Integrating pronunciation and meaning: Teacher cognition on pronunciation teaching in the EFL classroom against the backdrop of Communicative Language Teaching

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SUMMARY IN NORWEGIAN

I denne masteroppgåva undersøkjer eg lærarkognisjon knytt til engelskuttale hjå ungdomsskulelærarar. Der den audolingvale metoden fokuserte på 'korrekt' uttale og imitasjon, har no kommunikasjon blitt middelet såvel som målet for språklæring ifølge styringsdokumenter og nåværende perspektiver i språkdidaktisk teori. Vidare har funn innafor lingvistisk forsking sådd tvil kring korvidt ein bør fokusere på at elevar skal høyres ut som morsmålsbrukarar av engelsk, eller om det er andre aspekt ein bør sjå nærare på dersom ein ynskjer å gjere elevane betre til å kommunisere. I denne samanheng tydar fleire eksperiment på at effektiv bruk av intonasjon og rytmemønster i språket speler ei vel så stor rolle i kommunikasjon, som korrekt uttale av fonem og framandspråksbrukarar si evne til å høyres ut til dømes som ein brite eller amerikanar.

Eg har hatt som mål å undersøkje kva lærarar tykkjer er viktig å jobbe med i høve til uttale, korleis dei ynskjer jobbe med dette, og kva mål dei set for eiga uttaleundervisning. Til dette formål gjennomførte eg intervju med fire engelsklærarar og ei spørjeundersøking med respondentar frå ulike delar av landet.

Resultata viser at uttaleundervisning i stor grad blir oppfatta som korrigering av fonem, ofte gjennom imitasjon, noko som snevrar inn alternativa for lærarane. For nokre fører dette dei til å halde på eldre tilnærmingar, medan andre helst unngår å handsame uttale i engelskfaget for å gjere det behagelig for elevane å delta. Det virkar som om det er eit ubrukt potensiale i å kjenne att situasjonar der ein kan jobbe med uttale på måtar som ikkje føreset at nokon har uttaleproblem. Ein måte å gjere dette kan vere å fokusere på den kommunikative effekten ulike aspekt av uttale har. Dette føreset at ein kan tenkje på utvikling av uttale som ein uavslutta prosess der ein alltid har høve til å gjere seg betre forstått.

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Abbreviations:

AE	American English
BE	British English
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
L2	Second language
LFC	The Lingua Franca Core
NES	Native English Speaker
NNES	Non Native English Speaker

1. Aims and scope

The present thesis is based in English as a Foreign Language (EFL) didactics and explores teachers' perceptions about the role of pronunciation teaching in the English subject of today. A pronunciation that is possible to understand is one of the most important prerequisites for participation in communication. At present, the Communicative Language Teaching (CLT) approach is the model for language teaching in Norway and many other countries. This approach prioritises the language learners' ability to communicate (see section 2.3 for a more thorough discussion). In a 'strong' version of CLT, learners acquire a Second Language (L2) when using the language, and paying attention to the **content** that is to be conveyed in the respective language rather than looking at **formal features**. The 'weak' version includes working explicitly with formal features, but always with a focus on such features' effects on communication. If the learners focus on *meaning*, and are exposed to language which they might *understand*, they will acquire the target language and learn to communicate (Simensen, 2007). Accordingly, anything taught when addressing pronunciation should ideally have an impact on the meaning of what is said or heard, and emphasise the role of pronunciation in actual communication.

CLT relies heavily on learners being exposed to **authentic material**, succinctly described by Nunan (1989), as "any material which has not been specifically produced for the purposes of language teaching" (cited in Sreehari, 2012 p. 54). By engaging in and being engaged by for example material on the internet, news stories, pop music and movies, learners meet real life examples of the target language in use. In the case of English this material is easily accessible, and likely to make up a big part of learners' life outside of school. But although Norwegians are extensively exposed to authentic English language

especially through the internet media, there still seems to be pronunciation items which are problematic for young learners. Addressing this matter, Rugesæter conducted a study in 2014, assessing the speech of English learners aged 11-16. Comparing mispronunciations found in speakers of the same age in earlier studies, he found that learners still make many of the same errors as they did in studies conducted between 1979 and 1993. He emphasised that media exposure is not enough, though this exposure might be a factor which discourages teaching pronunciation in school.

Though the CLT approach opens up for a variety of activities and tasks, little new teaching material has been devised that deals with pronunciation where communication is at the fore. One reason for this might be that pronunciation is seen as 'taking care of itself' through media exposure and other contexts of language use[1]. In 1997 Jones remarked that CLT had yet to come up with appropriate methods for pronunciation teaching. There have been later attempts at doing this (e.g. Celce-Murcia, Brinton, & Goodwin, 2010), but studies on EFL classroom practices show that these have had little impact on pronunciation teaching (see section 2.4). Typical fallback solutions in such contexts are imitation exercises focusing mainly on accurate reproduction rather than the meaning of the language, which was the prevailing approach in language teaching in earlier approaches to language teaching (see section 2.1).

