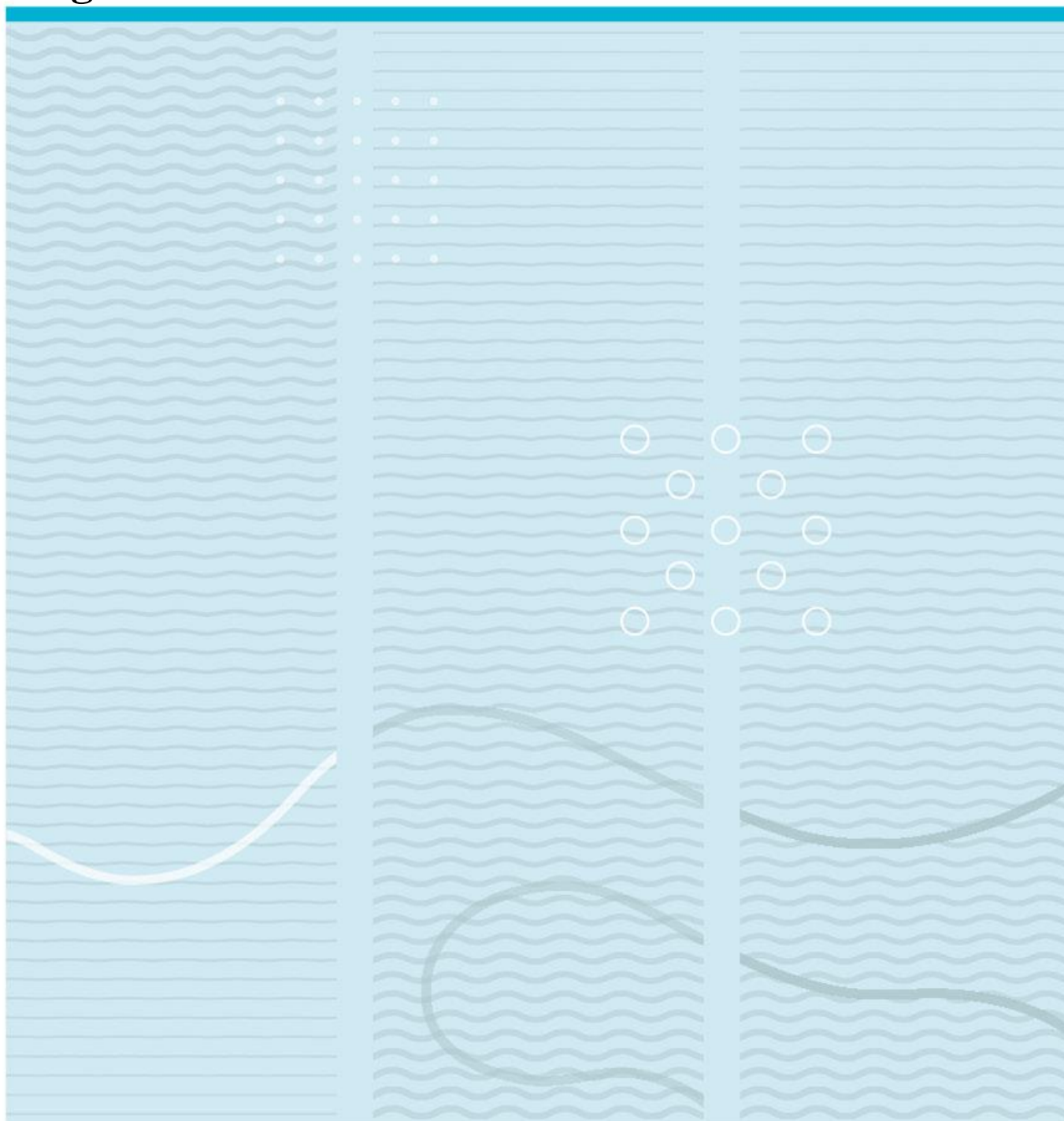


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Integrating segmental and suprasegmental aspects of pronunciation in Norway's Lower Secondary English classroom



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This thesis is worth 30 study points

Summary

This research study investigates pronunciation teaching among English teachers at Norwegian lower secondary schools. The study aims to find out how much English teachers integrate pronunciation into their teaching, with reference to both segmental and suprasegmental aspects. This is linked to the informants' formal higher education in the English subject, their competence and knowledge about pronunciation and their ability to provide an English model for their pupils. Furthermore, the teachers' teaching methods and the different ways they work with pronunciation will be investigated. The final aspect that will be included in this study concerns the different varieties of the English language and what the teachers consider a good English pronunciation.

The data were collected using the mixed methods approach, through a quantitative questionnaire and a qualitative interview. Four secondary English teachers took part in the study, and the topics covered in the interviews included their own educational background and competence, teaching methods and challenges and thoughts about pronunciation teaching. Previous research suggests that pronunciation teaching should be implemented systematically and explicitly, and that teachers should be aware of their competence in the subject matter and of their role as pronunciation models in the English classroom.

The results show that pronunciation is rarely integrated into the English classroom. Even though the teachers are confident about their competence and English skills, they do not implement pronunciation systematically or explicitly in their teaching. However, the teachers' type and recentness of education do seem to make a difference. Their actual competence appears to boost their ability to teach pronunciation spontaneously and integrate it with other language aspects. In addition, the teachers tend to introduce different varieties of the English language, but they all agreed that there is no pressure to aim after a native accent and stressed that it is more important to have an intelligible pronunciation.

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1 Introduction

1.1 Background

Today, people in Norway are bombarded with English everywhere they go; we are exposed to different types of English, spoken and written, through the media. English has received a worldwide status and is becoming an increasingly international language in our society and culture (Setter & Jenkins, 2005). Children are learning English through other arenas than the school; social media and gaming are two platforms where English is often the primary language. Through the different arenas outside of school hours, children are exposed to all kinds of variations of English, which often influences their oral skills. It is interesting to see how many pupils are nervous about their English oral skills in the classroom when most of them are using and practicing English in their daily life. Pronunciation plays a significant role in the English classroom and everyday life. It is essential that pupils develop their oral skills, and it is the teacher's job to help the children develop their pronunciation skills at school. Teaching practice and self-experience as a substitute teacher have made me aware of the numerous ways and methods that can be used to teach English in the English classroom at Norwegian schools, especially since teachers have the freedom to choose which didactic method to use.

English has been a general subject in Norwegian schools since 1969, and in the curriculum reform in 1997, it became mandatory at all year levels in primary and lower secondary school (Utdanningsdirektoratet, u.å). Increasing globalisation has led to English becoming an increasingly more significant and central school subject. Teaching English as a foreign language has become important in Norwegian schools because it allows the pupils to be a part of the world and to develop their English language skills. Communication, language learning, and working with texts are the three core elements of the English subject (Utdanningsdirektoratet, u.å). A central value is that “the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background” (Utdanningsdirektoratet, u.å). If you were to meet other Europeans, English would mostly be the language you would use when communicating. English is the language many Europeans have in their linguistic repertoire due to language globalisation. It is an important language of intra-European communication (Cenoz & Lecumberri, 1999).

Pronunciation is a crucial part of communication; if one mumbles, it would be difficult to understand and convey the message. The ideal with communication is to be universally understood by having a distinct pronunciation. Pronunciation can be taught in different ways. In this thesis, I will investigate how much teachers integrate pronunciation in the classroom. It is the teachers' choice to decide what they want to focus on when teaching. Of course, they have to follow the national learning

aims, but teachers are free to decide the amount of time they want to spend on pronunciation and the freedom to choose among various teaching methods, which leads me to investigate which learning methods and tools they use when integrating pronunciation and how they work with it. The English language also consists of numerous variations, so it is interesting to find out which variety they teach and use as examples in their teaching. Finally, I want to study the difference between segmental and suprasegmental aspects of pronunciation in some depth. I wonder if the teachers consider one of the aspects as more important for pronunciation than the other and if they have the competence and confidence to teach it.

1.2 Relevance and contribution to the field

Studies show that pronunciation has been a part of second language teaching for a long time, and how pronunciation teaching has developed and been shifting trends and approaches over previous decades. Pronunciation has gone from drilling discrete language items and minimal pair contrast to an important component of communicative competence. This development has led to an increasing focus on suprasegmentals rather than segmentals to enhance intelligibility (Rogerson-Revell, 2011, p. 237, Setter & Jenkins, 2005, p. 2). Pronunciation is a unique element of the language course because the children are thrown in deep water from the beginning. The entire pronunciation system, including segmental and suprasegmental aspects, is imposed from the first day pupils learn pronunciation. Other studies discuss the challenges with pronunciation and how pupils aspire to have a native-like accent (e.g., Cenoz & Lecumberri 1999 and Flognfeldt & Lund 2021). Nilsen and Rugesæter (2008) discuss how the teacher is a language guide. In the English classroom, pupils get affected by what they hear, and most of the time it is the teacher who speaks English out loud in the classroom. Pupils imitate what they hear (p. 152). The English teacher's pronunciation competence is quite an important asset because of the need for English to be produced in front of the pupils. Children are exposed to several varieties of English outside the classroom. The teacher must be a stable language model to counterbalance various English accents.

Pronunciation is an important component of oral skills. Oral skills are one of the basic skills in the Norwegian Directorate for Education and Training's core curriculum, along with reading, writing, and digital skills (Utdanningsdirektoratet, u.å). These four basic skills are fundamental in all subjects. Pronunciation is interconnected with the other skill areas, but it should also be taught as an interdependent system. The big question is how much do teachers focus concretely on pronunciation in their teaching? And do they have the competence to teach it efficiently and separately? Flognfeldt and Lund (2021, p. 207) discuss how Norwegian schools seem to have a limited tradition of working

with English pronunciation explicitly and systematically in the classroom. Two of the reasons given little attention to are the similarity of the sounds between Norwegian and English and the massive exposure to English through media and travel.

The lack of teachers' competence in teaching pronunciation can impact pupils' learning (Sicola & Darcy, 2015). A disadvantage is that English teachers tend to lack confidence in their own pronunciation model. The dearth of competence and confidence in pronunciation teaching will most likely make the teacher avoid putting weight on pronunciation in the classroom (Rogerson-Revell, 2011, p. 241). For pupils to learn and master new speech sounds, they need to be shown and understand how to pronounce and produce the sounds. Without the teacher's guidance, it will affect pupils' learning outcomes; pupils can start to mispronounce words without knowing they are pronouncing them wrong. Rugesæter (2014) concluded in his article that the overall findings saw that media exposure alone did not impact pupils' basic phonological acquisition skills. It only may have contributed to improving their vocabulary and understanding in English as a foreign language. For better learning outcomes, pupils should "...be exploited in structured teaching programmes where the learners are in an active learning mode rather than a passive entertainment mode" (Rugesæter, 2014, p. 17). Teachers' competence in language influences their teaching, and it further affects pupils; therefore, teachers should be aware of making great instructional decisions.

With all the different varieties of the English language today, it is important that teachers are aware of the different variants and have the competence to make students aware of the major differences between them. Hewings (2004) draws a point about how "there are almost as many ways of pronouncing English as there are English speakers" (p.11). In the English classroom, many teachers struggle with pupils who are reluctant to speak English loudly because many pupils profess the desire for a native-like accent and feel embarrassed if they do not succeed. Hence, they choose to remain silent instead (Setter & Jenkins, 2005, p. 6). Learning about the variation of the English language can make the pupils aware that the important component of pronunciation is to be understood when communicating, not to speak and sound like a native. Intelligibility is a more realistic goal for learners in language teaching than aiming for a native speaker's pronunciation (Rogerson-Revell, 2011, p. 239). It is not just pupils who lack confidence when it comes to the ability to speak English; several non-native speakers of English teachers can struggle with their English language confidence when they may feel like "...their own pronunciation is too deviant from a "target-like" pronunciation" (Sicola & Darcy, 2015, p. 2).

With the development of English today in our society, Norwegian will use English to communicate with non-native and native speakers of English in different situations and in all corners of the globe (Flognfeldt & Lund, 2021). A goal for teachers should be to teach pupils pronunciation,

but the intention is to not sound like a native speaker of English. This leads me to another topic I will discuss in my thesis; how much do the teachers focus on the different variations of the English language in the classroom? And what is the goal for the pupils when it comes to communication? Which interpretation of English should they use? and how much weight do teachers put on the pronunciation factors segment and suprasegmental? Teachers affect pupils' learning outcomes and goals; teachers are pupils' guidance, and their learning goals will often be passed on to pupils learning goals. Pronunciation is a significant factor of oral skills, and one's language skill is an integral part of our ability to communicate and contributes significantly to an impression of our identity conveyed to others (Hewings, 2004, p. 13-14).

1.3 Aim

The aim of this thesis is to investigate how much English teachers at Norwegian lower secondary schools integrate pronunciation into their teaching. "Pronunciation refers to the way in which words are pronounced and language is spoken" (Flognfeldt & Lund, 2021, p. 205). There are different aspects that are important to be aware of within pronunciation teaching, for example, discrete sound units, stress and intonation. In addition to investigating pronunciation in general, the aim is to investigate if teachers integrate segmental as well as suprasegmental aspects in their teaching. Are teachers aware of what comprises segmental vs. suprasegmental pronunciation? In addition, an interesting factor to investigate is whether the teachers focus more on discrete sound units than on suprasegmental aspects or vice versa.

First, before teaching pronunciation, it is important that the teachers have the competence to teach it and know the theory and practice of pronunciation teaching. We realize what many English teachers tend to avoid teaching pronunciation in the classroom, and some teachers use the development of media as an excuse so as not to use much time on pronunciation in their teaching. They believe that pupils learn enough pronunciation outside of school through technology and media. Without the competence and knowledge, teachers are likely to set pronunciation aside and focus on other language aspects like grammar and vocabulary instead in their teaching. Lack of competence can make them miss out on the importance of teaching pronunciation in the classroom.

Secondly, after looking at the teachers' competence I will be focusing on their teaching methods. Pronunciation can be taught systematically and spontaneously and in many different ways. It can be integrated through reading, vocabulary learning, and different activities like drama, games, and podcasts. I am also interested in finding out how teachers introduce the pronunciation of an unusual sound-spelling correspondence and whether they use any special methods. It is vital, of course, to use methods that pupils understand and learn from.

Another aim of my study is to figure out the different varieties of English that are used in the classroom. British English and American English are the two most common varieties used at Norwegian schools. Are the teachers aware of the other varieties of English? Do they expose their students to various native speakers' models/accents? And do they promote any specific variety of English? Another question is how do teachers define a "good" pronunciation? Do they think it is essential to have a "good" pronunciation versus to be understood? The English language consists of more than just the standard British and American models that are mostly used in Norwegian schools. There is indeed a variety of English models, and pupils must be made aware of the variation.

1.4 Disposition

This research thesis is organised into five main chapters. First, it will start with the introduction and the background. The introduction chapter provides the background and some relevant contributions to the field. It outlines the development of pronunciation teaching and the involvement of the English language therein. In addition, the teachers' role and competence and the aim of the thesis are introduced. Chapter two is the theoretical framework, which describes the importance of pronunciation teaching and how pronunciation is approached in the English classroom. This includes the development of pronunciation teaching and what pronunciation features concern Norwegian learners the most. This chapter will also consider the importance of the teachers' education and knowledge, the different English language varieties, and what a good pronunciation entails. The next chapter describes the chosen methodology, the mixed methods of qualitative and quantitative interviews, and introduces the four informants that took part in this study. In the fourth chapter, I will present my findings from the research study and discuss them in correlation with the provided theories from the theoretical framework. The major findings to be discussed are the lack of pronunciation teaching, the teachers' competence and the idea that good pronunciation is all about intelligibility. Finally, chapter 5 concludes the thesis with answers to the presented research question.

2 Theoretical Framework

This chapter discusses the theoretical aspects of pronunciation and other areas of interest that this thesis builds on. Pronunciation is a part of oral competence, which is a basic skill in the English subject. It consists of theoretical and practical skills, and some English pronunciation units are similar to the Norwegian language while others are more challenging. When teaching pronunciation, it is important to be aware of the typical challenges for Norwegian learners to be able to help and develop the pupils' pronunciation skills. Moreover, teachers' competence is important for their ability to be good language instructors.

This chapter is organised into three main sections. Oral skills are the first section. Teacher competence and skill is the second topic, and the last one is the pronunciation norm in the Norwegian classroom. The first topic, oral skills, will include the overall definition and description of pronunciation and its challenges. The second section will discuss the importance of teachers' competence and knowledge in pronunciation. Finally, the third section will be looking into the pronunciation norm in the Norwegian classroom and the different varieties of the English language.

2.1 Oral Skills

Oral skills involve pronunciation and other skills and areas such as listening, reading, and the production of speech sounds. Pronunciation is not often taught separately from other skills but rather as an integral part of language learning (Sicola & Darcy, 2015, p. 3). Developing oral skills is necessary to successfully communicate with others in English, both productively and receptively. The Norwegian Directorate of Education and training (Utdanningsdirektoratet, u. å) defines oral skills as:

Oral skills in English refers to creating meaning through listening, talking and engaging in conversation. This means presenting information, adapting the language to the purpose, the receiver and the situation and choosing suitable strategies. Developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds.

The definition includes listening and speaking as two essential skills. The ability to receive information, adapt the language to the message and purpose and produce speech and communicate are all needed in developing general oral skills. Pronunciation has a vital role in both speaking and listening. Before we can successfully produce a phoneme, we need to hear how it is pronounced first. For our listeners, our pronunciation is a significant factor to be understood. "... By nature, oral activities require the message to be pronounced intelligibly and perceived accurately if they are

completed successfully” (Sicola & Darcy, 2015, p. 9). Reading aloud involves oral skills and is one of the most common activities in the English classroom. When students are reading, they need to know how to pronounce words to accomplish the reading task. The positive thing with reading activities is the opportunity to practice reading the text, it can help the learners process and develop their oral skills and there will be less risk of making errors.

I am interested to find out how different teachers teach oral skills to their pupils and their learning methods. Some English teachers often avoid teaching pronunciation. The reasons can be various, but lack of competence is one of the main reasons. The lack of competence can affect teachers’ motivation to teach oral skills and influence pupils’ to be unmotivated. Teachers also often teach pronunciation integrated with other language elements. I wonder if English teachers teach pronunciation separated or integrated. Further on, I will go deeper into phonology and the English competence aims after year 10.

Pronunciation teaching can be taught with vocabulary. Vocabulary is an extensive set with thousands of words. “The real intrinsic difficulty of learning a foreign language lies in that of having to master its vocabulary” (Laufer & Nation, 2012, p. 163). A reason for the difficulty of teaching vocabulary is the quantity; the number of items makes vocabulary learning immense. Creating word lists has been a task in the English classroom for a long time, creating word lists of new and tricky words from a text or a list of the most useful words. Vocabulary learning gives teachers a great opportunity to address the pronunciation of words and especially the introduction of new vocabulary. “One of the first things students focus on when learning new vocabulary is how the words are spelled” (Sicola and Darcy, 2015, p. 6). When teachers select the vocabulary, it is also important to separate the different varieties of English and know if the word is written in, for example, British English or American English. Using vocabulary learning to develop pronunciation skills can make the pupils aware of the different ways to pronounce words, especially when using words from different varieties of English. Teaching the linguistic similarities and differences between the different English models gives pupils an insight into how complex language learning is. It makes them aware of the different ways to pronounce words, the many features of a word and other potential ways to pronounce words within the English language. Using new words for pronunciation learning also makes the pupils aware of how unpredictable English pronunciation can be. The English Language has a deeper orthography which means that it can be challenging to predict the pronunciation of a word, whereas, in Norwegian, there is a closer correspondence between the sounds and letters (Flognfeldt & Lund, 2021, p. 266). Vocabulary learning is a great method to use when introducing new pronunciation sounds or for repeating.

