meaning in a sentence (Jenkins, 2000, p. 45), and will be highlighted by pitch, length or loudness. Of the suprasegmental features, it is the inaccurate placement of nuclear stress that hinders intelligibility the most. A reason discussed in Jenkins (2000, p. 45) as to why non-native English speakers fail to place nuclear stress correctly, is that they may have issues dividing the stream of speech into word groups, or tone units. A tone unit is normally recognised as containing at least one nuclear stress, it is surrounded by pauses and consist of

both prominent and reduced syllables, and so failure to divide the speech stream into tone units can result in ambiguity or misinterpretation (Jenkins, 2000, p. 45).

2.1.3 Accent

When talking about pronunciation, many might think of accents. Accents play a part in pronunciation and might be viewed as the "final product" of suprasegmental and segmental features put together. Oftentimes, accents indicate a geographical location. This is often a place a speaker feels connected to in some way, often thought of as "home". There are many variations, particularly in Britain. Yet in educational settings, many of these accents are not represented. Typically, the "standard Englishes" are taught in schools, which in Norway are Received Pronunciation (RP) and General American English (GenAm). RP has traditionally been the accent most represented in Norwegian education, and Nielsen (2016, p. 18) explains that it is preferred for three reasons. Firstly, it is the accent that is best described in existing textbooks. Secondly, it is the accent referred to in English dictionaries and thirdly, it is the only accent that is not associated with any region, other than the broad category of "British English". Other reasons include the colonising power the United Kingdom once had over nearly 25% of the world's population.

In Norway, and many other countries, both standard Englishes are accepted in school, but there is uncertainty regarding which accent to teach in pronunciation teaching. Today, GenAm is typically considered the most accessible accent in Norway. This shift happened after the World War II, where the US became known internationally as a superpower. The country can also be considered a superpower in today's Norwegian pop-culture, where most English-medium TV-series and movies are produced in Hollywood. Furthermore, the accent has fewer diphthongs and closer orographic links (Jenkins, 2000, p. 17), so it is somewhat easier to emulate for most learners of English. Yet, in many English textbooks, RP is still the standard accent in audio files online, as well in writing. The fact that many, if not most, English textbooks use RP as a model accent, might send out a wrong signal to students and teachers alike, that RP is *the* standard, and therefore should be the aim. Many other non-standard varieties of English have also been considered as a pedagogic model for non-natives, such as the Scottish English accent and the mid-Atlantic English, often referred to as transatlantic English, which is a mix of both British and American English (Jenkins, 2000, p. 17).

As the debate of "which English to teach" continues, some researchers propose a third option, which emphasises intelligibility and identity rather than any specific accent model. Many speakers of English are not able to sound native-like and might also feel that they are not quite themselves when speaking English (Jenkins, 2000; Rindal, 2012), and so, accents become a question of identity. As Jenkins (2000, p. 17) explains, there are now far more non-native speakers of English than there are native speakers. She further explains that RP should not be the accent aim for non-natives, as the accent is not commonly spoken by native speakers either (it is believed to be spoken by around 5 – 10% of the British population). Instead, she expresses the importance of mutual intelligence, which is best achieved when both speakers are able to express their identity (Jenkins, 2000, p. 17). This might be done by allowing or accepting an L1 accent when non-natives speak English. This way, speakers are able to convey some valuable information about themselves whilst not adhering to any accents that may carry unattractive connotations (Rindal, 2010; Jenkins, 2000).

2.1.4 Oral skills

The Directorate of Education (UDIR) defines oral skills as: "creating meaning through listening, talking and engaging in conversation" (UDIR, 2020). Ways to develop oral skills include speaking English accurately and nuanced depending on context and situation "with a variety of receivers with varying linguistic backgrounds" (UDIR, 2020). Oral skills are one of the basic skills in LK20, and are therefore one of the most used and the most developed skills in schools. It differs from pronunciation in that it is a basic skill, and perhaps thought of as an umbrella term for oral communication in general, thus also including pronunciation and fluency. This is also reflected in the competence aims, where "oral" or "orally", is mentioned on five separate occasions; two times in the competence aims and three times in "formative assessment".

2.1.5 Fluency

Fluency is defined as "the ability to speak or write a language easily, well and quickly" (Cambridge Dictionary, n.d). I have used this definition, as, to my knowledge, UDIR has no definition of the term "fluency" in the English curriculum. It is however mentioned in one of the competence aims: "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation" (UDIR, 2020). Fluency is then strongly related to the term "oral skills", as they both require the speaker to use a nuanced language depending on context and situation. The main difference may be in years of experience and output. As you actively

use a language, it becomes easier to create a flow, to remember words and to use appropriate linguistic resources depending on the situation.

2.2 English as a global language and different teaching paradigms

In an increasingly globalised world, English is one of the biggest communicative tools known by many users. With the ongoing globalisation, English has become a lingua franca that enables and nurtures these global connections. Due to its status, more and more people are learning the language, and there are now more non-native speakers than native speakers in the world (Rindal & Piercy, 2013, p. 13). This means that English is oftentimes used between non-native speakers to understand each other on an international level. How English is used is defined more and more by non-native speakers, which demands for a change in how English is being taught in schools today (Rindal & Piercy, 2013, p. 211).

2.1.1 The circles of English

During the 1980's, Kachru illustrated the global spread of the language in the model "Concentric Circles of English" (Jenkins, 2000), as a part of the World English paradigm (WE). First, English concentrated itself in the "inner circle", mainly being used by "native countries", such as the United Kingdom, the United States and Australia etc. As the United Kingdom began their colonisation of the world, they introduced the language to the second and third circle of the model: "the outer circle" and "the expanding circle", where the outer circle represents countries that speak English as a second language (L2). These countries are typically former colonies of the United Kingdom and use English as an official language alongside other native languages, such as the countries India or South Africa. The expanding circle represents countries with English as a foreign language (a language not native to a country) and has typically not been directly affected by any native English countries, such as Norway or Japan.

This model is often criticised for being centric as well as static. Many have criticised the model due to its centric view, with the native speaking countries placed in the centre. This argues that native speaking countries have a higher status than the two other circles, and that they act as the norm-providing entity (Jenkins, 2000). Perhaps the main criticism of the model is its fixed set-up. In his model, Kachru presents a nation view of language categorised into efficiency circles. In reality, this is not possible as languages and language skills are continuously developing. Using Norway as an example, the country has traditionally been categorised as an outer circle country, as English has no status as a second language. Yet,

judging by overall language competence, Norway places itself in the second circle (Rindal & Piercy, 2013, p. 212).

Kachru's model represents how English was viewed at the time he developed the model. "Proper" English was categorised by nativeness and by fluency. The inner circle English is referred to as English as a Native Language (ENL), the outer circle, English as a Second Language (ESL) and the expanding circle, English as a Foreign Language (EFL). The inner circle (ENL) was the norm-providing entity that learners in the outer and expanding circle would look to in order to learn English. At that point in time, native English speakers were thought of as the owners of the language, and thus the norm-providers and guardians of the language itself (Jenkins, 2000, p. 5). Non-natives would therefore look to the native speakers of English in order to learn the language in order to communicate with natives. This is often referred to as the EFL paradigm, where non-natives would aspire to sound native-like, as the main goal of English was to communicate with native English speakers. Any mistakes by the non-natives would be judged as errors and lacking language skills. Thus, shame or linguistic discrimination, also referred to as "linguicism" or "linguistic racism", is worth mentioning. Linguistic discrimination is when a user of English (and other languages) experiences discrimination due to the user's accent and how they communicate (Dovchin, 2020). While it is true that a "foreign" accent would only sound foreign in any native-speaking country, many non-native speakers of English also judge each other's accent, especially in a EFL paradigm. This is especially devastating in school settings, where non-native sounding speakers experience being bullied or judged due to their "foreign" accent. As Dovchin (2020) explains, native speakers judge non-native speakers as less prestigious. This can harm the way students perceive the English language as some may think that they must speak "proper" English before communicating with others. When non-natives speak to native speakers, they may especially feel a pressure and a sense of shame or embarrassment which would hinder communication. Today, shame is still present in schools, even among non-native speakers, where a noticeably large number of students dread speaking English due to their "imperfect" English accent.

As time has progressed, the way of viewing English has changed. It no longer is "owned" by the native speakers, but is now a world language. Because of this, there are several models and paradigms that view or model English as a global language, such as World Englishes (WE), International English Language (EIL) and English as a Lingua Franca (ELF).

2.1.2 English as a Lingua Franca

English as a Lingua franca has several definitions, among them is Jenkins' definition "English as it is used as a contact language among speakers from [sic] different first languages" (2017, p. 1). She further explains that there are generally three phases of ELF studies. The teaching paradigm was first conceptualised during the 1980's, as a way to explain or discuss intercultural communication and negotiate differences, yet the paradigm was still very much conceptional with no empirical research to present. It was not until the 1990's that Jenkins published the first empirical ELF study. In her paper, she used EIL to describe the paradigm, but later landed on the more known ELF acronym that is used today. (2017, p. 3). The first phase was mostly influenced by the WE paradigm, as it was the most similar (Jenkins, 2017, p. 5). In contrast to WE, ELF believed that the expanding circle Englishes were legitimate varieties of English, not just an interlanguage, which is viewed as somehow 'less' and 'faulty'. This led to research on shared features of ELF varieties, such as dropping third person present tense -s, omitting definite and indefinite articles and overusing verbs of high semantic generality (Jenkins, 2017, p. 7).

In the second phase of the ELF paradigm, the research moved away, or separated, from WE, as it was observed that the act of communication was more important than the construct of languages itself (Jenkins, 2017, p. 7). There were no longer several Englishes across the outer and expanding circles, but " communities of practice" (Jenkins, 2017, p. 8). It was this shift away from speech communities/features-identifying approaches that separated WE and ELF, and made them complementing paradigms (Jenkins, 2017, p. 8).

The third phase includes debates around ELF, multilingualism and translanguaging. Jenkins explains that many view multilingualism as a characteristic of ELF, although ELF is more likely a characteristic of the multilinguistic framework (2017, p. 10). She further writes that translanguaging has changed her view about ELF, as translanguaging is defined as "multiple discursive practises in which bilinguals engage in order to make sense of their bilingual worlds", where code-switching is included, but not similar to the term translanguaging (García in Jenkins, 2017, p 10). This means that speakers who do not share a similar L1 may resort to any way of communication practises, including body language, code-switching and other social cues. Due to the status of English in the world, many of these attempts of communication may be tried using English, although not necessarily. The most important part of the ELF paradigm is intelligible, or successful, communication.

2.1.3 The Lingua Franca Core

In the early phases, Jenkins created the Lingua Franca Core to create acceptance for all accents, as there are learners who do not wish to identify as native-like speakers, but rather use their accent as an external identifier of nationality. At the same time, there are those who wish to promote a neutral English accent (Jenkins, 2000; Rindal & Piercy, 2013). Jenkins created the Lingua Franca Core as a result of the many varieties of English in the non-native speaking world, where she stresses the importance of communication through speech intelligibility (Jenkins, 2000). She explains that English is mainly used as a way of contact by non-native speakers, referring to the concentric circles of English model; the outer circle speakers outnumber those of the inner circle. As non-native English will continue to develop, it might prove useful to have certain "guidelines" in order to teach intelligible pronunciation in schools. This is referred to as "the Lingua Franca Core".

Jenkins' Lingua Franca Core (LFC) takes on the role of identifying phonological features that cause unintelligibility in communication. The most important criteria for intelligible pronunciation are most vowel sounds, appropriate consonant cluster simplification and vowel length distinctions (Jenkins, 2000). For many world languages, these criteria can be perceived as difficult, as they are all marked in many languages. Typically, languages have twice as many consonants than vowel phonemes, but British English has an overwhelming twenty-four consonants and twenty vowel sounds (Jenkins, 2000), p. 137). It is also expected that many L2 learners will struggle with the number of vowel sounds. Furthermore, English is marked in its complex consonant clusters, where examples include words such as "sclerosis" and "squash". As many languages do not operate with similar structures, some learners may simplify or ignore them completely. An example of this is how the word "product" is simplified to [ˈpɑdʌk] (Jenkins, 2000, p. 137). Other learners may have a difficult time pronouncing and distinguishing the many plosives in the English language, where the most common misconception is between /t/ and /d/ and /b/ and /p/ (Jenkins, 2000). The last criterion in the Lingua Franca Core is vowel length distinction, which is absent from many languages. English is also a stressed-timed language, which means that stress is applied in certain words in an utterance to enhance meaning. Learners who speak a syllable-timed or mora-timed first language, can experience a hard time recognising the different stress patterns in English.

During the third phase, some new elements to the ELF paradigm have been added, which in turn has had an impact on the LFC. Previously, the field had excluded the native speakers of English, as it was more focused towards communication between and among the non-native speakers. Today, the field has become more inclusive, and welcome all English speakers in their definition (Kimura & Canagarajah, 2017, p. 299). The field has also gained some new objectives. To begin with, the field mainly focused on the common linguistic features, such as phonology and lexicogrammar (Kimura & Canagarajah, 2017, p. 299), which laid the foundation of Jenkin's creation LFC. Now, ELF recognises that language follows the notion of "practise over form", and so recognises translingual practises that constitute ELF interactions (Kimura & Canagarajah, 2017, p. 299).

2.2 English in Norway

English is considered one of three core subjects in the Norwegian school system. It was first introduced in the National syllabus for the basic school system of 1939 (N39), but the subject was not mandatory until 1969 (Simensen, 2018). Prior to N39, the didactic method in English was primarily the grammar translation method, where memorisation played an important role in all aspects. However, with the N39 the direct method was introduced to schools. This method brough about a major shift in how to teach English in class, mainly focusing on oral skills. Sadly, the teachers were not particularly skilled in spoken English, so they relied heavily upon phonology and transcription, even though the main aim of the method was to enhance communication (Simensen, 2018). The M87 and L97 brought new language norms into the classroom. With M87, students were expected to respect pronunciation varieties, which influenced the L97 to treat English as a world language that consists of many different varieties.

The increasing focus on English language teaching put Norway in a great need of English instructors. The British Council became central, as they offered training through summer schools and courses in Norway and in Great Britain (Rindal, 2012, p. 20). Consultants from the British Council were later recruited to the Ministry of Education and Church Affairs, and had a big influence on training language policy, curriculum material especially relating to pronunciation and exam forms. Due to the friendship between the two countries, British English has historically had a great influence on English in Norway and possesses a high status among English accents in Norway today (Rindal, 2012).

The English curriculum in Norway is now under the influence of the Council of Europe's Common European Framework of Reference (CEFR). The aim of the framework is to provide a common basis for language learners around the world, providing common syllabuses, guidelines and exam formats across Europe (Council of Europe, n.d). In some ways, it describes what learners need to know in order to communicate efficiently, which also includes cultural knowledge about native speaking countries. The aims are reflected in the framework's proficiency stages, ranging from basic user (A-levels) to proficient user (C-levels). Often, lessons will include general literacy skills and secondary materials from another curriculum area such as social studies (Rindal, 2012, p. 21).

A report created by Piccardo, published on CEFR's webpage in 2016, states that there has been too little focus on pronunciation, which has led to a limited understanding of what pronunciation entails and what to assess when doing oral assessments of students. CEFR proposes five key concepts of pronunciation: articulation, prosody, accentedness, intelligibility and comprehensibility (Piccardo, 2016). Of those five concepts, three have been made into scales: prosody, phonology and pronunciation. The scales were tailored to fit the original CEFR levels. For pronunciation the scales of A1 and C2 were as follows: "Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g., by repeating correctly and by eliciting repetition of new sounds)" and "Can articulate virtually all the sounds of the target language with clarity and precision " (Piccardo, 2016)

Through history, the Norwegian English curricula have been influenced by a native-speaking country, but with CEFR, UDIR is now under a common influence of the European Union. While CEFR has provided a definition that aligns with the ELF paradigm, UDIR has yet to explicitly implement these changes into the LK20.

2.3 Chapter summary

In this chapter, I have explained the differences between pronunciation, oral skills and fluency. I have argued that there is little information about what pronunciation entails in the English curriculum, as there are no definitions on UDIR's online webpage, as of now. What is most interesting when defining pronunciation is how most people assume a direct link to accents, rather than looking at segmental and suprasegmental features. This blur of definitions might stem from the two contrasting teaching paradigms EFL and ELF that are both active in schools today. The latter has gained a strong foothold, yet it is difficult to completely discard

the idea of a native-like accent. Especially after the influence Great Britain has had on the Norwegian English subject curriculum over the years. Researchers have long tried to implement guidelines for how pronunciation can be taught, such as the Lingua Franca Core or CEFR's pronunciation guide. Yet these are not part of the subject curriculum in Norway as of now. Due to lack of information, many teachers are then left to handle the topic of pronunciation themselves.

3 Previous research

While the field of pronunciation is large, there are few studies available regarding pronunciation expectations in Norwegian schools, particularly covering the expectations of both teachers and students. However, Rindal's work on learner's attitudes towards accents is relevant for the different expectations of pronunciation learning. For this study it is important to know how pronunciations is taught as well as what content the teaching of pronunciation entails when it is taught in schools. Therefore, this chapter will present previous research on this as well as Rindal's and Kang's research on learner attitudes and learner expectations of pronunciation in class.

Ianuzzi (2017)

Ianuzzi (2017) explores how teachers approach pronunciation, particularly pronunciation correction, in lower secondary schools in Norway. This is done by analysing video material from the Linking Instruction and Student Experiences (LISE) study, which analyses the quality of instruction in several subjects in 9th and 10th grades. Ianuzzi's study involved listening to video recordings from six schools, during English classes. The correction strategies involved are those of corrective feedback, such as recast, repetition, clarification, explicit correction, elicitation and paralinguistic signal. The first, recast, implies that the corrector interrupts immediately after the incorrect utterance, by offering the correct utterance. The second, repetition, is when the corrector emphasises the incorrect utterance, highlighting the wrong word for the learner to correct themselves. The third, clarification, is when the corrector questions the utterance, as if the utterance is not intelligible. The fourth, explicit correction, is when the corrector explicitly states that that the utterance is incorrect then provides the learner with the correct word/utterance. The fifth, elicitation, is when the corrector repeats the correct part, but removes the incorrect utterance so that the learner can correct themselves. The sixth, paralinguistic signals, is when the corrector uses a gesture of facial expression to indicate that the learner has made an error (Ianuzzi, 2017, p. 33).

In her findings, Ianuzzi mentions that pronunciation instruction was only given by one school, in one class. In this instance, instruction of eight topics were covered: the difference between GA and RP pronunciation, the diphthongs, the schwa, linking-r, the difference between /v/ and /w/, the velar nasal /ŋ/, the long monophthongs /ɜ:/ and /ɔ:/, and the differences between /d/, /t/, /θ/ and /ð/ (Ianuzzi, 2017, p. 64).

In her findings, it became apparent that only 3% (15 times) of the mispronunciations were corrected by the teachers, where most of the corrections were done on segmental features, only one was done on suprasegmental features (stress) (Ianuzzi, 2017, p. 73). The study also finds that the corrections made were not in line with the Lingua Franca Core, where features such as /w/ and /v/, /t/, /tʃ/, /ʃ/, long versus short monophthongs and omissions were seldom corrected (2017, p. 84). Yet, these features made up around 10% of the errors made in the study (Ianuzzi, 2017, p. 89). When correcting, the teachers would use three corrective methods, shown here from most to least used: recast, explicit corrections and one not included in the corrective feedback strategy: positive feedback. Furthermore, the analysis presented in Ianuzzi (2017) shows that the students are overall, quite good at pronunciation. The highest per cent of student mispronunciations was 5%. In general, the students erred the most in phonological segments, that is segmental features. Interestingly, the most errors were made in non-minimal pairs. Errors include saying /kɔːˈraɪdɔːr / instead of /ˈkɔːrɪdɔːr/ or /eɪʃənt/ instead of /eɪnʃənt/ (Ianuzzi, 2017, p. 66). Yet, the largest category of mispronunciation was ð/ or /θ/ (Ianuzzi, 2017, p. 71). Ianuzzi (2017) concludes that the Norwegian students' utterances are highly intelligible but that a focus on pronunciation should still be present in schools. She suggests that pronunciation should focus more on intelligibility rather than "sounding native", which can be done by using the LFC in classrooms.

Rindal (2014)

In Rindal (2014), the author investigates attitudes towards English varieties among upper secondary students by conducting a series of tests. The students are aged 17, where 40 are female and 30 are male students. The two first tests are a modified matched-guise test and a verbal-guise test. The first test is to reveal the students' true feelings about a variety. This is done by having one person read the same text in different accents. A verbal-guise test involves several people reading the same text, while the students rank the accents based on 13 categories such as intelligence, kindness, confidence and so on. Later, the students had to identify the different accents that they had listened to (England, USA or other) and report their own accent aim. The students listened to nine professional linguists producing eleven voices: two female and two male Southern Standard British English (SSBE) voices, two female and two male General American (GenAm) voices, one female and one male Scottish English voices and one female Leeds voice. Most British English and American accents were placed correctly (77% - 93%), with the exception of one female SSBE speaker, who was only identified correctly by 56%. The Scottish speakers were identified differently depending on

their gender. 46% identified the female speaker correctly, and 21% identified the male speaker correctly. 37% identified the Leeds speaker correctly.

Later, the students' assessments were categorised by accent qualities. Component one: qualities related to status and competence, component two: attributes of social attractiveness and component three: linguistic quality of the accent. SSBE was rated higher in terms of all the qualities, while the three others were fairly similar in terms of scores. What might be surprising is how GenAm rated lower than Scottish in status and competence, considering GenAm is both a standard variety and the variety students are most often exposed to in popular culture.

Furthermore, the students were to report their own English accent aim. The options were *British, American, Norwegian, neutral, other* and *I don't care*. Here, neutral refers to speaking an accent without any identifiable native accent. 23 students chose British, 30 chose American, 11 chose neutral, 2 chose other and 4 chose I don't care, but none opted for the Norwegian English. It was not made clear why this was the case.

Rindal found that British English seems to be a more marked accent, which is why more people choose not to aim for that accent. Furthermore, during the interviews, the students stated that "you were either trying too hard or wanting to sound posh" for aiming for British English. American English is more accessible and therefore a more desired accent aim, even though the accent is considered "an unintelligent" accent by the students. Quite a few students selected "neutral" as their aim, which may help us understand that some students do not wish to convey the values and cultures an accent carries. It may also reflect Norway's non-standard dialect policy: "in a language community where there is no one unique self-evident 'correct' language form, there might not be a great need for an L2 standard either" (Rindal, 2014, p 331). Yet the students' answers reveal an evolution and conception of "correct" and "incorrect English", as SSBE rated highest on all accounts, while no one chose Norwegian English as their accent aim.

Kang (2014)

Kang's (2014) research outlook is perhaps the most similar to mine, since she investigates students' perception and expectations of their pronunciation. She also examines the students' attitudes towards their instructors' accent varieties, in countries that all represent a circle in Kachru's concentric circle model. Kang begins the article by presenting why we no longer should divide English into Kachru's concentric circles, as speakers from all circles are

exposed to several varieties of English on a daily basis. She also mentions that as the world and the English language have become more globalised, it is important to strive for a common, realistic goal of intelligibility, not nativeness. Yet, she still finds that many non-native speakers followed the inner circle norms and used them as their compass in English.