The above paragraphs relay some of the more important developments in language pedagogics, especially concerning how language should be taught. In addition, developments in linguistics have brought changes concerning *what* to teach when teaching pronunciation. Traditionally, pronunciation was presented mostly in the form of single sounds, known as **phonemes**, for example /θ/, the first phoneme in the word 'three'. From the 70s onwards,

[1] The term 'language taking care of itself is adopted from Harmer (2001)

research findings, as well as developments that might be termed as ideological (Levis, 2005), have made segments *in sequence* more important in language teaching. These sequences are known as **suprasegmentals**, and typical examples can be intonation; the melody of the spoken language that may signal whether a sentence is a yes/no question or a statement, and stress; rhythm and placement of stress in words and sentences, typically to show which words are the more important ones. When teaching suprasegmentals might be termed as ideological, that is because they seem to fit better into the framework of CLT, as they always include some elements that are inherently meaningful. In contrast, practicing on accurate production of the phoneme /θ/ needs a certain context in order to be meaningful, making it less appealing as teaching material in a CLT classroom. A case for the teaching of suprasegmentals has also been made in research, for example that of Derwing, Munro and Wiebe (1998), who compared three groups receiving segmental-, 'global'-[2] or no specific pronunciation training in their English classes. The group receiving training in suprasegmentals were the only one which improved in terms of comprehensibility and fluency in extemporaneous speech, making a strong argument for focus on all aspects of pronunciation.

A factor that also makes it interesting to research pronunciation teaching as an aspect of current language education is that it oftentimes becomes a somewhat contentious issue, especially when speakers have a pronunciation that is influenced by their first language (L1). A prime example might be the annual comments in the media on Thorbjørn Jagland's English pronunciation when he was chairman in the Norwegian Nobel Committee. As it is easy to hear his East Norwegian background, it used to be an obligatory exercise for journalists and others to criticise his pronunciation skills (See e.g. Madsen, 2009). But contrary to the assumptions made by those criticising his speech, the ability to communicate effectively

[2] The term 'global' included both a segmental- and a suprasegmental focus.

hinges not on one's ability to sound like an American or a British person, and in experiments carried out by Smith and Rafiqzad (1979) the ability to make oneself understood has been found to be largely independent of how native one sounds. Globalisation and the use of English when communicating with other people who have learnt this as a second language have also added to the confusion of what EFL teachers should aim at. If English is not primarily used to speak to Native English Speakers (NES), then language teaching in general, and pronunciation teaching specifically, needs to take this into account.

This thesis explores how pronunciation is dealt with against the backdrop CLT, where pronunciation is a required skill that lets one communicate effectively rather than a system in and of itself. I acknowledge that pronunciation might not be dealt with in a communicative manner, or at all in some instances, but it is still possible to assess how teachers relate the skill to conveying meaning in communication. I chose a mixed methods approach, interviewing four teachers in Bergen, while 206 teachers all over the country responded to a questionnaire. As a concrete example, I may consider why a teacher considers a certain aspect of pronunciation to be important, and also find out which aspects teachers in general seem to favour. The teachers were from lower secondary school, whose pupils are aged 12-16. At this age, the pupils probably know quite a bit of English, and have developed beyond the threshold where language learning to a large extent consists of imitation and less so of actual communication. Still, these pupils will be in need of direct focus on pronunciation, demanding teachers who teach the associated skills while maintaining a focus on meaning.

1.1 Why Pronunciation?

As stated above, an intelligible pronunciation is probably the most important prerequisite for oral communication to occur. Regarding CLT, the most common focus is related to communication, but participating in oral communication involve some control over the sound system. An implicit focus in the CLT classroom is that of 'meaning', and as with other aspects of language, pronunciation should be addressed in a manner that focuses on how the sounds of the language affect meaning. However, when dealing with the 'systems' of the English language these systems may be taught as if autonomous to said meaning, or be avoided altogether.

Furthermore, CLT depends on active participation on the pupils' part, but for many learners and teachers alike, pronunciation can be a somewhat contentious matter. This is to a large extent due to the points made above that pronunciation on the one hand is a means to communicate, while it is seen by many teachers and learners as better to sound like a NES. (Hordnes, 2013b; Risan, 2014a; Sannes, 2013) This might make make learners who do not have a native-like pronunciation less inclined to participate. In the framework of CLT, development of specific language skills hinges on learners using the language and participating with their peers, but learners' reluctance to participate might hinder further development. On the teacher's part, nostalgia and affection for the native speaker norm might further impede the uncertain learner's participation through negative response to their English pronunciation, whether it is explicit or implicit, intended or not. If the main focus for pronunciation teaching is meaning, then the learner's preoccupation with pronunciation might be a catalyst for language learning in general, so long as it does not become a bad experience. This especially makes a compelling argument for good pronunciation teaching based on meaningful language.

There is also reason to believe that those who have a pronunciation which is not

intelligible at all are bound to be excluded from most, if not all activity in EFL classes, possibly much more severely than those who feel that it is embarrassing to sound nonnative. Uncertain pupils *might* have issues which are to some extent rooted in an ambition to improve their pronunciation, and will in such cases probably be able to at the least observe and listen to whatever goes on in class. Pupils with a hardly intelligible pronunciation will not be able to participate, and might unwillingly remain outside the communicative community the classroom is intended to make up. When helping these pupils it is especially important in this case to have sensible conceptions of what pronunciation is, what we use it for, and how one may learn it. In order to make progress, each item taught to learners with serious pronunciation issues should have an immediate and palpable impact on the meaning they wish to convey.