2.1.1 Phonology

“Phonology is the study of speech sounds, and pronunciation refers to the way in which words are pronounced and languages is spoken” (Flognfeldt & Lund, 2021, p. 205), and describes features like rhythm, stress and vowel reduction. While phonology is about how we interpret and systematise sounds, phonetics concerns how sounds can be pronounced and the interaction of different vocal organs to produce particular sounds (Flognfeldt & Lund, 2021, p. 212). Phonemes on their own may not carry meaning, but in combination they make words and phrases (Harmer, 2015, p. 30). The English language includes a range of sounds and words that are articulated quite differently. Phonological awareness can help learners to understand the different sounds more easily. Knowing the possibility to “... divide or segment words into smaller units of sounds, how these sounds can be blended into words, and how words consist of syllables” (Flognfeldt & Lund, 2021, p. 272), together with learning the basics of phonetics can help prevent mispronouncing phonemes and develop the learners’ communication skills.

2.1.2 Suprasegmentals and segmentals

Pronunciation learning involves the perception and production of segmental and suprasegmental aspects. Segments are discrete sound units like vowel and consonant sounds. Suprasegmental are features such as stress, rhythm and intonation. “A long-standing debate in pronunciation teaching is whether segmentals or suprasegmentals are more important in promoting understandable speech” (Zielinski, 2015, p. 1). Learning the different aspects of pronunciation will help learners speak a more transparent and more understandable language. This will affect their ability to communicate with other non-native speakers and native speakers of English.

Setter and Jenkins (2005, p. 9) discuss how talking to a non-native speaker of English may be different from talking to a native speaker. Segmental features may be more important when talking to a non-native speaker of English. If mispronunciation of segmental components happens, the non-native receiver may not understand the mispronounced word because a non-native speaker does not have the vocabulary or the language skills like a native speaker. When talking to a native speaker of English, suprasegmentals can be more essential for native listeners because they already have oral skills drilled in from a young age (Rogerson-Revell, 2011, p. 242). Furthermore, non-native speakers communicate often with other non-native speakers and are then used to hearing different accents, so the suprasegmental features are not as essential as segments for comprehensibility. In Norway, English is taught as a foreign language in the English classroom and is often pupils’ second or third language, which means that teachers need to teach pupils to communicate with both non-native and native speakers of English. Therefore, it is important that pupils learn about segmental and

suprasegmental aspects. “Pronunciation involves the production and perception of segments ... and interact with suprasegmentals” (Setter & Jenkins, 2005, p. 1).

2.1.2.1 *Prosody*

“In linguistics, the term stress is used to denote the emphasis given to a particular syllable or word in speech we emphasize syllables and words by making them louder, of longer duration, and sometimes higher in pitch” (Flognfeldt & Lund, 2021, p. 250). The stressed and unstressed syllables result from rhythm, and rhythm is often spoken with a strong beat in English. Knowing which words to emphasise will make it easier for listeners to understand the meaning of communication, and incorrectly placed stress can lead to mispronouncing, or listeners can process the purpose of the message differently. Davidsen-Nielsen and Harder (2001) argue that the patterns of word and sentence stress in Norwegian are quite similar to English, so word and sentence stress are relatively not that challenging for Norwegian learners. However, there are some common errors Norwegian learners do (ibid., p. 24). One mistake they tend to do is to stress the wrong element in compound nouns, in particular stressing the first element in English compounds when stress is supposed to appear later in the noun, for example, in ‘prime minister’ and ‘breakdown’. This mistake happens because the first element in Norwegian compound nouns is usually the one that is stressed (Davidsen-Nielsen & Harder, 2001, p. 25). A second mistake is using a wrongly stressed form and giving words like ‘and’, ‘but’, ‘the’, ‘as’, and ‘have’ a too strong pronunciation when they are supposed to appear in their weak forms (with a schwa). This can affect learners’ acquired natural sentence rhythm (Davidsen-Nielsen & Harder, 2001, p. 25). Knowing how to pronounce consonants and vowels distinctions perfectly is not enough if the stress is emphasised wrong (Nilsen, 2010).

Intonation is the fall and rise of the voice (or pitch changes) and can be described as the melody of the language. It is an important communication factor, which contributes and helps us to express our meanings. If the pupils want to convey a certain message, they need to use the right words, make up the right sounds and deliver it with the right intonation (Nilsen & Rugesæter, 2008, p. 123-124). Intonation can vary slightly among the English varieties around the world: from one geographical area to another, and from one culture, speaker and community to another. “Different intonation patterns are linked to different types of utterance, and how they can be used to convey different meaning” (Flognfeldt & Lund, 2021, p. 261). Intonation can also be used to convey feelings. Low fall sounds can be heard as unemotional and high fall is more enthusiastic.

Norwegian is also characterised by variations of intonation in the language and the many dialects. Some pitch patterns in both English and Norwegian can be similar, but the difficulty is that they may not be used in the same meanings or in the same context. The fall-rise tone is especially

challenging for Norwegian learners (Davidsen-Nielsen & Harder, 2001, p. 25). Norwegians can have the challenge to transfer the “roller-coaster” effect when speaking English. Because of the Norwegian intonation, many Norwegians go up and down through the sentence, while English speakers will end the sentence on a falling tone; the English melody is flatter throughout the sentence (Flognfeldt & Lund, 2021, p. 264). Another challenge is that unstressed syllables in Norwegian “are pronounced in on a higher pitch than a preceding stressed syllable. This is often transferred to English” (Davidsen-Nielsen & Harder, 2001, p. 25). “Errors of intonation may be more serious because they can produce misunderstanding at a pragmatic level when the specific context may not help to disambiguate the intended meaning” (Cenoz & Lecumberri, 1999, p. 4).

2.1.2.2 Consonants

Consonants are together with vowels the two general categories for the classification of sounds. The English language has a more complex system of diphthongs than the system of monophthongs (Nilsen, 1989, p. 5). When talking about the English language in the consonants and vowels paragraphs, I use the Received Pronunciation and General American phoneme systems and Standard Eastern Norwegian when talking about the Norwegian language and native sounds. Nilsen (2010, p. 29-65) explains in his chapter on consonants that there are two main groups called fortis and lenis in the English language, which are pronunciations of consonants. When comparing Norwegian and English consonants, there are some differences. Interestingly, Norwegian only has fortis and not lenis. There are eight different fortis sounds: /p/, /t/, /k/, /s/, /f/, /θ/, /ʃ/ and /h/. A fortis is a sound made with a relatively strong degree of muscular effort and breath force. On the other hand, lenis is a sound made with a relatively weak degree of muscular effort and breath force and the different sounds are: /b/, /d/, /g/, /dʒ/, /v/, /ð/, /z/ and /ʒ/. Since Norwegian does not have lenis fricatives, these sounds may be challenging for Norwegian learners. Another difference is that Norwegian does not have dental fricatives, while English does. Nevertheless, some consonant sounds are more challenging to pronounce than others.

As mentioned above, lenis fricatives can be more challenging to pronounce than fortis because of they do not exist in the Norwegian language. However, some fortis sounds, for example /θ/, can be intricate for Norwegian speakers to pronounce. The labio-dental fricative /v/ (lenis) tends to be challenging for Norwegians as well. Nilsen (1989, p. 11) saw that no students tended to substitute the /v/ with and /f/ in his study. One may think that learners would substitute the lenis fricative /v/ with a known fortis fricative /f/, but instead, most Norwegians use their native labio-dental approximant [v]. Substituting the /v/ with a [v] makes it easier to mix up and make it sound

like an /w/ instead when articulating. Another lenis fricative that is difficult for Norwegian learners to pronounce is the alveolar /z/. With the /z/ sound, learners tend to substitute it with their fortis native counterpart /s/. They try to distinguish the lenis fricative but do not control it, and often end up often mixing up /z/ and /s/ when trying to pronounce /z/ (Nilsen, 2010, p. 69-70).

Norwegian learners also tend to substitute the semivowel /w/ with a native sound. The Norwegian language has only one semivowel - /j/. A semivowel is a sound that is similar to a vowel sound. As a result of the lack of similar semivowels, learners substitute the semivowel /w/ with the native labio-dental approximant [v] (Nilsen, 1989, p. 14-15). Because of the similar audio impression of Norwegian [v] and English semi-vowel /w/, learners also mix up the English /v/ and /w/ often.

Norwegian learners do not have significant problems pronouncing the postalveolar approximant /r/. Most Norwegians successfully articulate /r/ and do not replace it with a native sound. A problem for learners with /r/ is the limited distribution in the English language. The difference between Norwegian and English is that Norwegian spelling is relatively phonetic. "If there is an /r/ in the orthography, it will be pronounced" (Nilsen, 1989, p. 15). Nilsen (2010, p. 80) explains that the pronunciation of /r/ depends on which accent the learners are speaking. The /r/ always has a spoken realisation in rhotic accents like American English. In contrast, in non-rhotic accents like British English, the <r> must be immediately followed by a vowel sound, for example, 'very' and 'three', and if it is followed by a consonants sound, the <r> does not have a spoken realisation, for example, 'cheered' and 'learn'. There is also what is known as linking /r/. If <r> occurs word-finally, for example, 'here' and 'four', and "...if such a word is followed immediately (that is, no pause between the two words) by a word starting with a vowel sound, then the word-final <r> at the end of the first word is often realised as an /r/" (Nilsen & Rugesæter, 2008, p. 54). The /r/ is simple to pronounce but can be challenging to know when to pronounce it.

The fortis sound /θ/ and the lenis /ð/ are two dental fricatives. Since there are no dental fricatives in Norwegian, the fortis fricative sound is challenging to pronounce together with lenis. The challenge with the sound is "that the apex is held very close to the back of the teeth" (Nilsen & Rugesæter, 2008, p. 41). The most frequent replacement for /θ/ is the dental /t/. With the fortis fricative, they can substitute with another fortis. At the same time, with the lenis sound /ð/, it is unlikely to substitute it with another lenis fricative. Instead, they substitute it with the native sound /d/ (lenis dental plosive). Consequently, many pupils have difficulties pronouncing words with the <th> sound. By replacing /t/ instead of /θ/, a word like "thin" will be sounded like [tin] rather than [θin]. Mispronouncing /ð/ and substituting it with /d/ would make it difficult to hear if learners are saying 'sudden' or 'southern'. Other words like 'bath', 'that', 'then', 'though', 'either', or 'youths' are some examples pupils will mostly think are difficult to pronounce.

2.1.2.3 Vowels

“...The system of monophthongs in Standard Eastern Norwegian is more complex than in Received Pronunciation” (Nilsen, 1989, p. 5). The Norwegian language has 18 monophthongs compared to English, that only has 12. The difference between diphthongs and monophthongs is that monophthongs “... are sounds that are produced with the free passage of the airstream through the mouth over the centre of the tongue” (Nilsen & Rugesæter, 2008, p. 65). The meaning of “free” is no friction when a vowel sound is produced. In the Norwegian vowel system, the vowels can either be long or short, and Norwegian syllables usually have an equal length. Short consonants always follow a long vowel, and a short vowel is followed by long consonants. This is something Nilsen (1989) has called “jamvekt”, while the English language has nothing similar (p. 6).

In the Norwegian language, the long and short vowel is usually used with the same quality, which can make it complicated for the short close-mid front monophthong /ɪ/ sound in English. The common mistake is that Norwegians articulated a too narrow quality and used the quality for long /i:/ instead of the short /ɪ/. For example, it can be difficult to distinguish between words like ‘live’ and ‘leave’, which can have drastic consequences (Nilsen, 2010, p. 105-106). Norwegians do not have any severe problems pronouncing the two other front monophthongs /e/ and /æ/. The only problem is that if /e/ is followed by /r/ or a nasal, there is a risk of mixing it with /æ/, but that is not often.

Central vowels are some of the most challenging vowel sounds for Norwegians. That is because of the lack of central vowels in the Norwegian language. The two central monophthongs are /ʌ/ and /ɜ:/. The short open central monophthongs /ʌ/ is a troublesome sound for Norwegian learners of English, and it takes two forms. Nilsen (2010) explains that “if the spelling is <u> or <ou>, many Norwegians tend to use a vowel similar to their native /ø/, as in ‘rush’, ‘fun’ and ‘country’... the other main mistake is to use a vowel similar to EN /ɔ/ in words in which the vowel is spelt with <o>, as in ‘mother’” (p. 112). Norwegians tend to use lip-rounding instead, but that makes the sounds incorrect. While with the long central monophthong /ɜ:/ Norwegian tends to substitute it with the native front vowel /ø/ and /æ/ quality because they do not have any vowels in this sound arena (Nilsen & Rugesæter, 2008, p. 74-75).

The back monophthongs are /ɑ:/, /ɒ/, /ɔ:/, /ɔ/ and /u:/, and they are pronounced further back in the mouth and have lip-rounding except /ɑ:/. /ɑ:/, /ɒ/ and /ɔ:/ sounds are not that challenging. Norwegian learners tend to use their own native /ɑ:/ and /ɔ:/ instead of the English ones, but the difference is so small that the risk of being misunderstood is minimal.

In most British accents /ɒ/ is pronounced like a short ɒ-sound, however, in American English /ɒ/ does not exist, Americans use /ɑ:/ instead which is a long vowel (Flognfeldt & Lund, 2021, p.

228-229). Norwegians tend to replace /ɒ/ with /ɔ:/ when it is preceded by /w/, which this may lead to no distinction between ‘wars’ and ‘was’. The most common mistake with /ʊ/, on the other hand, is that Norwegians substitute it with the [ɥ] sound, articulated as a front vowel with extra strong lip-rounding instead of short close-mid back monophthongs that it is meant to be pronounced (Nilsen, 2010, p. 118-119). And the same mistake is made with /u:/. Norwegian tends to substitute it with the English /ɥ:/ or the Norwegian /u:/. The native sound has a much stronger lip-rounding than /u:/.

The weak vowels are vowels that are always unstressed, making it difficult for learners. In Received Pronunciation there are three weak vowels /i/, /u/ and /ə/. The schwa /ə/ is the most frequent vowel. “This vowel has a very free distribution within words: it may occur initially, medially and finally” (Nilsen, 2010, p. 100), for example, ‘aloud’, ‘condition’ and ‘Africa’. One common mistake by Norwegians is to use lip-rounding, which can cause a [ø] sound or pronounce an [e]-quality. The schwa is an essential sound to learn because it is the most common vowel in the English language. However, “the problem here, of course, is that there are no clues in the spelling /ə/ may be spelt with almost any combination of vowel letter and/or consonant” (Nilsen, 1989, p. 9). The two other weak vowels /i/ and /u/ occur mainly word-finally, for example, ‘city’ and ‘into’, and sometimes it can occur medially before a vowel sound, for example, ‘Indian’ and ‘affluence’, and before a consonant sound if there is a morpheme boundary, for example, ‘anyone’ and ‘behind’. The spelling /i/ is normally <i> and <y> and /u/ is <o> or <u>. The /i/ will commonly not cause problems, but /u/ tend to encounter the same problems as /ʊ/ (Nilsen & Rugesæter, 2008, p. 84-85).

The English vowels can be easier to learn compared to the consonants. The lack of lenis and dental fricatives causes problems for Norwegian learners. Instead of trying to substitute the unknown English consonants, Norwegians tend to replace them with native sounds, which can lead to mispronunciation of sounds and words, and the risk of being misunderstood is high. The same mistake is common with the articulation of vowels, substituting them with native sounds. Furthermore, the absence of central vowels and back close to half-close vowels make some vowel sounds challenging for Norwegian learners. Mispronouncing vowel sounds is not as hurtful for communication as consonants can be. Finally, to achieve an acceptable pronunciation, both consonant and vowel sounds are essential; it is not enough to only master one of them.

2.1.3 LK20

Pronunciation has been a part of oral skills in the Norwegian curricula for a long time but has been defined differently. Earlier curricula state that the goal was to have a near-native pronunciation. In 1997 pronunciation became more focused on the students’ ability to develop their communication skills and become independent English language users (Nasjonalt læremiddelsenter, 1996). Autumn

2020, The Norwegian Directorate of Education and training got renewed. Different variants of English and the role the English language plays in Norway and the world became a focus:

- *Listen to and understand words and expressions in variants of English.*
- *Describe and reflect on the role played by the English language in Norway and the rest of the world.*

Moreover, pupils' skills in other languages became included. LK20 mentions the possibility to use the different languages the pupil is familiar with to develop one's own English language skills:

- *Explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning*

Learners' ability to be understood and express themselves is also a primary competence:

- *Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapt to the purpose, recipient and situation*

The curricula give the teachers and the pupils the freedom to choose which variants of English they will use in the classroom; it never describes the competence of a native speaker. It gives us a perspective that there is no need to aim for American and British English pronunciation, and we can choose for ourselves what "correct" pronunciation is. The competence goals also give pupils the opportunity to use their metalinguistic awareness in English language learning. The curricula focus on the importance of pronunciation and how fluency and coherence in communication are essential to have the skill to express oneself with a degree of varied vocabulary and adapt the purpose of the communication to have the ability to accomplish a conversation successfully.

The above makes me curious to find out if today's English teachers prioritise pronunciation in their teaching and if they think that intelligibility, stress, rhythm and intonation are more important than accuracy and individual sounds such as consonants and vowels. Furthermore, listening, talking and engaging in conversations to create meanings are described as the ability of oral skills. Do teachers teach pronunciation separated from the other language elements or integral with other skills?

2.1.4 Challenges with pronunciation for Norwegian pupils

A huge challenge for many teachers is the reluctance to speak English in the classroom. One of the reasons is pupils' goal to pick up a near-native accent and the embarrassment when they do not succeed, especially when there are other Norwegians in the room because they believe their Norwegian peers speak better than they do. Pupils' concerns to achieve a near-native accent can be an obstacle to their pronunciation development. "The I don't want to say it if I can't say it perfectly mentality" (Kenworthy, 1987, p. 8) can make pupils stop participating in the English classroom. The desire to do well and not wanting or risk failing will sometimes make them reluctant instead of trying and participating. In the light of the reluctance to speak, another challenge teachers can encounter is a class environment where pupils do not feel safe to try and fail. It is essential to create a healthy, relaxing and positive atmosphere where pupils can feel safe to speak out loud and especially for the shy pupils who struggle to have enough self-esteem to speak in front of other people (Drew & Sørheim, 2016, p. 58-59). Teachers need to guide and help to make a friendly and safe classroom environment; the pupils cannot do that by themselves. Achieving a safe environment can help pupils feel safer speaking in front of other people. The more they produce, the more they get to develop their pronunciation skills.