In total 617 students from universities and language institutions participated, making this research study a rather large one. Countries represented in the study are the United States and New Zealand, South Africa and Pakistan, Japan and South Korea. Data collection was done through a survey with 10 scale statements (1 = strongly disagree, 6 = strongly agree) and 10 open-ended questions. After the survey, some also agreed to an online interview either by video or mail. The findings suggest that the participants are unhappy with their pronunciation instruction, regardless of country. Particularly the expanding circle countries were unhappy, as pronunciation seemed to be a forgotten part of English instruction. Therefore, many of the expanding circle participants also considered pronunciation less important than the other two circles. Furthermore, the expanding circle participants reported not being satisfied with their instructor's pronunciation, which highlighted the participants' attitude and expectations of an inner circle pronunciation model. It is also worth mentioning that 85% of the participants reported a desire to aim for inner circle norms, particularly the standard RP og GA. Kang concludes the study by expressing the importance of intelligibility between all English speakers of the world.

3.1 Chapter summary

Previous research shows that pronunciation is a forgotten part of oral skills and communication today, mainly because it is linked to the traditional paradigm of EFL, where pronunciation was implemented to sound native-like. Rindal (2014), links pronunciation to attitudes and therefore also expectations. Here too, a shift from the traditional paradigm is evident in how more and more students choose an American English accent aim, rather than the traditional British English accent. Some even actively avoid any connections and negative connotations to certain accents by opting for a neutral English aim. While this is the case, there are still many learners who look to the inner circles for a "correct English", as supported by Kang (2014).

4 Methodology:

In this chapter I describe my method of choice to explore the thesis of this paper: "How do the content expectations of teachers and students differ with regard to English pronunciation?". As the RQ states, I aim to gain a better understanding of expectations to the teaching of pronunciation, from both the teachers' and the students' perspective, and if they differ in this regard. In order to best answer the RQ, I have chosen a qualitative approach with interviews as my method. I created an interview guide for both teachers and students, where the teacher guide included eleven questions and the student guide contained eight questions. I thought that interviewing both teachers and students would be of great help in uncovering any discrepancies there might be between the two groups in terms of content expectations of English pronunciation.

4.1 Qualitative Research

Qualitative research seeks to understand social phenomena. As described in Thagaard, qualitative methods are under development that have made ways for new opportunities of research (2018, p. 10). She also points out that this type of research reflects society's changes through time. Today, webpages and digital communication have become important source of qualitative research (Thagaard, 2018, p. 11). Furthermore, qualitative methods can be divided into five categories: observation, interviews, document analysis, audio-and video analysis and internet. I have chosen to conduct semi-structured interviews for this study.

4.1.1 Semi-structured interview

This form of interview allows for more flexibility. Although the topic of the interview is set, a semi-structured interview is not completely bound to the questions in the interview guide. The interviewer is able to adjust depending on the answers given by omitting or adding questions, so that it mimics a natural conversation as much as possible. When doing an interview, it is important to be aware of the asymmetrical power balance that exists between the interviewer and candidate. As Thagaard explains, the interviewer has the most power in the relationship (2018), as they can be viewed as a "judge", being the one who leads the conversation by asking questions and being the one who decides when a satisfactory answer is given. The candidate on the other hand is more vulnerable. They have accepted being interviewed, and are therefore in some way, obligated to answer the questions asked. However, they do not lack all control, as they are the ones who decide how much to convey in answering any given question. It is therefore important for both parts to find a natural way of communicating, so that both can benefit from the situation. This can be achieved by

"responsive interviewing", where trust through respect is developed between the two parts (Rubin & Rubin, 2012).

4.1.2 Why interview?

An interview can provide a better understanding of a social phenomenon. Using this method may help uncover underlying attitudes and opinions during the conversation that neither the interviewer nor participant may have been aware of before or during the interview. Using this dense information, interviews allow for more detailed analyses of the data, where other cues such as facial expressions, hesitations and mood are considered as well as the information in question.

4.2 Research credibility

4.2.1 Validity

Validity refers to the accurate representation of the phenomenon that is studied (Thagaard, 2018, p. 189). Transparency is considered key to achieve validity. This means that it is possible to increase the validity of a project by describing the theoretical point of view that functions as the foundation of our interpretations and analysis. Thagaard further explains that it is important to ask critical questions about the validity of the interpretations compared to the reality that is studied, that is, in essence, to reflect upon whether other interpretations might reflect the truth or reality better (2018, p. 189).

Furthermore, validity also extends to the sampling done for the research, particularly in the choice and number of informants. For this study three teachers and three students of English have been chosen at random. Although, the students have been limited to senior students due to their experience within the English subjects. As the informants have been chosen at random, they are likely to present the same characteristics within the general population. Therefore, it is safe to assume that they are suited to represent the views of the whole population. It is also helpful that the school in question is a boarding school, where students across Norway come to study. The data represented is valid as they say something about the informants' views of pronunciation and oral skills and they may be replicable and generalised, although not to the extreme, due to a low number of participants. Moreover, qualitative studies involving informants are generally hard to replicate accurately, as it depends on the situation, participants and relationships.

4.2.2 Credibility

Credibility indicates that the project research is done in a reliable and trustworthy manner (Thagaard, 2018, p. 189), and the results reported truthfully. In quantitative research credibility is often linked to the researcher's ability to replicate the same results doing the same study, although this is somewhat problematic in qualitative research where human beings are involved, rather than numbers. It is hard, if not impossible, to recreate exactly the same dynamics and the same spoken production or interaction. Transparency is mentioned once again by Thagaard. By giving accurate descriptions of strategies and analysis methods, other researchers may be able to replicate the project (2018, p. 188).

4.2.3 Epistemology

Epistemology can be referred to as the "theory of knowledge". For this research it is important to be aware of the epistemology in that there are limits to what is possible to know. Different methods of data collection produce different types of data, which in turn provide different types of knowledge. Interviews reveal participants' different beliefs and values, as well as their reflection on the topic. Interviews do not reveal what the participants practice in the classroom. Therefore, interviews are best suited for this kind of research, where the participants' content expectations of English pronunciation in class are investigated.

4.2.4 Ethical considerations

Knowing the participants comes with a range of ethical considerations. Firstly, I am both a colleague and a previous student to the teachers who participate in this study. However, only one of the teachers have been a central teacher in my education. This was English during year 11. Since then, the teacher has been my teacher trainer for some of my practical teacher training in years one and three of university. Since working at the school, there has been limited contact as we teach different subjects on different days. Our previous relationship is heavily based on me being the "trainee" and him the teacher, which might prove difficult to adjust to when doing the interview. Because of this, I believe it is important to acknowledge the imbalance of the relationship so that both can be aware of it. Even so, investigating the attitudes to pronunciation makes this relationship natural, where he acts as the teacher and I the investigator/learner.

Secondly, the students might feel pressured into accepting the interview due to our previous relationship as substitute teacher and student. Many students may feel like they have to be on the teacher's "good side" in order to be liked by the teacher. Therefore, it is important that the students are aware that their participation will not affect the relationship

with any teacher in any way; neither positively nor negatively. In order to comply with the Norwegian Centre of Research Data (NSD), a document has been sent to each participant expressing this thought. The participants have also been made aware of this orally before conducting the interview.

Thirdly, the participants might lead the interview astray when answering questions. As they know me, it might be easy to wander off-track talking about the topic, which might lead to questions being unanswered. By conducting a semi-structured interview, I will have the chance to look over the questions as well as ask new ones. This will allow me to focus the conversation back to its original theme.

4.3 Participants

Qualitative research is perhaps known for its limited number of participants. Having a large number of contributors would be exceedingly time-consuming, as the aim of the research is to understand and relate to the participants, in contrast to quantitative studies. When having a smaller number of participants, it is therefore more important to make strategic selections (Thaagard, 2018, 54). Due to this, I made the decision of interviewing teachers and students at the school where I teach. This school is a boarding school, so the students are essentially from all of Norway. Already having a connection to the participants might prove more efficient in the participation process, perhaps especially in how safe the participants might feel. Knowing me can make the interview less scary for the participants, which might lead them to be less sceptical about the process. They will also be able to ask any questions more freely and/or frequently, as I will be available to them at school. While I have narrowed down the participant "window", I have not selected the participants; all the participants have voluntarily agreed to be interviewed. The participants are three teachers of English and three students of English programme subjects, named English 2. I made the decision of interviewing the senior students who have English as a programme subject, namely due to their experience within the subject. These students will also be able to reflect more upon the questions, which might provide valuable input to the study. The teachers work at the same school and they are all educated English teachers. However, they have different backgrounds and level of activity within the subject. Teacher 1 has mainly worked as a music teacher for several years, but graduated from an American university and British college. She is now currently working as a part time English and music teacher. Teacher 2 is a part-time teacher in one English class, with several decades of experience as a full-time English teacher. He has studied English abroad, but received his master's in Norway. Teacher 3 is not

currently teaching English, but mathematics and geography. In university he studied geography and English. He has limited experience as an English teacher, but taught English in 2021 – 2022.

4.4 Data collection

Data collection refers to how data is collected and is of great importance to a research study, as the analysis relies upon the collected data. As previously explained, my chosen method is semi-structured interviews. The interviews will be done in English. I find that most of the participants are confident speakers of English, where many of them have found their identity and are comfortable speaking English in a variety of settings. Although there is a chance of information being lost in translation, I believe the chances of information being lost during translation to be greater. All the participants will be free to use Norwegian as needed during the interview.

Ahead of the interviews I created an interview guide. The guide was inspired by reading previous research and master's theses, and the guide is available in the appendix further down. As I am researching both students and teachers, I created two different sets of questions: one for students and one for teachers. Some questions are aimed for both groups, while some are specific to one. Some questions are quite similar, but structured and formed differently based on the recipient. These alterations were done with the research question in mind as well as the level of English of the participants.

Prior to the interviews the participants were sent some practical information. This information was sent by email, where each participant was sent a consent form to sign alongside with the interview guide. By knowing the content of the interview questions, the participants will have time to prepare themselves properly. This includes reflecting upon any complex questions as well as preparing how much they are comfortable sharing. Furthermore, as the interview will be done in English, allowing participants to see the questions beforehand may create a safer environment for non-native speakers. The guide has been structured in a way that allows for the participants to 'warm up' by answering easier questions before more reflective questions are asked. Depending on the answers, the interview is set to last around 20 – 40 minutes.

4.5 Processing the data

The sound recordings were made using the app "diktafon", which is linked to the webpage "nettskjema", created by University of Oslo. Here, the files are kept safe and encrypted. The six interviews were later transcribed, mainly word by word. I have excluded

many of my verbal listening affirmations, to ensure a smoother reading by the reader and for more coherent answers by the participants. I have not excluded filling words such as “eh” or “uhm” and I have also symbolised longer pauses by the use of “…” and included giggles or laughs. This is in order to preserve and present the realness of the interview, demonstrating that good oral skills include these pauses. I have not included these pauses in the extractions used to explain my finding in chapter 5, for the sake of efficiency.

4.6 Chapter summary

In this chapter I have presented the qualitative method I chose as well as the participants for this study. I chose to do semi-structured interviews, where I have presented both pros and cons for the method. I chose to conduct interviews as that is the method that allows for a deeper understanding of a person’s ideas, thoughts and attitudes. I have also discussed some ethical considerations that applies to this study, where three topics were discussed: 1) choosing participants I share a relationship with, 2) the possibility of students feeling pressured into doing the interviews and 3) the chance of questions being unanswered. There are six participants in this study, as a smaller number of participants allows for a neater overview and structure. The participants are equally distributed: three teachers and three students from the same upper secondary school. However, the school in question is a boarding school, where students come from all over Norway and, occasionally, from all over the Nordic countries. Choosing participants from a boarding school might help generalise the findings of this study. The participants have all been selected at random, however I chose to ask students currently enrolled in English 2, year 13, as they would most likely provide more valuable input into their answers, based on experience.

Prior to the interview, the participants were sent an interview guide, with questions available at all times. I chose this, as I wanted to complete the interviews in English. Seeing the questions beforehand might have helped the participants feel prepared and safe. They were also sent a consent form that they would fill out during this study. The interviews were recorded with the app “diktafon”, which is linked to “nettskjema”, created by the University of Oslo.

5. Data analysis

This chapter presents the processed data of the interview conducted with three teachers and three students. The findings present how the participants defined key words crucial to their understanding of pronunciation, namely pronunciation, oral skills and fluency. This is relevant to understand and answer the research question "How do the content expectations of teachers and students differ in regard to English pronunciation in Norwegian upper secondary schools?", as their understanding of pronunciation dictates their expectations and attitudes towards pronunciation content and methods. The analysis will also present data relevant to the sub-questions "Do teachers and students have different attitudes towards some English varieties?" and "To what extent and how do teachers focus on pronunciation?".

5.1 Pronunciation, oral skills and fluency

During the interview, all participants were asked what pronunciation meant to them. They were all asked to specify the difference between pronunciation, oral skills and English fluency.

The teachers all had slightly different definitions of pronunciation, but they all mentioned that it was important to make oneself understood. Two of the three teachers mentioned accents or varieties as a defining factor. Teacher 1 was more specific, mentioning that pronunciation consisted of vowels, consonants, diphthongs, stress and intonation (line 13). However, intelligibility was the most important aspect, regardless of the variety spoken. When asked for a clarification between oral skills and pronunciation, teacher 2 said that pronunciation was being able to pronounce words, but not necessarily understand what has been said (line 9), which supports teacher1's definition of pronunciation earlier: pronunciation is more about the realisation of words.

There was also some discrepancy among the teachers as to the definition of oral skills. They all highlighted communication and intelligibility to some extent. Teacher 1 mentioned that oral skills and fluency are similar. They both are situation and context based, and they both include the speakers' use of grammar and rhetoric to express themselves. Teacher 1 also mentioned that there should be little hesitation in order to be fluent (line 17). Intelligibility was also a defining factor in fluency and oral skills. Teacher 2 mentioned that oral skills meant being able to speak a language. So, having a register awareness and understanding communication were big factors in his answer. Teacher 3 said that oral skills was being able to communicate in different contexts.

For fluency, situation-based communication was mentioned by all teachers. Teacher 1 specifically mentioned situation and context based skills for fluency, as well as being expressive with little hesitation. For teacher 2, communication was most significant: "Fluidity basically means that you can use the language in several situations, you know, both formal and informal situations, that you have register enough to express yourself" (line 7). Teacher 3, on the other hand, expressed that proficiency in a variety meant to be fluent, and that there was no necessity to be fluent in to be good at a language. In other words, there is no need to sound native-like in order to be fluent. It is important to mention that teacher 3 stated that all three definitions entailed communicating efficiently with all speakers for there to be meaningful two-way communication.

Among the students, pronunciation was commonly described as the way you pronounce words. Yet, what they associated with pronunciation was rather interesting. Student 1 defined pronunciation as "the top layer" of speech. It is the sounds that come out when you speak or pronounce words. Through the interview, it seems as though student 1 associated pronunciation with nativeness: "But being able to sound like people doing series, for example. We watch a lot of Netflix, for example. If you sound, like, close to that, that's, like, good pronunciation" (line 12). Student 2 mentioned that pronunciation is the accent you speak, which affects the way you pronounce different words. Student 2 also associated pronunciation with "saying it right". This does not necessarily mean native to her, as she provided an example: "Because you can say like, for example, for "vegetables" I used to say "veg-e-tables". That's pronunciation, if you say it right". It seems as though she is more concerned with intelligibility than nativeness in her example. Student 3 said that pronunciation does not determine how good you are at knowing or speaking a language, because like in Norway, there are many different accents. None is better than the other: "It doesn't determine, like, how good you are in the language, like, in the region… if you're from, you know, Oslo and you speak very pretty, and you speak to a person from the West Coast. Doesn't mean one's better or one's not, you know?" (Line 16). From her example, it seems that student 3 argues against the prejudice around different accents, where pronunciation is defined as the accent one speaks. Even though student 3 argues against the idea that an accent defines proficiency, it is evident that she still associates accents to pronunciation.

The students were all unanimous on the definition of oral skills. To them, oral skills meant being able to communicate in context with others. Student 1 added that "…good grammar and listening and comprehending, especially on topics that you're not familiar with,

if you're able to understand that, that shows good oral skills" (line 12). Student 2 described oral skills as "your way with words" and later added "You can say a word right, but if I use it in a wrong sentence I wouldn't have good oral skills" (line 12), which means that oral skills relate to vocabulary and register knowledge as well as metalanguage skills – being able to understand when and how to use a language or a phrase. Interestingly, student 3 added that oral skills determine how good you are at a language, as communication is "the most significant part of a language" (line 16).

The students also mostly agreed on the definition of fluency. To them, fluency meant being able to communicate. Student 3 adds that fluency is being able to participate in conversations and stresses the importance of understanding. Student 1 said fluency correlated with sounding native: "I think, for most people fluency is speaking, like, clearly and sound English, you sound correct, it sounds right. I also notice grammar. And that you use good words, you sound as native as possible" (line 8 – 10). To her, sounding native was not a focus in school. She mentioned that she would practise her pronunciation by watching and listening to videos on YouTube or watching series online. Student 2 reflected upon levels of fluency by using herself as an example:

> I actually talked with the other girls, what they would say is fluently. And they would say that when you are a student in Norway, they would say that you speak fluently. I don't feel like I speak fluently, because when I speak with people with English as their mother tongue, there's a lot of times I don't understand what they're saying. Because they have other expressions for things and maybe the accent is different. For instance, my cousin is married to a guy from Australia - (line 4).

> When you talk with eh….this summer I was at a camp, and there was the speaker at the camp, he was from the United States, and then he asked like "do you know English? Of course, you do, you're Norwegian". The people always assume we know English, but I don't feel like it (line 8).

5.2 Expectations of pronunciation

For this category the two groups of participants were asked different questions based on their role as either teacher or student. Even though the questions were different, they coincide in categories for both groups. In the interview guide for the teachers, questions 5 – 11 are categorised as "expectations". These are expectations the teachers might have both towards the language, but also regarding pronunciation training or exercises in class. In the

student interview guide, questions 3 - 8 are categorised as “expectations” and revolve around their expectations and experience of pronunciation training in upper secondary school. This chapter will be divided into sub-chapters, where the answers of both teachers and students will be analysed in coinciding categories. For example, where a teacher might be asked how they teach pronunciation in class, a student will be asked about their expectations of pronunciation content in class.

The teachers seemed to have different expectations as to when and how to teach pronunciation depending on class and direction of studies. For example, teacher 1 mentioned that she plans different exercises for general studies years 11 and 12. These pronunciation exercises will again be different for a healthcare, child and youth development class. Teacher 2 also mentioned that most of the pronunciation focus will be in year 12 for general studies.

5.2.1 Pronunciation content in class

For this section the following questions were asked the teachers: Do you teach pronunciation and how? Students were asked: Throughout your upper secondary English classes, do you think there has been sufficient focus on pronunciation? How come?

Teacher 1 and teacher 2 had similar tactics regarding pronunciation exercises for general studies year 12. Teacher 2 said:

> There [international English/English 1], students had to study the different versions and study intonation, study pronunciation and how to accentuate sentences and… Just to get an understanding of the different version. They would be tested on that, but the goal was to recognise versions of English, not to make them speak it (line 29).

While teacher 1 added that for the listening test, she would try to find audio material of speakers from all three concentric circles in Kachru’s model to underline that there is more to English than just native accents. However, this has proved to be difficult using teaching material available through textbooks publishers.

Teacher 3 stated he did not teach pronunciation in class, but added that he would correct pronunciation if necessary. This prompted the question of when correction was needed. Teacher 3 answered: “When there are words that are frequent and where students mispronounce them in a grave way” (line 43). “Then I would help them, if it’s necessary for them to continue [reading/presenting], or maybe write it in the feedback. But not necessarily

correct them in front of the class. It's more important that they talk or read than get it right on the first try" (line 45).

All the students expressed that there has not been enough focus on pronunciation in class, particularly after they chose English as a programme subject in year 12. Student 2 describes this in her interview:

> In first grade I expected it to be very much the same as ungdomsskolen [lower secondary school]… We didn't really focus on that [pronunciation], so I didn't think it was very important. In those grades you learn how to be understood and how to understand people… When it comes to this year and last year, I expected more focus. Because even though it's [pronunciation] not necessary to understand I think it's important to understand more (line 16 – 18).

She further explained that they had touched upon different pronunciations, but that she would like to learn even more:

> I think it would be useful to learn more about it because there can be a lot of misunderstandings when you don't know what accent you're speaking or speaking to. I've experienced that when those I speak to, same as me, don't have English as their mother tongue. Sometimes I've been offended because, or like, insecure what they mean when they correct me or anything. For me it feels like targeting or correcting, really (line 35).

Student 1 voiced strong opinions on the level of pronunciation proficiency in the school system:

> As long as you can present something and "oh yeah, fix your language". That's kind of where it ends [pronunciation training]. There are no lessons on how to improve or like, "you can do these exercises in order to learn better". That's a little frustrating… I feel like if you're paying, well not paying, but you're going to school in a country where school is a big focus, you have to learn English, you should have a good English accent. The school should provide that (line 36 – 38).

As the interview progressed, we discussed how teachers often have limited resources in class when it comes to pronunciation. This led to an interesting conversation about shame:

> …The main problem I think is that a lot of Norwegians are ashamed of speaking English, because they don't have that accent. Norwegians have perfect grammar, and

> when tourists come up to them they don't want to speak English, because they feel like they have to speak perfect. I've had friends that refuse to speak, because that and that person has a better accent or they know better or something like that. It makes me sad. English is supposed to be a tool to speak to people and communicate, and it's doing the opposite thing, you know? (Line 42).

When asked whether or not there has been enough focus on pronunciation during her upper secondary schooling, student 3 shed some light on what may "steal" focus away from pronunciation training:

> I feel like there's been more focus on understanding the topics and getting good grades. I feel like, here it's all about GPA I believe it's called in English and getting, as many points as you can. So, I feel like the teachers, they kind of maybe focus more on things that the students are good at in order to get them there. So, like, we haven't read almost any books throughout, like, any English classes. I think I read, like, one in the first grade. And we present a lot, but I don't believe that it helps, if you haven't really, you know, have the... if you don't have the foundation of communicating skills (line 52).

5.2.2 Method of pronunciation training

For this category the teachers were asked "What do you think is the most beneficial method for pronunciation training?" and students were asked "What, if anything, did you first expect of upper secondary pronunciation content in English class?".

Two of the three teachers stated that they did not really have one set answer for this question. Instead, they provided what they thought would be good general advice. Teacher 1 stated that listening was an important activity to improve pronunciation, and also brought up that it is difficult to have individual training and feedback for listening. Particularly if the teacher is supposed to give feedbacks on pronunciation afterwards:

> But when it's a big class it's hard to do individual training. I have taken students... to prepare them for the oral exam and told them that they are talking too fast, some have a too Norwegian accent, where you go up towards the end sounding… questioning everything. So, I've given them feedback on that. One or two of those students I'm talking about, I told them that I would give them individual training (line 52).

Teacher 2 stated he did not have any preferred method or opinion about how to teach pronunciation, as he focused so little on the topic himself. He did however reflect back on how he as a student learnt an accent:

> I remember we used to use language labs. We used to have, this was before, you know, internet technology, so we used to sit in stalls and our teachers used to play us some sort of text and there would be additional questions. And we would sit and speak and the teacher would listen in, and then the teacher would actually interrupt us and give us individual feedback on our pronunciations. That's what I remember from my own learning. I don't remember how much it helped (line 43).

Teacher 3 stated that listening to native audio would be best for pronunciation training: "So, either in movies or dialogues or whatever. Otherwise, you can focus on individual words, but it's not something I've tried. And you would need to have some pronunciation classes. We don't really have space in the curriculum or in the schedule" (line 51).

While the question asked for the students did not explicitly include the words "pronunciation learning methods", nearly all the answers given revolved around how they expected to learn pronunciation in class. Because of this, I saw it fit to include the question "What, if anything, did you first expect of upper secondary pronunciation content in English class?", for this category.