Further, according to results from national tests lower English skills were associated with pupils whose parents had no tertiary education, or who had immigrated into the country (Bjugstad & Steffensen, 2016). The tests do not address pronunciation, but some degree of correlation is to be expected. The authors emphasise that the difference between immigrants and the population as a whole is small in comparison to other skills such as reading and math, but remain large enough that efforts should still be made to give all learners equal access to participation in class. For learners whose English skill level is low, it is probably important to make pronunciation learning content easy to understand. Immigrants might strive with understanding the content matter, but will in addition have a different L1 than their teacher, making it harder to predict what sounds might prove problematic. Of the five largest immigrant groups (Polish, Lithuanians, Somalia, Sweden and Pakistan according to Statistics Norway, 2016), only one of the associated languages is of the same language group as Norwegian and English, and learners whose L1 is not Norwegian are likely to make a larger

impact the following years, as there will probably be more of the in EFL classrooms. Although multilingualism is an advantage for the individual and a resource in the classroom, EFL teachers need sound conceptions of pronunciation which help to integrate learners of different linguistic backgrounds in the communicative classroom.

Along with the general points made so far about pronunciation teaching, I have a personal interest in this area. Other areas of language learning such as vocabulary and grammar are to some degree tangible. It is not easy to acquire the grammatical regularities of a language, or to impart the many meanings a word may have, but, structure, morphology and semantics applied in a sentence may be reproduced without very much effort on a learner's part. In contrast, pronunciation is a tactile skill, requiring manipulation of organs we cannot see, while making minute distinctions for the desired communicative effect. If a learner has consistent irregularities in their pronunciation it may well be pointed out, but it can be more problematic to describe the phenomenon in a way the learner can understand, and to remedy the situation. I have thus been attracted to how one might 'teach the unteachable'.

1.2 Why teacher cognition?

This thesis explores teachers' thoughts on- and reports about their pronunciation teaching, known as '**teacher cognition**' research. Burns, Freeman and Edwards (2015) describe the field as initially concerning itself with the methods applied by teachers, intended to find methods other teachers may implement, a method described as process-product research (Doyle, 1977). However, developments in pedagogics and didactics have shown that teachers' planning and thinking about their teaching and the subject are of utmost importance, as these will inform the actions in the classroom and have an effect on responses to

unforeseen events when teaching. In the case of CLT, there are no agreed upon methods or actions teachers are to implement. Rather, the approach relies on the teachers' understanding of language as used to communicate, and as learnt most effectively by communicating with others. In this light, knowledge about teacher cognition on pronunciation teaching is important in order to explore how the matter is dealt with by teachers, especially as this thesis focuses on the relation between CLT and form focus.

According to Borg (2015) the field of teacher cognition research is marked by an abundance of terms, which makes it important to define the studied concepts. The teachers' reports is intended to give information about the teachers' **conceptions** of and **beliefs** about pronunciation teaching. Assessing 'conceptions of pronunciation teaching' will mean to consider what the teachers see pronunciation teaching as consisting of, or which actions they describe as teaching of this kind. 'Beliefs about pronunciation teaching' refer to how teachers see their teaching as affecting their pupils, and what the aims of pronunciation teaching might be to them. The two indirectly reveal some of the teachers' knowledge on the subject, which is a viable area of research, but not a main focus in this thesis.

1.3 Research questions

The main aim of this thesis is to investigate teachers' thoughts on addressing pronunciation, conceptions of pronunciation teaching, and which factors which they see as influencing these conceptions. The main research question is therefore:

- How, if at all, are notions of CLT present in lower secondary EFL teachers' thoughts on the teaching of pronunciation?

This research question is quite broad, and will be concretised by four further questions below, each related to developments within the field of language didactics. These questions are all framed under the above, meaning that they are to be seen as integrated, not separate.

As stated earlier, pronunciation consists not only of phonemes, but also suprasegmentals. What teachers prefer to focus on will be explored through the following research question:

- On which aspects of pronunciation do teachers report to focus?

This question deals with the basic content of pronunciation teaching, mainly which kind of items informants consider important for pronunciation development.

The second research question relates to how teachers impart pronunciation knowledge and skills to their pupils:

- Which kinds of pronunciation teaching do teachers prefer?

This question covers the informants' approaches to pronunciation teaching. As mentioned above, CLT activities are more often led by a goal which involves using the language for communication, while earlier approaches to language teaching rely on imitation and repetition. When considering this question, I will explore whether teachers consider there to be viable alternatives to those relying on imitation within a communicative framework.

Where CLT might cause insufficient focus on form, uncertainty concerning what target one should aim for in pronunciation teaching makes pronunciation even less likely to

be dealt with in an appropriate manner. This controversy will be dealt with through the following question:

- What do teachers perceive as the ultimate aims for pronunciation teaching?

This question concerns the goal of pronunciation teaching, and relates to all of the above questions. This entails both the preferred pronunciation targets, to some extent the items teachers wish to focus on, and the extent to which 'meaning' is present or not in their conceptions of pronunciation. The alternatives most commonly described by school books and teachers in this regard are native-like pronunciation aims, as opposed to aiming for an intelligible one.