Norwegian pupils make some typical mistakes, for example, transferring features of their first language into their English pronunciation (Rugesæter, 2014, p. 2). As mentioned earlier in the phonology section, when Norwegian learners come across English sounds they do not have in their phonemic system, they often turn back to what they are familiar with and substitute the English sounds with native sounds. Doing this can affect the suprasegmental and segmental aspects of English pronunciation and mispronunciation can happen. It can be difficult for teachers to teach pupils how to undo these mistakes because pronunciation often tends to operate at a subconscious level, especially stress, rhythm and intonation aspects, so it is not easy to manipulate. Luckily, some sound mispronunciations are not as harmful as others, but the mispronunciation depends on which sounds, words and language aspects, for example, for the lenis fricative /z/, people will mostly understand if substituting with /s/ but substituting /θ/ and /ð/ with /t/ are /d/ will be more challenging (Nilsen, 2010, p. 67-70). And with suprasegmentals, it can be difficult to understand a message if the stress is placed on the wrong syllable or if learners keep their Norwegian intonation; it can be difficult to convey messages correctly and to be understood. Not being able to communicate because of problems with transferring first language pronunciation into English pronunciation can fail the pupils to get their message across, even when the segments and correct words are used or they may struggle to understand and hear what is said to them (Hewings, 2004, p. 11). It is normal, however, that language learners use their first language in learning a new language because it is the language they know best.

Starting to work on a safe and friendly classroom environment and not focusing on sounding like a native speaker can also help pupils to be more relaxed and comfortable speaking out loud. Knowledge about English pronunciation and typical native transfer mistakes can help pupils to be more aware of the different pronunciation aspects and communicate better. Visual aids can be helpful when especially learning about suprasegmentals. Being able to see which words to stress in a message to convey the meaning by, for instance, writing the stress words in capital letters, or how tones go up and down by drawing lines and arrows on the blackboard can help pupils to learn the theoretical and practical sides of English pronunciation (Flognfeldt & Lund, 2021, p. 251 & 261). More competence in varieties of the English language may help pupils understand that American English and British English are not the only correct way to speak English. To communicate and be understood is the aim, not to sound like a native speaker.

2.1.5 Why it is important to teach pronunciation

English has become a crucial language of intra-European communication and is interacted with other languages all around the globe. Teachers need to teach pronunciation in all languages, so it mustn't get pushed aside in the English classroom. Language comprehension and production are extensive phenomena that involve the interaction of different elements of language learning such as phonetics, pragmatics and discourse elements. This includes producing and perceiving speech sounds and is an integral part of language comprehension and production in communication (Cenoz & Lecumberri, 1999). Pronunciation is an essential skill to achieve in order to communicate. Pupils often follow the teachers in the classroom: without teachers focusing on pronunciation, pupils will not pay attention to it either. Furthermore, it is important that English teachers speak English and not Norwegian in the classroom. Pupils need to produce English to practice and develop their pronunciation and speaking English in the classroom is one way to achieve this. It is essential that pupils have pronunciation skills to communicate and interact with other people in this world.

Children today are massively exposed to English through different media. The massive media exposure lets us believe that pupils learn pronunciation skills through listening and sometimes talking. Today, there are various applications for social media where Norwegian learners meet other international peers. A huge amount of the music they listen to and movies they watch are in English, and a lot of video games are also through playing and communicating with other international peers. Rugesæter (2014) has compared his new findings with earlier findings and found out that they match. "Young learners' phonological acquisition does not seem to have changed much, in spite of the substantial increase in passive exposure to the L2" (Rugesæter, 2014, p. 2). Media exposure may help pupils develop some part of their English language skills, but it is not enough to develop their

pronunciation skills. Rugesæter (2014) concluded that subtitled television does not impact learners' basic phonological acquisition because of the passive exposure to English. It is sufficient that teachers interpret and focus on pronunciation and develop pupils' phonological awareness and knowledge. Pronunciation skills must be exploited through a structured teaching program where pupils are in active learning mode.

2.2 Teacher competence

2.2.1 The teacher as a language guide

The teacher is often the pupils' language guide in the classroom. It is, therefore, essential that English teachers "need to be able to provide consistent models of the correct form and clear, accessible explanations" (Rogerson-Revell, 2011, p. 244). Most English language teachers at secondary schools in Norway are non-native speakers. Sicola and Darcy (2015) discuss how "a number of teachers who are non-native speakers of English lack confidence in their ability to successfully model English pronunciation, perhaps feeling that their own pronunciation is too deviant from a "target-like" pronunciation" (p. 2). Native-speaker teachers may have an advantage of linguistic and cultural background; however, non-native speaker teachers know the pupil's first language and which language areas are challenging for the learners. As long as the English teachers have the theoretical knowledge and practical skills, the hint of non-native elements in their English model is of little importance. Providing a successful model is not the same as being able to be a language instructor and teach the pupils how to acquire an accent.

By listening to the teachers' language skills, pupils will imitate what they hear, and they will probably be asked to copy the teacher's pronunciation frequently. Different types of media can influence pupils too, but pupils generally need guidance from their teachers to learn how to produce sounds and which other language elements they need to be aware of to develop their pronunciation skills. Furthermore, English teachers are the pupils' primary influence and, therefore, teachers must teach the pupils that the correct phoneme and appropriate intonation do matter and do influence pupils' pronunciation (Nilsen & Rugesæter, 2008, p. 153).

2.2.2 Teachers' skills

To be an effective English and pronunciation teacher in the required subject areas consists of both theoretical and practical skills. Rogerson-Revell (2011) states that the two essential practical pronunciation skills are perceptual and productive skills. "Perceptual is the ability to hear and

recognise sounds” and “productive is the ability to reproduce individual sounds and prosodic patterns” (p. 244). A theoretical skill is to have the knowledge and terminology necessary to teach and describe pronunciation effectively to pupils. It is also helpful to know the most common errors made by Norwegian pupils and what particular problems with communication foreign learners of English will have in general (Hewings, 2004). Lack of theoretical and practical skills can lead to avoidance of pronunciation teaching.

Pupils need the teachers’ help to develop their pronunciation skills and must get to practice new sounds and other language elements in meaningful and relevant contexts. Teachers should provide suitable lessons for pronunciation features and not down prioritise pronunciation teaching in favour of other language components such as vocabulary and grammar. Many teachers believe it is enough to teach pronunciation integrated with other language components when pronunciation is relevant (Rogerson-Revell, 2011, p. 244). Sicola and Darcy (2015) point out that “making pronunciation targets an inherent part of every lesson could represent an effective solution to carryover and automaticity issues” (p. 2).

Teachers should be aware of how sensitive pronunciation can be for some pupils. Pronunciation can be a more sensitive language area for pupils than other components such as grammar and vocabulary because pronunciation involves the speakers’ identity and attachment to their mother tongue (Setter & Jenkins, 2005, p. 5). Some pupils struggle with their confidence in speaking English in the classroom because of the fear of failing and the belief that a native accent is required; pronunciation mistakes are often more personal than grammar mistakes. Furthermore, teachers should be careful not to interrupt pupils when they are talking, especially by telling them if their pronunciation is wrong. It can embarrass or make pupils unmotivated; mispronunciation and speech problems can be dealt with later (Flognfeldt & Lund, 2021). English teachers should be determined and emphasise fluency and intelligibility regardless of native accents when teaching pronunciation and remind the pupils that the main goal with pronunciation is communication (Rogerson-Revell, 2011, p. 240). Building up pupils’ confidence in pronunciation learning can make them participate more and speak English with their peers in the classroom. Understandable pronunciation is a vital part of pupils’ communication skills, and to achieve intelligibility, pupils must produce and practice.

2.3 Pronunciation norm in Norway

2.3.1 Variations

The English language is similar to Norwegian regarding the different accents. There are several different pronunciations varieties within a region, which means several English language varieties exist. The difference between Norwegian and English is that several other countries have English as the first language, whereas Norway is the only country that speaks Norwegian. English is the mother tongue of people living in Europe, Northern America, Africa, Asia and Oceania, and as a foreign language, it is spoken in all populated continents. This means that there are numerous different accents and ways to speak English. British English and American English are two varieties most people have heard. Indian English is the first language for many people in India, the same as British and American English for British and American people, but not many people will consider an Indian English model to be good enough. Therefore, it is extremely important that teachers inform about the different varieties in the English classroom.

Earlier, it was traditional to teach Received Pronunciation in the English classroom. Received Pronunciation is called the “queen’s English” and only a small minority of British people, as few as three per cent use it (Flognfeldt & Lund, 2021, p. 210). Now, American and British English are the two varieties that are mostly used in the English classroom. This does not mean that they are better or more correct varieties than others. They are just more commonly known and therefore more functionable as a reference language when describing and teaching English. Since they are the most common varieties, they are easy to understand for many pupils. Media and tradition have influenced Norwegian pupils to think that American and British pronunciation are the norm and think they are more prestigious than other varieties. Mostly American and British English are mentioned in textbooks, phonetics books, and dictionaries; it is not before recently that pupils’ textbooks include other varieties of English (Setter and Jenkins, 2005). By teaching varieties of the English language, pupils will be more intelligible to other non-native speakers and native speakers, and they will be better equipped to understand a wider range of speakers.

Many pupils desire to sound like a native speaker. However, foreign learners barely achieve their aspiration (Hewings, 2004). The desire to sound like a native speaker may come from the high and low status of languages, and this might influence the pupils to want to choose an English model from a high-status language. That is a reason why British and American English models are often the ones pupils (and school curricula) opt for today rather than, for example, Caribbean, Indian or African English. American and British English are more known in the Western community because of the media and because they are the models that are physically closest to us. Some English models that

are not that prevalent in Norway may be considered to have a low status because we are not equally familiar with them. The teachers' job is to teach the pupils about the different English language models and to emphasise that there is no need or necessity to aim for a native model pronunciation. Pupils do not need to pick up a British or American English accent to achieve a comprehensive or excellent pronunciation. To communicate and be understood is what matters.

Hewings (2004) indicates that it is essential to distinguish between a target model and a point of reference. A target model is a pronunciation that pupils aspire to sound like or that is selected by the teacher as a goal. A point of reference is a presented guide of variations of English models for pupils to learn that different pronunciation varieties are acceptable and can provide effective communication, too (p. 13). Few non-native English teachers have the competence to switch between different English accents, by using teaching tools and drawing upon several resources, recordings, and media of various native-speaker models can develop pupils' awareness of the different variants of English.

3 Methodology

This chapter describes the mixed methods of qualitative and quantitative approaches and explains and clarifies why I have chosen this approach for my research project. First, I discuss the method, followed by an introduction of the informants participating in the study. After that, I discuss my interview guides and the main topics under investigation, followed by how the data materials will be analysed. Finally, I discuss the importance of ethical considerations especially since I am conducting my data material through interviews.

3.1 The mixed methods

The nature of the research topic and my interest in the teacher's role led me to choose mixed methods of the qualitative and quantitative interview as my research method. The goal is to research how teachers work with pronunciation and how they approach it from their perspective. To answer my research questions, I have implemented a qualitative interview and quantitative questionnaire to gather an English teacher's personal experience on how secondary-school English teachers teach pronunciation in their classrooms. Neteland (2020, p. 52) explains that a qualitative interview is a suitable method to use when the research question aims to look into people's thoughts and experiences or if one wants to get hold of reflections, knowledge, and attitudes about something. An interview can also be a questionnaire that results in a collection of answers and is called a quantitative interview. Combining qualitative and quantitative methods allows me to use more than one research strategy.

Qualitative and quantitative methods have been a part of developing and changing the research methodology in social and behavioural science. According to Robson (2011, p. 18), quantitative researchers claimed earlier that their approach was the only approach to conducting serious research and did not see the value of qualitative research. In contrast, the qualitative researchers did not see how numbers and statistics were the way to understand people and their life problems and thoughts. Thankfully, this détente became old, and both methods became a part of research science. The mixed methods approach was established years later after qualitative and quantitative methods, and was around 2000 a formal discipline (Robson, 2011). However, the mixed methods have not always been seen as a good combination. Sale, Lohfeld and Brazil (2002) maintained that qualitative and quantitative were incompatible and impossible to mix because they are two distinct paradigms that do not study the same phenomena. A principle in the incompatibility argument of how qualitative and quantitative paradigms should be determined in a one-way methodological fashion did not convince other research practitioners. They saw the many similarities

between the two research methods would rather be complementary to each other than a contradiction. Furthermore, mixed methods research can help to produce a more complete picture of the study (Lund, 2011, p. 157).

Thagaard (2018) defines a qualitative interview as a conversation between the researcher and research participant controlled by a particular topic that is aimed to be investigated. An interview aims to gain a rich and comprehensive understanding of how other people experience their life situations and what views and perspectives they have on the topics the interview is about. While the quantitative method has been completed through a questionnaire, the aim is to collect data from and about people's experiences. The questionnaire will give data that are available in the form of numbers. When using both qualitative and quantitative methods, we get mixed methods. The mixed methods is defined as a study that "involves the collection or analysis of both quantitative and qualitative data in a single study in which data are collected concurrently or sequentially" (Creswell, Clark, Gutmann and Hanson, 2003, p. 212).

By conducting interviews, I will get an insight into teachers' role in teaching pronunciation and a greater knowledge of teachers' thoughts and beliefs about the topic. The qualitative interview will be conducted in person at the participant's chosen place, mainly at the school they work at. Semi-structuredness is the format I will be using when interviewing, a mix of structured and unstructured interviews. The semi-structured interview includes an interview guide composed of the checklist of topics I want to cover. Question number one will be asked first as a starting point, and then the other questions will follow. The order is modified based on the flow of the conversation, so if some topics or unplanned questions are asked, it will not disturb the conversation. There will be space for flexibility during the interview, the freedom of time and attention given to the different questions, and the sequencing of the questions. The semi-structured interviews can vary in structure and wording. This will make it easier to adjust to individuals (Robson, 2011, p. 285).

The quantitative interview will be completed through a questionnaire. The circumstances are a bit different from a qualitative interview than the questionnaire. The quantitative analysis will be done in digital format, and the research participant will be sent the questionnaire over email. Then they must send me the answers back when they have finished it. This makes the quantitative method a non-judgemental component. The participants may not feel the pressure to answer the questionnaire when I am not sitting next to them as they complete it. The result of the questionnaire will give me numbers to work with. Hopefully, it will make it more measurable and accessible to see the connection and compare the different answers.

As mentioned above, I will first conduct the qualitative interview in person, and it will take around 45 minutes to 1 hour long. I try not to make it longer than an hour because it will be too time-

consuming for my participant. But also, an interview less than half an hour long is unlikely to be valuable (Robson, 2011). After interviewing all my participants, I send them the quantitative interview via email. I choose to do the qualitative interview first to give them an understanding of the topic and what the questionnaire is about. In my qualitative interview, I introduced them to the questionnaire as a heads up for what it contained and how it worked. I thought this would be the best way to get the most valuable answers in the quantitative interview. If I have done the quantitative interview first, they may not have understood all the questions and their meanings.

“The interview is a flexible and adaptable way of finding things out” (Robson, 2011, p. 280). Using language and the possibility of using humans as research informants to get answers about their thoughts and methods is a unique window when seeking answers to questions about a focused topic. Face to face interview allows reading and hearing the participant’s responses and the non-verbal cues that are given. Being able to see the participant’s body language may help to understand the message and the verbal response. An interesting factor with interviews is that one informant can discuss and have a strong opinion about something, while another informant can have a strongly opposite reflection. By mixing qualitative and quantitative methods, I will get concrete values from the questionnaire of what they think is important with pronunciation and which elements are more challenging, while the qualitative will hopefully give me more fully and explanatory answers on why they believe and do what they do. The quantitative results give a numeric rating from one to seven and often indicate whether the participant agrees or not with the statement asked, while the qualitative method suits better to capture the diverse and complex meanings of the participant’s experience (Yardley & Bishop, 2017, p. 403).

Mixed methods have in the last 20 years increased considerably and have become popular among researchers. It gives the actual possibility to research with both qualitative and quantitative elements without critical consequences (Robson, 2011). “By mixing methods it is possible to arrive at a richer and more complete description of a phenomenon than by using a single approach” (Yardley & Bishop, 2017, p. 405). The two different methods can complement each other by balancing the strength and weaknesses of the study. Mixed methods will give a broader knowledge and the participants’ points of view and understanding.

3.2 The informants

For my research, I have interviewed four teachers. I planned on doing five, but my last informant stopped answering me, so I did not want to force the informant to participate. When looking for participants for my research study, I made sure that they fulfilled some criteria. First, I was looking

for teachers teaching the English subject. Second, they needed to be teachers at a secondary school because I planned to follow The Norwegian Directorate of Education and Training after year 10. When I fulfilled my criteria, I started to plan who I could ask questions in the next step.

During my four first years in teacher education, I have been in teaching practice at secondary school for three years out of four; this means that I have had three different teaching practice teachers who are all English teachers. I asked all three, and two of them had some extra time and said yes. The person that did not have the time sent me a list of six other Secondary English teachers I could ask. I then sent the teachers an email and asked them to participate in my thesis; only two replied and said they did not have the time, and the other four did not reply. I was thinking about sending emails to different schools in my area, but I noted from my fellow students that many teachers did not respond or that only few of them had time because of the amount of work hours after the covid-19 pandemic. Getting participants for my research was more difficult than predicted, but luckily two teachers I knew from before that fulfilled my criteria had time and said yes. Since I only found four teachers, I did not use one for a pilot interview. In my research, I have substituted the participants' names with capital letters: A, L, D and M due to the confidentiality agreement to not expose any personal information about the participants that can reveal who they are.

Three of the participants are men, and one is a woman. This makes it hard to see any differences because of their gender. There may be some differences, but it would not be valuable enough to draw any conclusions. The youngest informant is 26 years old and is placed in the age group between 26 and 36. She is the only woman in this study, and she has worked as a teacher for three years. Two of the men are in the age group 36-46. The oldest participant has worked as a teacher for 33 years; he is 56 years old and is placed in the age group 46-56. Informants D and M both work at schools with a large number of pupils while L and A work at smaller schools. Informant D is employed in a school in Drammen, a city in the eastern part of Norway, and M and L work in nearby schools outside the city. On the other hand, informant A works in a small town in the western part of Norway.

All four teachers have 60 study points (credits) in the English subject, which is a requirement for teaching English at secondary schools in Norway. The youngest and the eldest have the same education, four years of teacher education; the only difference is that the oldest person took 30 credits in English during his four years of education and then the remaining 30 credits years later as further education (etterutdanning). The first participant, male A, has a bachelor's in humanities with a specialisation in religious studies and a bachelor's in social science. Within these two bachelor's degrees, he took a year of study of English, philosophy and psychology and a year with "praktisk pedagogisk utdanning" postgraduate certificate in education (PPU). He has been working as a teacher

for 14 years. The last person, male M, has a master’s degree in international environmental studies and a year of study of English that was angled towards teaching and PPU. He has been working as a teacher for seven years. The two males in the same age group have a more similar education than the youngest and the oldest, that have finished a regular education in teaching.