When asked how she expected to learn pronunciation, student 2 answered that she thought the teacher would include pronunciation training more frequently into the classes: "Maybe the teacher would talk more about pronunciation and listen to different videos with different pronunciation maybe. If we were gonna listen to videos maybe she would point those out" (line 20). Student 1 also expressed an expectation of more specific or precise pronunciation sessions. She also expressed a wish of moving into the etymology of certain words: ": I was imagining … Going through like, what words are used and then go much deeper into them than we have done…, , like why is it pronounced like that, is it French, is it German is it from Norse? (Line 14).

During the interview, it became apparent that student 3 had completed her primary and lower secondary schooling at an international school abroad. While she was not expecting literature and language learning in Norway, she had some general expectations:

> I wasn't expecting you know, coming here to be learning literature and language, because I know, like, the British curriculum is very different. They're very...They go in detail in on that topic, but here I was, maybe expecting a different kind, a different way to learning English. Like, I was expecting more pronunciation and reading skills… However, my experience thus far has been interesting, since I learned more about the cultures and history throughout the English classes, rather than pronunciation and how to formulate sentences (line 18 – 20).

5.2.3 Expectations of a good English pronunciation in class

For this category a mix of questions are needed to analyse what "a good English pronunciation" means for the participants. Questions such as "What is a good English pronunciation to you?", "How much does a good pronunciation count in assessment?" and "Do you teach/aim for a specific accent in class?" were directed towards the participants. Unfortunately, the students were not asked the first question "What is a good pronunciation to you?", but by analysing the other questions it is possible to uncover some of their expectations to what a "good" pronunciation is to them.

All teachers said that they do not teach a specific accent in class, and they do not expect the students to talk a certain way. As teacher 1 expressed: "I don't think I can change somebody having an American accent to tell them to be completely British… But I ask them to stay consistent when they write. To choose either American or British" (line 63). Teacher 3 pointed out that it would be difficult to judge pronunciation when he himself does not speak a certain accent: "No, I don't. We have students from many backgrounds and I don't know what they've been taught before. Since I don't have a clear accent, how can I judge my students on that?" (Line 59).

When the students were asked a similar question: "Are you currently aiming towards an accent?", two out of three stated that they aimed towards a specific accent. Additionally, two out of the three students stated they had a mixed accent. Student 1 said that she aimed for an American accent:

> I'm currently aiming for the American [accent] because that's the one I was taught in in grade school. I would love to be taught like, British English, because that's more the proper one, but our teacher focused on the American one. I'm really happy about that really, because then I was able to actually get that accent, in a way (line 16).

She further explains that the American accent is not her favourite, but it is the most popular and perhaps practical: “Even though English has become a lingua franca, American English has become like an image of that. If you can speak close to that, then you’re, you can speak English” (line 20).

Student 2 was one of those who identified their accent as a mix, while also being the one who did not aim towards a specific accent:

> Maybe American English and sometimes I think I have more British pronunciation of some words. I don’t have an example, but I am not aiming for an accent. I think it’s because in everyday life I’m surrounded by a lot of accents. When I talk to the volunteers there’s more a Spanish accents, songs and series are more American (line 26).

Student 3 also identified her accent as a mix, although as she explained, it has not been a conscious choice:

> So, I believe I have a sort of like a transatlantic accent. Not very 50s, but more that, like, since I speak like more British [English] with my British friends and then more American [English] with my American friends. So, I’ve had a very confusing accent for many years. They haven’t quite understood where I’m from. And I understand that, you know. But I think I’m aiming for a British one, at the end of the day (line 28).

For the next question, teachers were asked “What do you look for when assessing spoken English?”, with the follow-up question: “How much does a good pronunciation count when assessing?”, and students were asked “Do you think a ‘correct pronunciation’ will affect your grade?”, with the follow-up question: “How do you feel about that?”.

All the teachers explained that communication was the most important aspect to assess when grading oral English. Being able to express oneself, body language and being able to understand were keywords repeated by all teachers. Yet, as I asked the follow-up question “How much does a ‘good pronunciation’ count?”, the teachers’ expectations and opinions varied distinctively. Teacher 1 thought that pronunciation mattered a great deal when grading spoken English. To her, pronunciation is about intelligibility, speaking clearly and in the right manner, such as tempo, formality and prosody. Without these attributions, communication would halter (line 81). Teacher 3 believed that pronunciation should not matter, it should be neutral, which means that it should not consciously affect the grade. He also brought up that it

would be difficult to grade pronunciation when the curriculum does not state which pronunciation, or accent, we should use as the default (line 83). Teacher 2 mentioned that he is not too strict on pronunciation. Rather, drawing on what teacher 3 said, it is the intelligibility or flow of the conversation that is the focal point of grading. Teacher 2 also mentioned that it is easier to categorise an oral assessment as "excellent" if the student has a form of "charming" or good accent, in addition to good flow of speech and intelligibility. However, the accent will not be a hinderance to students with great presentations or conversations, as long as there is good flow of speech and intelligibility (line 72).

Interestingly, all the students thought that a "correct" pronunciation would affect their grades. Student 1 indicated that a poor pronunciation would negatively affect the grade, as the teachers often had pronunciation as a main criteria for oral presentations: "I know it will, because it's something, like teachers will say 'oh, you can work on pronunciation', it's like an own goal, while also not teaching us pronunciation" (line 65). She further discussed that, in her experience, pronunciation was often too big of a focus compared to how little training they received in class:

> If you take me, who has a good pronunciation, and a random ass person in my class, who maybe has a strong NorwEnglish accent. They could put in twice as much work in and have that presentation and they're still gonna be pulled down because of pronunciation. I could maybe bullshit my way through and maybe sound like I know what I talk about, and maybe get a better grade than I deserve for my work. I think that's very sad, because, I mean, I have not been taught this [pronunciation] in school. We haven't had the same starting point (line 65).

Student 2 questioned just how much pronunciation could affect the grade, but agreed that, subconsciously, teachers could be affected by a poor pronunciation:

> Not that much, maybe. I think it affects the grade, but I don't know how much or if it's even on purpose. When you have a presentation, and you can have all the right words, but if the pronunciation doesn't sound good, kind of. Subconsciously the teacher might change the grade because it doesn't sound so good (line 58).

When asked how she felt about the situation, she discussed both positive and negative sides. For example, it could push people into focusing more on pronunciation, but then she questioned whether it was necessary as long as the speech was intelligible, like Jens Stoltenberg (line 60).

Student 3 also thought that pronunciation affected grades, but saw it as a natural part of language learning and feedback:

> I searched it up and it's about 5 to 10% of your grade depending on what curriculum of course, but...although it's not like a huge percentage, it is, it will impact your grade in some way. And I don't necessarily think that it's a bad thing, because a significant part of learning a language is communication (line 68).

When saying this, she also stated that schools should focus more on pronunciation teaching and presenting to an audience in order to boost self-esteem and lower any pressure: "And especially loads of kids feel the pressure and, like, anxiety for presenting when they don't feel like they can pronounce words right" (line 68).

The last question for this category is "What is a 'good pronunciation' to you?", which was only directed at the teachers. All three teachers provided a somewhat similar answer when asked this question, where keywords such as broadness, British accents and communication and intelligibility were all discussed.

Teacher 1 started discussing the American versus British English accent, and said that when speaking an American accent, it was important to not go too broad, and maybe stick to an East coast accent, as they are closer to the British accent. As for a British accent, she mentioned that there are many varieties, which can all be difficult to understand: "[…]the British themselves have a tendency to speak too fast with a wrong tempo sometimes. And also, the different accents in England can be difficult to get sometimes. To be more mainstream is easier" (line 69). So, in a sense, intelligibility is important to teacher 1. She also mentioned that a student with a distinctive Norwegian accent would be advised to listen to British accents to try to change intonation and pronunciation.

Teacher 2 also mentioned that British accents are difficult to understand, but he compared them with the diverse Norwegian accents, stating that for all languages it is difficult to understand a broad accent, no matter if you are native on non-native. This led to another keyword discussion, namely intelligibility: "So yeah, in a communication context it's intelligibility and just being able to understand… I guess it has to do with the speed, the vocabulary you use and also how broad your accent is (line 61). I later asked, "how do you teach intelligibility?", to which teacher 2 replied:

> "I haven't really been faced with that situation, really. Because, always, when you're in class, you always have material that is intelligible. Of course, sometimes you might use examples… Sometimes I've used videos of Ali G, you know, when he goes to, when he goes to Wales. And I see that some of the students struggle with getting the jokes, probably because of the accents, because they would have understood the jokes if it hadn't been for the accent. Well, intelligibility just comes down to experience, how much you've been exposed to different accents" (line 63).

Teacher 3 did not particularly mind any accent, but highlighted that good pronunciation is being able to communicate clearly and efficiently whilst "sticking to one accent" (line 66). After some further questions it was made clear that typical attributes of accents, such as prosody or vowel sounds did not particularly matter to teacher 3.

5.2.4 Common national accent model

After receiving the feedback on the previous topic, I decided to ask a more reflective question, which was not originally in the interview guide. I did not ask teacher 1 this question, sadly, but all other participants have been asked how they feel about having common national guidelines for pronunciation – or a common national accent model. Teachers 2 and 3 had similar answers, but their focus is still quite different. Both are mainly against a common national guideline. Teacher 2 focuses more on language as an identity and language freedom, while teacher 3 sees the topic in a more pragmatic and inclusive point of view.

Teacher 2 did not think it would be helpful to have everyone speak the same way:

> […] if you put it as a guideline, you would also have to grade it. I think it would be difficult for some students to achieve a good pronunciation of words. Say you have a Jamaican English student and suddenly they have to change their accent. You know pronunciation, jargon and vocabulary is part of your personality, so forcing everybody to follow an accent would cause other challenges, I think (line 69).

While teacher 3 was in favour of having clearer national guidelines of assessments, he was not necessarily for any strict accent regime:

> Of course, when you're in Britain it of course should be British English, in America it's American English. But in Norway, for someone to say you should speak in a certain way… at the same time it's difficult to a teacher that the person has to know and to teach all the different varieties. Uh... but of course, one thing that we could aim

> for is to have guidelines, how to teach pronunciation from primary level and on words, so that the students know which variety they talk. But of course, if you…if students change teachers every three or four years, and the teachers have different backgrounds, how can you ask a student to speak a certain variety when they have had different teachers? So maybe not common guidelines for pronunciation on grading but national guidelines generally for how clear a person is talking, certain rules that they should get right. There's a lot of things that different varieties have in common. I think it would be easier to grade when you have certain guidelines, but they shouldn't be too strict.

The students all thought that having a common national pronunciation model would be beneficial and easier for all parts. Interestingly, students 1 and 2 saw it as an opportunity to unite and help each other in school, while student 3 reflected more around the pros and cons of a national model. Student 1 discussed how learning the same accent would be beneficial in terms of simplicity. It would become easier to help each other reach the accent aim and it would be much easier to understand each other worldwide (line 62). When asked this question, student 2 mentioned that she thought the school already favoured an accent in English class, as she pointed out that all audio material from the textbooks were done in the same accent: "But I also think that's the purpose because the audio files are all the same accent, I don't feel like that... *at the kommer fram*" [it shows in class](line 47). When asked what she meant by "*at det kommer fram*", student 2 explained that the book and its webpage use "English-English", or British English, most of the time. She believed this accent to be the implicit accent aim for all schools, but that they do not practise the accent in class. Student 3 agreed that aiming for the same accent would make it easier for students, but it would also limit diversity and maybe boost polarisation between natives and non-natives: "Then it would definitely make people look down on others much more, like Norwegians trying to speak English or tell and translate" (line 74).

5.3 Attitudes towards different varieties

This chapter explores the different attitudes the participants had towards certain accents and varieties of English. Teachers and students seemed to have similar attitudes towards accents such as the Norwegian English accent, the British and American English accents and, as Rindal describes it, the neutral English accent. The section will begin by looking at the teacher's general attitudes and practices around accents in class, then it will present the students' point of view.

All teachers were asked the question “do you teach or recommend any specific accent?”. To this all replied no, they did not. Teacher 1 mentioned that it is particularly difficult to attain a British accent solely from classroom practises, if the teacher does not have some sort of British accent:

> I don’t think I can change somebody having an American accent to tell them to be… to be completely British. They need to have good role models as teachers as well, to be able to have a UK accent or British accent (line 63).

Teacher 2 explained that during his own education it was an accomplishment to sound native-like, but that there is little focus on sounding native-like today:

> […] but the last two decades I think we’ve gone away from that, because we have accepted other versions of English, and I don’t think there’s an expectation of speaking proper English or speak some sort of Irish or British or American English. So yes, throughout my teaching I have not emphasised that at all [sounding native-like]. Basically, I’ve encouraged students to, if they have a different, sort of accepted official English or accent, I’ve sort of encouraged them to use that. It can be Australian English, it could be Jamaican English (line 18).

Teacher 3 stated that it is difficult, or even unfair, towards the students to teach one accent aim, as they all come from different backgrounds: “No, I don’t. We have students from many backgrounds and I don’t know what they’ve been taught before. Since I don’t have a clear accent, how can I judge my students on that?” (Line 59).

5.3.1 Norwegian English

After completing the interviews with all participants, it seemed that both teachers and students alike had certain negative attitudes towards the Norwegian English accent, often referred to as “NorwEnglish” in the interviews. This accent was not discussed in detail for most of the interviews, but it is apparent that the Norwegian accent is not as widely accepted as any British or American accent. Teacher 1 mentioned the Norwegian accent and how it might interfere with intelligibility. Particularly in how Norwegians tend to raise their tone at the end of sentences. For many English speakers, a statement ending in a high pitch might be confused for a question. Teacher 2 was the participant who discussed the Norwegian accent in more details. One of the questions that came up during this interview was “Do you think a Norwegian accent hinders communication?”, to which he replied the following:

> Well, there are…not that I can come up with specifics on the fly, but there are certain ways, if you pronounce English with very Norwegian, sort of pronunciation, you might actually, uh, use the wrong words, you might have an intonation that is difficult to follow, and it might be very difficult for an audience… say that, for a Norwegian audience, they will understand you, but if you talk before an English, an American audience, or an international audience they might not be able to follow… , it could also be just be individual words that are pronounced in a Norwegian accent, which actually change its meaning, because you're saying another word. Like "three" and "tree" for example. (Line 33 - 35).

Both of these teachers explained that they would correct students with a strongly pronounced Norwegian accent, but would do so on an individual level, for example after a presentation or after hearing the students speak in group discussions. When teacher 3 was asked the question "What do you think is a good accent?", he replied that communication, particularly efficiency and clarity, was the most important thing in any accent. Although, he would prefer if students stuck to one accent (line 66).

When asked about her thoughts on the Norwegian English accent, student 1 answered the following:

> I get that it's, like, a super strong accent, that you sometimes can't understand a single word of. Maybe the speaker should work a bit on pronunciation in order of being understood. The reason we learn a language is to understand and comprehend and communicate to other people. I don't think there should be any judgment, but I think that you should aim to be understood (line 34).

When student 2 was asked if she thought she would have been a more confident speaker had there been more focus on pronunciation in class, she answered in the affirmative, and she also added that she was afraid of sounding too Norwegian when speaking English, as "[…]it sounds so funny. I think it would have made me more confident" (line 54). Student 3 did not mention the Norwegian English accent in particular, but when asked whether a "correct" pronunciation would affect her grades, she discussed how schools should focus more on pronunciation as quite a few students are insecure about their oral skills and perhaps particularly pronunciation:

> And especially loads of kids feel the pressure and, like, anxiety for presenting when they don't feel like they can pronounce words right. Like, my friend for example, she's

> always scared about going to say something wrong and I feel like, well if you take that away there's nothing to be scared of, you know? (Line 68).

5.3.2 British and American Englishes

It seems that the participants all highly regard British and American English. As I asked the teachers "What is a good pronunciation to you?", British and American English were used as reference accents. Particularly the broadness of an accent was mentioned by some of the teachers. For this question, teacher 1 stated that there are good pronunciations of each accent, but that it would be best to aim for a more "mainstream" accent in the Norwegian classroom:

> Well, it could be an American, I mean, when it comes to America... Somebody... when it's not too broad. Maybe it's easier to understand them if they are sort of on the East coast, its closer to the British […] . But anyways, the British themselves have a tendency to speak too fast with a wrong tempo sometimes. And also, the different accents in England can be difficult to get sometimes. To be more mainstream is easier (line 65 – 69).

Teacher 1 was one of the teachers who had the accent test in class, where students had to listen to different accents and place them geographically. She stated that the audio clips were mainly, if not all, of native English accents, such as British or American, as non-native English accent audio clips can be difficult to find and place geographically (line 46).

Teacher 2 also immediately referenced British English, but stated later on that intelligibility is what is most important in communication: "So yeah, in a communication context its intelligibility and just being able to understand… I guess it has to do with the speed, the vocabulary you use and also how broad your accent is" (line 61). As mentioned earlier, teacher 3 valued clarity and efficiency most in any accent. One might define these terms as crucial for "intelligibility".

When student 1 was asked the question "Are you currently aiming for a type of English accent?", she replied that she was, but it was not the "proper English", yet she explains that her accent aim worked out for the better in terms of pronunciation:

> I'm currently aiming for the American [accent] because that's the one I was taught in eh, in grade school [base school/primary school]. I would love to be taught like, British English, because that's more the proper one, but our teacher focused on the

> American one. I'm really happy about that really, because then I was able to actually get that accent, in a way (line 16).

When interviewing student 2, there were several episodes where it became clear that British English was "the proper English". Particularly when she spoke about the textbook's English, she referred to it as "English-English", instead of "the Queen's English" or "British English": "Yeah, I think so. Because now I think the purpose is to learn English-English, cause when we listen to the audio files from the book it's, like, really English" (line 41). When I asked student 3 about her accent aim, she told a personal story about how she experienced how different accents are perceived by others:

> So, I believe I have a sort of like a transatlantic accent. Not very 50s, but more that, like, since I speak like more British with my British friends and then more American with my American friends. So, I've had a very confusing accent for many years. They haven't quite understood where I'm from. And I understand that, you know. But I think I'm aiming for a British one, at the end of the day. There's a reason for it, and that's because when I was in London now, in summer, yeah, I was with my American friends and we spoke very American [English]. And I...I saw that I was getting, like, stares and funny looks, and I actually felt dumb speaking with this accent because I feel like...like, me personally, I felt that, not that it is like that but... When people look at others that speak British [English], they kind of see them in a higher status light. Yeah, so it, it kind of puts them like "oh they're smarter. Or they can speak proper English", right? And it shouldn't be like that, but I just I felt dumb for speaking a bit more American. Yeah, so I'm aiming for a British one.

5.3.3 Neutral English

It seems that quite a few of the participants accept, and use, what Rindal refers to as a neutral accent. Both in her research and in this study, a neutral English is thought of as a mix of the British and American accents. Teacher 2 agreed that his accent could be termed neutral, and so one of the questions asked during his interview was, "What is neutrality, to you, in an accent?". Teacher 2 explained that a neutral accent "means that I can communicate and make myself understood, but without identifying with any specific accent" (line 51). He then continues with an interesting anecdote about how neutrality can be different from one country to another:

> Yeah, it was interesting, because I was just in Ethiopia, just some months ago, and me and a colleague had a workshop for Ethiopian teachers and they told me straight out in the beginning that they were having problems understanding my English, and I thought that was interesting, because I've always thought of my accent as neutral in a way. And accessible. But I had to adjust my vocabulary a little bit, and I had to probably talk a bit slower, and it worked itself out, but in the beginning they had troubles following my English. But from my other experience from travelling to other parts of the world, Britain, United States, I've never really had an issue communicating (line 51).

Teacher 1 stated that her accent is a mix between British and American English. When asked the question "Ever since you started teaching, has your view on pronunciation and pronunciation teaching changed?", teacher 1 said that the biggest change was how the view of pronunciation and accents had changed:

> People told me when I came [to the United States] "oh you have such a nice British accent", but now it's a mix between everything. And I think that's the main thing that has changed in my view, that you don't need to go and teach British English or American English. And the students come with so many varieties themselves. I think it's important to show them the difference between varieties… (line 31).

She also states later on that she accepts the mixed accents, but will make her students choose either American or British English when writing (line 63). Teacher 3 also stated that he has a mixed accent, but interestingly, he also brought up the question of identity in his answer:

> Well, I kind of… it's a question of "what's my identity?". I'm kind of European, since I spent some time in both Austria, Germany and Norway. So, I don't have a clear accent in German, I don't really have a clear accent in English either. To me it's easy to adapt my accent to who I'm talking to, but mostly I think that my English is more tending to be American than British, but I'm not 100% sure.

As already mentioned earlier, student 2 and student 3 reported having a mixed accent, but neither defined their accent as neutral. Student 2 said that her accent would change depending on who she speaks with. It could easily sway between American, British and sometimes Spanish when talking to the volunteers at the school (line 26). Student 3 reported having some sort of transatlantic accent, explaining that she could sway more towards American when

speaking to her American friends and more British when speaking to her British friends (line 28).

5.4 Chapter Summary

In this chapter I have discussed three major topics that relate to my research questions "How do the content expectations of teachers and students differ with regard to English pronunciation in Norwegian upper secondary schools?", "Do teachers and students have different attitudes towards some English varieties?" and "To what extent and how do teachers focus on pronunciation?". These topics are 1) definitions of pronunciation, oral skills and fluency, 2) expectations of pronunciation teaching and 3) attitudes towards some English accents present in the Norwegian schools. Through this study I have found that few participants are aware of the many terms that make up the challenging topic of pronunciation. It also seems that there is little focus on pronunciation training in class. This topic in particular, clearly separates the students from the teachers, as the students wish for more explicit training, yet the teachers feel they do not have the time to properly introduce pronunciation. The students and teachers are further divided, as the students often associate pronunciation teaching with the EFL paradigm, while the teachers mostly represent the ELF paradigm. The students have a great focus on sounding native-like, while the teachers are more interested in intelligibility. Lastly, mostly all of the participants seem to share the same attitudes towards three English accents: Norwegian English, British and American English and neutral English.

6. Discussions

This chapter discusses the findings of this study and how they relate to previous research and how they answer the research questions of this paper: “How do the content expectations of teachers and students differ with regard to English pronunciation in Norwegian upper secondary schools?”, “ Do teachers and students have different attitudes towards some English varieties?” and “To what extent and how do teachers focus on pronunciation?”.

6.1 Pronunciation, oral skills and fluency

This study found that quite a few of the participants did not necessarily know the full width of what pronunciation entails, as there is no clear definition of the term in the curricula. Teacher 1 provided the most detailed answer when she defined pronunciation as including intonation, stress, rhythm, vowels and consonants. For the remaining participants in both groups, the keywords used when defining pronunciation were “accent” and “intelligibility”. While accent is the most obvious or revealing part of pronunciation, pronunciation in fact comprises many different components, as teacher 1 mentioned. Intelligibility is a major focus in schools today, as the ELF paradigm has gained a stronger foothold in Norway. As this study has uncovered, intelligibility matters a great deal, not only to the ELF paradigm and the LFC, but also in CEFR’s guidelines, which are the ones that influence the Norwegian curricula. Yet, these guidelines are not incorporated into the Norwegian English subject curriculum LK20, as of now. I believe that including or referring to CEFR’s key concepts of pronunciation in the English subject curriculum would aid the students and not least teachers in need of more concrete information about what pronunciation is and just which components to grade. CEFR also includes a measure of competence in scales or levels ranging from A1 – C2 with corresponding descriptions of competence, as shown earlier. These can be converted into the assessment system that is used in Norwegian upper secondary schools today, or at least be inspired by them. As defined in the report created on behalf of CEFR, the key concepts of pronunciation are articulation, prosody, accentedness, intelligibility and comprehensibility (Piccardo,2016, p. 16). The defining terms for pronunciation provided by the participants are included in these key concepts, such as intelligibility and accent, but I believe a greater understanding of every concept would help the schools and teachers to understand just why pronunciation is important. Furthermore, including these concepts in the classroom could lead to a more inclusive point of view and more consistent pronunciation teaching (and assessment), not only of what pronunciation entails, but also of different

accents. Should teachers want further support, or a more detailed description of what to teach in pronunciation, the Lingua Franca Core (LFC), is a great starting point, as it highlights certain elements that can be difficult for learners of English to master or distinguish without a sustained focus on accent.