In relation to exposure outside of school, as well as activities in school, the following research question deals with teachers' thoughts on pronunciation learning and acquisition:

- How do teachers think pronunciation develops?

This question relates in part to that of Rugesæter's findings on the lack of pronunciation development in the face of increased media exposure, but also the pedagogical framework of CLT in general. It may elucidate how media influence is seen as opposed to teaching. It must also be seen as tied to pronunciation teaching activities, because conceptions of pronunciation development will, or at the least should, inform how one addresses the issue.

1.4 Definition of pronunciation

The conception of pronunciation which this thesis will be based on is borrowed from Seidlhofer (2001): "perception and production of the significant sounds of a particular language in order to achieve meaning in contexts of language use" (p. 56). This encapsulates the contexts in which pronunciation is used by a speaker, and how utterances are likely to have an intended audience. This thesis will focus mainly on production, but in terms of learning or acquiring the skill of pronunciation, production and perception must be seen as integrated skills because the ability to produce the sounds of a language relies to a large extent on perceiving the same sounds (Nilsen, 2010). The definition presents pronunciation as a tactile skill, while its development might be enhanced by knowledge. Consequently, this thesis will also deal with teachers' efforts to impart knowledge about pronunciation.

1.6 Structure of the thesis.

As this thesis deals with teachers conceptions of pronunciation, chapter 2 provides the theoretical framework of the thesis. I will describe the most important approaches in language teaching, and how the conceptions of language therein have affected teaching practices. This includes developments in theories on language acquisition and teaching, and how findings from phonology and linguistics have affected teaching. I will also consider how the changing role of English has affected perceptions of what a good pronunciation entails, and efforts to create new aims in pronunciation teaching. Chapter 3 describes the research methods used in this study, and the material used in connection with each method. Chapter 4 will present results from the data collection, and discuss these in light of relevant theory. Chapter 5 concludes the thesis by summarising the main findings, explain some didactic implications of this study, and suggesting issues which might benefit from further research.

2. Theory and background.

The topic of this thesis is EFL teachers' cognition about the teaching of pronunciation. The main areas will be what teachers report to address, how they report working with this area when focusing on pronunciation in their classes, and thoughts on how pronunciation develops. Sections 2.1 to 2.4 will present the historical background of some approaches to language teaching leading up to CLT, and changes in conceptions of pronunciation and pronunciation teaching. This will be followed by a description of earlier research on pronunciation teaching, seen in relation to the described theories on second language learning and acquisition. Section 2.5 will look at how the changing contexts of English use may have affected the aims of pronunciation teaching in this subject. Section 2.6 will consider the role of English, CLT and pronunciation in the context of language education in Norway, followed by a summary of the whole chapter.

2.1 Audiolingualism

According to Richards and Rodgers (2001), the rise of the audiolingual approach was in large part due to the increasing influence of the US and England during and after WWII, and the ensuing need for proficient English speakers. As American linguists had become more involved in language education, conceptions of language were based on structural linguistics. The theory of structuralism proposes that human behaviour is based on small discrete elements, which combines into larger structures. In linguistics, the small discrete units have been understood to be the phonemes, which are seen as constituting the basic material for building morphemes/words, creating sentences and so on. The basic tenet of audiolingualism is that before any other form of language, learners should be able to understand spoken

language, then reproduce language, and after these forms are mastered writing might be introduced.

Structuralism, when applied to language teaching and learning, initially led to a linguistic approach, divorced from any learning theories until influenced by **behaviourist** theories (Rivers, 1965). These theories are generally empiricist, focusing on the outward behaviours of language users. In this framework, different kinds of behaviour are thought to occur because of certain kinds of **stimulus**, meaning any action that affects the subject, invoking a response which in turn might be reinforced. Reinforcement here means increasing the likelihood of appropriate responses through reward, and discouraging inappropriate responses through punishment. It should be noted that punishment and reward are more broad categories than those used in lay terms. Concerning language, punishment might be an inability to make oneself understood or corrective feedback from a teacher, while successful communication or praise are different kinds of reward. Language learning was accordingly seen as habit formation, where learners learnt appropriate response to language stimuli. The combination of structural linguistic and behaviourism make up the core elements of audiolingualism. It should be mentioned that behaviourists have also criticised the audiolingual approach for lacking attention to the contexts in which language is used, lessening to some extent the perceived links between the two approaches. (Castagnaro, 2006)

As the focus is on invoking appropriate responses, the first objective of the approach is accuracy, while fluency is focused on later. In this context, accurate and appropriate also means **native-like**, ideally with no trace of the native language. Typical classes within this framework are based on dialogue and drill, focusing on **minimal pairs**. The minimal pair is the manner in which one might find out whether sounds are separate phonemes, or merely sound slightly different from one another. An example might be /p/ and /b/, which change the

meanings of words if we change one segment for another (e.g. pit and bit - /pɪt/ and /bɪt/). Focusing on minimal pairs is meant to teach learners how to distinguish the sounds in a given language in production and perception. This might include pupils repeating an utterance as soon as it is heard, or responding to an utterance. Note that 'responding to an utterance' in audiolingualism often means a closed response, with only one or very few possible answers, or where most of the answering sentence is formulated in advance. An example might be this 'exercise': "A: What is your name? –My name is Smith" (Richards & Rodgers., 2001 p. 62). If teachers taught the regularities of the language, such as phonetics, this was to be done in an inductive manner, after the patterns had been acquired by the learners. However, Celce-Murcia (1996) points out that "the teacher also typically make use of information from phonetics, such as a visual transcription system . . . or charts that demonstrate the articulation of sounds" (p. 3). This means that *some* descriptions beyond pure mimicry might have been used, but mainly as a supplement.