Informant/ background	Gender	Age	Education	Years as a teacher	School size & location
A	Male	36-46	2 bachelors + PPU, 60 study points	14	Small Town
L	Female	26-36	4 years, 60 study points	3	Small Town (close to the city)
D	Male	46-56	4 years, 60 study points	33	Large City
M	Male	36-46	Master + PPU, 60 study point	7	Large (close to the city)

Table 1, Summary of the informants’ background

3.3 The interview guides

The interview guide consists of 13 main questions, and some questions have further sub-questions. There are three main topics: pronunciation learning in the English classroom, the teacher’s competence in teaching pronunciation, and the last relates to the different varieties in the English language. Before starting the questions, I ask the participants about their age, education and how long they have been working as teachers. When I have finished asking the personal questions, I start with question number one, which is more like a starting point for the interview to make the conversation feel less stressful and more comfortable for the participants. The beginning of the interview is about pronunciation learning in the English classroom. I will try to find out if teachers focus on pronunciation in their teaching and, if they do, how they do it, and which learning tools they use. I will also look into if they emphasise some components more than others. The second topic is about the teachers’ competence. The questions involve the teachers’ education and their confidence to teach pronunciation to the children, and if they have enough knowledge about the segmental and

suprasegmental aspects of English pronunciation. Awareness of the different challenges of the language is essential, too, for their competence.

The last category includes challenges related to the different English language varieties. There are various native accents of English; and British and American English are not the only proper ways to communicate in the classroom. I investigate whether the teachers offer different varieties to the children and what the participants look after in a good pronunciation and how they describe a good pronunciation. Do they think it is important to sound like a native speaker or not, and do they believe that the pupils are aware of pronunciation challenges? The quantitative questionnaire consists of the same topics, and the questions are similar to the qualitative interview. It will be interesting to see how much teachers emphasise pronunciation in their teaching and their thoughts about the English language varieties.

In the quantitative questionnaire, the participants rate their own performance or evaluation on a scale from 1 to 7. The questionnaire questions and topics are, as mentioned above, similar to the qualitative interview, the difference being that in the questionnaire there will not be any explanations, only ratings. There are both questions and statements in the questionnaire that the participants must relate to. For example, the participants are asked to take positions on vowels, consonants, word stress, rhythm and intonation. The different aspects are separated to help get a concrete overview of the differences between segmental and suprasegmental aspects.

I have conducted the interviews in Norwegian, so the teachers do not have to worry about answering in English. If the interviews were in English, participants would possibly be thinking more about their performance in English than answering the questions fully, since they all are Norwegians and Norwegian is their first language. I also believe their answers will be more reflective and elaborated on when given in Norwegian. The questions are available in both English and Norwegian in appendices A and B. All explanations and discussions around the given answers will be in English, except direct citations from the informants which will also be provided in Norwegian after the English translation. By translating direct citations, some of the participants' answers and nuances may lose some of their authenticity, of course. The questions in the questionnaire are in English, and the result will be given in the form of numbers, so the quantitative interview does not need to be translated at all.

During the interviews, the conversations were recorded. Recording the interviews made it easier for me to fully participate in the conversation. Before recording the interviews, the participants had to sign a confirmation paper about their participation. After each interview, the recording was transcribed. When transcribing the content of the interviews, breathing or thinking pauses were not transcribed, simply; only the informants' answers were. If the informants started to talk about

something that was not relevant to the data collection, they got the time to tell, but it was not transcribed. After transcribing all four interviews, all questions were put in a table, ready to be analysed.

3.4 The analysis of the data material

There are numerous ways to analyse data material. And here I need to analyse the data from both my qualitative and quantitative interviews. Robson (2011, p. 466) discusses how difficult it is to avoid software when dealing with the data material. Standard software like Microsoft Office can do much to reduce the notes of the qualitative data analysis. In my case, I use Microsoft Office software when analysing the data, more specifically a thematic coding approach. The data are coded with keywords, and then codes with the same topic are grouped together (Robson, 2011). When the data are fully coding, they are presented in a number of tables, which gives an organised and transparent overview. Thematic coding can be used in a range of different settings. I will place all qualitative answers in a table and label the questions with keywords. Further, the keywords are put together, and the qualitative data material is organized under seven main categories. Using thematic coding and keywords helped shorten the data material and made it easier to identify the context linking the different data materials.

For my quantitative data material, I use the same Microsoft software that I used for the qualitative data. Since the questionnaire will result in numbers, the process will be different from the qualitative interview process, however. First, all the quantitative answers will be entered from the questionnaire, and I will plot them into bar charts. Robson (2011) defines “a bar chart is a histogram where the bars are separated from each other, rather than being joined together” (p. 422-423). This will give an overview of the informants’ different responses and it will be easier to see the differences and similarities. Further, I will note down some observations, and then categorise the answers as completed in the qualitative interview and use the exact keywords. After analysing the qualitative and quantitative interviews, the next step is to place the keywords and their related answers in a table to present both interview answers collectively.

3.5 Ethical considerations

Lastly, I will discuss the different ethical considerations that are essential to consider during my research, especially in the data material collection. Ethical issues in interviews arise because of “researching private lives and placing accounts in the public arena” (Birch, Miller, Mauthner &

Jessop, 2002, p. 1). Brinkmann and Kvale (2014) discuss how the ethical concern of the participants' consent is overall essential. The informants' consent purpose is to inform the participants about the main features of the interview design and the possible risks and benefits of participation. It also involves the voluntariness to participate and the right to withdraw from the research project at any time.

An interview is a moral enterprise. Researchers want the interview to be as deep and reflective as possible, respectful to the participant and, on the other side, to eliminate the risk of trespassing (Brinkmann & Kvale, 2014, p. 93). The participants signed an agreement to be a part of my research study. I signed a confidentiality document stating that all personal information would not be used and the participants would be anonymised. I applied for approval for my research project at "Norsk Samfunnsfaglig Datatjeneste/Norwegian Centre for Research Data" (NSD). The document I received from the NSD (Appendix D) requires that I do not share any personal information, and that I keep it stored where the researcher is the only one with access. The same will be done with the recordings from the interviews.

Through my collection of data material, the researcher must also be honest with the participants and preserve their and the interviewees' integrity. The qualitative interview can be an unpredictable process, so it is vital to make it feel like a safe place for the participants to answer openly (Thagaard, 2018). Especially since the interviews are recorded, it is essential that the informants can trust that the recordings are saved safely and that they would not be misused. It is my ethical responsibility to ensure that the recordings are safe. The researcher's job and responsibility are developing trust, listening attentively, and adapting to the interview situation. Therefore, it is an important ethical principle that participation in the interviews would not harm the informants.

4 Findings and discussion

This chapter will present the findings from the qualitative and quantitative interviews. The interview guide covers three main topics, which the current chapter tackles in a different order. I start here with teachers' competence in teaching pronunciation, followed by pronunciation teaching practices in the English classroom and lastly, approaches towards English accents/varieties in the classroom. The qualitative and quantitative findings of the data material will be integrated into the results and discussion. Finally, I will sum up the most important findings.

4.1 Teachers' competence in teaching pronunciation

Within the topic of teachers' competence in teaching pronunciation, I was interested in the informants' educational background, their confidence in the English subject and, more precisely, their competence in pronunciation teaching. The English subject consists of theoretical and practical skills, and English teachers at Norwegian schools must have the competence and ability to implement both. Pronunciation is a skill that includes the theory of how sounds are made and the practicum of how a sound is pronounced. I am interested in finding out if the informants' competence plays a role and figuring out how satisfied and confident they are with their own competence and ability to teach pronunciation in the English classroom.

4.1.1 Educational background

Today's English teachers need to obtain a minimum of 60 study points in the English subject to teach English at Norwegian schools. My goal was to find informants who have acquired the 60 study points. Knowing that my informants have already fulfilled the criteria, I was still interested in finding out about their educational background and if they thought and felt they had the competence to teach pronunciation

One of the objectives of the quantitative questionnaire was to figure out the amount of pedagogical training the teachers had in their education around pronunciation. The background scale was shared in three groups categorised from 1 to 7. The first group is substantial background (on a 1-7 scale), the second was limited (1-7), and the last was none (1-7). The informants had to select one of them. Candidates A, L and M assessed their background with a 4 under 'limited', and candidate D responded with a 4 under 'substantial'. All informants did have pedagogical training during their education, but only one out of four was satisfied with the amount of pedagogical training around

pronunciation. As a reminder, I repeat the table with ethnographic and background information about the informants from the previous chapter.

Informant/ background	Gender	Age	Education	Years as a teacher	School size & location
A	Male	36-46	2 bachelors + PPU, 60 study points	14	Small Town
L	Female	26-36	4 years, 60 study points	3	Small Town (close to the city)
D	Male	46-56	4 years, 60 study points	33	Large City
M	Male	36-46	Master + PPU, 60 study point	7	Large (close to the city)

Table 1, Summary of the informants' background

The same question was asked within the qualitative interview. They were also asked if they felt they had the competence to teach pronunciation. Informant D was the only one answering that question. All four answered and explained their educational background. In the qualitative interview, informant D explained that he believes he has the needed competence to teach pronunciation. However, he pointed out that some words he thinks are challenging to pronounce, especially in new and unknown texts. And it is then his job to learn it and be prepared before the lesson starts. Candidate D is one of two who has the regular four years of teacher education. During his four years, he took 30 study points in the English subject that contained listening and phonetic transcription to a large extent. The remaining study points were taken years later through further education, when communication and encouraging pupils to talk and participate in the classroom was the focus. Pronunciation and simple sounds did not take part as much anymore as they did within the first thirty study points. Participant L was the second informant with four years of teacher education. L took all her 60 study points during the four years, where they learned about the different English language varieties through music and videos. They also had listening tests where they were supposed to place the English varieties where they belonged on a map. Communication was more in focus than pronunciation.

Candidates A and M both have PPU. Candidate A took a year of English studies, corresponding to 60 study points. Even though he did not study it through regular teacher education,

it was a mix of theory and practicum. He learned about didactics and pronunciation, which was the main focus. There was some focus on phonology, but not much. Informant M also studied English through a one-year program that targeted English for teachers. Most of the subject was theory-based, but there were sometimes practical activities. The theory-based learning consisted of literature, grammatical analysis, phonology and pronunciation. The lecturer often used music and songs when learning phonetics and practised sounds by utilising songs.

After inquiring about the informants' pedagogical pronunciation training in the questionnaire, I asked them if they felt they had the competence to teach pronunciation. All four answered 4 or above (out of 7). Both informants M and A evaluated themselves on level 4 and felt they had reasonable competence in pronunciation. However, the youngest informant, informant L, felt that she has competence in teaching pronunciation and answered seven. The oldest candidate, candidate D, evaluated himself with a 6; this mirrors his answer to the qualitative questions where he feels he has the control and competence to teach pronunciation.

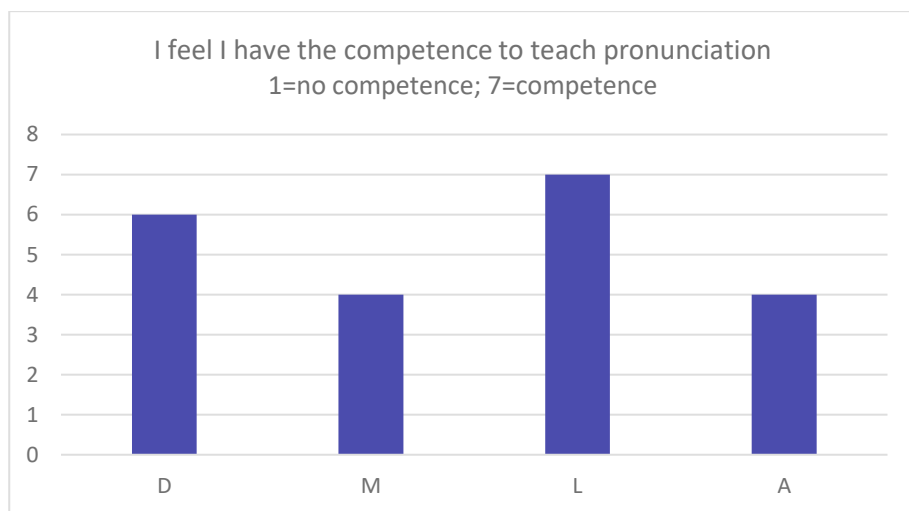


Table 2 Quantitative survey, question 9

It is interesting to see how pronunciation teaching has developed in the educational system, both in teacher training programs and the actual school practices. For instance, we may refer to the difference between informant D's first 30 study points and the remaining 30. One can see how pronunciation teaching has gone from focusing on phonetics and pronunciation of simple sounds to a broader focus on communication. By comparing informant D's answer with informant L's answer, the changes become more evident, especially when looking at the differences between D's 30 first study points and L's 60 study points. In contrast, informants M and A explained the education contents as a combination of pronunciation learning and communicative focus. With these comments, we can distinguish the three Norwegian curricula L97, LK06 and LK20 in the English subject (Nasjonalt

læremiddelsenter, 1996, Utdanningsdirektoratet, 2006, and Utdanningsdirektoratet, 2020). Pronunciation has occupied a smaller place in today's curricula LK20, and communication has become the main focus. Communication is the ability to listen, express, and be understood, making pronunciation a vital aspect of achieving clear communication. There is also a shift from the specific focus on speaking and learning Standard British and American English to a broader focus on the varieties within the English language. Especially in phonology, British English was the foundation when teaching and learning the sounds.

In the qualitative interview, they elaborated and explained how much pedagogical training on pronunciation they had during their education. Everyone said they had some degree of pedagogical training, with informant D having the most. Referring back to the questionnaire where informants assessed their competence to teach pronunciation, the oldest and the youngest believed they had the competence needed, even though their education consisted of two very different contents. At the same time, the two others placed themselves in the middle of the scale. It is interesting to see that the informant who has the least experience (L) is the one with the most confidence, and that M and A evaluated themselves on the same level as L when it comes to the amount of education. However, on the scale of what they felt about their own competence to teach pronunciation, M and A were three points below L. One may wonder what is making L feel more confident than M and A. There may be different factors for why the results are the way they are. Possibly their educational background plays a significant role, and the clue here is that the two with the regular teaching education are the two that feel most prepared (cf. Fallang, 2016). It is also essential to consider how long they have worked as teachers. Informant D has worked as an English teacher for 33 years and may feel more competent because of his many years of experience. It is crucial that teachers are aware of their own competence and English skills. Since lack of competence can affect and influence teachers' confidence, which can impact pupils' learning (Rugesæter, 2014, p. 17).

4.1.2 Competence in segmentals and suprasegmentals

Segmental and suprasegmental aspects are essential components of pronunciation learning. The former involves the production of discrete sound units like vowels and consonants, while the latter involves pronunciation factors like stress, rhythm and intonation. Attaining competence in both of these aspects will help learners' intelligibility and comprehensibility (Setter & Jenkins, 2005). But being essential elements of pronunciation does not mean that English teachers emphasise them in their pronunciation teaching.

The teachers were asked if they felt they had the competence to teach about segmental and suprasegmental aspects of pronunciation. After asking the question, I explained and defined the terms

‘segmental’ and ‘suprasegmental’, so the teachers know what I was looking for. The teachers did not seem very familiar with the topic, making their answers somewhat vague. The same question was asked in the questionnaire, but more as a statement. Underneath the question, all the elements were listed: vowels, consonants, word stress, rhythm, and intonation. The teachers had to evaluate themselves on a scale from 1 to 7, one meaning not challenging and seven equals very challenging. The question from the questionnaire would hopefully give a better overview of what the teachers feel about their own competence to teach about segmental and suprasegmental aspects.

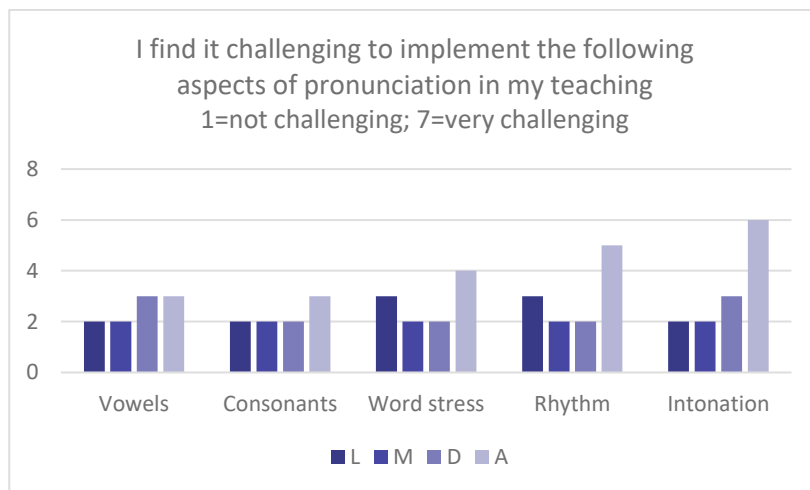


Table 3 Quantitative survey, question 12

Informant M puts weight on preparation. Along with his confidence in his own pronunciation, he believes that he has the competence to teach about segmental and suprasegmental aspects. Especially if he prepares himself before the lesson, his answer to the questionnaire showed his confidence as well. Informant M rated himself on number two on all elements. He felt no differences between the pronunciation aspects of his competence, and he is confident that he can teach all of them. However, informant A did not have the same confidence as informant M. Informant A talks about how he is still learning and does not feel he has control over everything, especially when it comes to specific words and phrases in topics he does not know or has interest in. He finally expresses his belief that it is acceptable not to always have an answer to pupils’ questions and that when he does not have a reply, he can collaborate with the pupils to figure out the answers together. Informant A’s questionnaire answer confirms his qualitative evaluation. But there is a difference between segments and suprasegmentals. First, informant A evaluated himself on scale two regarding the segmental elements, vowels and consonants. The next is word stress where he raises the evaluation by one point (a 4), and he does the same with word stress to rhythm (5) and rhythm to intonation (6). One can see how informant A believes it is more challenging to implement suprasegmentals than segments.

D concludes in the qualitative interview that he feels he has the competence to hear and listen to how words and sounds should be pronounced and to point out the challenging pronunciation for the pupils. Informant D explains further that these are sometimes difficult to explain, but if the word is in a context, it is easier to explain how and why pupils pronounce it the way they do. However, he rarely works with segmental and suprasegmental aspects systematically. The only time would be through listening to a pupil, then finding the opportunity to work with it. In the quantitative interview, D evaluated himself on levels 3 and 4 on the scale. He finds vowels and intonation a level more challenging than consonants, word stress and rhythm. Informant L is confident about her competence. In the qualitative interview, she explains that she sometimes teaches her pupils about intonation, rhythm, and word stress. She also tries to use terms when explaining things, but it can be too complex for the pupils, so often, she can, for example, teach about intonation in an implicit manner. In the questionnaire, informant L indicates that word stress and rhythm can be more challenging to implement than vowels, consonants and intonation.

Informant L was the only one who mentioned she was teaching suprasegmentals systematically in the classroom. Even though the question was about the teachers' competence, L reveals through her answer that she believes she has the competence to instruct pupils in the use of suprasegmentals. The rest of the informants only mentioned that they could work with it with individuals, but not for the whole class.