Pronunciation was relatively easily distinguished from oral skills and fluency, but the two latter have been harder to separate from each other. The most common phrase for defining oral skills was “communication in context”, which refers to how speakers adapt the language depending on formal versus informal style, the audience and how successful the communication is in general. Several participants understood it as using the grammar and register to help understand communication. This, I have interpreted as a metalanguage skill: knowing when and how to use language. “Fluency” was commonly defined as “situation-based communication” and was linked to “proficiency” and “participation and understanding”. In many ways, it is thus quite similar to oral skills. It is possible to view “fluency” under the much bigger umbrella-term “oral skills”, as the term indicated that speaking and writing comes with ease in communication. One student said that oral skills would determine how good your language skills are, and while it is true, I believe “fluency” to be the better “judge for proficiency”, as it would require oral skills to understand and adapt to contexts and communication, while the ease or flow would indicate just how well you process the act of communication and its contexts. Yet, as stated earlier, fluency may come with enough practise over time. Nonetheless, I believe this separation of the three terms have made it easier to forget about pronunciation over time.

6.2 Expectations of pronunciation

6.2.1 Content in class

In the analysis, the corresponding questions to this category were “how do you teach pronunciation” and “do you think there has been enough focus on pronunciation throughout upper secondary?”. This section of the chapter therefore answers the sub-question “to what extent and how do teachers focus on pronunciation?”. The interviews made it clear that teachers do not focus much on pronunciation, apart from a project in general studies, year 12. The students showed dissatisfaction regarding the amount of pronunciation training they had received throughout their upper secondary schooling.

While the teachers do not actively or explicitly focus on pronunciation as a topic, they seem to follow methods and ideas of both the EFL and ELF paradigms. Two of the long-term

teachers seemed to use the same approach for teaching pronunciation, which involves students choosing a country and an accent to focus on, not to imitate, but to learn different terms and become aware of differences between accents. Although the approach highlights awareness of accents, I am afraid it also focuses on the wrong part of pronunciation. By focusing on accents, pronunciation suddenly becomes geographical, and so the approach may help maintain the EFL paradigm, as it essentially promotes accents and a focus on "correct pronunciation". To avoid such a strong association to accents, pronunciation should first and foremost be introduced by its segmental and suprasegmental features, however it is worth noting that segments are, to some extent, accent dependent. The third teacher mentioned that he does not teach pronunciation at all, but will correct students when speech is mispronounced in a grave way. While it is not ideal to neglect pronunciation as a topic, his way of correcting is similar to the ELF paradigm in how intelligibility is most important in communication. As teacher 3 stated, what is most important is that the students dare to speak and communicate with each other. His way of correcting pronunciation is also in line with Ianuzzi (2017), stating that teachers rarely correct unless they deem it really necessary.

This way of letting students speak without being corrected may also contribute to less shame among the students in the ELF paradigm. As mentioned by students 1 and 2, some people are ashamed or embarrassed to speak English, as they feel they do not have any right to own the language. Student 2 referred to an incident where native speakers of English think Norwegians are fluent in English, while she does not believe this to be true about herself. Generally, Norwegians are quite good at speaking English, and have minor pronunciation issues (Jenkins, 2000; Rindal, 2014). Dovchin (2020, p. 812) writes about the linguistic inferiority complex, where students have seemingly fine pronunciations, but believe themselves to be less than native speakers of English, or not "fitting in", due to typical linguistic stereotyping. For Norwegians however, these stereotypes may come from within their own borders by projecting a collective view of English as something that belongs to the inner circle countries only. From this point of view, English is still viewed through the EFL paradigm. The students especially, seem to think that in order to use the English language, they have to be fluent and sounding native-like. The EFL paradigm's perception of nativeness may influence the learner's identity in how they wish to present themselves to others. Student 1 mentioned that she would prefer to speak a Scottish or Irish English accent, but she chose American as that was the accent she was taught in school and the one she was the most exposed to through media. At the same time, she also mentioned that American was the

easiest to learn, which agrees with Jenkin's (2000) idea that some accents are easier to learn than others.

The students all agreed that there has been too little focus on pronunciation training throughout their schooling. They mentioned that they would like more explicit pronunciation training, especially after they had chosen English as a programme subject from year 12. Implementing a focus on pronunciation from year 12 could be a positive experience for the students. Firstly, students can become more aware of what pronunciation entails, not only focusing on the accent aspect of the topic. By acknowledging the complexity of the term, there will hopefully be a clearer shift towards the ELF paradigm. Consequently, the subjects of "who owns English" and "English as a lingua franca" can be implemented into the topic's core. Secondly, more focus on pronunciation can lead to less shame. As students are researching different features of pronunciation and understand that English is not just "two standard accents", they can become more confident in "owning" the language. Thirdly, pronunciation training may also help students further explore their L2 identity by overcoming shame and looking further than the two standard Englishes that are usually taught in schools.

Student 1 mentioned that it would be helpful to receive corresponding pronunciation training when receiving feedback on pronunciation during oral assessments. This way of pronunciation teaching can be fruitful if the students are aware that there are no "correct" English accents and that it is solely a means to improve individual accents. Otherwise, this sort of training could easily shame students that are not following any set accent aim.

6.2.2 Method of pronunciation training

The corresponding questions during the interview were "What do you think is the most beneficial method for pronunciation training?" and "What, if any, did you first expect of upper secondary pronunciation content?"

Pronunciation training practises still seem to fit into the EFL paradigm, as most teachers agreed that listening to native audio was the most beneficial pronunciation practise in class. While listening to audio is generally an excellent method for imitating accents and learning different pronunciation features, the ELF paradigm does not believe it is necessary to promote input of native or standard Englishes any more than non-native or non-standard Englishes, *as long as the promoted accents are intelligible* (Jenkins, 2000, p. 17). Yet, when investigating the competence aims for *Engelsk 1*, UDIR sets an expectation for teachers to follow the EFL paradigm, as they state that students should "reflect over language varieties in

some English-speaking countries" (UDIR, 2020). This competence aim explicitly states "English speaking countries", and so many teachers may then assume that the aim excludes countries that have traditionally been viewed as the outer and expanding circle. Furthermore, non-standard English accents are rarely represented in classrooms, perhaps as little as non-native varieties in total. Student 2 highlights this issue in particular, as she thought that the accent aim for all Norwegian students was RP, seeing as the audio files on the textbook's webpage was overwhelmingly RP. Why this is still the case is difficult to justify in today's multilingual society. Today, American English accents are more prominent in our culture, and as Jenkins (2000) and some students in this interview have pointed out, American English accents are easier to imitate. Norway has also forged a solid bond with the United States over the years. Yet, as explained in the theoretical framework, the United Kingdom was considered the greatest colonial power in the world. They also influenced the Norwegian English subject greatly, which resulted in a strong bond through time. As Nielsen states (2016), it might also be due to the fact that RP is not associated to any geographical areas. However, upkeeping the traditional accent hegemony in school is an outdated practise, as the paradigm shift continues to progress.

Teacher 1 and teacher 3 mentioned that it is difficult to provide pronunciation training classes and give students individual feedback on their pronunciation due to lack of time and space in the curriculum. It is true that pronunciation should be given more space, or at least more awareness in the curriculum. By providing more awareness, more teachers might include pronunciation practises in class. In some way it could be possible to combine the two issues presented by teacher 1 and 3 with the students' wish for more work and help with pronunciation development. After an oral assessment, teachers could have one session with pronunciation training, where students research and explore their individual feedback on pronunciation development. It would be unrealistic to expect teachers to teach every English accent, however, as the teachers' role develops from supervisor to more of a guide, it would be helpful to teach students to explore their individual pronunciation aim. Although this would probably require more accessible teaching material on pronunciation for students and teachers alike.

When it comes to pronunciation content, the students seemed to expect an EFL paradigm practice. While the methods previously mentioned by the students are not telling of an EFL paradigm, done carelessly, it could lead to an EFL point of view. The suggested methods were listening to videos with different pronunciations as well as focusing on

etymology. Again, it is important to stress how little representation there is of non-standard Englishes as well as non-native Englishes in class. However, etymology could be a great tool for pronunciation practises, as it could help students emphasise pronunciation of certain words. Still, it could support the idea of languages being separated by countries and therefore "good" versus "bad" language pronunciation could arise, which will lead to shaming. Student 3, who went through most of her schooling abroad, stated that she did not expect the Norwegian English classes to revolve so much around understanding, and she did in fact expect there to be more focus on pronunciation. In other words, she expected there to be a much more present EFL paradigm in class, focusing on pronunciation and reading skills. This suggests that some people still view English in Norway as a foreign language and believe that it should be taught as such. Norway is a rather small country that is not in any way central in the European Union or Europe in general, and so many might not be aware of Norway's culture and its linguistic landscape.

6.2.3 Expectations of a "good pronunciation"

I. Accent aims

For this section of the category, the questions asked were "Do you teach any accent aim in class?", "What is a 'good pronunciation' to you?" and "Do you aim towards any accent? If so, which one and why?".

According to the answers provided by the teachers, it seems as though their practices are based on the ELF paradigm, as none of teachers teach any specific accents in class. Furthermore, when asked "what is a good pronunciation?", all teachers promoted intelligibility before any specific accent. Teachers 1 and 2 also discussed some of the challenges around speaking a British English accent, which is in line with Jenkin's previous research (2000). They mentioned that British English accents can be difficult to learn and understand due to segmental and suprasegmental features such as vowel realisations and stress. This is not to say that the paradigm shift is completely clean. Even though the teachers do not teach students any specific accent aim, the majority of the teachers had strong expectations of the students speaking any accent of American English or British English. This, coupled with the practice of only listening to the RP audio files from online-based textbooks, could emphasise the accent hegemony and the EFL paradigm.

Based on the students' reported accent aim, it seems as though they mainly follow the EFL paradigm. Student 1 mentioned that she chose an American accent, as it was easier to

master. She would however prefer a non-standard British accent, namely Scottish or Irish, but chose American due to its accessibility and informal style. Thus, it was more important for her to sound native-like than attaining a preferred accent of choice. Student 3 stated that her accent varied depending on who she interacted with, but that her aim was a British English accent, seeing as many perceive American English accents negatively. Both of these incidents correlate to Rindal's study (2014), where BE is perceived to be more accomplished and sophisticated than AE, while at the same time being harder to achieve as an accent aim. In many ways, these practises support the EFL paradigm. Nevertheless, the students do portray some ELF attitudes and practises. Both students 2 and 3 reported having mixed accents. The fact that both adjust their accent depending on context, correlates to Rindal's (2010) research on L2 identity construction, where identity is constructed and negotiated in relations to other speakers (p. 255). In other words, how you portray yourself and speak to others is not set in stone. The ELF paradigm encourages translanguaging, which in this instance, may refer to using several "repertoires" of English accents, to interact with the world. Student 3 also mentioned that she has some sort of transatlantic accent, which is believed to be a mix of both American and British English. This sort of English is also what Rindal (2014) refers to as a "neutral" English. In her study, Rindal discusses that the neutral variety might be linked to Norway's "low levels of formality and weak standard ideology" (p. 330). Generally, Norwegians speak a variety that is comfortable for them, not a variety based on strict language norms. These L1 forms might have transferred into their L2 practises as well. Seen from an ELF perspective, L1 transfer helps convey the learner's identity, which can positively strengthen the learner's ownership to the language (Jenkins, 2000).

II. Attitudes towards pronunciation in assessments

Questions that were asked teachers were "What do you look for when assessing pronunciation?" and "How much does a 'good' English pronunciation count?", while students were asked "Do you think a 'good' English pronunciation will affect your grade?" and "How do you feel about that?".

The ELF paradigm seems to have gained a strong foothold in the assessment practises of pronunciation. All teachers specified that intelligibility, speaking and understanding with ease, were more important than sounding native-like. Yet, the integration of the paradigm varied among all teachers; one teacher believed pronunciation mattered a great deal when assessing, another thought it was easier to assess a presentation as "excellent" if the students had a "proper" pronunciation, while a third thought that pronunciation did not matter at all, as

long as communication is efficient. In this order, the beliefs range from representing the ELF paradigm from least to most. When comparing their beliefs to when they graduated and how many years they have actively taught English, it becomes apparent that the teacher that graduated first has beliefs that correlate most to the EFL paradigm, while the beliefs of the teacher who graduated last correlate most to the ELF paradigm. It is however interesting that the teacher who actively taught English the most is perceived to be "in the middle" of both paradigms. To him, pronunciation does not count more than intelligibility or information presented, but he admitted that a "good" pronunciation could unconsciously positively affect the grade. As this teacher graduated second of all the teachers, his practise could stem from the beliefs that were considered accepted at that time. However, it is important to note that this practise is not conscious and that intelligibility is considered most important.

All the students thought that a "good" English pronunciation would affect their grade when presenting. Student 1 argued that every school should provide all students with basic pronunciation training, so that all students have a similar reference point. I find this argument intriguing, as basic pronunciation training would indeed benefit students, but as pointed out by Ianuzzi (2017), Norwegian students usually do not struggle with pronunciation. So, would pronunciation training be efficient? This is also some of what student 2 highlighted during her interview when she reflected upon the necessity of pushing students into improving their accents when their speech is intelligible. I believe the answer student 3 provided justifies pronunciation training, in how it is a natural part of communication. It is completely necessary to practice any smaller parts of communication skills in order to communicate efficiently with all speakers of English. By using an array of English accent repertoires, Norwegian speakers of English can adapt their accents depending on speaking partners. A great example of this is how student 2 reported that she would adjust her English in order to facilitate meaning with other speakers. In reference to other points in student 3's interview, teaching pronunciation could also help boost self-esteem and lower any social pressure of having a "proper" English pronunciation – particularly if done as suggested earlier, where the focus is not on sounding native-like.

The fact that students believe a "proper" pronunciation affects any oral assessment, confirms how strong the idea of a native-like accent has been throughout their varied schooling. Of the three students, only one has gone through the traditional Norwegian school system. The other two have gone through schooling abroad in countries where English is not a

first language. The EFL paradigm is still active in today's schools, and it may continue to be unless teachers and students communicate certain expectations regarding oral skills.

6.2.4 Common national accent model

My findings are in line with Kang's (2014) previous research in terms of pronunciation training and attitudes. All of the teachers said that they do not focus much on pronunciation in class. Two of the teachers did complete one or two weeks of a "pronunciation dive" in year 12, where students had to research different accents and later geographically locate accents based on audio clips. The students also revealed that there is little focus on pronunciation and added that they would have liked more training on the topic. Throughout the study it became clear that the participants follow the inner circle's norms in Kachru's circle model, as most of them reported that they were aiming for an American or British English accent. Student 1 in particular, stated that a good accent was an indication of whether you were good at speaking English or not. Most of the other participants had an accent aim, but stated that they had somewhat of a mix. Furthermore, the studies are similar in how teachers reported that intelligibility is the most important aspect of communication and pronunciation, while nativeness is still considered as some sort of "norm". The students' expectations are also similar in how they expect and view English through an EFL lens.

In this study, I have found that there is a mismatch between teachers' and students' expectations in pronunciation assessment and training in general. It seems the students expect to be taught one accent throughout their schooling, which aligns with the EFL paradigm. Yet, teachers have moved away from this practise and are currently leaning towards an ELF paradigm, where intelligibility and communicative skills are assessed rather than accent proficiency. The Lingua Franca Core (LFC), functions as a compromise between the contrasting expectations between the teachers and the students. While the ELF paradigms values intelligibility, it is agreed upon that having an accent model would be beneficial for English language learners. As part of the ELF paradigm, the LFC ensures that intelligibility is a central focal point of English pronunciation, while still acknowledging that there are certain features that might hinder intelligibility in communication. This way, teachers can focus on intelligibility, while the students are made aware of prevalent pronunciation issues among English learners. Jenkins states that the LFC should not be considered a model, nor a restricting model to be used in the classrooms as such (2000, p. 158). Instead, it is possible to use the features included in the LFC to improve known pronunciation difficulties in either classes or countries in general. According to Ianuzzi (2017), most Norwegian students in her

study struggled with the realisation of segmental features. She found that the most prominent error was the pronunciation of the dental fricatives /ð/ and /θ/. The feature is not a core element in Jenkins' LFC, which means that it does not hinder intelligibility. However, as this is a feature that the general Norwegian student body struggle with, it would be beneficial to make students aware and practise realising these features. This way the LFC is utilised to its full potential, not just limited to the absolute core elements.

6.3 Attitudes towards different accents

The teachers and students in this study have quite similar attitudes towards three certain accents: Norwegian English, American and British English and a mixed English. When referring to spoken English in general, all of the participants agreed that, to some extent, a "good English accent" could affect the grade of an oral assessment. When the teachers answered, they surprisingly did not refer to a standard British or American accent but included other non-standard accents.

6.3.1 Norwegian English

In Rindal (2014), none of the participants reported aiming towards a Norwegian English accent, which was also the case in this study. Rindal comments that it is not made clear as to why none of the participants aimed towards a Norwegian English accent. One explanation, based on the findings of this study, could be that all the participants have negative attitudes towards the Norwegian English accent. It became clear that intelligibility, particularly those of suprasegmental features, was the biggest concern by both groups. The teachers explicitly questioned if intonation and stress patterns of Norwegian would be difficult for others to understand in a Norwegian English accent. While it is true that intonation and stress are important aspects of pronunciation, Jenkins (2000) argues that not all features are as important. In the LFC, only some aspects of intonation and stress are considered core features in order to achieve intelligibility. While sentence stress and its weak forms are considered non-core material, word stress is somewhat of a grey sone, as "…misplaced word stress has a corresponding effect on the placement of nuclear stress and, as such, cannot be dismissed lightly. It also affects the aspiration following a word-initial fortis plosive…/p/, /t/ or /k/" (Jenkins, 2000, p. 150). It is therefore recommended that students are aware of the rules around word stress and the many exceptions. Parts of intonation is also considered non-core material, but as seen in the previous quote, nuclear stress can be detrimental to intelligibility in ELF. The nucleus is the most prominent syllable in a word, which the speaker has chosen to highlight through pitch, length or loudness. In ways, nuclear stress is difficult to master, as

it can be somewhat "subjective", in how the speaker chooses to present and stress a sentence. This can affect the listeners' ability to process the speaker's message. Using the features that are core material in the LFC, very little of what the teachers believed would hinder intelligibility actually does hinder it, according to the LFC of the ELF paradigm. Although the two most important core features are word stress and nuclear stress, I believe it is important to highlight that many teacher and students alike might not differentiate between key terms such as nuclear stress or tone units. It is still possible to teach about word and nuclear stress when teaching about intonation without using the exact terms in upper secondary schools.

After hearing what the participants thought about the Norwegian English accent, it is clear that Norway needs a different approach in how to teach and train students about the topic of pronunciation. As we know, words have power in how we describe and view different aspects of our lives. Similarly, it is important not to shame Norwegian students for having a "foreign" accent – within their own country and institutions, such as the schools. The students would for example describe the Norwegian English accent as "funny" and "difficult to understand". It is important to remember that Norway is not considered a native English speaking country, and so, the many varieties should be accepted. As Dovchin (2020) explains, shaming certain accents will lead to linguistic inferiority complexes such as social withdrawal, sense of non-belonging and social anxiety of speaking English (p. 815).

6.3.2 British and American English

The participants' attitudes towards the American and British English accents presents a traditional EFL paradigm. Similar to Rindal (2014), most of the students view British English as "fancier" and "better", while at the same time admitting that the accents are some of the most difficult ones to imitate or learn. The one student who aimed for an American English accent only settled for the accent, as a British English accent was too difficult to master on her own. While British is believed to be the most popular aim for all participants, very few manage to speak a clear British English accent. This might be due to how little the accent is represented in society, outside of schools. As previously mentioned, most films and other media are produced in America, and as student 1 pointed out, it is easier to attain an American accent by watching and learning through American films and videos online, compared to the amount of British that is represented through school. As the teachers were asked "what is a good pronunciation to you?", one teacher immediately discussed the American and British English accents, where she explained that it would be best if any of those accents were "mainstream". Unfortunately, I did not clarify what "mainstream" meant

to her, but based on context, I will assume that it references any accent that is widely recognised, one that is not broad in any way and one that is spoken by many. Based on the context of the interview, it seems as though she would prefer a Standard British English accent (SSBE), perhaps even RP, or a general American accent (GenAm). The teacher also discussed that it was difficult to find audio examples online that were not RP or GenAm, particularly audio that could be used with any text material from the textbook. This way of presenting one or two accents as "correct" are consistent with the EFL paradigm. Presenting audio in either RP or GenAm, mostly RP at this school, would indeed favour the idea that this accent is the correct way of speaking, and, as discussed in student 2's interview, could subconsciously upkeep the traditional EFL paradigm of British English accents being the only correct accent aim.

Such a deeply imbedded paradigm might prove difficult to change. It has had a strong foothold in schools for decades, but also worldwide, where the idea that "proper" English is the only English. A way to weaken the position of the EFL paradigm in schools could be done by frequently represent other non-standard English accents, such as Australian English, Scottish English, Indian English, South African English and other Englishes. The task of including other accents may fall on teachers, that are already pressed for time in their line of work. It is therefore important that other teaching material, textbook producers and others, see the value of an ELF paradigm, where several varieties are included as audio clip examples. Perhaps also, in time, as the world and the English language become more globalised, the English speaking communities might become more accepting and tolerant of different varieties of English.

6.3.3 Neutral English

It seems that the term "neutral accent" is commonly accepted and used among the participants in this study. Teacher 1 defined a neutral accent similarly to Rindal (2012), where neutrality means communicating and being understood without any identifying accent of origin. The issue I have with the term "neutral accent", is how subjective the perception of neutrality is. To me, there are a number of neutral accents, all depending on what you are used to hearing within a culture or country. In ways, a neutral accent will always depend on which country you reside in, as it is possible that an L2 accent will be coloured by an L1 accent to some extent. Rindal & Piercy (2013) also discuss the possibility that a neutral accent is encouraged by the general sociolinguistic climate in Norway, as Norway tends to show acceptance towards spoken variation (p. 224). Furthermore, Norway does not have a standard

accent aim, as many other countries do. Therefore, a neutral accent is more accepted in Norway. Moreover, the neutral accent aligns with the ELF paradigm to some degree. While it is important to have some sort of an accent model, it is not given that it should be one singular accent. These participants have adapted their accents based on the two most prominent and historically influencing accents in Norway over time and combined them to a neutral accent. This way, they follow some sort of model, while not clearly identifying to any of the two countries, Great Britain or the United States.

However, in this study some participants have reported a neutral accent, while others have reported a mix. Rindal & Piercy (2013), limit the term "neutral English" to be a blend of American and British English accents. Some of the participants of this study who reported a mixed accent, explained that they would adjust their accent based on the other interlocutor of that particular moment, which could possibly interfere with the idea of a neutral accent, especially if the participants adopt any telling features from the other speaking partner. Perhaps it is correct to limit the term "neutral English" to the two most prominent accents in the world today because of their status. British and American English have become the two most popular and accepted accents in today's English speaking world. As student 1 expressed, American (and British) English have become the symbol for English as a lingua franca. There is therefore a common ownership associated to these accents, and so, these accents are no longer only associated with native English speakers.