2.1.1 Criticisms of audiolingualism

This approach has since been largely rejected due to criticism of the underlying theories as well as a lack of expected results. Chomsky (1959) was probably the main critic of the underlying theories in his seminal review of Skinner's book "Verbal behaviour" (1957). Chomsky described how language seems to be rule governed, rather than based on habit formations and external behaviour. Where the audiolingual approach focused on reproduction of utterances, Chomsky pointed out, among other issues, that language is productive and innovative. Each child can, and will, produce sentences which they have never heard themselves, based on underlying rules, rather than reproducing phrases they hear. In Richards

and Rodgers' (2001) words: "Sentences are not learned by imitation and repetition but 'generated' from the learner's underlying 'competence'" (p. 66).

Chomsky, as well linguists who have built on his work (E.g. Lenneberg 1967; and Pinker, 1994), sae language, especially the learning of grammar, as an innate faculty in humans, with children being especially primed for language acquisition. This has led to a hypothesis of a **critical period of language learning**, ending somewhere between the age of six and the end of puberty, after which learning languages becomes more difficult, with native-like pronunciation seemingly becoming an unattainable goal. Though this hypothesis is disputed (See e.g. Abello-Contesse, 2009; Burrill, 1985; Moyer, 2013), it has made pronunciation *seem* unteachable, and made native-like pronunciation in foreign language settings *seem* unattainable. Lower secondary pupils are situated within, or at the end, of this period according to different estimates, whether one considers the changes in acquisition socially or biologically determined. But the notion of pronunciation as unteachable seems to have prevailed.

Where Chomsky and others criticised the underlying theories of the audiolingual approach, practitioners found that the approach did not prove very effective. According to Richards and Rodgers (2001) the pupils who did well on tests and exercises in the classroom had trouble transferring these skills to communicative situations outside the classroom. The behaviour learners acquired seemed 'language-like', but did not result in competence. It also seemed that when someone had success in learning a language, it was due to the learner's aptitude rather than the approach itself. Kenworthy (1987) states that "for learners without "good ears", drills may cause production to stabilise before reaching the target" (Cited in Jones, 1997 p. 105). As audiolingualism does not focus on content, a Japanese learner who has trouble distinguishing /r/-/l/ phonemes (Goto, 1971) might in theory spend their time

consolidating an distribution of these phonemes according to the L1 pronunciation pattern, which in turn would lead to intelligibility problems when speaking English.

According to Harmer (2001), audiolingualism still has some influence in the area of pronunciation teaching despite its criticism, possibly because instruction of this type seems fairly tangible and easy to implement for teachers less secure with the relative freedoms of more recent methods such as CLT. Jones states:

> It appears that although both imitation and discrimination drills have an important place in the teaching of pronunciation as a means to help articulation become more automatic and routinised, they are at best seen as a step toward more meaningful, communicative practice (1997 p. 106)

It is here proposed that, though audiolingualism as an overarching approach has lost its standing, the related methods have some merit if the teacher implements them with discrimination. Just as children initially learn some of the first utterances, such as greeting and saying ‘goodbye’, through imitation (Bohannon III & Bonvillian, 2013), older language learners benefit from learning similar phrases when first encountering a foreign language.

2.2 Contrastive Analysis

Though the audiolingual method and **contrastive analysis** come from slightly different basic presumptions, Terrell (1989) describes this as a major source of input for the audiolingual method. For Lado (1951), the main proponent of this approach, contrastive analysis is an attempt to put linguistic findings into language teaching practice. The assumption is that phonetic features in a language learner’s L1 will be easily transferred to an L2. Phonemes in the L2 that were very different to those in the L1, on the other hand, are expected to require more effort to learn.

However, according to Wardhaugh (1970), it has proved difficult to find a strong correlation between lack of certain sounds in an L1 and difficulties in acquiring these in a L2. According to Stoel-Gammon and Menn (2013) difficulties in acquiring certain phonemes come from **universal constraints** rather than constraints stemming from the L1. Also, these constraints pertain to the **sequences** phonemes occur in, rather than the individual phonemes themselves. So it seems likely that consonant clusters and syllables might prove to be the more challenging aspects of pronunciation for L2 learners than individual phonemes. For example a Sudanese-Arabic speaker might find it easy to pronounce the phonemes /s/, /p/ and /r/, but find it difficult to pronounce these in a cluster, as in the word 'spring' /sprɪŋ/ (Example from Tajeldin Ali, 2011, transcription from Wells 2008). Typical strategies making up for this might be epenthesis, which is the inclusion of a vowel in the cluster (/sperɪŋ/) as is typical in Arabic-English. Speakers will also sometimes omit a consonant in a cluster, such as 'think' which is typically pronounced /θɪŋk/ in AE and BE, becoming /θɪŋ/ in for example Singaporean English (Melchers & Shaw, 2011 p. 174). As stated in the introduction, using examples of other languages than Norwegian is becoming more and more relevant due to increased immigration from Eastern-Europe, Africa and Asia. It should be noted that Norwegian is a germanic language, closely related to English. Thus, the constraints of germanic languages will probably be slightly similar. Still, it is likely that producing the sounds of a L2 is more problematic in sequence, and that a contrastive analysis will not give a full overview over possible phonological issues.