An interesting aspect from the questionnaire is that the overall scores for the suprasegmental aspects (word stress, rhythm and intonation) is rated higher than segmentals, which indicates that suprasegmentals are generally seen as more challenging (see also Rydland, 2016). This could be a result of a lack of competence. Sicola and Darcy (2015, p. 2) discuss how lack of competence can affect teachers' confidence and ability to teach pronunciation. Teachers often learn the theory around pronunciation, but the teachers receive minimal pedagogical and practical training. For example, three of the informants did not work with segmental and suprasegmental aspects systematically in the classroom, which in turn could be why they never learned how to practice segments and suprasegmental or understand its value during their own education. However, it is interesting to see how confident informant M seems to be about his own pronunciation, but he still does not teach much about pronunciation. M could have taken advantage his confidence and skills to teach pronunciation in the classroom. The conclusion regarding the qualitative and quantitative questions shows that the informants have confidence in implementing segmental and suprasegmental aspects. However, it seems that they do not consider these aspects valuable enough to teach them systematically in the English classroom

4.1.3 The teacher as a guide

Flognfeldt and Lund (2021) state that “for teachers of English, pronunciation is an important part of being a good language model in the English classroom” (p. 3). English teachers are the ones who speak English the most in the classroom. Often, they act as language models for pupils. Pupils often imitate what they hear when learning English, so it is essential that teachers are good language guides and have intelligible pronunciation (Nilsen & Rugesæter, 2008, p. 152-153). In this section, I am interested in finding out if the teachers are content with their pronunciation skills and if they use any sort of accent. The candidates had to reflect on their ability to provide an English model to their pupils and which accents they mostly used through two questions in the qualitative interview.

Candidate L emphasised her satisfaction without hesitation and answered that she is confident in her ability to provide a model English pronunciation to her pupils by speaking American English. Informant M also believes his English model provides a good example and states that he does not think there has been any miscommunication because of his pronunciation. Further, he mentioned that he believes the pupils listen more to other sources such as music, gaming, and movies outside of the school than at school, where there are only two hours per week for English. He also explains that he writes and listens to American English the most, but speaks with a mixture of American, British and Norwegian accents. However, he believes he has control over the different sounds.

Informant D maintains that he has switched from a British English accent to an American English accent in recent years. He explains that since he is from Northern Norway, he believes that it is easier to speak with an English accent because of his Norwegian dialect, since, for example, intonation of his native dialect is more similar to that of English than to Eastern Norwegian intonation. Informant D hopes that he has the confidence, tools, prerequisites and competence to provide an English model. This further explains that he does not think he has a typical native pronunciation, but he believes he can give students good examples and guide them to pronounce sounds correctly. Lastly, he states that he is able to distinguish between American and British English.

On the other hand, Informant A concludes that he is an example of not having to speak with a native accent when speaking English. He believes his accent is good enough for the pupils. Informant A also said that he sometimes speaks with a mixture of American and British English, similar to informant M. However, informant A mainly speaks with a British accent, although sometimes he tries out accents other than British and American English to “prove to the pupils they do not need to have the world’s best pronunciation to speak English and be understood” [Original: “vise at en ikke trenger å ha verdens beste uttale for å snakke engelsk”].

English teachers make up around 70 per cent of the lesson talking (Cook, 2008). This demonstrates the amount of English that teachers produce in the classroom and that teachers often

become pupils' language guides without planning it. All four informants were confident in their ability to provide an English pronunciation model to their pupils. Their confidence is essential when being language models, especially when pupils often unconsciously listen and imitate their teachers. Pupils' pronunciation learning can be influenced by lack of confidence and trust in themselves. Especially when learners are learning new sounds, they need to be shown and hear how to produce them. It is the teachers' job to guide and help pupils develop their pronunciation skills (Flognfeldt & Lund, 2021, p. 209). An example from the qualitative interview is how they introduced pronunciation of an unusual sound-spelling correspondence. All informants said they use themselves as guides for pupils. They often mark the words first, then they read them aloud, and then the pupils repeat what the teacher has said.

When it comes to the informants' accents, the answers were varied, but Standard American and British English are the two accents they targeted. Informant L was the only one considering her own pronunciation native-like, while the three others believed they had more mixed accents, although they tried to stick to one variant. Rindal and Iannuzzi (2020, p. 118) discuss that there is no particular standard accent of English presented in Norwegian schools. However, British and American English often become standards because they are the two accents usually used as a reference in phonetics courses. This does not necessarily mean that British and American English are the two accents teachers should aim for and present as pronunciation models for pupils. It is important that the teachers have an awareness of which models they present and a positive attitude towards other accents as well.

To conclude this section, confidence, again, proves important to be a good language guide. Teachers lose their confidence because of their lack of competence and knowledge about pronunciation, so they choose to avoid speaking English or teaching about pronunciation (Sicola & Darcy, 2015, p. 2). When it comes to providing a native or non-native accent, teachers should not worry about sounding like a native speaker. Pupils should be exposed to a variety of English accents. They should remember that with the current status of English, "the speakers of English in the world are now mostly non-native speakers" (Rindal & Iannuzzi, 2020, p. 118).

4.2 Pronunciation teaching in the English classroom

Pronunciation can be worked with in many ways. There is a variety of ways teachers choose to integrate pronunciation into their English teaching. Some teachers systematically focus on pronunciation, while others integrate pronunciation through grammar, vocabulary and other language elements. Hewings (2004) states that "not all pronunciation teaching needs to be planned ahead" (p. 20). The essential matter is to integrate it into small portions over time and look for opportunities as

they arise during the English lessons. Even though we know that pronunciation is important for successful communication both receptively and productively, teachers often do not actively work with pronunciation (Setter & Jenkins, 2005). In this subsection, I am interested in finding out if teachers look at pronunciation as an important element to integrate into their teaching and how they do it.

4.2.1 Pronunciation teaching

Question 6 from the questionnaire asks the informants if they find it important to implement pronunciation in their teaching. One is not important and seven is crucial. The informants had to evaluate the importance of implementing all segmental and suprasegmental aspects. In the qualitative interview, they had to answer whether they focused on pronunciation in their teaching and how they did so.

Informant M admits that he does not focus on pronunciation that much when teaching. Sometimes pupils may practice pronunciation by reading aloud. First, the teacher will read the text aloud in front of the class and afterwards the pupils read by themselves. Informant M added that he thinks it is important to make the classroom a safe environment where pupils know they are relaxed to talk and be themselves. It is better that they express themselves with a Norwegian English accent than not talking at all, and not to always be worried if someone will correct their pronunciation. In the questionnaire, informant M evaluates all aspects indiscriminately in the middle of the scale (4).

Informant D evaluated vowels and consonants the same as informant M, but the answers were slightly different when it comes to the suprasegmental aspects. Informant D believes that intonation is one level less important than segments, but word stress and rhythm are a level higher. From his answer in the qualitative interview, he explains that he does not focus on pronunciation as much as he did before. Earlier, there was more focus on targeting a Standard British or American English model, but now we have moved on from that. Informant D mentioned that he has started using a program on Teams called “lese fredrift”, a program where pupils film themselves while reading a text. Then the program registers pronunciation errors among other things. He has started to use that program, so pupils can begin to learn and develop their pronunciation skills.

On the other hand, informant A finds it important to teach about word stress and rhythm (6). Vowels are next important on 5, consonants on 4 and intonation is last on 3, the same as informant D. In the qualitative interview, he elaborated that he believes it is more important to focus on whether words are pronounced correctly as opposed to intonation. He compared the English language with the Norwegian language, and explained that considering the different dialects in Norwegian, there is no “correct” way to speak Norwegian, which is the same as the English language. It is not so

important which accents we speak; it is the comprehensibility. For example, a person from Scotland would have insisted that he speaks English correctly, which is totally true.

Last is informant L. She concludes that it is very important to implement all the aspects and evaluates all with a score of 6. Further, she states that she focuses on pronunciation in her teaching and thinks it is crucial that pupils learn to be understood. She mentions that the lessons are usually theme-based, so she tries to implement pronunciation in between lessons.

The informants were somewhat more split when it came to the questionnaire, and a few believed that some aspects were more important to implement than others. It is worth commenting that by adding up the points for all five aspects, intonation scored lowest while word stress and rhythm scored highest. It is difficult to explain, however, why the teachers evaluated word stress and rhythm as the most crucial pronunciation aspects to implement in their teaching when they did not mention anything about word stress or rhythm in their qualitative interviews. Rogerson-Revell (2011, p. 242) indicates that an obstacle to intelligibility between non-native speakers is a deviation of segments combined with misplaced stress. Even though the informants did not elaborate on word stress and rhythm, it might be the case that they teach it more than what they realize. The qualitative question ‘do you focus on pronunciation in your teaching’ may have been too broad for the informants to understand that I expected them to answer in detail. However, later in this chapter, the qualitative questions 5 and 5a will go more in depth on what kinds of sounds and features the teachers pay attention to when teaching pronunciation.

Furthermore, in the qualitative interview, all informants except informant L reported that they did not focus that much on pronunciation in their teaching. Informant L was aware of how important pronunciation is for pupils’ ability to communicate. Still, the informants agreed that intelligibility and comprehensibility are the most important aspects. Sicola and Darcy (2015) discuss how “pronunciation is a very important component of oral communication and just like the other components of language it should be taught as part of an integrated, interdependent system” (p. 12). It is interesting to see that three of four informants do not actively implement pronunciation often in their teaching, despite the value they assign to intelligible pronunciation proficiency. Teachers may consequently overlook pronunciation teaching because they are often daunted by this area of language teaching and do not consider themselves as pronunciation experts (Rogerson-Revell, 2011, p. 237).

In addition, it is noteworthy that informant D, who has been a teacher for 33 years, has gone from focusing to not focusing on pronunciation anymore, especially since it is essential to developing pupils' communication skills. We may speculate that LK20 has affected informants D, A and M’s decisions not to implement pronunciation. LK20 does not say specific things about pronunciation but emphasises that pupils should use the languages they are familiar with in language learning

(Utdanningsdirektoratet, 2020). The explanations seem to be personal preferences on how much teachers emphasise pronunciation in their teaching and which components they look at as more important than others. Classroom activities and classroom practice will be further investigated in this subsection.

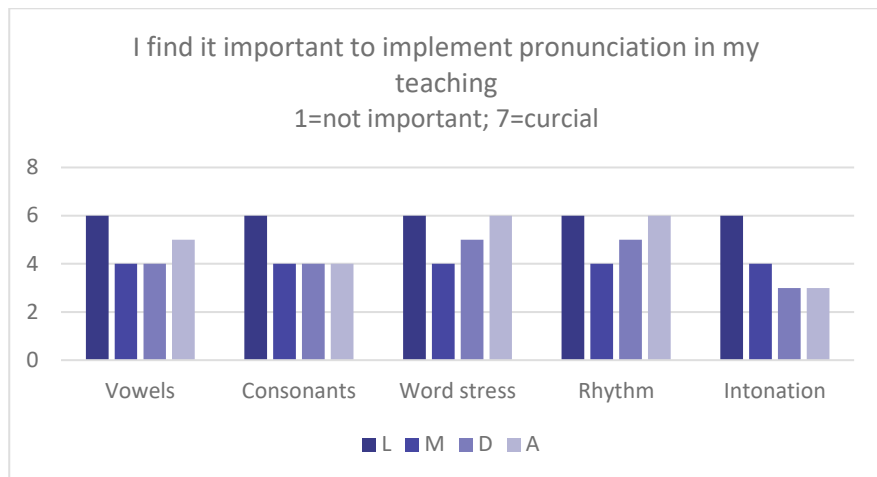


Table 4 Quantitative survey, question 6

4.2.2 Classroom activities

Pihlstrøm (2013) indicates the numerous ways of organising communicative activities in the English classroom. An aim in the English classroom is to use English as the working language even though the pupils are more proficient in Norwegian. English is the designated language during English lessons, and treating it as the working language makes English as the goal, topic and medium of the language learning activities (Rindal, 2020, p. 3). Pronunciation can be taught through active and passive activities and tasks, drama and improvisation, explaining rules, reading aloud and through media and digital sources. In both quantitative and qualitative interviews, the informants had to answer how they implement and teach pronunciation in the English classroom.

Tasks and activities are two methods informant L uses in every English class. These two methods can contain listening activities and work with tasks through media and digital sources. Improvisation is a key in her lessons. Sometimes the pupils must explain various things to each other in English, which makes them use the language actively. Retelling is also an activity informant L uses frequently. In groups, pupils must retell what they have learned and everyone in the group must participate. Improvisation and retelling are two methods informant L use to substitute oral presentations. Informant L states that oral presentations and reading aloud are too time-consuming, and at the same time, there is a small amount of learning benefit for those who sit and listen. Moreover, she argues that presentations and reading aloud give the pupils minimal time to practice

and produce English and argues that if pupils only listen and do not produce English themselves, they will not be able to develop their pronunciation skills. She also mentioned that they practice pronunciation when dealing with word spelling; they look at how the word is pronounced, and which sounds can be challenging. Significantly, she pointed out that all the tools that are used in the classroom are digital, including the books.

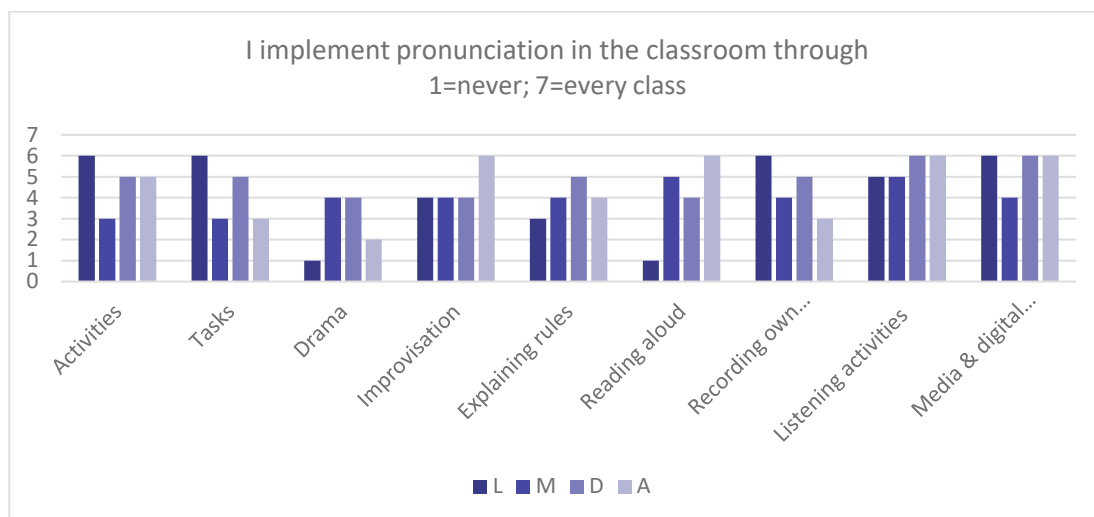


Table 5 Quantitative survey, question 3

Informant M also uses media and digital sources in his lessons. By recording themselves with podcasts in groups and PowerPoints individually, pupils get to practice their pronunciation. He has also started using the program “lesefremdrift” on Teams. Readers’ theatre is another pronunciation activity informant M uses in his lessons. It is an activity where pupils read short novels in groups. Everyone is assigned a role they are going to be the voice for. The aim is to record it and make it sound like an audiobook. Together as a group, they will help each other with intonation and pronouncing words correctly. This is an activity where shy pupils also manage to participate because it allows them to practice and always use the script as support. Informant M also mentioned – just like informant L – that they practice pronunciation through how words are spelt.

Reader’s theatre and podcasts are two activities informant D also mentioned. He also states that he likes to use the recordings to assess pupils’ pronunciation and communication skills. In the qualitative interview, he offered a very brief response, but the questionnaire showed that he uses tasks and activities in almost all his lessons, similar to informant L, along with listening activities and explaining rules.

Informant A explains that most lessons are topic-based, and group discussion is often the pronunciation activity. Single words or correct pronunciation are rarely focused on. Instead, the ability to communicate and discuss is the aim. Informant A talks about how most pupils understand

English well, so they expect themselves to speak as well as understand. As a consequence of their high expectations, pupils do not dare to speak English or take the risk of failing. They get embarrassed if they start to look for words. Reading aloud is an activity informant A evaluated highly in the questionnaire and the same with listening activities and improvisation. Often, he can ask pupils questions in front of the class or make them conduct discussions in pairs. To make his lessons a safe environment, he never points out students to answer questions aloud. It is important that pupils feel comfortable and not afraid to be forced to speak English in front of the class.

In the qualitative interview, I also asked the informants if they use any form of phonetic transcription or any simplified system when teaching pronunciation. All four answered no, and none of them had used it before either.

Media and digital sources is a method all four informants use often, with the highest scores in the quantitative survey. This can be seen in light of the current development of technology and media. Rindal (2020) indicates that “digital technology is also used systematically in Norwegian classrooms in order to develop both English language proficiency and digital competence in English”. Nowadays, it is normal to have digital books rather than physical ones, giving the teacher no choice. Technology will continue to take more space in the English classroom. Recording podcasts, PowerPoints and reader’s theatre is an answer to how teachers already work systematically with it.

The informants claimed to integrate pronunciation through activities and tasks, for example, spelling. When they showed how words were spelt, they often added pronunciation. Through improvisation and collaboration in groups, pupils indirectly practised sound productions, but pronunciation was rarely a focus in itself. The impression is that the informants consider pronunciation as an automatic aspect when using orality in the classroom rather than teaching it explicitly. Listening activities were an exercise all teachers agreed to as an important to implement. Listening is an essential aspect of oral skills, and it is important to develop pupils’ receptive and communication skills (Flognfeldt & Lund, 2021, p. 207). There was more disagreement around reading aloud as an essential activity. Some used it a lot, and others did not. The challenge with reading aloud is that it is time-consuming, and few pupils learn by listening to their classmates. Sicola and Darcy (2015) discuss how the activity also puts pressure on pupils to have an accurate pronunciation in front of the class. To conclude this subsection, teachers teach pronunciation through various activities and tasks but often implicitly through other focus areas.

4.2.3 Classroom practice

The teachers were asked, in question 5 from the qualitative interview, about which sounds or suprasegmental aspects they looked at when focusing on pronunciation in the classroom, to which all

remarked that they focus little on pronunciation in the first place. They claimed to integrate pronunciation through other language elements and focus areas instead and that they bring pronunciation up if needed in class.

Informant M says he focuses little on pronunciation and rarely looks for special sounds. Sometimes, he can bring up pronunciation if he hears someone struggle with it. However, it is very individual with what they need help with. Individual challenges were also remarked by informant D. He brought up the problem of focusing on pronunciation and specific sounds as complex because it depended on the individual pupil and his/her skill. A difficulty when pupils start lower secondary school is that English teachers do not know the pupils learning outcomes or level of language skills. Although they have been following the same curricula from the Norwegian Directorate for Education and Training, pupils' language skills vary.