Due to the number of participants who reported a neutral or mixed accent, it could be beneficial to opt for a transatlantic English model in time. Referring back to the strong wish for common national accent guidelines among students, a common accent model seems to be favoured. This issue is quite interesting, as it divides the two groups of participants in opposite directions. The teachers are not in favour of common national accent guidelines. However, teacher 3 did express a want for clearer instructions of what to assess. Using the transatlantic English as a pedagogical model for ELF has been suggested earlier by for example Modiano in 1996 (Jenkins, 2000, p. 17). Moving from two existing language models and merging those to one model allows for a "soft launch", as it still allows for familiarity in either BE or AE. By adopting a transatlantic English model, more known as Mid Atlantic English (MAE) (Modiano, 2002, p. 238), the issue of "which English" in Norway will become far less complicated while also allowing to learn the language with utilitarian motivation (Modiano 2002, p. 238). BE and AE are currently the two most accepted English models in Norway. By combining the accents (and grammar), students will become familiar

with a neutral version, where the accent does not allude to any specific country. Therefore, it will be a somewhat neutral accent, as it is not linked to any region or identity. The issue of identity is however more complicated, as the accent could allude to a high social class. Typically, the accent has been used by the American upper-class and in the entertainment industry. However, as it is not a standardised accent, there can be a variety of pronunciations within the accent itself. The accent also promotes an including culture that focuses on intelligibility, as MAE speakers need to familiarise themselves with both BE and AE terminology. Thus, abiding to essential aspect of the ELF paradigm, where "practise over form" is acknowledged. This way, the MAE speakers expand their language-awareness tools (Modiano, 2002, p 242).

There are also arguments against implementing the transatlantic English as an accent aim. As earlier mentioned, the accent is related to a certain social class. Furthermore, as discussed in Modiano (2002), the language model offers little consistency in both accent pronunciation and grammar. However, referring back to student 2's conviction that Norway's national accent aim is British English, it is important to allow for inconsistencies, somehow. By implementing MAE, there will be no clear hegemony. Nonetheless, it will most likely prove difficult to establish MAE in a culture that has favoured BE over such a long period of time. Other interesting point of views that were discussed during the interviews, were how having an accent aim would limit other accents and that it could lead to more shame by forcing students to speak an accent they might not comprehend. As the students come from various different backgrounds it is nearly impossible for all students to master or aim towards one accent. While this is the case, I believe that a MAE is the variety that allows for most variation, as there are so many accents to choose from, both within BE and AE.

6.4 Chapter Summary

In this chapter I have discussed my findings in relation to the theoretical framework and previous research presented earlier. I have discussed how pronunciation can become more integrated and more inclusive within the existing time frames of teaching. Furthermore, the teachers and students seem to have uneven expectations of the implementation of pronunciation in class, particularly when it comes to what pronunciation is and how much accents determine efficiency and proficiency in oral skills. It is therefore important to align teachers' and students' expectations early on. This can be done by integrating different guidelines, such as the LFC or the CEFR's report, into the English curricula in schools. Both of these guidelines focus on intelligibility and several aspects of pronunciation. While

comprehensibility and intelligibility are in focus, they also see that accents play an important role in pronunciation. The LFC in particular, recognises that it is difficult to learn English without any accent aim or model. Several of the participants seem to use and accept a mix or neutral English, and so I have also discussed the possibility of introducing the MAE as a language model. Quite a few of the participants already report having a mix or neutral accent, but it is also beneficial as it merges the two most recognised accent aims in Norway, which can lead to variation and accept of other English varieties.

7. Conclusion

In study, six participants have been interviewed in order to investigate whether or not there are different expectations to English pronunciation content and learning among teachers and students in the Norwegian upper secondary school. Before, and during, the study I have found this topic quite interesting, as the wish to sound native-like functioned as a motivator for me as a student. However, as I am about to step into the role of the teacher, my point of view has changed, and so I wished to investigate the different expectations of students and teachers. The research question for this study is "How do the content expectations of teachers and students differ with regard to English pronunciation in Norwegian upper secondary schools?", with the following sub-questions :

1) Do teachers and students have different attitudes towards some English varieties?
2) To what extent and how do teachers focus on pronunciation?

The main results of this study have provided the following answers, in sum:

1) The content expectations of teachers and students in English pronunciation differ somewhat. I have found that the ongoing paradigm-shift influence both teachers and students. Teachers seem to have accepted and follow the ELF paradigm more so than the students, who mainly follow the EFL paradigm.
2) Teachers and students actually have quite similar attitudes towards three specific accents that are actively presented in the Norwegian school: Norwegian English, British and American English and a neutral English.
3) The teachers do not focus much on pronunciation in the upper secondary levels. Mostly, the topic of pronunciation is compressed into a week or two during year 12, general studies. Here, pronunciation strongly revolves around identifying different accents from different countries, inspired by Kachru's circle model.

Before expanding on the results of research question one, it is important to note that expectations of pronunciation are linked to how the participants defined "pronunciation" in chapter 5.1 to begin with. Teachers defined pronunciation using keywords such as "intelligibility" and "accents", which is similar to the students' definition, where "how you say words" have been accepted as "intelligibility". From their definitions, it is clear that many of the participants limit pronunciation to only two terms, which interestingly are keywords that respectively represent the EFL and ELF paradigm, "accents" and "intelligibility". In the discussions I have suggested implementing two examples of guidelines into the English

curricula in Norway, namely CEFR's phonological scales revision report and the LFC. Both will ensure an inclusive and a consistent definition of pronunciation that will be available for both teachers and students. While they are both inclusive guidelines, they focus on different aspects of pronunciation. CEFR's report highlights several aspects that are important in pronunciation, such as articulation, prosody, accentedness, intelligibility and comprehensibility, which are all terms that can be used to assess pronunciation. It also includes examples of the different levels from A1 – C2, which is similar to the Norwegian grading system from 1- 6. The LFC focuses on both segmental and suprasegmental features that may hinder intelligibility among English learners and speakers such as consonant clusters, phoneme realisations and so on. Although Ianuzzi (2017) discussed in her study that Norwegian students of English typically have a low percentage of pronunciation errors, the LFC would be beneficial to include in pronunciation training, as English is a lingua franca, where non-native contact zones are expected to occur. It would then be helpful to be aware and normalise non-native varieties of English within the classroom. Furthermore, the participants also defined the closely linked terms "oral skills" and "fluency". These terms were easier to define for the participants, as there was more unity in their definitions. This might be due to the fact that the curricula focus more on these terms than pronunciation. As a result, pronunciation is easier forgotten in classroom settings.

When exploring different expectations to pronunciation content, methods and what makes a "good English pronunciation", it became clear that the teachers leaned more towards the ELF paradigm than the students, who seemed to expect more of an EFL paradigm. This is not to say that the teachers were only teaching using the ELF paradigm, but they generally aligned themselves with the ELF paradigm more than the EFL paradigm. For instance, all teachers reported that intelligibility was the most important aspect when learning, speaking and assessing English, and they did not care for a national accent model. Their reasonings were that it would destroy the acceptance of English varieties that are present, while at the same time inhibit any feelings of mastering an accent for students who do not conform to said accent model. They all reported accepting different varieties of English, such as the most common accent aims of British and American English accents, SSBE/RP and GenAm, but also seemed positive to other Englishes that were discussed in the interviews, such as Irish English, Scottish English, South African English and Australian English. Yet, these are all accents that are spoken within the first and second circle of Kachru's model. It indicates that the teachers still view these circles as norm providing, and more "correct" than English

spoken in the expanding circle. Their attitudes on accents would also influence their pronunciation methods in class. Two of the teachers had pronunciation methods that were strongly accent-focused or accent-motivated, as the activity would revolve around researching different accents and learning some of their pronunciation characteristics. Their EFL point of view also align with their attitudes to some English accents. Most of the teachers portrayed positive attitudes towards American and British English accents, and negative attitudes towards the Norwegian English accent. Interestingly though, all of the teachers seemed positive or accepting towards a mixed or neutral accent. This may indicate that the shift is still ongoing, where a neutral accent has become more accepted over time. Perhaps, in time, a Norwegian English accent will become as accepted.

Exploring methods used by the teachers in pronunciation training, I found that there seems to be a British English hegemony present in the Norwegian English subjects. This may be explained by the great historic influence Great Britain had over the world during the colonisation period. Norway and Great Britain also share a unique friendship, which lead to a British influence on the Norwegian English curricula. This influence is still present today, as several English textbooks are written in British English and mainly use RP in their audio files online. The native hegemony is also present in UDIR's competence aim, which states that students should "reflect over language varieties in some English-speaking countries" (UDIR, 2020). When governing and publicly recognised instruments such as UDIR and official classroom textbooks provide a hegemonic view, it becomes easy for teachers, and students, to accept and approve of said hegemony.

The students' expectations of pronunciation content are in line with Kang (2014), as they do not feel pronunciation has been given enough focus in class. Through this study, it has become clear that most students follow the inner circle norms of speaking English, and expect pronunciation training to revolve around inner circle accents. That being said, all students described intelligibility as the main goal of learning English; being able to communicate is more important than sounding native-like. Acquiring a native-like accent functions rather as "verification" of proficiency levels. Interpreting the results of the interviews, it seems the students mainly follow the EFL paradigm.

While the teachers leaned towards the ELF paradigm, the students leaned more towards the EFL paradigm. Again, it is important to note that some attitudes and expectations are similar to the ELF paradigm, highlighting the ongoing shift of paradigms. For example, all the students pointed out that intelligibility and communication were the most important aspects of

learning English. Even so, it seemed that accentedness and the ability to sound native-like was an important factor as well. Particularly as students expressed a desire for more pronunciation learning in class, where accent-based activities would be beneficial. One student who had lived abroad for most of her life, expressed an expectation of an EFL paradigm in Norway, as she expected most of the focus in the English subject to be revolved around reading and pronunciation training. When talking about pronunciation, all students brought up shame in one way or the other. One student expressed insecurities and shame about her accent when speaking to English native speakers, while another student observed that many students in her class are afraid and perhaps ashamed of speaking English. This could correlate to not sounding native-like, and therefore not feeling any ownership to the language. I have discussed the possibility of creating a safer space for speaking English by shifting towards the ELF paradigm. The ELF paradigm limits the practise of shaming students, as it accepts English varieties that are similar to other non-native English speaking countries. Furthermore, it operates with a broader definition of what pronunciation entails than the limited definition known by many of the participants.

Answering the first sub-question of the study, teachers and students portray similar attitudes towards three specific accents: The Norwegian English accent, the British and American English accents and a neutral English accent. Similar to Rindal (2014), no participants reported aiming towards a Norwegian English accent. In her study, Rindal does not discuss this much further, but by analysing the participants' answers and attitudes towards the accent, it seems that it often is ridiculed – not necessarily at school, but also by media (Herseth, 2009 in Rindal, 2014). When asked about the accent, some teachers of this study said that it interfered with intelligibility, as the Norwegian intonation can be confusing to other speakers of English. According to Jenkins (2000), intonation does not hinder intelligibility, however there are some aspects of intonation that are core features in the LFC, such as nuclear stress and tone units to break up the word stream. The Norwegian English accent has gained a negative reputation over the years, being judged in the light of the EFL paradigm, where only native-like accents were accepted. Shifting towards the ELF paradigm, it is clear that the faculty of education in Norway (UDIR), along with schools and teachers, needs to re-evaluate how pronunciation is taught in class. Current practices are mostly based on the EFL paradigm, where pronunciation teaching is deeply accent-focused. By implementing the LFC or CEFR's key concepts of pronunciation into the English curricula, pronunciation teaching can become more inclusive and more defined.

The attitudes towards the native English speaker accents, British and American, correlate with Rindal's (2014) findings. Most participants aimed towards either a British English accent or an American English accent. Interestingly, a higher number of participants aimed towards a British English accent, rather than an American. In Rindal (2014), most participants aimed towards an American. However, this study is rather small in comparison, and so the numbers might not be as representative. Nevertheless, the large amount of British English accent aims in this study confirms the existing attitudes present in Rindal (2014). British is still viewed as the most ambitious and attractive accent. The student who aimed towards an American accent stated that she would have loved to speak a British accent, but opted for an American accent as British was less available and more difficult to master. She modelled the American accent from her teacher as well as from various social media such as YouTube, games and television.

There were also two participants who did not aim towards any of the beforementioned accents, but rather described their accents as neutral or mixed. In this section, I have discussed whether a neutral English is similar to a mixed English, as both terms have been used by participants. In sum, I believe the two terms to be separate, but somewhat similar. Rindal limits the definition of neutral English to be a combination of both American and British English accents, without conveying any identifying origins based on the speaker's accent. A mixed English does not necessarily hide any identifying origins of the speaker. Rather, the speaker will sometimes adapt to the interlocutor's accent and language efficiency. One student said that when speaking to Spanish English speakers, she subconsciously would adapt some of their features, accents or quirks. Furthermore, I have also discussed one particular issue with the term "neutral" English, however I do acknowledge that it is a fitting term, nonetheless. The issue with a "neutral" English, is that neutrality is often relative, or subjective even, when describing an accent. For example, a neutral English accent in Norway might be different from a neutral English accent in France. An example that is often used in Norway to make students aware of accents, or dialects, is to ask them "what dialect do you speak?", to which many often answer, "I don't have a dialect". Of course, everyone speaks a dialect, but because they are (typically) surrounded by the dialect they speak, many believe their dialect to be neutral.

After analysing the attitudes towards these accents, it seems as though many of the participants follow the EFL paradigm, in how they aim for a native-like accent, and how ridiculed the Norwegian English accent is. However, these conventions are difficult to rid of, especially after longer periods of time. It is apparent that the participants are moving towards

the ELF paradigm, especially in how accepted and well-presented the neutral English accent is among the participants. The shift happens gradually, and perhaps with time, the Norwegian English accent will become accepted too.

Due to the number of participants who reported a neutral or mixed accent, it could be beneficial to opt for a transatlantic English model in time. Referring back to the strong wish for common national accent guidelines among students, a common accent model seems to be favoured. This is not the case among the teachers of the study, who argued that a common national accent model would damage the diversity among the English accents in Norway. Through this study as well as others, such as Rindal's studies on accent aims among Norwegian students and Kang's work on pronunciation expectations, most students choose to aim for either British or American English accents. By following a MAE accent model, diversity is still possible, as there are many variations within both British and American English. Furthermore, the MAE model is in line with the ELF paradigm, as it is not associated to any regions or identities. Lastly, it is a type of English that views language as "practise over form" by blending two Englishes together.

Suggestions for further research

There is little previous research about pronunciation expectations among teachers and students in upper secondary schools. Therefore, my primary suggestion for further research would be to widen the scope of the research, where not only qualitative studies are welcome but quantitative as well. More research will most likely provide more insight where a broader perspective will be gained. Seeing as the topic is not well researched, exploring different angles of the topic would also be beneficial. Apart from the paradigm shift, there might be other factors that play into the expectations of pronunciation among teacher and students. IT would also be of interest to explore whether the expectations are similar in native speaking countries as well.

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Appendix 1: information letter

Are you interested in taking part in the research project *"What about pronunciation?"*?

Purpose of the project
You are invited to participate in a research project where the main purpose is to explore content expectation of students and teachers in English pronunciation. The main research question for this master is as follows: *How do the content expectations of teachers and students differ with regard to English pronunciation in upper secondary school?*

Which institution is responsible for the research project?
Høgskolen I Innlandet is responsible for the project (data controller).

Why are you being asked to participate?
I have asked you to participate as a student because: I wish to investigate this phenomenon locally, at this specific school. I also made the choice of only interviewing senior students in English 2 due to your experience within the English subject. Due to this, the entire class have been asked to participate.
I have asked you to participate as a teacher because: I wish to investigate this phenomenon locally, at this specific school and to my knowledge, you have been actively teaching English the past year.

What does participation involve for you?
In this project participants will be interviewed individually. Depending on the answers the interview will take about 20 – 40 min. The questions are based on your opinion and experience with English pronunciation in class. Some questions are: "what does pronunciation mean to you?", "are you currently aiming for a specific accent. Why/why not?". The interview will be recorded electronically.

Participation is voluntary
Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All the information about you will always stay anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw. There will be no consequences for you at the school. It will not affect your relationship with any teachers/colleagues.

Your personal privacy – how we will store and use your personal data
We will only use your personal data for the purpose(s) specified here and we will process your personal data in accordance with data protection legislation (the GDPR).

- The personal data will be handled by me but may at times be heard by my supervisor at HINN.

- No unauthorized people will have access to the recordings. I will use an encrypted app on my phone for the interview and will not listen to the recordings in public. Furthermore, no names shall be mentioned (for you or the school) and you will remain anonymous for the interview.
- The recordings will be done on the app "diktafon"(made by UiO).

What will happen to your personal data at the end of the research project?
The planned end date of the project is *December 2023*. By the end of the project the recordings will be deleted.

Your rights
So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?
We will process your personal data based on your consent.

Based on an agreement with *Høgskolen I Innlandet*, Data Protection Services has assessed that the processing of personal data in this project meets requirements in data protection legislation.

Where can I find out more?
If you have questions about the project, or want to exercise your rights, contact:

- *Høgskolen I Innlandet* via Gjertrud F. Stenbrenden*: gjertrud.stenbrenden@inn.no*. *You may also contact me for any questions at kinenyhus@hotmail.com.*
- Our Data Protection Officer: *personvernombud@inn.no*.

If you have questions about how data protection has been assessed in this project, contact:

- Data Protection Services, by email: (personverntjenester@sikt.no) or by telephone: +47 53 21 15 00.

Yours sincerely,

Gjertrud Flermoen	Kine Nyhus
Project Leader	Student
Supervisor	

Consent form

I have received and understood information about the project *"What about pronunciation?"* and have been given the opportunity to ask questions. I give consent:

- ☐ to participate in an interview
- ☐ for my personal data (recordings) to be stored until December 2023.

I give consent for my personal data to be processed until the end of the project.

(Signed by participant, date)

Appendix 2: Interview guide – teachers

Interview Questions – teacher:

1. When did you first start teaching English?
2. What do the words “pronunciation”, “oral skills” and “fluent English” entail for you?
3. How do you interpret the curriculum guidelines when teaching pronunciation in class?
4. Has your view on pronunciation teaching changed since you began teaching?
5. Do you teach pronunciation in class? How?
6. What do you think is the most beneficial method for pronunciation training?
7. Which variety of English do you identify with, and are you satisfied with your accent?
8. Do you teach or recommend a specific accent/variety of English when you teach? Which? Why?
9. What is “a good English pronunciation” to you?
10. What do you look for when grading oral English/pronunciation? (Follow-up question: how much does a good pronunciation count?)
11. How would you feel about having common, national guidelines for grading pronunciation?

Appendix 3: Interview guide – students

Interview Questions - students

1. To you, what does it mean to speak English fluently?
2. What does the word “pronunciation” entail/mean for/to you? How is it different from “oral skills”?
3. What, if anything, did you first expect of upper secondary pronunciation content in English class?
4. Are you currently aiming for a type of English accent? Which one? Why?
5. Throughout your upper secondary English classes, do you think there has been sufficient focus on pronunciation? Why/why not?
6. Do you think it would have made you a more confident speaker if there was more focus on pronunciation?
7. Do you think a “correct pronunciation” will affect your oral grade in English? How do you feel about that? Do you feel like it is necessary in order to receive top marks?
8. How would you feel about having common national guidelines on accents, or a common accent model?

Appendix 4: Transcribed interview – teacher 1

1. Interviewer: I'm gonna switch over to English, because I wanna do the interview in English, so I don't have to translate for you. I might miss the meaning of what you're really saying if I translate.

2. Teacher one: I'll try to… answer in English myself (chuckles).

3. Interviewer: Yeah (chuckles), good. **Okay, so just to start it off, when did you first start teaching English and what's your education background?**

4. Teacher one: At [current school] I started at 2007 and I started with a health class….*helse og oppvekst*, but when I was… thinking... back (giggles) my history. I taught one year in West Africa in Sierra Leone when I was 19 years old.

5. Interviewer: Yeah.

6. Teacher one: And uh yeah… My education, well… I was one year there teaching English class and then I had three and a half years in… in my… bachelor's in England. I had some British history, British literature . Also, I had to take some more English which I started. Everything was in English all the three and a half years I was there. And then I went to the States and I took a master's. Everything has been in music but I did my… and my thesis in English as well. So, my schooling has been in English, but then I took… I can't remember now what year… I started HIBU… in Hønefoss.

7. Interviewer: Yeah. In Hønefoss, yeah.

8. Teacher one: Yes (chuckles). In English… a... course. And I uh... but I wasn't totally decided then... on teaching then…So I did it over 2 years... in the end… because I had an operation.

9. Interviewer: In England, did you go to Newbold?

10. Teacher one: Oh, yes.

11. Interviewer: Yep, of course (giggles).

12. **Interviewer: And throughout your uh, your history or experience as an English teacher, what do you think the words pronunciation, oral skills and fluent English mean eh to you particularly?**

13. Teacher one: Pronunciation of course is how you pronounce the different consonants, and vowels and diphthongs and so on, and, uh, the sounds, but it's also intonation and the stress… which eh, where's the stress in the sentence for example and... of course that varies according to accents or varieties and also that it needs to be a bit eh… eligible.
14. Interviewer: Yeah.
15. Teacher one: So, it is understandable.
16. Interviewer: Mhm.
17. Teacher one: Eh, that's the pronunciation. Oral skills I think same as fluent English, talk fluently, it needs to be eligible. It can sort of vary with your… from who you're speaking to and yeah what occasion it is. It can be a change in formality… but it's also, I think body language and uhm rhetoric, tempo…Fluency, you need to have a good vocabulary to be fluent. You… its good if you can be as grammatical as possible and, uh, that you speak without too much hesitation, uh not too much fillers, so that you can be expressive and you can choice… and uhm... understand.
18. Interviewer: Intelligibility, yeah!
19. Teacher one: Yes (chuckles).
20. Interviewer: I see, it's a good one. Yeah, so making yourself understood.
21. Teacher one: Exactly.
22. **Interviewer: How do you interpret the curriculum guidelines when teaching pronunciation in class?**
23. Interviewer: And that's a new one, because you've had both the old and the new "fagfornyelse".
24. Teacher one: Yes, well I did teach other subjects in the 2006… its uh… well, I probably should do more… Of course, I read what it says and…but I think a lot of it is sort of laid out in the books, the textbooks that we are using.
25. Interviewer: Yeah, that's true.

26. Teacher one: And on the websites and teachers help or assistant you can get quite a bit of information about different… different goals in the curriculum. I think I have a lot of help there. At least in the new subjects I'm quite bound to the books.

27. Interviewer: Yeah, you mentioned that you use the books a lot for the first year [2020] to help you.

28. Teacher one: I can sort of… I do other things as well, but I mean, they are my guidelines. I know that for an exam… I need to follow the curriculum, but I think they are quite good and uh... I'm quite safe, I think.

29. Interviewer: Yeah.

30. Interviewer: **Ever since you started teaching, has your view on pronunciation and pronunciation teaching, has it changed?**

31. Teacher one: When I, sort of, studied in England, I had a British accent, and then going over to the States (chuckles) I lost that. People told me when I came "oh you have such a nice British accent", but now it's a mix between everything. And I think that's the main thing that has changed in my view, that you don't need to go and teach British English or American English. And the students come with so many varieties themselves. I think it's important to show them the difference between varieties and, uh, also ask them to try to be... uh, to stick to one variety when it comes specially to writing. Pronunciation I uh...

32. Interviewer: It's a difficult question.

33. Teacher one: It's a mix I guess (laughs).

34. Interviewer: Yeah (chuckles).

35. Interviewer: I**n your experience, because you mentioned that students come with a lot of varieties or dialects themselves, eh… In your experience is it, like, either American or British or is it a lot of others as well. Norwegian English, Irish, Scottish?**

36. Teacher one: I think the students watch so much TV, I mean series, films and such, so and, uh, online gaming. So, I think I see more students that have a sort of American variety.