It seems that contrastive analysis has had much impact on pronunciation teaching and estimates of which phonetic traits might be harder to learn in L2 pronunciation. For example, when Nilsen (2010) describes sounds that Norwegians might struggle with, and which might mark Norwegian English, this is done with missing contrasts and phonemes as the starting

point. Also, addressing any difference between an L1 and an L2 might be unnecessary from a utilitarian viewpoint, as these differences might not necessarily be large hindrances for communication. This is further addressed in section 2.5.1.

2.3 Communicative Language Teaching

Where audiolingualism relies on all language learning as an act of imitation, Chomsky's theories on language learning as enabling L1 learners to produce their own language affects foreign language learning as well. In CLT, views on language acquisition are coupled with socio cultural learning theories (Nunan, 1991). The socio cultural view emphasises knowledge as something that primarily comes from several individuals interacting as a group, and participating in group activities. This view on learning is reflected especially in CLT's reliance on **peer learning** which entails learners working together to overcome problems they could not have solved on their own. Learners typically work in **pairs** or **groups** on **information gap** tasks. In these kinds of tasks, learners solve problems by communicating with each other, creating authentic or near authentic communicative settings in the classroom. A recurring theme is '**learning by doing**', especially in the 'strong' version of CLT. When a learner's mispronunciation causes a communication breakdown or a misunderstanding, they might ideally **negotiate meaning**, find out which issue caused the breakdown and improve the matter in the course of communicating (Tarone, 2015). This presupposes of course that the learners are able to recognise communication breakdowns, and the errors causing them, or a teacher who intervenes in an appropriate manner.

An important component is the **facilitating teacher**, who creates a non threatening environment. The teacher typically provides activities where learners may learn the language

themselves, instead of instilling it through direct instruction (Sato & Kleinsasser, 1999). Ideally, this results in learners learners who are able to work independently to fulfil their communicative needs. Accordingly, the main point is not to develop discrete linguistic competences, but that linguistic, sociolinguistic and strategic competences in concert make up the learner's **communicative competence** (Canale & Swain, 1980).

Though CLT is the governing approach in most western countries at present there are some points of criticism that are relevant to this thesis. One problem touched upon above is that formal aspects of the language may be neglected in the 'strong' version. In CLT, competences that facilitate effective communication, and compensation for lack of knowledge, are emphasised. But specific traits of language might be acquired more effectively if given exclusive focus (see next section). For example, Dlask and Krekeler (2013) let two groups of language learners aged 18-31 listen to their own speech compared to a model speech, where only one group received corrective feedback. They found that the feedback had a significant effect on the learners' pronunciation. This is not to say that teachers of juvenile learners should focus on giving corrective feedback, but it makes a case for addressing issues in learners' pronunciation. As stated by Levis (2005), "pronunciation's importance has always been determined by ideology and intuition rather than research" (p. 369). It is *possible* to teach pronunciation in a communicative manner, but for many teachers avoiding the issue might seem to be in line with the communicative approach.

It can also be argued that communicative forms of language teaching are more advantageous to learners with higher skill levels and knowledge about language, while less proficient learners who might benefit more from form focus might be less inclined to participate. This makes it conceivable that CLT might widen the gap between more- and less proficient language learners. Somewhat related, CLT might hinge upon specific ideals of

knowledge, and to some extent, ‘Western’ culture. This might have an effect within Norway, as there are arguably different cultures within this nation. As the aforementioned study from Bjugstad and Steffensen (2016) show, leaners whose parents have less education struggle more. It could be learners belonging to this group are less comfortable with the ambiguity the communicative classroom relies on, as there are few, if any, correct responses. It might also be an issue for some immigrants. There have been studies on teachers’ attitudes to CLT, and efforts at implementing these in Korea (Humphries & Burns, 2015) and China (Yu, 2001). In both studies the learners’ attitudes are seen as antagonistic to the principles of CLT as the students’ are more accustomed to gaining declarative knowledge by listening to the teacher. This is probably tied to the educational cultures, which in many Asian countries are more teacher centred. The latter attitude might probably be found among some Norwegian learners as well, but simply shows how CLT depends on the sociocultural view of knowledge.