Informant A also said that he sometimes focuses on pronunciation if pupils mispronounce words, but nothing more than that. Only one informant states that she listens to pupils' sentence structure and intonation, namely informant L. She explains further that her pupils struggle with intonation, instead of ending a sentence on a falling tone, they end it on a rising tone. Davidsen-Nielsen and Harder (2001, p. 25) indicate that the fall-rise tone is difficult for Norwegian learners. Norwegian speakers tend to go up and down throughout the sentence, while English speakers typically use a falling melody in declarative statements. When Norwegians speak English, many tend to transfer the constant shifting of pitch level from their native language (Flognfeldt & Lund, 2021, p. 264).

Pronunciation teaching has been under development. Earlier, minimal distinctive sounds were the focus, but later intelligibility and suprasegmental aspects became more essential than segmentals. Today, pronunciation teaching is moving away from the debate of segmental and suprasegmental aspects towards a focus on a more balanced view (Rogerson-Revell, 2011, p. 238). It seems that my informants also have such a balanced pronunciation view with a focus on minimally distinctive sounds, and in addition, informant L tends to focus on suprasegmentals too in her teaching.

The informants were asked to evaluate, on a scale from 1 to 7, how important they find it to implement pronunciation in their teaching. A curious outcome is that the answers to the questionnaire are again more favourable to implementing pronunciation in their teaching than the qualitative interview. Informants M, D and A evaluated the segmental and suprasegmental aspects as important. Informant L's evaluation mirrored her qualitative answer and considered both pronunciation aspects as very important. Even though informants M, D and A evaluated pronunciation teaching as important, they all reflected that pronunciation is rarely focused on, and when this happens, it is mostly individual sounds or words. One can compare these answers with how they highlighted word

stress and rhythm as crucial in the questionnaire but did not mention anything about them in the interview. One wonders if this is due to lack of competence and skills that stop informants M, D and A from focusing on what they believe is so important to teach.

Regarding question four in the qualitative interview, the teachers had to reflect on whether they focused on some part of pronunciation or on overall oral communication in their pronunciation teaching. Most of the answers were similar to those of the question above because the two questions are related. Individual skills were also the main factor here. Informant L answered that if a pupil has several mispronunciation mistakes, she can give him/her some specific language features to focus on. With a pupil who makes few errors, L can focus more on overall pronunciation and accent. Informant M also emphasised the individual factors and stated that it is good enough for some to talk, while for others who are more confident, he can correct parts of their communication. Further, he explained that the aim is to speak and produce English; the more they use it, the more they learn, so it is important to not scare them off by focusing too much on the individual sounds. Informants D and A explained that they focus on the overall communication most, but if minor mispronunciations appear, they will correct them immediately or later, depending on the individual. Of course, I could have phrased the question differently to get less vague and similar answers. Nevertheless, I also realized that overall communication is the main focus in the English classroom, and Rogerson-Revell (2011) points out “today we can see signs that pronunciation instruction is moving away from the segmental/suprasegmental debate towards a more balanced view (p. 238).

4.2.4 Integration with vocabulary and grammar teaching

The next question was whether teachers focus on pronunciation separately or as integrated with other focus areas of language teaching. Informant L seemed generally reflected on her own pronunciation teaching. She indicates that she focuses on pronunciation during dictations. She further explains that she normally reads the words aloud and explains what is important to focus on when writing them down, for example, if a word includes a ‘v’ or a ‘w’. When helping students develop their awareness between listening, pronunciation and spelling, pupils can attempt to pronounce and spell old words that come across correctly (Hewings, 2004, p. 10). Teacher L also focuses on pronunciation through reading. The pupils record themselves reading a text they have worked with and then submit it so informant L can give feedback. Through listening, informant L herself typically records herself reading the text the pupils are going to read for homework so that they can use the recording as support. Giving pupils the recording can make the task feel more manageable, and some pupils will feel more motivated to complete it. Informant L also works with pronunciation through vocabulary.

Informants M and D both mentioned that they integrate pronunciation through text work. By working with texts, they get to practice reading and listening skills. Reading gives the opportunity to draw attention to pronunciation and often the texts are in target-like form, so the risk of making errors is smaller (Sicola & Darcy, 2015, p. 10). Informant D also mentioned that he focuses on pronunciation when he teaches about the different varieties of English in the classroom. An interesting comment made by informant D was that he claimed that pupils do not ask much about pronunciation; they wonder more about how words are spelt. Sicola and Darcy (2015) state that the first thing pupils focus on during vocabulary learning is how the words are spelt. With this recognition, teacher M should take advantage of their interest and address patterns of pronunciation together with spelling. Informant A's answer was short; he said he integrated it with the other language elements. The questionnaire corresponded with the qualitative interview; one could see a higher integration with vocabulary than grammar.

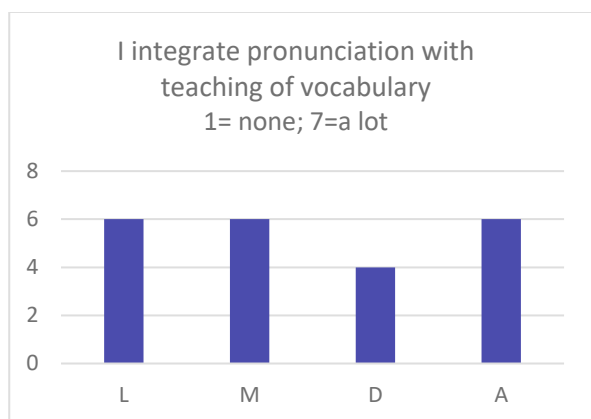


Table 6 Quantitative survey, question 4

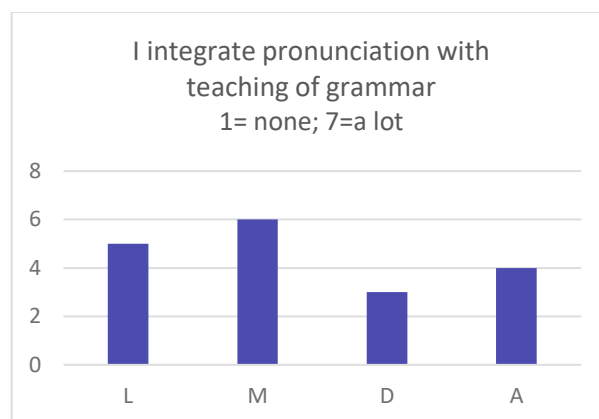


Table 7 Quantitative survey, question 5

4.2.5 Challenges with pronunciation

The question was whether the informants heard a lot of mispronounced sounds, words or rhythm and intonation in longer utterances in their English class. All teachers claimed that they regularly hear mispronounced words. When it comes to giving feedback on pupils' pronunciation, all informants thought it was not easy to know when and how to provide feedback, such as immediate individual feedback in class, in groups or after a lesson. Informant M stressed that too much feedback would make the pupils unmotivated. Informant D preferred to do it in smaller groups or individually. It is essential that teachers help to make the English classroom a safe environment for pupils. Teachers should be aware of who they are giving feedback to and how not to intimidate the pupils or make them feel stupid. Many students are anxious about making mistakes and are already scared of speaking English. Knowing who and when to correct in front of the class in the classroom can make

pupils communicate safely and freely without being scared of mispronunciation (Pihlstrøm, 2013). The teachers answered that if they heard several pupils making the same mistakes multiple times, they usually correct them in front of the whole class. Even though their answers were partly vague regarding this factor, it will be interesting to see in my next question if the informants know about any specific or typical pronunciation mistakes that Norwegian learners of English make.

I asked the teachers what kind of sounds their pupils seem to struggle with most. All informants mentioned at least two issues pupils seem to struggle with. Informant D came up with two struggles, informant L mentioned three, and informants M and A came up with four. The th-sound was considered a challenging sound to pronounce by all four teachers. Informant L also mentioned the <ou>-sound, the so-called silent letters and intonation. She explained further that several of her pupils struggled with intonation repeatedly. Informant M also mentioned the silent letters and explained that it felt like pupils often forget them, resulting in pupils pronouncing all letters in the word. Informant M also discussed the difficulties with /s/-/z/ sounds and /v/-/w/ sound. At last, informant A stated that words that are similar to each other or have similar sounds, for example, the ch-sound, /tʃ/, and homophones like ‘were’, ‘where’ and ‘wear’, are difficult for learners. He also sees that pupils struggle to spell such words, too.

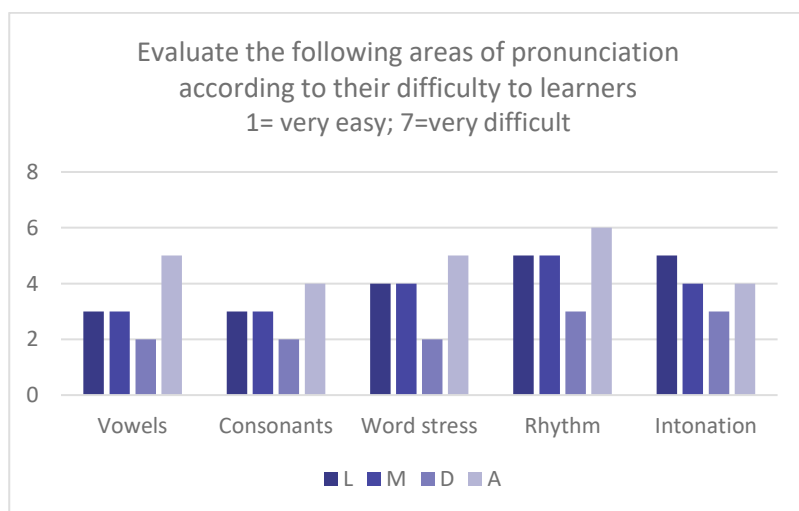


Table 8 Quantitative survey, question 2

In the questionnaire, I asked them to evaluate the various areas of pronunciation according to their difficulty to learners. While informants L and D state that rhythm and intonation are more difficult than the other elements, informant L evaluated intonation one level higher (4) than what D (3) estimated. Informant M assessed rhythm as more difficult than word stress and intonation, and then vowels and consonants at a level more manageable than the former two. Informant A thought the same about rhythm and evaluated it as very difficult and then vowels and word stress on level five

and consonants and intonation on level five. It is interesting to see that informant A evaluated consonants as the easiest area of pronunciation when the challenging examples he mentioned in the interview happened to be consonant sounds. Teacher A generally evaluated all areas as difficult for learners, and on the other side, teacher D considered the areas as easy for learners.

Later in the questionnaire, I asked the teachers about their awareness of recurrent mispronunciation problems for Norwegian learners of English. Informants M and D answered they were very aware of all the pronunciation areas. Informant L evaluated that she was more aware of the segments plus intonation than words stress and rhythm. In comparison, informant A was more split about the pronunciation areas. He stated that he was fully aware of the recurrent mispronunciation of the word stress and very aware of vowels and rhythm. Consonants and intonation were evaluated as aware on level 3.

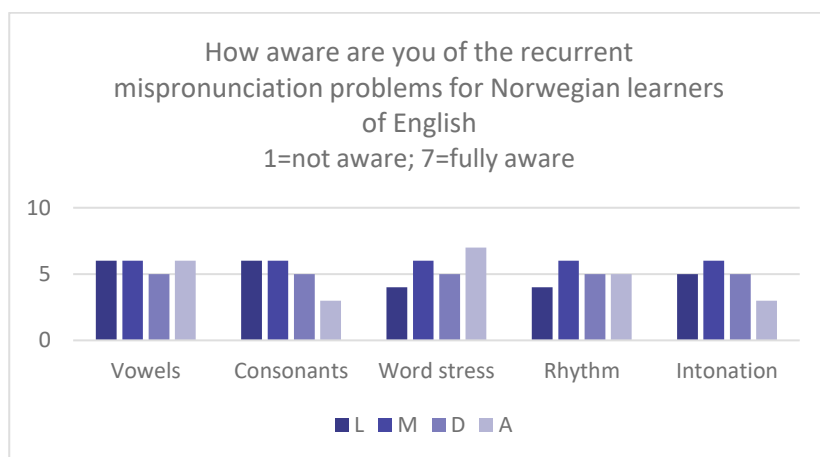


Table 9 Quantitative survey, question 11

The informants mentioned the /s/-/z/ and /v/-/w/ sounds and th-sound as examples. These examples are sounds Norwegian speakers do not have in their phoneme sound system (Nilsen & Rugesæter, 2008), making them difficult for Norwegian pupils to learn. Because of this, it is essential to teach and practice pronunciation of individual sounds in the English classroom. Setter and Jenkins (2005) point out that intelligible pronunciation is important for oral communication and that teachers need to teach pupils rules and production of pronunciation to achieve the goal. Informant L mentions intonation through the qualitative and the quantitative interview as an essential aspect of learners' pronunciation and something they struggle with. Errors of intonation can cause misunderstanding at a pragmatic level and the intended meaning can get lost (Cenoz & Lecumberri, 1999, p. 4). In the quantitative interview, one can see that informant A evaluated vowels as less problematic than consonants. This is strange because various English monophthongs and diphthongs are considered quite challenging to Norwegian learners (see Nilsen, 2010). There are, of course, several English

consonant sounds that the Norwegian language does not have, for example, the lenis fricatives /z, v, ʒ/ and both dental fricatives /θ, ð/. Because of the lack of these sounds in Norwegian, Norwegian learners tend to substitute them with native sounds (Nilsen, 2010).

Informant A also mentioned that word stress is a pronunciation aspect that he sees as a recurrent problem and a difficult area for learners. Nilsen and Rugesæter (2008) indicate that some words can be challenging to know where to place the stress because English stress can be encountered on syllables in various positions, unlike, for example, French, where the stress is always word final (p. 103-104). However, overall, word stress rules are very similar in English and Norwegian because of the Germanic trochaic pattern (Davidsen-Nielsen & Harder, 2001, p. 21). My brief, unelaborated explanations of terminology might have made the informants confuse word stress with sentence stress and rhythm. As a result, the teachers have been evaluating word stress as very important to teach and challenging for children. It is difficult to state, however, whether the teachers have confused word stress with sentence stress and rhythm, mainly since they have not discussed word stress as an essential linguistic factor in the qualitative interviews. The next subsection will present the informants' thoughts about what they believe is a "good" pronunciation and whether they promote specific varieties of the English language.

4.3 Varieties in the English language

4.3.1 Pronunciation aim

Earlier in the English classrooms, the goal was to have a near-native pronunciation and Received Pronunciation has been the ultimate goal around the world and in Norway (Flognfeldt & Lund, 2021, p. 210). Since the 1997 curricula, LK06 and LK20, the aim of pronunciation has been changed. In today's LK20, oral skills consist of listening, speaking, and engaging in conversations about different topics with receivers from varying linguistic backgrounds (Utdanningsdirektoratet, 2020). It is worth noticing that LK20 never refers to a specific English variety or the competence of a native speaker. In the qualitative interview, I asked the informants how they would define "good" pronunciation and if they considered it essential to have a "good" pronunciation versus to be understood.

All teachers have expressed their view that being understood is the most essential and realistic goal (a finding shared with Fallang, 2016). Informants M, D and A's answers were relatively similar. All three defined good pronunciation as pronunciation a receiver understands without problems, to make oneself understood and be able to convey meaningful information through communication. Informant M also mentioned that pronunciation consists of distinguishing between different words

and pronouncing basic sounds. Informant A added that he does not care if pupils speak Standard American or British English; the most important is to be understood. Informant M says the same and adds that all pronunciation does not need to be perfect as long as one learns from their mistakes and is capable of being understood. Furthermore, he mentions that it is essential to remember that there are numerous ways to pronounce, and none of them is wrong. Informant L was the only one who mentioned that it is essential that they are consistent whether they use British or American English. Mispronunciation of words is fine and it is not important that they talk perfectly (i.e., native-like) but the pupils should try to stick to one accent, rather than shift between several ones. The reader is reminded that L is the only female among the informants, and her approach to using and promoting standard pronunciation – or in this case, a Standard accent of English – brings to mind the variationist sociolinguistic principle that women have a general preference for linguistic features of the standard or prestige variety compared to men (Labov, 1990). Furthermore, informants L and M also stated that intonation is essential, and that wrong intonation can lead to miscommunication.

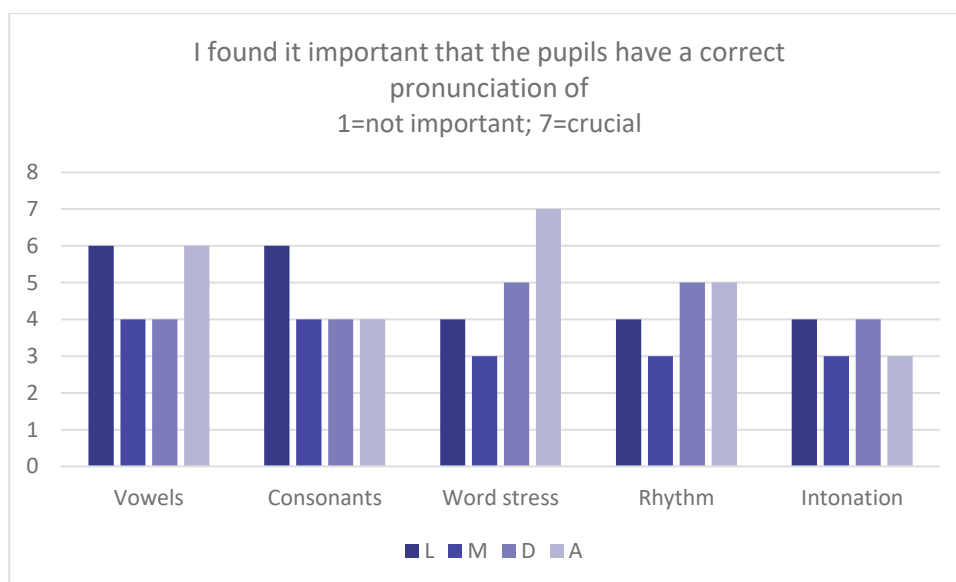


Table 10 Quantitative survey, question 7

In the quantitative section, I asked the teachers if they found it important that their pupils have a correct pronunciation of vowels, consonants, word stress, rhythm and intonation. Informants L and M evaluated segments as more crucial than suprasegmentals. This is interesting to see because both mentioned intonation as an important factor of pronunciation in the qualitative interview, while in the quantitative M evaluated it as three and L as four. Informants A and D evaluated intonation the same as M and L, respectively. However, informant D evaluated word stress and rhythm as one level more important than vowels and consonants. Informant A evaluated word stress as crucial and consonants as less important than vowels, and one can see that he has evaluated word stress as important

throughout the questionnaire. We may wonder if informant A is really thinking about rhythm when evaluating word stress, but it is difficult to know since he has evaluated rhythm too.

Another question the teachers got was whether they believed it was important to have pronunciation without a strong Norwegian accent. All four informants claimed, once again, that being understood is the most important. As long as pupils make themselves understandable, it does not matter if they speak with a Norwegian English accent or any other accent. Informant M explains that he tries to motivate and help pupils to develop their pronunciation skills, but without self-motivation it becomes difficult to help pupils. Although pupils with a strong Norwegian English pronunciation should not get poor ratings because of their accent, comprehensibility and intelligibility are the factors that matter.