37. Interviewer: Yeah.

38. Teacher one: Maybe before, more UK varieties.

39. Interviewer: Oh really? That's interesting.

40. Teacher one: I do get a couple of students every year that speaks British accents. Mostly its American accents, I think.

41. **Interviewer: That brings me to the next question, really. Do you teach pronunciation in class and how do you teach it?**

42. Teacher one: Yes, I do. Uh… I used to… I've done a little of pronunciation. I used the tables in the books for the health [helse og oppvekst] and uh it's in their textbook. So, we go through the sounds and I show them examples and sometimes make them sound it out themselves in pairs or something like that. And, uh, in Engelsk 1, second graders, there is a larger portion of varieties. They do listening tasks and, uh, different accents in the States and also the British accents, and they do a task themselves where they, in groups, they choose one variety of English. And I also have the table with pronunciation, uh, I mean syllables, intonation and rhotic and uh...

43. Interviewer: Yeah, all the rhotic varieties.

44. Teacher one: Yeah, and they're quite good at that, the students. But I also have them to show a video of somebody talking that variety and present it to the class. And then I have a test after that. They have to listen to the variety… between the ones they had to... four or five they presented. I choose 2 of them and they, they have to listen and pick out which one and describe and analyse it.

45. **Interviewer: I have a question for that test there. Is it all native accents or is it also non-native accents? In those listening…**

46. Teacher one: Natives. It's hard to find other…

47. Interviewer: It is hard to find non-native clips, yeah.

48. Teacher one: And some of them are, you know, the differences in the countries and yeah… but anyway… the test is, uh, the one we talked about... circles of varieties…

49. Interviewer: The outer and inner circles?

50. Teacher one: Yeah. They have to place some accents in there. And, uh, yeah. So, three questions are of the listening examples and three are from the book. It's an open book test. So, they do quite a bit of it in the second grade, but I haven't taught that in the third grade. First grade I do a little bit with the pronunciation sounds and uh… mainly the second grade.

51. **Interviewer: What do you think is the most beneficial method for pronunciation training?**

52. Teacher one: Uh, I don't know. I think all of what I mentioned (chuckles). Listening is important. But when it's a big class it's hard to do individual training. I have taken students... to prepare them for the oral exam and told them that they are talking too fast, some have a too Norwegian accent, where you go up towards the end sounding… eh… questioning everything. So, Ive given them feedback on that. One or two of those students I'm talking about, I told them that I would give them individual training. Since I'm teaching voice... singing as well, I can give them some…

53. Interviewer: Ah, it must be nice being a music teacher and English (chuckles). **So, all of the exercises that you've mentioned, is there one exercise you know the students get a lot out of? Is there one that is particularly beneficial?**

54. Teacher one: I think the group presentation. It gives them a lot of insight. They're quite good at… they give good presentations.

55. Interviewer: Yeah, I think it's a good way of making them aware that there are more accents as well.

56. Teacher one: Mhm.

57. **Interviewer: Which variety do you identify with and are you satisfied with your own accent?**

58. Teacher one: No, I think it's too much of a blend with me (chuckles). British and American. Probably more American now than British. When I write, it's British. So, I wouldn't say I'm happy with that. I would rather, you know, talk one of the other.

59. Interviewer: Mhm.

60. Teacher one: I don't do too much to change that at the moment.

61. Interviewer: It’s understandable. It’s so hard to be aware of how you speak, it’s so ingrained.

62. Interviewer: **Do you recommend a specific variety or accent when you teach? If you do, which and why?**

63. Teacher one: No, it goes back to the same Ive said before. I don’t think I can change somebody having an American accent to tell them to be… to be completely British. They need to have good role models as teachers as well, to be able to have a UK accent or British accent. So, I do accept the mix, but I do tell them. We do talk about the difference between the different types of English. But I ask them to stay consistent when they write. To choose either American or British.

64. Interviewer: **And what is a good English pronunciation to you?**

65. Teacher one: Well, it could be an American, I mean, when it comes to America... Somebody... when it’s not too broad. Maybe it’s easier to understand them if they are sort of on the East coast (chuckles), its closer to the British. I tell some other students to not make too broad an R or L. In singing as well I tell some students “You need to change your pronunciation or those people won’t understand what you’re singing”. So uh, yeah, don’t make it too broad. When it comes to British…

66. Interviewer: There are so many varieties (chuckles)

67. Teacher one: Yes, there are. The posh accent...

68. Interviewer: Oh yeah, the… RP or?

69. Teacher one: Yeah, I guess that’s it. But anyways, the British themselves have a tendency to speak too fast with a wrong tempo sometimes. And also, the different accents in England can be difficult to get it sometimes. To be more mainstream is easier.

70. **Interviewer: Do you prefer the students having standardised Englishes?**

71. Teacher one: Yes, that’s right.

72. **Interviewer: So being understood is important to you. The whole intelligibility aspect of it?**

73. Teacher one: I can't tell someone to change their accent but at least try to be clear when speaking.

74. Interviewer: I think that's good, actually.

75. Teacher one: I did talk to those students. The ones with a Norwegian accent for example, to listen to British…

76. Interviewer: Like watch British television and so on?

77. Teacher one: Yeah, to try and change intonation and pronunciation.

78. **Interviewer: And the final question: what do you look for when grading oral English or pronunciation?**

79. Teacher one: Well, I… It's a lot of what I said before. Intelligibility, fluency, not too much hesitation. Sometimes presentations, they are a bit more formal. Sometimes I mark if there's too much informality. And uh… I don't really know what I should answer for this one because… often its presentations of course, but there is a lot going into that grading. Not only pronunciation.

80. Interviewer: Yeah, the whole thing, body language and everything, yeah.

81. Teacher one: Of course, it needs to be understandable, and, uh, yeah. But of course, I grade body language, the way that they speak, contact with the audience, not looking at the screen, tempo of course and uh, that they are…

82. Interviewer: You can say it in Norwegian, that's fine.

83. Teacher one: I don't know if I can say it in Norwegian either (chuckles). Anyways, their sounds, that its clear.

84. Interviewer: **There's no, like, accent aspect, right? Doesn't matter if they have a mix or?**

85. Teacher one: No, I don't.

86. Interviewer: Don't have to pronounce the R as a perfect British R?

87. Teacher one: No, but when it comes to singing, I do that (chuckles). They have to sing with a British R because its clearer. Rs sort of get in the way…

Interviewer: When you do grade, does the pronunciation count into the grade?

88. Teacher one: Yeah.

89. Interviewer: **A lot?**

90. Teacher one: Of course, it must do. If they pronounce the words wrong… I tell them beforehand if there are difficult words to practise, look in dictionaries and listen to them, how its pronounced. When I was in school, I had a presentation and I pronounced one word wrong and I was in discussion with my teacher, because it was a word that can be pronounced in two different ways, but had two different meanings. So yeah, I lost a grade on that.

91. Interviewer: Wow, that was harsh.

92. Interviewer: I don’t have any more questions, really. Anything you would like to add?

93. Teacher one: No.

Appendix 5: Transcribed interview – teacher 2

1. **Interviewer: When did you start teaching English?**

2. Teacher two: I started teaching English in 1999. It was actually an assignment abroad. I was heading the English department of a college in Pakistan. That's where I started my English career.

3. Interviewer: Wow, cool.

4. **Interviewer: And what is your education?**

5. Teacher two: Well, I have a bachelor's in theology, and after that I did professions study in English, so I have about, I have what was called "grunnkurs" and "mellomfag". In addition to that I had a year at the university in York, where I also did some English studies. So, I have about 2.5 years of English studies plus my master, which was in English literature.

6. **Interviewer: What do the words pronunciation, oral skills and fluent English mean to you?**

7. Teacher two: Uh… Well, my experience is that…You know, you have so many versions of the English language when it comes to speaking. Fluidity basically means that you can use the language in several situations, you know, both formal and informal situations, that you have, eh, register enough to express yourself. I guess that would be fluidity. Pronunciation is a difficult area. As I said you have different versions of English and they're not always easy to…to communicate in. Uh, and some have more legitimate status than other. But pronunciation, to me is, is uh… the important thing is being able to communicate, so having a pronunciation where you can make yourself understood. When I hear the word oral skills, basically means being able to speak, yeah, in a language.

8. **Interviewer: Is there a difference between pronunciation and oral skills?**

9. Teacher two: There is a big difference between pronunciation and oral skills. Oral skills, uh… to me oral skills sound like you need, like you need register and you need an understanding of communication to have effective oral skills. While pronunciation is being able to pronounce a word or sentence or, yeah. It doesn't necessarily mean

that you understand what you're saying or… or what you're saying makes sense, even though you can pronounce something.

10. Interviewer: Nice clarification.

11. **Interviewer: How do you interpret the curriculum guidelines when teaching English pronunciation in class?**

12. Teacher two: The caveat here is that I am not so familiar with the recent… well, I am familiar with the new reform in English curriculum, but I haven't taught it, so I am familiar with the previous curriculum which doesn't explicitly state anything about English pronunciation.

13. Interviewer: Yeah, it doesn't either for this new one, actually. I think it's one sentence where it says that they need to be able to recognise patterns.

14. Teacher two: Yeah.

15. Interviewer: And that's it.

16. Teacher two: Yeah. So… uh, yeah. From the curriculum that I am familiar with, it says you have to be able to give examples of varieties, so you actually need to study. I think you probably remember some of this yourself, from international English. You had to study accents and other versions of English and uh, look at the different pronunciations and so on. Uh, you need to be able to adapt your language to certain situations. That's stated in the curriculum. Uh, and you need to be able to…You should have the competence to switch between formal and informal English. So that's as far as the curriculum goes. It doesn't really state, specifically, really, what certain type of pronunciation or that you need to train a certain form of pronunciation.

17. **Interviewer: So, what do you do in class? Do you let the students speak however they speak? Or do, like, "oh, maybe you should lean towards this and this accent"?**

18. Teacher two: Yeah. From my own language training it was much more emphasis on, you know, either American or British English. Uh, and it was seen as an accomplishment if you were able to adopt an English accent or and American accent and use it consistently. That was the message when I myself did secondary English. Uh, but the last two decades I think we've gone away from that, because we have

accepted other versions of English, and I don't think there's an expectation of speaking proper English or speak some sort of Irish or British or American English. So yes, throughout my teaching I have not emphasised that at all. Basically, I've encouraged students to, if they have a different, sort of accepted official English or accent, Ive sort of encouraged them to use that. It can be Australian English, it could be Jamaican English. You know, I haven't had many students who speak Jamaican English, but I have some with Australian accents, I have had some with very pronounced American accents, even some who have tried to emulate some British accents. I have encouraged that, but except from that I haven't really... It hasn't been part of… but I think the most important thing has been to make themselves understood, make sure that they can communicate clearly, more than what accent they've had. Accent hasn't really figured when it comes to grading or anything like this. In the curriculum, the most important is communication.

19. Interviewer: So, when you do grade, you don't really look at accents?

20. Teacher two: No. Of course, students who have brilliant accents, of course they can make an impression, you know, so unconsciously, it might affect your grading, but it's not supposed to directly affect your grade.

21. Interviewer: Yeah.

22. Interviewer: Moving on, I think you've actually sort of answered this question, but has your view on pronunciation changed since you began teaching?

23. Teacher two: Not really since I began teaching, no.

24. Interviewer: Really? Sounded like it did.

25. Teacher two: No, I was referring to my own past, where we had an emphasis on British or American when I was in school. But since I started teaching, I haven't really had to revise or change my idea of accents.

26. Interviewer: When you did teach English, how did you teach pronunciation?

27. Teacher two: Uh…

28. Interviewer: That might be difficult (chuckles).

29. Teacher two: I did not specifically teach pronunciation, except in international English, where you do have to look at accents. There students had to study the different versions and study intonation, study pronunciation, uh, and how to accentuate sentences and… Just to get an understanding of the different versions of English. They would be tested on that, but the goal was to recognise version of English, not to make them speak it. So, I've not really had a strong focus on pronunciation. The only thing would be if you had a very NorwEnglish type of English or pronunciation that would make it difficult when it comes to communication. But then I wouldn't teach the whole class about it, then it would be a feedback after a presentation or after group discussions, you know, "maybe you should consider this pronunciation or work a bit on intonation". So, it would be more individual feedback.

30. **Interviewer: So, you mention a Norwegian accent, do you think that hinders communication or understandability?**

31. Teacher two: Yes, I do.

32. Interviewer: How so?

33. Teacher two: Well, there are…not that I can come up with specifics on the fly, but there are certain ways, if you pronounce English with very Norwegian, sort of pronunciation, you might actually, uh, use the wrong words, you might have an intonation that is difficult to follow, and it might be very difficult for an audience… say that, for a Norwegian audience, they will understand you, but if you talk before an English, an American audience, or an international audience they might not be able to follow. And uh, I don't think we have to, uh, go further than our own politicians. Like when they hand out the Nobels peace prize or when they have conferences or meet with journalists, if their accent is very NorwEnglish… As a Norwegian you will understand, but I'm wondering if foreign people who don't know Scandinavian or Norwegian are able to pick up or understand.

34. Interviewer: Yeah, that is true. I haven't really thought about the words, that's actually a really good point

35. Teacher two: Yeah, we can sit down and look at some words and try to yeah...

36. Interviewer: I remember we went through this in class, you know, fabric is not the same as factory and yeah…

37. Teacher two: Yeah, that's just vocabulary. Mixing up vocabulary, yeah.

38. Interviewer: Yeah, and also the prepositions and-

39. Teacher two: Yeah, but it could also be uh, just be individual words that are pronounced in a Norwegian accent, which actually change its meaning, because you're saying another word. Like "three" and "tree" for example.

40. Interviewer: That is true. Norwegians do struggle with the "th" sound. But then again Irish people say "tree".

41. Teacher two: Sure, so if you're Irish and you listen to the Swedes, they'll get it, but if you're Jamaican, you might scratch your head.

42. **Interviewer: Moving back to the pronunciation training, what do you think is the most beneficial method for pronunciation training? Is it one method, or is it like, several things you need to focus on?**

43. Teacher two: I'm not sure if I have any wise comments there, since I haven't really focused on this in my own teaching, uh…I remember we used to use language labs. We used to have, this was before, you know, internet technology, so we used to sit in stall and out teachers used to play us some sort of text and there would be additional questions. And we would sit and speak and the teacher would listen in, and then the teacher would actually interrupt us and give us individual feedback on our pronunciations. That's what I remember from my own learning. I don't remember how much it helped. Because these learning labs were popular, so we didn't spend so much time, you know, the enemy of learning is really time, and if you don't spend enough time then… Then I don't know, you know, how beneficial it is, but uh, that's what we used to do. I don't have any specific opinion or any technique or teaching method.

44. **Interviewer: But you mentioned in international English that you look at different accents, eh, did they have self-studies, or like, did they choose their own accents or?**

45. Teacher two: Uh, what happened is that, either the textbook would provide some audio material of people speaking different accents, I would find material or the book would

also provide some ugh, some factual texts when it came to analysing pronunciation. I remember I did put together a PP where I showed characteristics of the different accents. Uh… Then we would study that and listen to the accents. And the goal was to be able to recognise the accents and the students would have to repeat the characteristics that they had learnt. And it would be down on the level of, you know, guttural pronunciation, uh, rhotic or non-rhotic pronunciation of Rs, it would also be about uh…I don't remember exactly what it was called but, uh, syllabic pronunciation of sentences rather than stressed-time. So stressed-timed versus syllable-timed. Uh, so it would be at that level, but of course it would be at that level, but of course it would be at a university level.

46. Interviewer: Which variety of English do you identify with and are you satisfied with your own accent?

47. Teacher two: Uh, I haven't really given it all that much thought. But I do find it strange that Ive studied all those years abroad, mostly in Britain, uh... actually I sort of learnt English from a young age, because I spent quite a few summers in England, even before I started school. So, in one way it's like a…it's not a first language, but a natural second language. Uhm, that I didn't learn academically, I just spoke it. I've actually spent one year in primary school, but I don't think I really have any special accent.

48. Interviewer: Do you consider your accent to be neutral?

49. Teacher two: Uh, I often describe it as neutral. But no one has really told me.

50. Interviewer: So, what is neutrality to you, in an accent?

51. Teacher two: Yeah, it basically means that I can communicate and make myself understood, but without identifying with any specific accent. But of course, my vocabulary is mostly influenced by the British, although I have spent some time in the States as well, but, uh, but formatively it's been British English. So, I guess my vocabulary lens is British English, but as for pronunciation, uh... I had a... Yeah, it was interesting, because I was just in Ethiopia, just some months ago, and me and a colleague had a workshop for Ethiopian teachers and they told me straight out in the beginning that they were having problems understanding my English, and I thought that was interesting, because I've always thought of my accent as neutral in a way.

And accessible. But I had to adjust my vocabulary a little bit, and I had to probably had to talk a bit slower, and it worked itself out, but in the beginning they had troubles following my English. But from my other experience from travelling to other parts of the world, Britain, United States, I've never really had an issue communicating.

52. Interviewer: That was a really interesting story! Yeah, you've already answered if you teach or recommend any specific accents, which you don't really?

53. Teacher two: No.

54. Interviewer: No.

55. Teacher two: I thin almost, I think it's at the moment, almost politically incorrect, at least to elevate British or American accents over others. Its colonial and politically I don't think it's all that acceptable.

56. Interviewer: And yeah, what is a good English pronunciation to you?

57. Teacher two: There are many especially British accents that are really hard to understand.

58. Interviewer: Yeah, some of them are, oft . Yeah (chuckles).

59. Teacher two: But I guess it would be the same for Norwegian accents as well. If you have far out or really strong accents it can be really hard to understand.

60. Interviewer: Yeah, I had troubles understanding my own uncle from Ålesund until I was, like, 12.

61. Teacher two: So yeah, in a communication context its intelligibility and just being able to understand… I guess it has to do with the speed, the vocabulary you use and also how broad your accent is. So, uh…

62. Interviewer: So how could you teach intelligibility in a way, like , yeah (chuckles)?

63. Teacher two: That's a good question, yeah. I haven't really been faced with that situation, really. Because, always, when you're in class, you always have material that is intelligible. Uhm, of course sometimes you might use examples… (chuckles), sometimes Ive used videos of Ali G, you know, when he goes to, when he goes to Wales. And I see that some of the students struggle with getting the jokes, probably

because of the accents, because they would have understood the jokes if it hadn't been for the accent. Well, intelligibility just comes down to experience, how much you've been exposed to different accents, and I guess, I guess…. A school- aged, I'm thinking about primary, secondary children, they've probably had quite a bit of exposure through… maybe through music, rap music, gaming and so on. I think they are probably better prepared than we were, in some respects. But I don't know, I haven't read any research…

64. Interviewer: I think…I think the schools only focuses on standard Englishes, more than non-standard Englishes. Which can make it difficult to... when you go to like, South Africa or even Scotland or Ireland. I remember when I lived in Scotland and worked as a technical support over the phone, and then a broad Scottish accent was on the other end of the line and I had to tell them to please go slow (chuckles).

65. Teacher two: But I think in terms of teaching English to Norwegian students, it, uh, it's very limited how much exposure you can give them. And I think you need to concentrate on probably the basics and the most common pronunciations. But hopefully give them more exposure on just American and British English. And formal and informal. I think its limited what you can achieve in a classroom, really.

66. Interviewer: With what we've just discussed I'm gonna ask you the last question, really. How do you feel about having national common guidelines for pronunciation in school?

67. Teacher two: Uhm, I don't think that would be helpful.

68. Interviewer: Why not?

69. Teacher two: Because English is such a diverse language. If you want to streamline it in a way, so that everybody adheres to a certain type of pronunciation, uh, I think it would diminish the other varieties. And if you put it as a guideline, you would also have to grade it. I think it would be difficult for some students to achieve a good pronunciation of words. Say you have a Jamaican English student and suddenly they have to change their accent. You know pronunciation, jargon and vocabulary is part of your personality, so forcing everybody to follow an accent would cause other challenges, I think.

70. Interviewer: So yeah, doing another question. What do you look for when you grade English pronunciation?

71. Teacher two: Just to say, pronunciation is just one part of communication, so when you grade you look at the whole package, in school, when it comes to a presentation or discussion you don't grade just on pronunciation, although its important. But again, its communication that's important. Being able to express yourself and being understood. I haven't really been that strict grading pronunciation. The curriculum states that the students should be able to express themselves with good pronunciation and flow, so usually I look at the flow and intelligibility when assessing. If a student has a charming accent with great pronunciation, it would be easier to assess it as a 5 or 6, but the content and reflective skills would count more than the accent, as long as the language is clear and precise and the student shows a great vocabulary.

72. Interviewer: Thank you very much for participating.

Appendix 6: Transcribed interview – teacher 3

1. Interviewer: **I'm just gonna og right into it if that okay?**
2. Teacher three: That's fine.
3. Interviewer: **Okay. So, when did you first start teaching English?**
4. Teacher three: Well, basically, I had my first proper year in 2020 – 2021. So, it's a long time since I finished… graduated from university (chuckles).
5. Interviewer: (Chuckles). I think you did well.
6. Teacher three: Great (chuckles).
7. Interviewer: **And what is your education background?**
8. Teacher three: I took teacher training in the university, in English and geography. I was mostly interested in counting and math in high school, and later on I also did math.
9. Interviewer: So, you're "lector with opprykk"?
10. Teacher three: Adjunkt med opprykk. Because I got too busy with working, so I never wrote my final thesis.
11. Interviewer: I see. **Okay, so what do the words pronunciation, oral skills and fluent English entail for you?**
12. Teacher three: Well, basically, for me it is being able to communicate efficiently with both native speakers and second language learners, so it can be a meaningful both-way communication.
13. Interviewer: Okay, good. **Are there… are there big differences between the words or do they mean the same, sort of, to you?**
14. Teacher three: Well, pronunciation, you have different accents and dialects and varieties. Its maybe a question of what you wanna focus on. With oral skills its maybe more to communicate a message in a given context. And there it maybe depends on where you are and who you're talking to. And with fluent English is more about, yeah, to speak proficiently in that dialect or variety that you're used to. It's not a necessity to be fluent in that variety you speak.

15. Interviewer: **Yeah, so you don't have to be native sounding in order to be fluent?**
16. Teacher three: No.
17. Interviewer: **And how do you interpret the national guidelines when teaching pronunciation in class?**
18. Teacher three: Well, I had a look and uh, I'm not sure if you…if you're gonna do this interview with other nationalities, but in the Norwegian curriculum it just says «uttrykke seg nyansert og presist med flyt og sammenheng. Idiomatiske uttrykk og varierte setningsstruktur tilpasset form, mottaker og situasjon». So that means to be able to adapt to the situation and who you're talking to and to talk fluently, uh, and precisely and yeah, to be able to respond to the situations.
19. Interviewer: Yeah, and this is why I chose to write my masters on pronunciation. Because it mentions all this, but why doesn't it say anything about pronunciation?
20. Teacher three: Yeah, the question further down, question eight about accents and varieties. It does not say anything about which variety they prefer at the directorate. So, you never know what background the students have, so. And I mean we have students with other backgrounds, from abroad, who came to Norway to… I think it's hard to say like "okay, now were just doing American English. Here you go" (chuckles). "You're graded".
21. Interviewer: Yeah, I think it's hard… will it be fair?
22. Teacher three: Mhm.
23. Interviewer: **So yeah, how do you interpret… what does that mean for your pronunciation teaching?**
24. Teacher three: Well, for me it means that the students should do what it says. To… to be able to communicate fluently and to adapt to different situations and receiver and the message. And I think its best done with different tasks, different situations, stories, movies and whatever that helps students get in touch with different styles of English in different situations.
25. Interviewer: **Yeah. So, there's no, there's no focus on pronunciation?**

26. Teacher three: No, so in my grade, first grade at videregående skole, its most important that students are talking and that they are communicating efficiently. Not so much looking for the details of the small mistakes

27. Interviewer: Yeah, okay, nice.

28. Interviewer: **Has your view on pronunciation changed since you began teaching?**

29. Teacher three: Well, here I've taught for one yeah (chuckles).

30. Interviewer: **Well since you studied then maybe? You've studied in a different country, haven't you?**

31. Teacher three: Yeah, I studied in Austria. But we had some thousands presentations in university, but we hadn't so much emphasis on pronunciation. Not even in grading. So, in grading we looked more on written texts, but not really on oral performance. So, we hadn't really a lot of experience with that.