2.3.1 The monitor device and form focus.

A central issue touched upon several places in this thesis, has been the question of whether there should be an explicit focus on the language code – pronunciation, grammar, vocabulary and so forth – or whether such aspects of the language can be acquired automatically through communication. According to Krashen (1982), a central dividing line goes between **acquisition** and **learning**. These are described as the two routes through which one might develop competence in an L2. Acquisition in this understanding parallels how children learn language, namely through exposure to language with a communicative intent. Learning, on the other hand, refers to explicit knowledge about the language, typically of the kind seen in formal teaching. In Richards and Rodgers’ (2001) words "the acquired linguistic system is

said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system" (p. 181). This means that when we speak in a foreign language, we take acquired knowledge into use. Conscious learning might lead the person who speaks to monitor their speech, and as such notice where the 'error' is, according to the learnt system. Krashen propose that prerequisites for use of the **monitor device** include *time* "in order to think about and use conscious rules effectively" (p. 19), *focus on form* from the learner's part, and *knowledge of the rules*. This means that exposure to language leads to *acquisition*, while descriptions the regularities of a language, such as a specific intonational pattern, leads to *learning*, and might at best become part of the monitor device. Learning how an intonational pattern works is not seen as enough to make the learner use it, as it must be acquired, making a powerful argument *against* teaching formal rules.

In relation to pronunciation teaching, Acton (1984) states that these skills would mostly develop outside of the classroom, but that teaching explicit rules, might enhance this process. Bialystok (1978) points out that when speaking, there is not sufficient time to apply explicit knowledge, but Crawford (1987) suggests that "information stored in explicit linguistic knowledge may become automatic and transferred to implicit linguistic knowledge after continued use via the monitor" (Cited in Jones, 1997 p. 107) , especially through self-talk. Supporting this, Sardegna (2009) did a study on **covert rehearsal** among Chinese students as learners of English, testing their stress improvement after an intensive course. Covert rehearsal was the term used for the time students spent thinking about the language and applying learnt knowledge about language on their own. As this went on outside the classroom and communicative situations there would always be enough time to monitor the utterances. It also facilitated enough practice for this to affect the participants' spoken

language, and resulted in acquisition. Here, learning explicit rules coupled with encouraging covert rehearsal significantly improved learners' use of stress over time, especially for those with lower proficiency. Krashen's theories depend ultimately on acquisition through exposure to the foreign language, while explicit knowledge about the language can in some cases be seen as detrimental. However, later scholars referred to here depict a more porous boundary between the two, arguing for some 'learning of language', as well as acquisition of language, also in the case of pronunciation.

2.3.2 Pronunciation teaching in CLT

On the level of content for pronunciation, Celce-Murcia (1996) describes CLT as inducing a shift from segment-, to suprasegmental-focused teaching, as these were considered more vital to communication, and having a bigger short-term effect. Pennington (2014) highlights the fact that though "it is quite convenient to describe spoken language in terms of a string of symbols, a segmental description . . . breaks up the relatively continuous stream of sound that is language" (p. 19). The idea here is that the exclusive focus on phonemes in earlier language learning is of little use in real life communication. Though focus on suprasegmentals initially was to the exclusion of segments, the view has now become more nuanced as both segments and suprasegmentals are seen as crucial to communication. Also, focusing only on suprasegmentals might cause fossilisation of phonemes a learner have problems pronouncing. Concerning studies on the matter, Levis (2016) points out that there is not enough research on the efficacy of segments versus suprasegmentals in teaching to argue for the primacy of one over the other. Ergo, focus on all aspects of pronunciation seems called for.

In studies on language teaching more attention is paid to the **functional load** of the taught elements. According to Gimson (2008), high functional load refers to pronunciation items which are more important than others, as they create contrast in many words, or identify utterances that are often in use. An example could be the contrast between the phonemes /ɪ/ and /i:/ (as in the words 'list' /lɪst/ and 'least' /li:st/) which have a high functional load (Example from Celce-Murcia 2010 p. 10, transcription from Longman Pronunciation Dictionary, 2008). According to Jenkins (2000: 137-138), phonemes such as /θ/ and /ð/, found in the words 'thousand' /θaʊznd/ and 'those' /ðəʊz/ carry a low functional load, and might be replaced by for example /d/ and /t/, which is the case in certain NES variants. In terms of suprasegmentals, Celce-Murcia (1996: 10) gives intonation and stress in yes/no questions as an example of a suprasegmental that carry high functional load, and as such, should receive more attention. The main point in the examples given here is to show that with CLT, a more discriminating attitude towards selection of items for pronunciation teaching has emerged. Where focus on pronunciation has to some extent been associated with correct realisations of phonemes such as /θ/ and /ð/, their low functional load now show that these are less important. Sentence stress or vowel length are more important for communicative purposes, and should as such receive more attention.

In terms of methodology for pronunciation teaching, CLT to some extent represents a vacuum since it focuses predominantly on general skill development rather than specific aspects of the language code. According to Jones (1997) there is still a heavy reliance on minimal pair exercises, dialogue reading and questionnaire completion which may be completed without paying attention to meaning. Celce-Murcia (1996; 2010)[3] states that

[3] Note that the descriptions in Jones and both editions of Celce-Murcia are still valid, fourteen years later.

"proponents of [CLT] have not dealt adequately with the role of pronunciation in language teaching" (p. 9). This lack of new material seems to go hand in hand with a general unwillingness to teach explicit form focused aspects of language. More recently, Sobkowiak (2012) did a study on introductory EFL books directed at Polish learners. Different books based on an audiolingual framework and early CLT were compared to more recent ones with regard to addressing of pronunciation. Notable findings were that the more recent books generally paid little or no attention to pronunciation. Harmer (2001) ascribes lack of interest in pronunciation to the focus on fluency over accuracy within the CLT framework, where learners are to communicate spontaneously and uninterrupted, disregarding errors occurring now and then.