Hewings (2004) states that “it is rare for a non-native to acquire a pronunciation of English that would be taken to be that of a native speaker unless they are brought up in an English-speaking environment” (p. 13). This indicates that it is not realistic that pupils will attain a native-like accent in the English classroom. Referring to informant D’s answer, he mentions that there are a variety of English pronunciations; and if one does not talk with a British or an American accent, it does not make it less correct than any other accent. Standard British and American English is just more commonly known and is therefore common to use (Flognfeldt & Lund, 2021, p. 211). What counts most is not which accent the pupils adopt in their speech or whether they sound like native speakers or not, but rather to have the skill to communicate with others, understand other English speakers, and be understood. Setter and Jenkins (2005) discuss how segments and suprasegmentals are essential to an understandable pronunciation. Furthermore, one needs to learn about all language aspects and develop one’s pronunciation and language skills to become understood.

4.3.2 Norwegian-English similarities

There seems to be little routine for systematic and explicit teaching with pronunciation in the English classroom. Flognfeldt and Lund (2021) state several reasons for why the tradition of giving attention to pronunciation is very limited. First, the sounds of Norwegian and English are close, as well as the melodies, and secondly because Norwegian pupils are exposed to English through different media and travel. The informants were asked in both qualitative and quantitative interviews about the similarities and differences between the Norwegian and English languages and how aware they are of it. In the questionnaire, everyone put the same level on all the language aspects. Informant A evaluated all on four, informants L and D on five and informant M on level six.

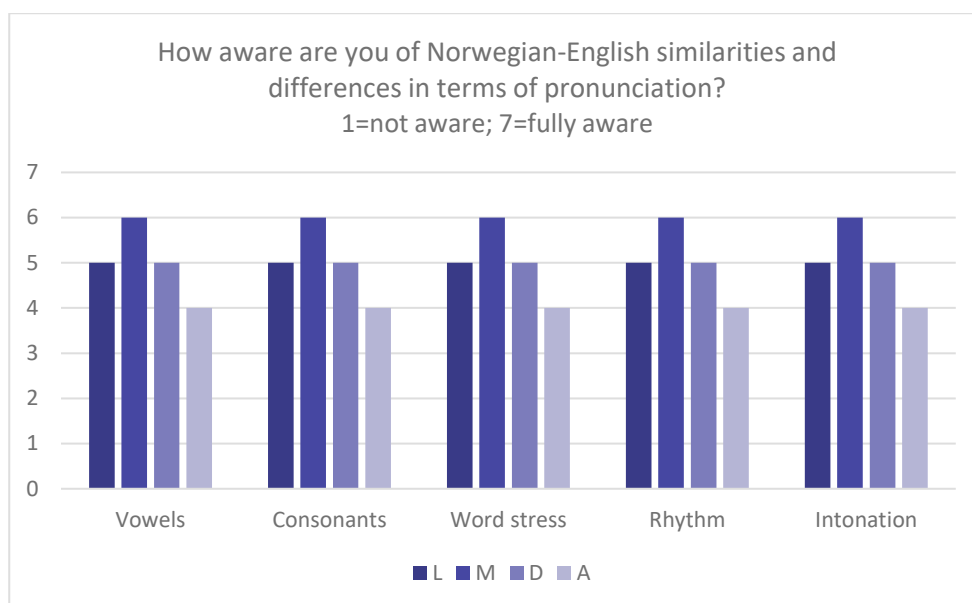


Table 11 Quantitative survey, question 10

Informant M stated in the qualitative interview that he is not that aware of the Norwegian-English similarities and differences in terms of pronunciation but feels like it has been automated and that he can hear and notice if there is something wrong. Informant A was the one that was less aware of the differences. In the interview, he talks about how working with the Norwegian-English similarities is a competence goal in LK20, to be able to compare words from one’s mother tongue with English. He also adds that the language is changing and that many young people today borrow English words and use them in their vocabulary. “That is something we talk about sometimes in class”, he said. Informant M mentioned that he has been working as a Norwegian teacher too and feels like he has a good overview because of his competence in both languages. Informant L mentioned again in this question that she is very aware of the intonation differences and that several “letters” are pronounced differently. An example she gives is that many English words have an unpronounced <e> letter at the end of a word and that pupils often pronounce it as an /e/ sound when it is supposed to be silent, for example, the words ‘mine’ and ‘come’.

The informants seem to have a certain awareness of the Norwegian-English similarities and differences even though their answers were vague, and some just stated that they were aware, but did not give examples. Furthermore, I could have been more explicit and explained better when asking my informants, and it might be the case that they did not remember to mention it during the interview which can be sometimes stressful and especially when it comes to giving exact examples of technical concepts.

4.3.3 Various English models

“There are almost as many ways of pronouncing English as there are English speakers” (Hewings, 2004, p. 11). There are numerous accents or pronunciation varieties of English, similar to Norwegian; many of which can be used as pronunciation models. Sicola and Darcy (2015) argue that exposing pupils to different accents is beneficial to learners to practice and develop their perceptual and listening skills and become more robust. Question 11 in the qualitative interview inquires into the teachers’ exposition of various native speakers’ models in the English classroom.

Informant A explains that pupils work in a block-based approach at her school, so that in 8th grade they focus on the UK, 9th grade they focus on Australia, and 10th grade they focus on the US. She says that she only speaks American English, but she uses movies and clips to show other varieties of English. Informant M also says that American English is the model they use and hear the most, but they use digital sources, the same as informant L, to listen to other varieties. Furthermore, he explains that they usually listen to Australian, Caribbean, Canadian and Indian English. They also use a learning platform called skolestudio, where they get to listen to Norwegian pupils speaking English. She sees the advantage of this in emphasising that it does not matter which accent one uses when speaking, and that the goal is communication and comprehensibility.

Informant D explains that “World Englishes” is a topic in the English subject. Throughout the topic, pupils get to explore different varieties and are reminded that there are a variety of other English models than only Standard American and British English. Informant D states that he believes it is very important that pupils get to listen to a wide range of English models. He also mentions that he often uses YouTube as a teaching tool. Informant A also believes it is essential to expose pupils to different varieties. He thinks that Scottish is a fun variety, as well as Australian English. He adds that it is important to emphasise the different ways to speak English through listening to varieties and to focus on being understood, rather than sounding like a native speaker. An activity he employs sometimes is an accent activity, where pupils will listen to several English models, like Philippines, American and Australian English and then try to place the different varieties and guess where in the world they are from.

All informants agreed that it is important to listen and work with varieties of English. It is essential to make the pupils aware that the standard English models are not the language models they must use. Rindal and Iannuzzi (2020) state that among native speakers, there are a lot of variations spoken and that many native speakers, in fact, are not considered appropriate target accents for learners. By exposing pupils to various native accents, pupils can witness different ways to speak English. It is not normal for all English speakers to sound the same and speak with a perfect British or American English accent. This awareness can help pupils who are challenged with reluctance to

speak English in class because they believe they must sound like a native and speak English perfectly (Flognfeldt & Lund, 2021, p. 210-211). Hewings (2004) notes that “pronunciation is something that students often feel is important to them in their language learning” (p. 11). Teaching about the English language varieties and showing pupils that there are several, all equally correct, ways to speak English can help them feel more confident about their own pronunciation. The more they use language, the more they develop their language and pronunciation skills.

4.4 Summing up the most important findings

From my study and informants, there is a correlation between their competence and confidence in implementing pronunciation in their teaching. All informants have 60 study points in the English subject, where two of them got their education from a four-year teaching program while the two others from PPU and one-year units in English. One could see from the qualitative interview and the questionnaire that the two informants with competence from the teaching program were more confident in implementing pronunciation. Informant L always believed she had the competence and confidence in her own skills. Informant D was the same but he often commented that he hoped he had “the trust and the tools, the foresight and competence” [Original: “jeg håper jeg har tillit og redskap, forutsening, og kompetanse”], and then later stated that he belied and meant that he did have the competence and confidence.

When it comes to pronunciation teaching in the English classroom, it appears that the teachers often focus on pronunciation in small portions or integrate it through other language elements. Most of them replied that they often only bring up pronunciation when mispronunciations are made or if a new word shows up. Informant L is the only one implementing pronunciation explicitly in her teaching. It appears that the quality of the education she received was likely more classroom oriented than the three others. It is also worth noticing that informant L is the youngest teacher of the informants, and she has the most recent education. One gets the impression that the three other informants did not think much about pronunciation learning and had little awareness of the importance of implementing it in their teaching. It also appears that the location and size of the school my informants work at (urban vs. suburban and large vs. small) have no influence on the amount of attention they dedicate to pronunciation in the classroom.

Segmental and suprasegmental aspects were something the informants considered to be too small of a topic to focus on. Informant L was again the only one mentioning one specific language aspect as essential to overcome to have a comprehensible pronunciation. Informant A evaluated word stress as a crucial language factor throughout the questionnaire but did not mention it during the

qualitative interview. It is reasonable to assume that word stress is a factor he looks at when teaching in the English classroom. Individual challenges were also a factor that was mentioned several times by all informants. The informants believed it is difficult to focus on specific sounds during their English lessons because the pupils' skill levels were so different and they did not see the need of doing it.

All informants claimed that the most important goal of pronunciation is to be understood. The teachers did not have any explicit pronunciation aims, Informant M also mentioned that he was happy if some pupils just talked and participated. Informant L was the only one with a concrete "pronunciation wish". She pointed out that she wants her pupils to try to stick to a single accent consistently, but she does not care which accent they choose. The informants also believed it is important to expose their pupils to a variety of English accents to get the knowledge of how broad the English language is and gain awareness of the many ways of speaking correct English. The teachers' expectations were more about the ability to communicate intelligibly and not about aiming after a native-like accent.

5 Conclusion

The aim of this research study is to investigate how much English teachers at Norwegian lower secondary schools integrate pronunciation into their teaching. My motivation for conducting this study was to explore the different methods teachers use to integrate pronunciation in the classroom and determine which language aspects they concentrate on that are essential for pupils' pronunciation. I collected the data through mixed methods of a quantitative questionnaire and a qualitative interview. The main finding, and my contribution to this research field, is that Norwegian teachers rarely integrate pronunciation in their teaching at this level, which is often a result of a general lack of competence in both segmental and suprasegmental aspects of pronunciation. Furthermore, this lack of competence, which entails theoretical and practical gaps, can often be traced back to the content of their higher education.

First, I looked at the teachers' education and competence in teaching pronunciation. All four informants have 60 study points in English, but two different types of education were represented in the study. Referring to the qualitative interview, the regular four years education program provided similar content to the one-year English study program. One could observe that the youngest participant's education gave some weight to varieties of English; otherwise, the informants' education was a mix of theoretical and pedagogical training. Still, there was a difference between the two education types from the questionnaire. And while it is difficult to define the informants' competence and knowledge about pronunciation, the impression is that the regular four years program prepares teachers better and makes them feel more confident in their competence in teaching the subject matter (see also Fallang, 2016). The conclusion to this question is that teachers' education matters and that higher education should train teachers more on pronunciation learning, pedagogically and theoretically. It is essential that teachers have the competence and the confidence to teach all skills of language proficiency.

Secondly, I examined the informants' teaching methods, my main research question. To begin with, the informants' answers were based on their own self-assessments. The informants agreed that implementing pronunciation in their teaching is important. Despite their agreement, only one out of four mentioned in the qualitative survey that she focuses on pronunciation explicitly. Furthermore, the study shows that the teachers integrate pronunciation with other language areas like vocabulary and grammar. Another tendency is to work with pronunciation through different tasks and activities, digital sources and improvisation. Improvisation is often associated with vocabulary, and when the pupils are learning a new word, pronunciation is usually integrated into the spelling. To conclude this research question, the teachers are generally aware of the importance of pronunciation learning. However, there is a difference between the informant with the more recent education and the three

others. Referring to the qualitative survey, the three men's pronunciation competence seems inadequate, and they do not recognise the necessity to systematically teach and work with pronunciation in the English classroom. The informant with the most recent teacher's education works explicitly and systematically with pronunciation through different classroom activities.

In the final research question, I looked at the different varieties of English models and how teachers would define good pronunciation. All four informants pointed out the ability to be understood as the crucial factor of pronunciation. The teachers do not seem to put much weight on pupils' pronunciation, mostly using minor pronunciation mistakes. When it comes to the teachers' own pronunciation, the youngest informant is the only one claiming she has a native American accent while the three others have a non-native accent that is close to British or American English. However, all four believe that they can provide a model English pronunciation to their pupils. They generally do not expect their pupils to have a native-like pronunciation; intelligibility and comprehensibility are the two factors they imply are the most important. This is in line with findings from similar studies in Norwegian schools (e.g., Fallang, 2016 and Rydland, 2016). Another tendency is that the teachers teach about different varieties of the English language in the classroom where the aim is to make pupils aware of the different ways to speak English. In conclusion, the ability to convey, understand and communicate is what the teachers believe is a good pronunciation, and speaking with a native-like accent is not something they aim for in their own or in pupils' pronunciation.

5.1 Limitations of the study and further research

This research project could have been more complete, with more generalisable results, if the number of participants had been higher. Also, more representatives from both gender could have helped to see if there are any differences between the genders. Furthermore, I did not do any observations of classroom activities. Including observation as a method could have reinforced the validity of the qualitative interview and quantitative survey and given an insight into how pronunciation teaching is actually handled within the classroom. The observation method could have helped to consider and determine the legitimacy of the informants' answers to a greater extent than just conducting the interviews, which offer mainly subjective self-assessment.

During this study, I have observed some aspects that would have been interesting to research further in the field of pronunciation teaching in the English classroom. First, I have been studying the informants' education. Education at an institutional level must provide and train prospective teachers with knowledge and skills so they master the teaching of pronunciation. My results have shown a significant void in pronunciation teaching in the classroom. Higher education should teach

prospective teachers phonological theory and practical methods on how to teach pronunciation, which constitutes the background they need to use in the English classroom. Furthermore, it could have been interesting to see if teachers with a more recent education are more likely to integrate pronunciation into their teaching compared to those with an older education.

The second interesting aspect for future research is the different teaching methods that can be used to teach pronunciation. Pronunciation is often integrated through other language factors. This means that pronunciation learning is rarely the main subject matter in the English classroom and is often improvised and infrequently taught explicitly. The reason is that teachers do not often know which methods to use when teaching pronunciation. Focusing on the content of higher education and research on teaching methods can help teachers develop their knowledge and skills to teach pronunciation. Teachers should be able to provide a suitable context for pronunciation teaching and know which methods are efficient and sufficient to use. Interviewing pupils could also be an interesting strategy to find out what they think about pronunciation learning and which methods they believe work best.

The final aspect is the differences between segmentals and suprasegmentals. With the gap in pronunciation teaching and competence among teachers, there is also little awareness of the role and value of teaching the various aspects of pronunciation. Learning how to teach pronunciation on the word level is not enough; teachers also need to learn some theory about segments and suprasegmentals to further bring it into the English classroom. Learning about which sounds and patterns of word stress, rhythm or intonation are specifically challenging for Norwegian learners of English would be extremely useful for teachers to know before teaching about pronunciation. This is also an area that higher education needs to provide.

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Appendix A

Qualitative Interview Guide

Informant:

Age:

Gender:

Years as a teacher:

Formal competence as a teacher:

Years as an English teacher:

Location:

Size of the school:

1. How do you experience oral activity in your class?

Kan du fortelle om hvordan du opplever muntlig aktivitet i klasserommet ditt?

2. Do you focus on pronunciation in your teaching?

Fokuserer du på uttale i undervisningen?

- a. Do you focus on pronunciation separately or is it integrated with other areas like
- Fokusere du på uttale separate eller er det ofte integrert i læringen sammen med de andre områdene som**
- vocabulary
 - grammar
 - speaking
 - and listening

3. How do you teach pronunciation?

Hvordan underviser du uttale?

- Through activities, tasks, etc.?

- Repetition tasks
- Looking at rules of spelling and sound (phonetics)
- Drama tasks
- Explain pronunciation
- Reading aloud

- Recording their own speech
- Listening activities
- Media and digital sources

4. When focusing on pronunciation do you focus on some parts of pronunciation, or do you focus on overall oral communication?

Når du fokuserer på uttale, fokuserer du på noen deler av uttale, eller fokuserer du på det helhetlige med muntlig kommunikasjon.

5. What kind of sounds or things do you look at when focusing on pronunciation in the classroom?

Segmental and suprasegmental.

Hvilke lyder eller andre ting ser du etter når du fokuserer på uttale i klasserommet?

- Like single sounds, certain words, sentence stress, intonation?
Som enkle lyder, enkelte ord, setningstrykk, intonasjon (setningsmelodi)?
- How would you describe/teach it to your pupils?
Hvordan vil du beskrive/lære det til elevene?

6. How do you introduce pronunciation of an unusual sound-spelling correspondence?

Hvordan introduserer du uttale av nye uvanlige lyd-stavekorrespondanse?

Example:

- <c> – car, curtain, city, receive
- <a> – many, man, father, banana
- /ʃ/ – sure, precious, share, champagne, nation

- Do you use any form of phonetic transcription or any simplified system, or do they just pronounce the sounds or the full words?
Bruker du en form for fonetisk transkripsjon eller et system, eller bare uttale de lyden eller ordet som det er?

7. Do you feel that you have the competence to teach pronunciation? How much pedagogical training on pronunciation have you had in your education?

Har du kompetanse til å undervise om uttale? Hvor mye pedagogisk kompetanse om uttale hadde du i utdanningen din?

- Theoretical, practical, combination?

8. Do you feel you have the competence to teach about segmental and suprasegmental aspects of pronunciation?

Føler du at du har kompetansen til å undervise om segmenter (vokaler og konsonanter) og suprasegmenter (intonasjon, stress, rytme)?

9. How would you define “good” pronunciation?

Hvordan vil du definere «“god”» uttale?

a. Do you consider it essential to have a “good” pronunciation vs. to be understood?
Tenker du at det er viktig med god uttale vs. Å bli forstått?

b. Do you hear a lot of mispronounced words in your classes?
Hører du ofte feilutalte ord i klassen din?

c. What kind of sounds do pupils seem to struggle with most?
Hvilke lyder har de mest problemer med?

Example:

- /s/-/z/ & /v/-/w/
- <th> consonants
- specific problematic vowels
- stress for some words
- wrong intonation.

d. How aware are you of Norwegian-English similarities and differences in terms of pronunciation?
Hvor klar er du over Norsk-Engelsk likhetene og forskjellene med tanke på uttale?

e. Do you make distinctions between, for example, /s/-/z/ & /v/-/w/ in your own speech? Do you see these issues as important to understanding and communicating in English?
Gjør du forskjeller mellom for eksempel /s/-/z/ & /v/-/w/, /ð/-/d/ i din egen tale? Ser du på disse problemene som viktige for å forstå og kommunisere på engelsk?

10. Do you think the pupils are aware of pronunciation? Do they focus on it?

Tror du elevene er klar over uttale? Fokuserer de på det?

11. Do you expose your students to just one or various native speakers' models/accents? Do you promote any specific variety or varieties of English?

Utsetter du elevene dine for bare en eller flere morsmål modeller/aksenter? Promoterer du en spesifikk variasjon eller variasjoner av engelsk?