32. Interviewer: **Was English considered a second language or like a foreign language in Austria?**

33. Teacher three: That's a great question. I think, generally, from country-wise, it's a foreign language. It's not a main language in Austria.

34. Interviewer: **Was it… So, in Norway today, we use English a lot. Was it the same there, sort of?**

35. Teacher three: It's not like in Norway. Definitely not. People don't know as much English as they do in Norway. When we watch something on the television, we watch, it's dubbed in German then. So, we don't really watch English movies on television. I mean, if you don't study English, or use it in your work, you most likely won't, yeah… obtain a high level of English.

36. Interviewer: **I don't know if you've been back recently, but it still, is it a slang, do they use English for slang or do they just not really?**

37. Teacher three: Well, there are some words of course, like cool, but otherwise no, it's not really used.

38. Interviewer: Okay, interesting. I did, I had a German friend, and she mentioned that they just dubbed everything into German, and I was like “what?”. But it’s a great way to learn German though (chuckles).

39. Interviewer: Yeah, yeah (chuckles).

40. Interviewer: **And you kind of already answered this, but do you teach pronunciation in class?**

41. Teacher three: Yeah, and uh, I only correct if it’s necessary, like important...

42. Interviewer: **And when is that necessary?**

43. Teacher three: When there are words that are frequent and where students mispronounce them in a grave way.

44. Interviewer: So, like, say they were presenting and they stopped because they were uncertain of how to pronounce a word…

45. Teacher three: Then I would help them, if it’s necessary for them to continue, or maybe write it in the feedback. But not necessarily correct them in front of the class. It’s more important that they talk or read than get it right on the first try.

46. Interviewer: **This is off subject, but do you think it would harm the students if you do correct them in class?**

47. Teacher three: I think it’s a question of mentality. Like, when I think back on my education and schooling. For us it was much more common to get correct in front of the class, also to, that people know what marks you got on tests and so on. But like Norway, I feel it’s a private thing and people are afraid to be corrected. But in Austria, when I went to school, it was much more common to just get correct and like “okay, that wrong, okay”.

48. Interviewer: **So, it just became a sort of natural thing, you didn’t shame each other or?**

49. Teacher three: No, not as I remember. We also had to present our homework, and of course it could be wrong, but here I never experienced that.

50. Interviewer: I don't even know if my parents did that (chuckles). Skipping over to number six then. **What do you think is the most beneficial method for pronunciation training?**

51. Teacher three: Hm. Well, one thing, I think it's important to listen to natural native conversation. So, either in movies or dialogues or whatever. Otherwise, you can focus on individual words, word groups, but it's not something Ive tried. And you would need to have some pronunciation classes. We don't really have space in the curriculum or in the schedule.

52. Interviewer: Yeah, it's a very busy schedule. **But yeah, which accent do you identify with, and are you satisfied with your accent?**

53. Teacher three: Well, I kind of… uh, it's a question of "what's my identity?". I'm kind of European, since I spent some time in both Austria, Germany and Norway. So, I don't have a clear accent in German, I don't really have a clear accent in English either. To me it's easy to adapt my accent to who I'm talking to, but mostly I think that my English is more tending to be American than British, but I'm not 100% sure.

54. Interviewer: Okay. It's actually very interesting that you brought up identity.

55. Teacher three: So, you asked me how satisfied I am with my accent. Well, it can always be better (chuckles). It's no clear accent in any language.

56. Interviewer: No. **Are you comfortable with your accent at least?**

57. Teacher three: Most days, yeah.

58. Interviewer: **Yeah, do you teach or recommend a specific accent or variety when you teach English?**

59. Teacher three: Yeah, that's what we talked about earlier. No, I don't. We have students from many backgrounds and I don't know what they've been taught before. Since I don't have a clear accent, how can I judge my students on that?

60. Interviewer: That is true. Eh, I don't know if this is still a thing, but at least before, the books would have clips or a CD in the back – maybe they have them online now, but often, very often in Norway, its British clips, Ive noticed.

61. Teacher three: I haven't really paid attention to that.

62. Interviewer: No? I found that very interesting, at least. Is it a like a promoting thing?

63. Teacher three: Yeah, well, we are closer to the Britain than US.

64. Interviewer: Yeah, historically, that's true.

65. Interviewer: Number nine, then. **What is a good English pronunciation to you?**

66. Teacher three: Well, it would be best if like sticking to one accent, of course. But most important to me is clear communication, so the message gets across in an efficient and clear manner.

67. Interviewer: **So, no prosody or anything like this?**

68. Teacher three: No.

69. Interviewer: **What do you look for when grading English?**

70. Teacher three: That's something that's hardly done. But when it is, it's important that, context with other factors, and clarity and uh, how you understand the person speaking, and if there are frequent mistakes.

71. Interviewer: **Does having a good accent affect the grade?** Say, a student had a super British accent.

72. Teacher three: Uh…no. Like, not uh, it's not a certain accent that gets top marks. Its if it's clear and easy to understand.

73. Interviewer: Does that mean, say a Scottish person came into your class?

74. Teacher three: (laughs).

75. Interviewer: That's not very clear and simple. How would that affect the grade?

76. Teacher three: I would consider a personal level here. Maybe the Scottish person would get -4 for clarity, but would get bonus points for... how do you say that…speciality? (laughs).

77. Interviewer: Yeah, specialty.

78. Teacher three: Yeah, speciality of the accent

79. Interviewer: (Laughs), cool.

80. Teacher three: I like special accents like Scottish or Irish. It's a plus, but I can't really grade it.

81. Interviewer: **Okay, so it's like a, so it would affect the grade in a positive way then?**

82. Teacher three: It should be neutral, basically. You have positives and negatives with every accent. Have you had some Scottish person in Norway? It would be fun. It would be like having a person from Trøndelag and uh... but of course, since the Norwegian curriculum doesn't say what should be graded, I can't say "you have to talk in this or that way". It's just, of course, it's harder for us, but if the person is speaking in a clear manner for their variety… of course it's a challenge, I cannot say how I'd deal with it.

83. Interviewer: **How would you feel about having common national guidelines for English pronunciation?**

84. Teacher three: Uh, I think it would be easier to grade pronunciation for teachers. Otherwise, I think teachers do as they feel.

85. Interviewer: **How would it affect the students, you think?**

86. Teacher three: Then we are… can we say discriminating?

87. Interviewer: Yeah.

88. Teacher three: Of course, when you're in Britain it of course should be British English, in America is American English. But in Norway, for someone to say you should speak in a certain way… at the same time it's difficult to a teacher that the person has to know and to teach all the different varieties. Uh... but of course, one thing that we could aim for is to have guidelines, how to teach pronunciation from primary level and on words, so that the students know which variety they talk. But of course, if you…if students change teachers every three or four years, and the teachers have different backgrounds, how can you ask a student to speak a certain variety when they have had different teachers? So maybe not common guidelines for pronunciation on grading but national guidelines generally for how clear a person is talking, certain rules that they should get right. There's a lot of things that different varieties have in common. I think it would be easier to grade when you have certain guidelines, but they shouldn't be too strict.

89. Interviewer: Great. That's all I had. Would you like to add anything?

90. Teacher three: Nothing that comes to mind, no.

Appendix 7: Transcribed interview – student 1

1. Interviewer: I chose to do the interview in England because I don't have to translate what you say and I don't lose any meaning.
2. Student one: No worries.
3. Interviewer: So, I'm just gonna start, really.
4. Student one: Yeah.
5. Interviewer: **So, what does it mean to speak English fluently for you?**
6. Student one: For me its pride, in a way. So, we've learnt English from when we were small, so everyone has kind of English capacity. And when you're good in English, which most are when they speak fluently, then that points you out as someone who's good at something. So, in a that's pride as well as something that grants you access. If you speak to a teacher or if a student asks you for help. In a way it's, not a badge of honour, but like "Oh, I can do this". Everyone has some level of English you are, not superior, but you are good at something.
7. Interviewer: **So, you mentioned pride, but what does fluency really mean to you? Are you good at vocabulary or are you like, do you pronounce something in a certain accent? What does it mean to be fluent?**
8. Student one: I think, for most people fluency is speaking, like clearly and sound English, you sound correct, it sounds right. I also notice grammar. That you… I mean, bend the words right – conjugate?
9. Interviewer: Yeah.
10. Student one: And that you use good words, you sound as native as possible. You don't get that from just school English, you need to use other sources like internet, YouTube and stuff like that. That's why maybe my English is good, is because I've watched a lot of videos and I have been able to pick up a lot of the pronunciations.
11. Interviewer: Thank you. So, we're just gonna go right into the other one (chuckles). **What does pronunciation mean to you and how is it different from oral skills?**
12. Student one: Pronunciation is like the top layer. It's how you sound, it used to be, now we mostly joke about it, but it used to be that British accents, they sounded more

proper, that was like the better one, you know? But… not many people take that seriously today, because they were like, people who want to show off, like they're trying too hard. But being able to sound like people doing series, for example. We watch a lot of Netflix, for example. If you sound, like, close to that, that's, like, good pronunciation. Whereas oral skills are like everything. If you're being able to communicate, being able to change, being able to fit your eh, your speaking partner and good grammar and listening and comprehending, especially on topics that you're not familiar with, if you're able to understand that, that shows good oral skills.

13. Interviewer: Okay. Good reflections there, thanks. **And yeah, what if anything did you first expect of upper secondary pronunciation content in class? Did you expect like, "oh were gonna do so many activities for pronunciation"?**

14. Student one: I was imagining more, like, eh, more practices, more specific: "Oh today were gonna practise this and this". Going through like, what words are used and then go much deeper into them than we have done. It not as much focus on it as I hoped, but they teach you like, I mean… Our teacher doesn't really focus on a lot on pronunciation, unfortunately. But I expected maybe that we dug a bit deeper, like why is it pronounced like that, is it French, is it German is it from Norse? The English… The reason English pronunciation can be difficult is because they write it a certain way and pronounce them completely differently and it doesn't rhyme with words that are written the same exact way, like... just changed with one letter, you know? And that's really difficult. Like, if you're reading a text, and you go like "oh I've heard that one before" and then your classmate reads it completely different from you, you know? And maybe focus more on being taught these words, that's what I maybe expected, to like perfect the pronunciation.

15. Interviewer: **Are you currently aiming for a type of English accent and why, why not and which one?**

16. Student one: I'm currently aiming for the American because that's the one I was taught in eh, in grade school. I would love to be taught like, British English, because that's more the proper one, but our teacher focused on the American one. I'm really happy about that really, because then I was able to actually get that accent, in a way. I could watch a lot of American content, which is like the main kind of…

17. Interviewer: Provider of English.

18. Student one: Yeah. And therefore perfect the things I was learning in school. Wait, what was the question again?

19. Interviewer: Eh, what accent...

20. Student one: Oh, yeah, yeah. So, I'm aiming for the American one. It's not one of my favourite accents, but it's… Even though English has become a lingua franca, American English has become like an image of that. If you can speak close to that, then you're, you can speak English. There are accents that are prettier or more unique, like the Scottish one or Irish. Those are really nice. I'm not too educated on the accents, Irish is like known to be smooth and nice, but the Scottish is like a little harsh and I really, really like that.

21. Interviewer: (In an obvious Scottish accent) maybe I should start teaching…

22. Student one: Jo! (Laughs).

23. Interviewer: That would be really good, actually. I find it really tiring to keep my Scottish accent, really.

24. Student one: It must be. They got to have some good jaw muscles.

25. Interviewer: Yeah, and I've experienced that a lot of people can't understand me in class, doing the Scottish accent.

26. Student one: I feel that's because there are so many words that are different.

27. Interviewer: Yeah, I'm not so good at using those words, because I'm not like, native, I didn't grow up with that.

28. Student one: Yeah, give it a couple more years (chuckles).

29. Interviewer: So, Scottish is your favourite one? That's really interesting because Scottish is a non-standard accent. So, the standards are like standard American and received pronunciation, like the Queen's English.

30. Student one: Yeah, posh.

31. Interviewer: Yeah. That's the two standards that we have. **Do you wish we had more focus on the non-standard accents? Not only Scottish but Indian and other places where they actually speak English?**

32. Student one: We went through that, briefly, in school. But it wasn't much, like "oh, they are the ones surrounding the British ones", like geography. For example, we had, like, why the accents sound like they do. Like, the Indian accent is…Today it's become a bit of a meme, it's a funny accent, you know? But it's like an entire nation, but a lot from that nation that speak with that accent due to their native language and their sounds and how they are used to pronounce things a certain way. Eh, and maybe learning about why that is and maybe learning about the other ones as well, like every single nation has some sort of quirk with their English. Have you heard the Danes? Their English is like somewhat charming, somewhat disturbing. Whether or not you like it, it's up to you. But also, like the NorwEnglish, it can become very apparent, just look at like Jens Stoltenberg. Stuff like that, you know. So, I think we've looked at it, but we haven't really explained it, in a way. Language is constantly changing and there's a reason the British accent or American accent sounds the way it does. I think it's important to explain that it's not like a correct, well, I mean, of course there is for school, but there is nothing wrong with pronouncing words with your own accent.

33. Interviewer**: I wanted to actually ask you about the NorwEnglish accent, eh… What are your thoughts about it? Do you think its suitable to speak NorwEnglish when you speak to a native, say an American**?

34. Student one: The NorwEnglish speaker is pushing themselves out of their comfort zone in a way that they're learning a new language. And I think anyone who speaks English as a first language should be able to accept that in a way. I get that it's like a super strong accent, that you sometimes can't understand a single word of. Maybe the speaker should work a bit on pronunciation in order of being understood. The reason we learn a language is to understand and comprehend and communicate to other people. I don't think there should be any judgment, but I think that you should aim to be understood. Other people can't command you to speak their language perfectly, like people who command you to speak their language in their country, I feel like that's very uh… I think it's a disgusting behaviour to expect someone to speak your language, that you've been speaking since birth, perfectly. Especially like older people who learn English in later years, who in a way, can never master that. It's just too impossible for them to speak English perfectly. They don't have enough time, not necessarily the brain capacity, but like, their linguistic capacity for it. And, for

example my parents, I moved to Norway when I was like nine, and we moved from another Nordic country. My Norwegian is like… its perfect. Like, not... That sounded like a brag (laughs), but I've never had anyone say anything else. But my parents, they've spoken Danish their whole lives, and you can hear that when they speak. Of course, you can confuse it with another Norwegian accent, because there are dialects all over. I would definitely not appreciate if people were correcting them on their Norwegian, because they're out of their comfort zones and learnt a new language in their 40's, you know. They are understood, they can communicate properly. But with NorwEnglish, like, we've learnt English from when we started school and we've been surrounded by English media. If you still have a strong NorwEnglish accent its maybe because you've not put in the work or you struggle with learning English. I don't think you should be shamed for that, but I think you should be aware of the fact that you will get a lower grade because you've not put in the work throughout the years.

35. Interviewer: **Throughout your upper secondary English classes, do you think there has been enough focus on English pronunciation?**

36. Student one: I do not think so. I have a good English accent, but that's mostly self-taught, and my friends with good accents are also self-taught. Whereas my friends who speak just NorwEnglish has just learnt that from school. And they've not learnt to perfect that. As long as you can present something and "oh yeah, fix your language". That's kind of where it ends. There are no lessons on how to improve or like, you can do these exercises in order to learn better. That's a little frustrating. I know I would be in the exact same spot if I didn't use YouTube and stuff like that. I mean, I think a lot of people have been, not neglected, but they haven't received education they should have been entitled to, in a way.

37. Interviewer: Oh, entitled even.

38. Student one: I feel like if you're paying, well not paying, but you're going to school in a country where school is a big focus, you have to learn English, you should have a good English accent. The school should provide that.

39. Interviewer: Yeah. When I was growing up and in school, my teachers, usually older teachers, spoke with a NorwEnglish accent, but they had perfect grammar and made themselves understood and all that. But it's very hard to teach pronunciation when all you know is NorwEnglish.

40. Student one: Yeah, I understand that.

41. Interviewer: And then you would have to show YouTube clips or something else. And you would be like “this is the Cockney accent, this is RP, this is Irish”. I also agree, I think maybe there should be more time.

42. Student one: Just so it’s not... You have limited resources, but, if possible, bring in someone who is educated on that. I think it’s very important that people…The main problem I think is that a lot of Norwegians are ashamed of speaking English, because they don’t have that accent. Norwegians have perfect grammar, and when tourists come up to them they don’t want to speak English, because they feel like they have to speaking perfect. I’ve had friends that refuse to speak, because that and that person has a better accent or they know better or something like that. It makes me sad. English is supposed to be a tool to speak to people and communicate, and it’s doing the opposite thing, you know? Also, people who don’t speak any English try to use their hands and…

43. Interviewer: Yeah, they use body language instead.

44. Student one: Yeah, and those are not ashamed, because everyone does it. So, when you learn a language and then feel ashamed, then I think that’s a problem.

45. Interviewer: Such insight!

46. Student one: (laughs). I’ve had enough time to look at the questions.

47. Interviewer: That’s good.

48. Interviewer: The second last one. **Do you think it would have made you a more confident English speaker if there was more focus on pronunciation?**

49. Student one: I think so. In general, I’m quite a confident speaker. I’m just curious, you know. But sometimes there are new subjects and new keywords and I’m very nervous to say those. I’m like “I’m gonna say this wrong”. I look at the word and I know I’m gonna pronounce it wrong. I see that it’s a French word and I know there’s no way. Always the French words, you know. And that’s sad. That shouldn’t be my initial thought, it should be “oh there’s a new word, I probably should learn this word”. But I think a lot of people would be more confident learners just from reading English books. Some people never read books, some people say they just wanna read

in their native language or they think reading English will be hard, and that's really sad, because English opens up a whole new world of literature. I always think that you should read a book in its native language, if you have the possibility. There's so much that you miss not reading in the native language.

50. Interviewer: Yeah, exactly. That's why I wanna do the interview in English too (chuckles).

51. Student one: Yeah, exactly, right? And I think that translates to English speaking as well. If they feel more confident speaking, they will hold themselves to a higher regard and maybe treasure their abilities more and maybe feel more comfortable reading. And yeah, if there was more focus in school, maybe people would be more confident and people would travel more, maybe focus on like… there are people who maybe don't wanna go into different fields because they're scared of not being able to communicate. I have friends who are electricians, right. And their English is basically not there. They've learnt English alongside me, but when they get to upper secondary they don't have English?

52. Interviewer: Yeah, they only have English for one year.

53. Student one: Yeah, they have English one year and they just lost everything. And they can barely communicate with their co-workers.

54. Interviewer: Yeah, because a lot of electricians are not Norwegian.

55. Student one: Yeah, they work a lot with like Polish people. Even just a Swedish person with some sort of accent. They can't understand them so they use English, but they can't really speak that either. The fact that they were not taught, or maybe not taught but like…

56. Interviewer: Maybe not engaging with English more?

57. Student one: Yeah. One thing is reading a text in English and doing some tasks, but being able to communicate what you did, uhm, or being able to speak to people. Like, I often speak English and I use a lot of synonyms, which I love. But if I'm with a friend who doesn't speak English, they'll go quiet. They'll lose the ability to communicate. Even though it's supposed to be a pathway for more open communication.

58. Interviewer: I think also having, not necessarily a perfect pronunciation, but daring to speak will affect their self-esteem as well.

59. Student one: Mhm. I mean everyone should be taught to be comfortable speaking English, but a lot of people will never be that comfortable speaking English. If you know that your English is good, that your pronunciation is good, then that will be much more comforting for you.

60. Interviewer: But again, like you said with the shaming. What is a good accent? Does it need to be perfect? Does it need to be native? I think that's what stops a lot of people as well.

61. Interviewer: Oh yeah. This is an interesting one. Do you think a correct pronunciation... That's actually not what I though Id… (laughs). Okay, I'll do another question for this one, actually. **Do you think having a set pronunciation guide, or not guide but like "everyone in Norway should be taught American English". Do you think that would make it easier or more…?**

62. Student one: I think it would make it a lot easier. Of course, it would be sad to limit it, because when you first learn an accent it can be hard to learn another one. But I think it would be beneficial since it's a second language. If everyone's taught the same, then we can correct each other, you know? If you speak a British accent and you say something wrong, you're not necessarily gonna pick up on it, you know? And I think, of course, its gonna make it very boxy and boring "you have to say it like that", but that means that there is something that you can refer back to. And if there are people who have difficulties learning, like when you say "you have to learn English" that's such an open thing, you know? I think that everyone should be taught the same, as boring as it is. But if it gives everyone a little bit more than what it is now, then that could be beneficial for a lot of people. Especially with the direction we're heading. The world is becoming so globalised that we need to learn these languages. Maybe we also have to learn like Mandarin, because that's another giant language. You can very much see the difference between learning English and another secondary language in school, like French. I had French. I do not speak French, you know? I've had French for years and years, but I do not speak French. I think if you have something to refer back to it would be safer and make people try to improve.

63. Interviewer: Yeah, I agree on a lot of what you're saying. I had German for five years through my schooling, and I was told that I had a great German accent, but I was never aware or I was never told which accent I spoke in German. Is it a general one? I don't know. Basically, I had a good German accent because I didn't sound Norwegian. So why do we care so much about English pronunciation if we don't do it for our other languages? You don't have to answer that, it was just a thought.

64. Interviewer: **So yeah, I think you've already answered this one, but do you think a correct pronunciation will affect your grade, and how do you feel about that?**

65. Student one: I know it will, because it's something, like teachers will say "oh you can work on pronunciation", it's like an own goal, while also not teaching us pronunciation. I think it does, yeah. If you're saying the exact same thing in like American English and again in Indian English, you're going to be taken much more seriously speaking the American one. And that's sad because Americans… Americans tend to say a lot of, maybe not a lot of good things, whereas Indians who speak English are very educated, you know? And that's very frustrating. I think it will affect the grade. If you take me ,who has a good pronunciation, and a random ass person in my class, who maybe has a strong NorwEnglish accent. They could put in twice as much work in and have that presentation and they're still gonna be pulled down because of pronunciation. I could maybe bullshit my way though and maybe sound like I know what I talk about, and maybe get a better grade than I deserve for my work. I think that's very sad, because, I mean, I have not been taught this in school. We haven't had the same starting point. Children shouldn't be on the internet too much really, but I've been on it way too much. My first English words were like "ladder and torch" from, like, Minecraft. In middle school my English pronunciation was horrible and so I went on YouTube.

66. Interviewer: Really?

67. Student one: Yeah, I had to teach myself English. Some kids haven't had the same experiences as me, and so we have different starting points. Their work in English could be the exact same as mine, but I would get better grade because of my accent. My mother… My mother calls it "språkøre". I could be quite quick with languages – not French (laughs). Anything but French. But like, I picked up Norwegian quickly, I spoke Danish fluently besides my native language.

68. Interviewer: Really?

69. Student one: Yeah, I watched all the moves in Danish, because they were never translated into Færøysk. I didn't like English at first, but then "oh, these YouTube videos are funny", you know? But I think accent and just general English should be separated in grading.

70. Interviewer: So, you mean pronunciation and vocabulary?

71. Student one: Yeah, no. I think that the content should pull you up, regardless of accent. Like, if you use good vocabulary and the information is good, then accent shouldn't affect the grade. But I know that they do because there's always a box about pronunciation.

72. Interviewer: Yeah, it's a competence aim, no, not competence aim but like…

73. Student one: Yeah, high, middle and low evaluation, yeah.

Appendix 8: Transcribed interview – student 2

1. Interviewer: If there are any words you struggle with, just say it in Norwegian, that's fine. I will not force you to answer in English (chuckles). **Okay, so to you, what does it mean to speak English fluently?**

2. Student two: To me, it means that I can communicate well with other people when speaking English. It's when you can speak with someone without having a lot of pauses or misunderstandings or, yeah.

3. Interviewer: **Would you say you're fluent in English?**

4. Student two: I actually talked with the other girls, what they would say is fluently. And they would say that when you are a student in Norway, they would say that you speak fluently. I don't feel like I speak fluently, because when I speak with people with English as their mother tongue, there's a lot of times I don't understand what they're saying. Because they have other expressions for things and maybe the accent is different. For instance, my cousin is married to a guy from Australia-

5. Interviewer: Cool. Oh, they're so hard to understand (laughs).

6. Student two: Yeah, I don't understand what he's saying (laughs). And a lot of different English accents I think it's hard to understand, so I wouldn't say that I'm fluent in that.

7. Interviewer: **So, you think it's like the idioms, *ordtak*, that's the issue?** Because I know Australians and they use quite a few of them and they shorten everything, and it makes it so hard (chuckles).

8. Student two: Yeah, maybe. But when… When you talk with eh….this summer I was at a camp, and there was the speaker at the camp, he was from the United States, and then he asked like "do you know English? Of course, you do, you're Norwegian". The people always assume we know English, but I don't feel like it.

9. Interviewer: Yeah, I also feel like an imposter sometimes too. I lived in Scotland and I think it was my last year, and then my then boyfriend and I were talking about something my mum had done and he said "ah, what she like" and I was like "you know what she's like?", and they all laughed because it's an expression meaning how silly she is. So, we all sat around the dinner table with me all clueless until he

explained. We had a good laugh. It was embarrassing but fun, yeah. **So, to you it means to be able to understand with no hiccups?**

10. Student two: Yeah.
11. Interviewer: **And what does the word pronunciation mean to you and how is it different from oral skills? We discussed that pronunciation is a smaller part of oral skills, but what does pronunciation mean to you?**
12. Student two: Eh, I think it's like the accent you have or the way you pronounce the words. Cause you can say like (chuckles), for example for "vegetables" I used to say "veg-**e**-tables" (laughs). That's pronunciation, if you say it right. But what it is…I think it's different from… I would say that oral skills is your way with words and how you eh, are able to use the words you know maybe. You can say a word right, but if I use it in a wrong sentence, I wouldn't have good oral skills.
13. Interviewer: **Do you think you get along fine without good pronunciation skills but still have great oral skills?**
14. Student two: Yeah. I thought about that. You know Jens Stoltenberg? It sounds really Norwegian English. I would say he pronounces things wrong, and he's just really… yeah, he knows a lot of English and he can communicate well, but I wouldn't say he has a really good pronunciation. But it depends on how…There's a lot of different accents, maybe a lot of people think it's easy to understand him, because he has a lot of the right words, and I think he also has a lot of good oral skills, but maybe others think he's really hard to understand because of his Norwegian accent.
15. Interviewer: I think if they're very used to hearing that one type of accent, it can be difficult to understand. Like, I would struggle to understand a really Scottish accent when I first moved over. And yeah, that brings me over to the third and maybe the most important question: **what, if anything did you first expect of upper secondary pronunciation content when you first started? So, this is two-folded sort of – what did you expect when you first started year 11, *altså første videregående,* and what did you expect when you started the program subject of English**?
16. Student two: Eh, in first grade I expected it to be very much the same as *ungdomsskolen*.
17. Interviewer: **And what was that in terms of pronunciation?**

18. Student two: We didn't really focus on that, so I didn't think it was very important. In those grades you learn how to be understood and how to understand people. Maybe pronunciation is, like, next level - when you can understand people better, but it's not necessary to understand English maybe. I didn't really expect to focus on that. When it comes to this year and last year, I expected more focus. Because even though it's not necessary to understand, I think it's important to understand more.

19. Interviewer: **Can you remember what you expected about pronunciation or how you expected to learn pronunciation? What sort of exercises?**

20. Student two: Maybe the teacher would talk more about pronunciation and listen to different videos with different pronunciation maybe. If we were gonna listen to videos maybe she would point those out. We also learned about that in the first grade, where the different accents were, but I would say that's different from pronunciation because you maybe learn how to pronounce a word, while accent is maybe more *tonefall [pitch]*. But that's also a part of pronunciation.

21. Interviewer: **Are you currently aiming for a type of accent, if so which one and why?**

22. Student two: No.

23. Interviewer: **Okay, so what would you describe your accent as now?**

24. Student two: I would describe it as a *blanding* [mix].

25. Interviewer: A mix, yeah.

26. Student two: Yeah. Maybe American English and sometimes I think I have more British pronunciation of some words. I don't have an example, but I am not aiming for an accent. I think it's because in everyday life I'm surrounded by a lot of accents. When I talk to the volunteers there's more a Spanish accent, songs and series are more American. Because I'm surrounded by a lot of accents…If I wanted to aim for an accent, I think I would need to be more eh… *målretta* [determined].

27. Interviewer: **Yeah, so you would target one accent more?**

28. Student two: Yeah, because there are so many accents around me.

29. Interviewer: Yeah. Like, I can speak with a strong Scottish accent, but I choose this one because it's so much easier.

30. Student two: Yeah, that as well, this one is so much easier.

31. Interviewer: It comes more naturally, yeah.

32. Interviewer: **Throughout your secondary schooling, do you think there has been enough focus on pronunciation?**

33. Student two: I think it would be nice to learn more about it. If we would have tasks to try different accents maybe, it would have been really hard but it would have been *lærerikt* [helpful]. We've had about different accents, but maybe the big ones. What was the questions again?

34. Interviewer: **Has there been enough focus on pronunciation?**

35. Student two: Yeah, we've learnt about it, but only touched upon them. I think it would be useful to learn more about it, because there can be a lot of misunderstandings when you don't know what accent you're speaking or speaking to. I've experienced that when those I speak to, same as me, don't have English as their mother tongue, sometimes I've been offended because, or like, insecure what they mean when they correct me or anything. For me, it feels like targeting or correcting, really.

36. Interviewer: Yeah, if I understand you correctly it's like "how does this person know what's right for my accent?". Because you are both non-natives?

37. Student two: Yeah (chuckles).

38. Interviewer: Then you maybe become insecure of what that person's saying? I get you.

39. Student two: Yeah.

40. Interviewer: I'm just gonna go straight to number six. **Do you think it would have made you a more confident speaker if there was more focus on pronunciation in school?**

41. Student two: Yeah, I think so. Because now I think the purpose is to learn English-English, cause when we listen to the audio files from the book it's, like, really English.

42. Interviewer: Yeah, they're always British.

43. Student two: Yeah. But sometimes I'm scared of having a really Norwegian accent.

44. Interviewer: **Why?**

45. Student two: Because it sounds so funny. I think it would have made me more confident maybe if we focused more on a few or one accent.

46. Interviewer: Yeah, that's my next question, really. **Would you have preferred if everyone had to learn the same accent in class, or?**

47. Student two: It's always nice to choose, but maybe in class it would have been nice if we all learnt the same. But I also think that's the purpose because the audio files are all the same accent, I don't feel like that... *at det kommer fram* [it shows in class].

48. Interviewer: **What do you mean?**

49. Student two: *At det er engelsk-engelsk som vi skal lære. Det kommer liksom ikke så godt fram i klassen kanskje, men på nettet og i boka kommer det fram* [That it is English- English that we are supposed to learn. It doesn't show as easily in class, but online and in the book it does].

50. Interviewer: **Right, so when you say English-English, you mean like British English?**

51. Student two: Yeah.

52. Interviewer: Okay, so you think that the book wants you to learn British English. But then you don't do it in class?

53. Student two: Yeah.

54. Interviewer: I see.

55. Interviewer: My question was "do you think everyone should learn the same English?"

56. Student two: Yeah, I think so. Then you could help each other out.

57. Interviewer: **And the last one. Do you think a correct pronunciation influences your grade?**

58. Student two: Not that much, maybe. I think it affects the grade, but I don't know how much or if it's even on purpose. When you have a presentation, and you can have all

the right words, but if the pronunciation doesn't sound good, kind of. Subconsciously the teacher might change the grade because it doesn't sound so good.

59. Interviewer: **How do you feel about that? Should it affect the grade?**

60. Student two: Maybe. Then you're being pushed to learn pronunciation right, like the right words, kind of. But in another way, I don't think it should, like Jens Stoltenberg, he communicates well even though he has a Norwegian pronunciation. It can be unfair, but it can also be fair. So, I don't know.

61. Interviewer: That's very good insight, thank you very much!

Appendix 9: Transcribed interview – student 3

1. Interviewer: OK, here we go. OK so I'm just going to switch over to English. So, I'm doing the interview in English because then I don't have to translate and lose what you're trying to say, really. So, I have the questions here, but you also have them there? Good, OK then I'll just start. **So, to you, what does it mean to speak English fluently?**

2. Student three: So, English is my first language, so it is vital for me on a daily basis as it helps me communicate with like, my father and my English speaking friends and my family. To speak English fluently is honestly an advantage for me, I'd say. Since it is like, it is the world's international language and it, you know, helps me on social media, it helps me read the news and I think it really does... It's going to help later in studies, in my career. Yeah, I also have, you know, an advantage with maybe like taking ... courses which can, you know, which entail, like different languages and it definitely does help with communication. So yeah.

3. Interviewer: **Yeah, definitely does. Is your family American?**

4. Student three: No, my mum's Norwegian and my dad's German.

5. Interviewer: Oh, really?

6. Student three: I went to an International School in Thailand (chuckles).

7. Interviewer: (chuckles) OK.

8. Student three: So that's why I have... I have a little bit of, yeah, English is my first language because we speak English at home and then I have just loads of English friends. Yeah, so.

9. Interviewer: Right. **So, I know you know Norwegian, obviously, but do you also know German from your dad?**

10. Student three: No, I don't, but he... you know, he regrets not teaching me.

11. Interviewer: I would think so actually (laughs). Yeah, it's actually, yeah in German, as well. It's really, like, I was gonna say, like sort of base language [contact language].

12. Student three: Yeah, it is, it is.

13. Interviewer: I learnt Dutch so much easier because I knew German.

14. Student three: Exactly and it's, you know, it's also a bit of an international language, you know. They speak German quite a few places.

15. Interviewer: Yeah. If you don't speak German, they speak Swedish, yeah? (laughs). But yeah, moving on. **So, what does the word pronunciation mean to you and how is it different from oral skill?**

16. Student three: So, I don't believe pronunciation determines how good you are at a language, in a language. English, for example, since I think oral skills does. Like, you know, to speak orally. Like, one of the most significant parts of a language is communication, being able to have oral skills. However, I believe that pronunciation is a tricky one, because you know, there's many accents. It doesn't determine, like, how good you are in the language, like, in the region… if you're from, you know, Oslo and you speak very pretty, and you speak to a person from the West Coast. Doesn't mean one's better or one's not, you know? So, I don't, I don't believe that. Yeah, I, that's how you can kind of see the difference between pronunciation and oral skills. So yeah, that's what I think, at least.

17. Interviewer: Thank you, good answer. **So, what, if anything, did you expect when you first started upper secondary? What did you expect of the pronunciation content in the English class?**

18. Student three: So, since I already... at my old school, I completed my GCSE exams in English literature and language, and so I didn't... I wasn't expecting you know, coming here to be learning literature and language, because I know, like, the British curriculum is very different. They're very...They go in detail in on that topic, but here I was, maybe expecting a different kind, a different way to learning English. Like, I was expecting more pronunciation and reading skills, but I don't... So far, I don't see... I feel like... Wait, how can I say this? I haven't learned... I'm thinking, one second.

19. Interviewer: Yeah, no worries.

20. Student three: However, my experience thus far has been interesting, since I learned more about the cultures and history throughout the English classes rather than pronunciation and how to formulate sentences. So, I think it was different. However, I don't mind the change.

21. Interviewer: **OK, so before, earlier, in your International School, you had a lot of literature? Yeah, so did you also do, like, how to formulate sentences and all that?**

22. Student three: Yes, that's kind of the thing. We've learnt more about pronunciation, and you know, writing sentences and stuff in primary school. My middle school was from year 7 to 11, so throughout that it was just eh, reading loads of books and analysing them, seeing, like, you know, how... and also poems as well, analysing the poems. Because all of that kind of came in the exams. There was always, like, the final exam at the end of year 11 was in a way related to one of the books or something, you know. So, we started analysing poems in year seven and just from then, like, we were...It was kind of like a machinery work. It was very, like, we learned how to paragraph structure in both literature and language. So, we learned how to... So, by the end of the, you know, year 11 we could write it from memory, the paragraphs, and just add in what in what book it was in the analysis. So, I think that was that was quite good, but yeah.

23. Interviewer: It's very interesting. We do that in in university now, like, we read the book and we analyse and sort of like ...

24. Student three: Yeah, and I think that's so fun. I love it. Yeah, there's different things as well. Like we read the... *The Streetcar Named Desire*, but then we also read *Dracula*, and then we read *Gatsby*. And then we read like, no, it was just like very different themes and very different topics.

25. Interviewer: Yeah, wow that's quite fun. Yeah, I'd love to hear more about that, actually. I'm just gonna do that after, you know (chuckles). Eh, yeah, that's good. **About what you expected, you saw that there was more focus on culture and the history in Norway?**

26. Student three: Yeah.

27. Interviewer: OK, that's great. **And are you currently aiming for a type of English accent? Which one and why?**

28. Student three: So, I believe I have a sort of like a transatlantic accent. Not very 50s, but more that, like, since I speak like more British with my British friends and then more American with my American friends. So, I've had a very confusing accent for many years. They haven't quite understood where I'm from. And I understand that, you know. But I think I'm aiming for a British one, at the end of the day. There's a reason

for it, and that's because when I was in London now, in summer, yeah, I was with my American friends and we spoke very American. And I...I saw that I was getting, like, stares and funny looks, and I actually felt dumb speaking with this accent because I feel like...like, me personally, I felt that, not that it is like that but... When people look at others that speak British, they kind of see them in a higher status light. Yeah, so it, it kind of puts them like "oh they're smarter, or they can speak proper English", right? And it shouldn't be like that, but I just I felt dumb for speaking a bit more American. Yeah, so I'm aiming for a British one.

29. Interviewer: Okay. **So, you're not gonna be like "despite all of these judgmental looks..."?**
30. Student three: No. I just, I just feel like it does sound nicer too.
31. Interviewer: Yeah, they think so too (chuckles).
32. Student three: Yeah, you have a Scottish accent?
33. Interviewer: Yeah, I lived in Scotland for two years so, but it's very faded now. But if I...
34. Student three: No, but could hear it, for the first time I was like " Oh, I know" (chuckles).
35. Interviewer: [with a Scottish accent]. If I really put my mind to it I can, I can sound really Scottish.
36. Student three: Yeah, yeah (laughs).
37. Interviewer: If I really want to, yeah. It's very tiring to keep up, really. So, and I... I just go back to this, yeah, whatever mix.
38. Student three: Yeah, I understand.
39. Interviewer: Also, my boyfriend was from England, but he lived in Scotland, so he had a sort of mix already. So yeah, so it's very interesting. So, when I went to England, they were like are you... are you Irish? And I was like "No, it's Scottish, if anything" (chuckles).
40. Student three: (laughs). Yeah, like "how dare you". I understand.

41. Interviewer: But then I went to Scotland after living there for two years and they were like ... and I went to Strathclyde University to do like a... I was considering starting there and - chemistry of all things.

42. Student three: Oh, God, OK.

43. Interviewer: Yeah, I would never. Now I would never. But they were like "what are you doing here? This is the foreign department. You should go to the...whatever you call it. The normal department" (laughs).

44. Student three: Yeah, that's so funny. That's so funny. That's good.

45. Interviewer: And I was like "I am foreign". I was so proud.

46. Student three: A compliment, yeah.

47. Interviewer: Yeah, yeah. That's my thoughts there, uh, but it's interesting that you said that you get a lot of looks or, yeah, when you speak American. Because it is sort of frowned upon, but this was in UK as well. So yes, yeah, maybe even more there.

48. Student three: But I feel like if... if it would have been the opposite way, if I would have been in America speaking with my British friends, I think people would be like "whoa, that's so interesting, that sounds nice". You know, it's the complete opposite.

49. Interviewer: Yeah, yeah. Yeah, that is true. It is. **And yeah, then through your upper secondary... schooling, really, in Norway, do you think there has been enough focus on pronunciation?**

50. Student three: Not at all.

51. Interviewer: **Not at all. OK, how come?**

52. Student three: I feel like there's been more focus on understanding the topics and getting good grades. I feel like here it's all about, eh, GPA I believe it's called in English, and getting as many points as you can. So, I feel like the teachers, they kind of maybe focus more on things that the students are good at in order to get them there. So, like, we haven't read almost any books throughout, like, any English classes. I think I read, like, one in the first grade. And we present a lot, but I don't believe that it helps, if you haven't really, you know, have the... if you don't have the foundation of communicating skills. Yeah, so we rarely read books or texts out loud as well in

classes. Like, usually in my old school, we would read, like you know, we'd sit in a circle, like with the tables and then we would read one of... like everyone would take a turn to read. So, it isn't weird here that we haven't worked on pronunciation, but I feel like it's very, very key for communicating. And for business later as well. Being able to present and debate as well, so I don't know. I don't think we've worked on it enough.

53. Interviewer: Yeah, but you mentioned...you mention pronunciation alongside presenting or reading out loud, so what does...**What does pronunciation actually entail for you? Then, like what…What do you put into it? Is it the different vowels and stuff? Or, I know it's sort of like an accent thing but...**

54. Student three: Yeah, just...

55. Interviewer: **Would you, would you have, for example, would you rather have presentations that are British only sort of thing or like?**

56. Student three: Like, the, the accent kind of thing?

57. Interviewer: Yeah, or what do you put into pronunciation really is what I'm trying to get at (chuckles).

58. Student three: I don't mind what kind of English anyone speaks, to be honest. I think it's very interesting to hear the different accents and pronunciations, but... I think in order to pronounce it correctly in one's accent, you know, it's easier like, like for example, we've learned that maybe Scottish, they pronounce different words like this, and so if you hear that, then you can like you can highlight that as "OK, that's Scottish". You know what I mean? But if a person has a different way of speaking, and its pronunciation's here and there, and maybe not so good, it's going to be very difficult to find out where they're from, what they're trying to say, what they're trying to communicate, you know? I think it's very, yeah. It's very…It's just very, I just think it's very important to know how to pronounce it correctly. Yeah, OK, I hear a lot of my classmates, if they pronounce something wrong in English, and it's not one time, it's like a few times, and I'm thinking "OK, well, that's something maybe the teacher should, you know, pick up and work on". That's probably key. They need to work on that, but they don't, so.

59. Interviewer: **OK. So, is it... when they do pronounce something wrong, is it very Norwegian or?**

60. Student three: It's just, it's just the wrong way of saying it like, like let's say... Let me think of a word.

61. Interviewer: Yeah, no worries. Take your time. It's always very hard. Yeah, yeah.

62. Student three: Nonchalant. Let's take that word, right? Many would say non-chal-**a**nt and it's not, it's not like I don't know what you're talking about, but it's just the right way of saying it, and I feel like the teachers should know to correct them right there and then or maybe in private, but they just ignore it and the more you ignore it, the more yeah...

63. Interviewer: It's gonna get stuck really, yeah.

64. Student three: Yeah, and it also... It also is going to mess up with your writing skills. Not everything pronounced is what you write it.

65. Interviewer: Yeah, that is very true, especially in English, I feel. Well, that's very interesting. That's a good way of putting it, really. Moving on then. **Do you think it would have made you more a more confident speaker if there was more focus on pronunciation?**

66. Student three: Yeah, one hundred percent. Yeah, because pronunciation, it helps with your vocabulary, expanding it and, you know, knowledge as well, definitely helps the knowledge about the English language. It, like I said, it makes presenting and debating easier. I just feel like maybe, yeah, like we've talked about, pronunciation is just so, it's so key for the English language. Not only, like, orally but also, you know, writing and so on.

67. Interviewer: Nice, thank you. And the last one that I've got here, at least. **Do you think a correct pronunciation will affect your oral grade in English?**

68. Student three: Yeah, I do believe that correct pronunciation will affect my oral grades, since it's about, I think... I searched it up and it's about 5 to 10% of your grade depending on what curriculum of course, but...although it's not like a huge percentage, it is, it will impact your grade in some way. And I don't necessarily think that it's a bad thing, because a significant part of learning a language is communication. However, I do think that schools should definitely work more on pronunciation and speaking orally to one another, because I've kind of experienced that they tend to give us projects where we go, where we have to present or talk out loud. And I feel like if you don't

work on communicating first with one person and then two people, you cannot just start by presenting to a class full of 30 people. Yeah, you know? And especially loads of kids feel the pressure and like anxiety for presenting when they don't feel like they can pronounce words right. Like, my friend for example, she's always scared about going to say something wrong and I feel like, well, if you take that away there's nothing to be scared of, you know? So, I also think it's not fair if everyone has the same final exam. If the schools have ... if, like, the schools haven't focused on pronunciation, whereas maybe other schools have, like at the end of the day we must have the same English exam for example, and then if maybe this school didn't focus on that but the one in Ringerike did. Yeah, I'd feel like that's very unfair. And of course, that happens all the time. But you know, it's just another...

69. Interviewer: Yeah, I actually do have a question there as well. **So, if we did have like national guidelines that stated, like, everyone must speak received pronunciation for example, so very the Queen's English, and everyone was graded by that. Do you think it would have made it easier for students?**

70. Student three: If everyone spoke the same way? Yeah, I have a feeling... yeah, I think so, yeah.

71. Interviewer: **You think so. How come?**

72. Student three: I know from experience if everyone is being taught the same way, like, for example, my paragraph structure. Everyone was taught the same paragraph structure. You're going to become fluent in that. You know you're going to become, you're going to.…Your memory just it kind of forsterker? But it's nice. It's a bit of, like a brain twister. Just because it's, like "well, would it or would it not have?" I do believe it would have, but it makes it more interesting that it's not, you know? I don't want anyone to speak the same, or pronounce the same things, but yeah.

73. Interviewer: **Yeah, so you don't think you would have made any troubles if everyone spoke British for example?**

74. Student three: No, it would probably make… it would probably make this society less diverse. Yeah, because then I feel like there'd be more expectation to be like that. Yeah, now we have so many different ways of speaking, cultures and it's definitely more accepting nowadays, but it would make it more like OK though. Because I know

British in general. The culture and everything. For years they've seen themselves as up there, you know. So, in making everyone sound like the... Imagine the whole America, Australia, everyone spoke British. Then it would definitely make people look down on others much more, like Norwegians trying to speak English or tell and translate.

75. Interviewer: Yeah, it would. Yeah, I think so, yeah. That's a good one. I was thinking something along those lines, what was it? Eh...Yeah, because you said that the main part of speaking English is being able to communicate. But if everyone speaks the same accent, that might cost... What you said, like everyone would maybe start looking down on people who can't, for example, speak that way and yeah, yeah. Identity and all that. Did I ask you that, I think I did? Yeah, yeah.

76. Student three: Because like having a variety is always... It's so good. For society in general.

77. Interviewer: It’s like genes, you know? Yeah, it's good gene pool.

78. Student three: Exactly, exactly.

79. Interviewer: Yeah, anything you'd like to add, anything you want to clarify? No? I think I have what I need, really, to be honest. Yeah, I'm going to end it here then. Thank you.