- a. Do you teach other varieties of English?
Lærer du bort andre varianter av engelsk?
- o If yes, how much weight is given to other varieties? And how do you expose your students to these varieties?
- b. Do you think it is important to have pronunciation without a strong Norwegian accent?
Tenker du at det er viktig å uttale uten en sterk norsk-aksent?

12. Do you yourself consider that you speak English with a pure British, American, or some other native accent, or do you have a blended accent or a Norwegian accent of English?

Hvilken aksent snakker du?

- a. Do you have confidence in your ability to provide a model English pronunciation to your pupils? Is that model native (English) or non-native?
Har du tillit til din evne til å gi elevene en engelsk modelluttale? Er den modellen native eller non-native?

13. How do you use LK20 in your teaching?

Hvordan bruker du LK20 i undervisningen din?

Appendix B

Quantitative Interview

Informant:

1. Evaluate the following area of pronunciation according to their importance to learners' intelligibility and comprehensibility

Vurder følgende uttaleområder i henhold til betydning for elevenes forståelighet av gjenkjennelse av ord og meninger

(1 = very easy; 7 = very difficult)

Vowels	1	2	3	4	5	6	7
Consonants	1	2	3	4	5	6	7
Word stress	1	2	3	4	5	6	7
Rhythm	1	2	3	4	5	6	7
(Sentence stress)							
Intonation	1	2	3	4	5	6	7

2. Evaluate the following area of pronunciation according to their difficulty to learners

Vurder følgende uttaleområdene i henhold til vanskelighetsgrad for elevene

(1 = very easy; 7 = very difficult)

Vowels	1	2	3	4	5	6	7
Consonants	1	2	3	4	5	6	7
Word stress	1	2	3	4	5	6	7
Rhythm	1	2	3	4	5	6	7
(Sentence stress)							
Intonation	1	2	3	4	5	6	7

3. I implement pronunciation in the classroom through

Jeg implementere uttale i klasserommet gjennom

(1 = never; 7 = every class)

Activities	1	2	3	4	5	6	7
Tasks	1	2	3	4	5	6	7
Drama	1	2	3	4	5	6	7
Improvisation	1	2	3	4	5	6	7
Explaining rules	1	2	3	4	5	6	7
Reading aloud	1	2	3	4	5	6	7
Recording their own speech	1	2	3	4	5	6	7
Listening activities	1	2	3	4	5	6	7
Media and digital sources	1	2	3	4	5	6	7

4. I integrate pronunciation with teaching of vocabulary

Jeg fokuserer på uttale gjennom læring av ordforråd

(1 = none; 7 = a lot)

1 2 3 4 5 6 7

5. I integrate pronunciation with teaching of grammar

Jeg fokusere på uttale gjennom grammatikklæring

(1 = none; 7 = a lot)

1 2 3 4 5 6 7

6. I find it important to implement pronunciation in my teaching

Jeg finner det viktig å implementer uttale i undervisningen min

(1 = not important; 7 = crucial)

Vowels	1	2	3	4	5	6	7
Consonants	1	2	3	4	5	6	7
Word stress	1	2	3	4	5	6	7
Rhythm	1	2	3	4	5	6	7
(Sentence stress)							
Intonation	1	2	3	4	5	6	7

7. I found it important that the pupils have a correct pronunciation of

Jeg finner det viktig at elvene har korrekt uttale av

(1 = not important; 7 = crucial)

Vowels	1	2	3	4	5	6	7
Consonants	1	2	3	4	5	6	7
Word stress	1	2	3	4	5	6	7
Rhythm	1	2	3	4	5	6	7
(Sentence stress)							
Intonation	1	2	3	4	5	6	7

8. How much pedagogical training around pronunciation have you had in your education/training?

Hvor mye pedagogisk oppl ring rundt uttale har du hatt i din utdanning?

A lot	1	2	3	4	5	6	7
Little	1	2	3	4	5	6	7
None	1	2	3	4	5	6	7

9. I feel I have the competence to teach pronunciation

Jeg f ler jeg har kompetansen til   undervise i uttale

(1 = no competence; 7 = competence)

1	2	3	4	5	6	7
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10. How aware are you of Norwegian-English similarities and differences in terms of pronunciation?

Hvor bevisst er du p  norsk-engelsk likheter og forskjeller n r det gjelder uttale?

(1 = not aware; 7 = fully aware)

Word stress	1	2	3	4	5	6	7
Rhythm	1	2	3	4	5	6	7
(Sentence stress)							
Intonation	1	2	3	4	5	6	7
Vowels	1	2	3	4	5	6	7
Consonants	1	2	3	4	5	6	7

11. How aware are you of the recurrent mispronunciation problems for Norwegian learners of English?

Hvor oppmerksom er du på de gjentatte feiluttalte problemene for norskeelever i engelsk?

(1 = not aware; 7 = fully aware)

Word stress 1 2 3 4 5 6 7

Rhythm 1 2 3 4 5 6 7

(Sentence stress)

Intonation 1 2 3 4 5 6 7

Vowels 1 2 3 4 5 6 7

Consonants 1 2 3 4 5 6 7

12. I find it challenging to implement the following aspects of pronunciation in my teaching

Jeg finner det vanskelig å implementere følgende aspekter av uttale i undervisningen min

(1 = not challenging; 7 = challenging)

Vowels 1 2 3 4 5 6 7

Consonants 1 2 3 4 5 6 7

Word stress 1 2 3 4 5 6 7

Rhythm 1 2 3 4 5 6 7

(Sentence stress)

Intonation 1 2 3 4 5 6 7

Appendix C

Transcript of the qualitative interview with informant L

Qualitative Interview Guide

Informant: L

Age: 26

Gender: Female

Years as a teacher: 3 years

Formal competence as a teacher: 4 years

Years as an English teacher: 3 years

Location: Small town, close to the city

Size of the school: Small, 1-10th grade, 250 pupils

14. How do you experience oral activity in your class?

Kan du fortelle om hvordan du opplever muntlig aktivitet i klasserommet ditt?

Jeg har hatt klassen siden de gikk i 8. klasse og nå går de i 10. klasse. De er ganske greie til å snakke og det er aldri ett problem å få de i prat. De har blitt sikre på hverandre.

15. Do you focus on pronunciation in your teaching?

Fokuserer du på uttale i undervisningen?

Ja det gjør jeg. Jeg synes at det er viktig at de lærer seg å bli forstått.

Vanligvis er undervisningen temabasert, så jeg prøver å flette inn forskjellige elementer under det som for eksempel uttale.

- b. Do you focus on pronunciation separately or is it integrated with other areas like
- Fokusere du på uttale separate eller er det ofte integrert i læringen sammen med de andre områdene som**
- vocabulary
 - grammar
 - speaking
 - spelling
 - reading
 - and listening

Jeg bruker å fokusere på uttale når vi har diktat. Da bruker jeg å lese ordet høyt og forklare hva som er viktig å fokusere på når de skal skrive det ned, for eksempel om det er en stum bokstav eller om det er en enkelt v eller dobbelt w.

De pleier av og til lese inn en lydfil av en tekst som vi har jobbet med. Da pleier jeg å gi tilbakemelding på hva de mestrer som for eksempel th-lyden eller r-lyden og noe som de kan jobbe videre med.

Når vi leser sammen så prøver jeg å ikke henge de ut når de leser feil. Men om jeg leser alene med de kan jeg stoppe opp.

Når de skal lese en tekst til lekse, så pleier jeg ofte å legge til en lydfil av teksten hvor jeg har lest inn det de skal lese sånn at de kan bruke det som et hjelpemiddel om de møter på noen ukjente ord eller lyder.

Jobber med vokabular og uttale av og til. Når det er ord som er like hverandre så får jeg elevene til å si ordene høyt sånn at de kan høre forskjellene.

16. How do you teach pronunciation?

Hvordan underviser du uttale?

- Through activities, tasks, etc.?

- Repetition tasks
- Looking at rules of spelling and sound (phonetics)
- Drama tasks
- Explain pronunciation
- Reading aloud
- Recording their own speech
- Listening activities
- Media and digital tools

Av og til så må elevene forklare ting til hverandre og da skal de forklare det på engelsk. Jeg prøver å vende de til å snakke engelsk i engelsk timen.

Jeg bruker mye gjenfortelling. Klassen skal gruppevis gjenforteller hva de har lært i timen eller fra en annen gruppe og da må alle delta.

Når vi ser på hvordan ord skal skrives, så ser vi også på hvordan det skal uttale og hvilke lyder som kan være litt vanskelig.

På en prøve så kan det hende at de må forklare til meg om de ordene her uttales likt eller ikke, og hvilke ord som skiller seg fra denne bunken.

Jeg har sjeldent muntlige presentasjoner en og en foran hele klassen. Det tar mye tid, samtidig som at det er lite læringsutbytte for de som sitter å høre på.

Høytlesing, vi leser sjeldent høyt i klasserommet. Er ikke så mye utbytte for de andre å høre på at andre leser og det blir minimalt med hva de får lest. Bruker de ikke engelsken selv, så får de ikke utviklet sin egen uttale.

Alt av verktøy vi bruker er digital, bøkene er digitale og.

17. When focusing on pronunciation do you focus on some parts of pronunciation, or do you focus on overall oral communication?

Når du fokuserer på uttale, fokuserer du på noen deler av uttale, eller fokuserer du på det helhetlige med muntlig kommunikasjon.

Det spørres, har en elev mange mangler, så velger jeg ut noe de burde lære eller øve litt mer på. Om alt er strøket, så kan jeg fokusere mer på uttale og aksent.

18. What kind of sounds or things do you look at when focusing on pronunciation in the classroom?

Segmental and suprasegmental.

Hvilke lyder eller andre ting ser du etter når du fokuserer på uttale i klasserommet?

- c) Like single sounds, certain words, sentence stress, intonation?
Som enkle lyder, enkelte ord, setningstrykk, intonasjon (setningsmelodi)?

Jeg følger med på rekkefølge på ord og setnings oppbygging. Tonefall er gjentakende, de går opp i slutten av setninger.

- d) How would you describe/teach it to your pupils?
Hvordan vil du beskrive/lære det til elevene?

Jeg modulerer og de må gjenta etter meg eller så bruker de å høre på lydfil jeg har spilt inn.

19. How do you introduce pronunciation of an unusual sound-spelling correspondence?

Hvordan introduserer du uttale av nye uvanlige lyd-stavekorrespondanse?

- f. Do you use any form of phonetic transcription or any simplified system, or do they just pronounce the sounds or the full words?
Bruker du en form for fonetisk transkripsjon eller et system, eller bare uttale de lyden eller ordet som det er?

Om vi leser en vanskelig tekst bruke jeg å markere de av og til og gå gjennom noen av ordene i felles først.

Mange er flinke til å spørre selv om det er ett ord de ikke skjønner eller ikke vet hvordan det skal uttales.

Jeg bruker aldri lydskrift.

20. Do you feel that you have the competence to teach pronunciation? How much pedagogical training on pronunciation have you had in your education?

Har du kompetanse til å undervise om uttale? Hvor mye pedagogisk kompetanse om uttale hadde du i utdanningen din?

- Theoretical, practical, combination?

Jeg har 60 stp i engelsk, teoretisk og praktisk.

Vi hadde om ulike varianter av engelsk, sanger og videoer vi måtte lytte til. Vi hadde lytteprøver hvor vi skulle plassere hvor på kartet de forskjellige variantene var fra.

21. Do you feel you have the competence to teach about segmental and suprasegmental aspects of pronunciation?

Føler du at du har kompetansen til å undervise om segmenter (vokaler og konsonanter) og suprasegmenter (intonasjon, stress, rytme)?

Ja, jeg føler det.

Når jeg underviser om uttale, så jeg prøver å bruke fagbegreper, men begrepene kan være litt vanskelige og flere detter av lasset på grunn av at begrepet blir så komplekse, så jeg kan lære de om intonasjon uten å fortelle de at det heter intonasjon.

22. How would you define “good” pronunciation?

Hvordan vil du definer «god» uttale?

Om de er konsistent om de bruker britisk eller amerikansk og om de mestrer tonefall. Uttale av ord feil går greit. Det er ikke så farlig om de ikke klarer å snakke perfekt.

- b. Do you consider it essential to have a “good” pronunciation vs. to be understood?
Tenker du at det er viktig med god uttale vs. Å bli forstått?

Det er mye viktigere å bli forstått.

- g. Do you hear a lot of mispronounced words in your classes?
Hører du ofte feilutalte ord i klassen din?

Veldig ofte.

- h. What kind of sounds do pupils seem to struggle with most?
Hvilke lyder har de mest problemer med?

Example:

- /s/-/z/ & /v/-/w/
- <th> consonants

- specific problematic vowels
- stress for some words
- wrong intonation.

Th-lyden og ou-lyden. Ord som foreign og lignende er utfordrende og stumme bokstaver. Intonasjon går igjen hos de fleste.

- i. How aware are you of Norwegian-English similarities and differences in terms of pronunciation?

Hvor klar er du over Norsk-Engelsk likhetene og forskjellene med tanke på uttale?

Jeg er veldig bevisst på tonefall ulikhetene og at de fleste bokstavene uttales ulikt. Mange ord i det engelske språket har en /e/ i slutten av et ord, mange av elevene glemmer seg og uttaler e-lyden når den skal være stum, for eksempel ordet looked.

Av og til så glemmer de hvordan bokstaven skal uttales i et ord, de uttaler bokstavlyden i stedet.

- j. Do you make distinctions between, for example, /s/-/z/ & /v/-/w/, in your own speech? Do you see these issues as important to understanding and communicating in English?

Gjør du forskjeller mellom for eksempel /s/-/z/ & /v/-/w/, /ð/-/d/ i din egen tale? Ser du på disse problemene som viktige for å forstå og kommunisere på engelsk?

/s/-/z/ er vanskelig, men de andre har jeg kontroll på.

Vil ikke si at lydene er kjempe viktig for å bli forstått og til å kommunisere.

23. Do you think the pupils are aware of pronunciation? Do they focus on it?

Tror du elevene er klar over uttale? Fokuserer de på det?

Noen er klare over at de har veldig lyst til å snakke amerikansk.

De fleste er klare over om de har en god uttale eller ikke.

24. Do you expose your students to just one or various native speakers' models/accents? Do you promote any specific variety or varieties of English?

Utsetter du elevene dine for bare en eller flere morsmål modeller/aksenter? Promoterer du en spesifikk variasjon eller variasjoner av engelsk?

Jeg bruker bare amerikansk, men bruker filmer og klipper for å vise andre varianter.

- c. Do you teach other varieties of English?

Lærer du bort andre varianter av engelsk?

- If yes, how much weight is given to other varieties? And how do you expose your students to these varieties?

Det er blokkbasert på skolen jeg jobber på, så 8. trinn fokuserer UK, 9. trinn fokuserer på Australia og 10. trinn fokuserer på USA.

- d. Do you think it is important to have pronunciation without a strong Norwegian accent?
Tenker du at det er viktig å uttale uten en sterk norsk-aksent?

Nei, for å bli forstått er det ikke viktig i det hele tatt. Om en har lyst til å høre ut som en native ut er det og greit.

De kan få snakke den varianten de vil så lenge de blir forstått og prøver å holde seg til en variant og ikke hopper mellom flere.

25. Do you yourself consider that you speak English with a pure British, American, or some other native accent, or do you have a blended accent or a Norwegian accent of English?

Hvilken aksent snakker du?

Jeg snakker bare amerikansk.

- b. Do you have confidence in your ability to provide a model English pronunciation to your pupils? Is that model native (English) or non-native?
Har du tillit til din evne til å gi elevene en engelsk modelluttale? Er den modellen native eller non-native?

26. How do you use LK20 in your teaching?

Hvordan bruker du LK20 i undervisningen din?

Mange av målene har blitt mer diffuse, jeg ser på de innimellom og ser over hva jeg har gjennomgått og ikke. Men jeg liker at det har blitt et mer fokus på at elevene kan få bruke den engelsken de vil og at det ikke er noe fokus på at de skal ha en perfekt aksent.

Skolen begynte å jobbe med LK20 og gå i dybden, men så kom korona og alt har blitt lagt på is siden da. Ser heller litt mer på vurdering.

Appendix D

NSD Approval

[Meldeskjema](#) / [Master Engelsk](#) / Vurdering

Vurdering

Referansenummer

370490

Prosjekttittel

Master Engelsk

Behandlingsansvarlig institusjon

Universitetet i Sørøst-Norge / Fakultet for humaniora, idrett- og utdanningsvitenskap / Institutt for pedagogikk

Prosjektansvarlig

Islam Youssef

Student

Ida Røvik Oterhals

Prosjektperiode

03.01.2022 - 01.06.2022

[Meldeskjema](#) 

Dato

25.03.2022

Type

Standard

Kommentar

OM VURDERINGEN

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

DEL PROSJEKTET MED PROSJEKTANSVARLIG

For studenter er det obligatorisk å dele prosjektet med prosjektansvarlig (veileder). Del ved å trykke på knappen «Del prosjekt» i menylinjen øverst i meldeskjemaet. Prosjektansvarlig bes akseptere invitasjonen innen en uke. Om invitasjonen utløper, må han/hun inviteres på nytt.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.06.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

TAUSHETSPLIKT

Deltagerne i prosjektet har taushetsplikt. Intervjuene må gjennomføres uten at det fremkommer opplysninger som kan identifisere elever.

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen:

- om lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelige angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lenger enn nødvendig for å oppfylle formålet.

DE REGISTRERTES RETTIGHETER

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til Personverntjenester ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema. Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Appendix E

The information document given to the informants

Vil du delta i forskningsprosjektet Master Engelsk

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å høre om hvordan du underviser om uttale i engelsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Masteroppgaven min handler om uttale i engelskfaget hvor jeg vil rette søkelyset på hvordan lærere jobber med uttale i undervisningen og hvilke metoder de bruker. Jeg skal også se på de forskjellige aspektene ved segmenter og lingvistikk som intonasjon, stress og rytme og hvordan dette blir implementert i undervisningen.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet Sørøst-Norge er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Jeg spør deg om å delta fordi jeg ser etter engelsklærere på ungdomstrinnet.

Hva innebærer det for deg å delta?

Metoden jeg skal bruke er kvalitativ og kvantitativ intervju. Det kvalitative intervjuet vil vare i omtrent 1 time og vil bli gjennomført fysisk og det vil bli tatt lydopptak, og det kvantitative vil bestå av rundt ti avkrysningsspørsmål.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket

tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Navn og personlig informasjon vil ikke bli brukt og du vil ikke kunne gjenkjennes. Lydopptaket vil bare jeg ha tilgang til.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 1. juni 2022. Lydopptak vil bli slettet.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Sørøst-Norge ved Ida Røvik Oterhals, idaro98@hotmail.com og Islam Youssef, islam.youssef@usn.no.
- Vårt personvernombud: Paal Are Solberg, personvernombud@usn.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

(Student, forsker ansvarlig)

Ida Røvik Oterhals

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Master Engelsk, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *kvalitativ intervju*
- å delta i *kvantitativ intervju*
- at det blir gjort lydopptak

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)