Despite these shortcomings, an aspect of pronunciation learning which the CLT classroom might be especially equipped for is that of taking on another identity than one's own, especially through expressive activities such as acting. Self-expression is seen as an important means of developing and motivating use of the target language (Savignon, 1991). A guided example might be acting, which lets the learner engage in expressive activities, while also paying attention to the sounds of the language. This kind of activity might be especially beneficial in overcoming important social barriers that impede pronunciation development, which is particularly resistant to change. As pointed out by Ingunn Lunde in a personal communication (2016), developing one's pronunciation consists to a large degree of playing with the language. Stoel-Gammon and Menn (2013) similarly describe how children at the prelinguistic stage will play with the sounds when imitating favourite words and when talking to themselves. This kind of attitude to pronunciation should be utilised in language teaching as well, in part to lessen anxiety, but also for the potentially fun activities that might ensue.

2.4 Earlier research on pronunciation teaching

This section will describe some studies on pronunciation teaching in EFL and ESL classes, as well as one on German L2 teaching. The German study was included because it was the only one situated in Norway. Thereafter, the present study will be placed within this corpora.

There have been some studies on pronunciation teaching practices in EFL and ESL classes. Foote et al. (2013) observed the teaching of French speaking ESL learners in Quebec, while Tergujeff (2012) observed EFL classrooms in Finland. The contexts of these studies differ from each other and that of Norway as English is a second language in Canada, but only a foreign language in Finland and Norway, while some differences in for example educational culture are bound to exist, though CLT is expected to be the norm in both countries. Despite any differences, both studies found that pronunciation was rarely addressed, consisted almost exclusively of corrective feedback, and on the occasions where planned pronunciation activities occurred, this was in the form of imitation/choral repetition.

Two studies dealing directly with teacher cognition on pronunciation teaching are those of Yunus, Salehi and Amini (2016), situated in Iran, and Baker (2014) in North America. Though not focused on CLT and meaning specifically, both studies address teachers' thoughts on 'controlled' as opposed to 'free' teaching techniques, with 'guided' serving as a middle point. This encapsulates to some extent the dichotomy between CLT and earlier approaches to language teaching which were more teacher centred. In these studies teachers seemed to prefer the teacher centred methods by far. It is also worth mentioning Hismanoglu and Hismoanoglu (2010) who gathered reports in Cyprus from preparatory school teachers in EFL, concluding that "language teachers prefer employing traditional classroom techniques, such as dictation, reading aloud, and dialogues to a great extent to

teach pronunciation to their students" (p. 988). Though based solely on self report through questionnaires it does corroborate findings in the other studies mentioned here.

A study on German as a foreign language teachers in Norway has also been included as it is, to my knowledge, the only relevant study which has been conducted here. Kessner (2016) interviewed and observed the practices of five German teachers, and also consulted their pupils. She notes that the teachers' understandings of what a good pronunciation means influenced the extent and manner of their pronunciation teaching. She also observed that the pronunciation teaching was monotonous, based on correction and imitation, and focused only on segments. Kessner's study does not address EFL, and explores the initiatory, rather than intermediate stages of language learning which this study addresses. That being said, it is the only one situated in Norway, and the findings are likely to have some transferability concerning Norwegian EFL classrooms and teachers as well.

The practice described in all these studies reveals pronunciation teaching's continuity with the audiolingual and structuralist 'past'. However, it is not clear from these observations how pronunciation teaching might be improved. Simon Borg states that "no matter how much you try to program teachers to behave in certain ways they won't; they always have their own individual ideas, their individual ways of doing things, their preferences" (Birello, 2012 p. 1). If teacher behaviour tied to pronunciation teaching is problematic, then the assumptions which drive the behaviour must be addressed closely.

A more comprehensive study was that of Henderson et al. (2012), who gathered reports from learners and teachers in Finland, France, Germany, Macedonia, Poland, Spain and Switzerland. The main finding relevant to this study was that teachers seemed to have little training when it came to teaching pronunciation, and therefore found themselves ill equipped to do so. Many respondents in this study emphasised that the teacher training

courses only gave phonetics courses, without any guidance concerning how one might teach pronunciation to children. However, the study did not address what teachers and learners considered important items, and whether they had thoughts on pronunciation in communication, though intelligibility did not seem to be the priority for most teachers.

The present study will attempt to close in on the relation between pronunciation and 'meaning' in teaching, as one of the basic concepts that CLT relies on. The aforementioned studies on foreign language pronunciation teaching have said much about certain inadequacies pertaining to teachers' evaluation of teacher education and the level of engagement in their teaching methods. However, little specific has been voiced by the teachers about pronunciation itself, and their thoughts about the matter at hand. Therefore, my thesis foregrounds teachers' thoughts on pronunciation development in relation to teaching, which kinds of items they consider important, and which conceptions of 'good pronunciation' teachers have (see next section). Considered jointly, these issues are intended to give a more complete picture of teachers' thoughts on pronunciation and pronunciation teaching, especially as a means to improve the learners' ability to communicate.

2.5 New contexts and conceptions of 'good pronunciation'

In terms of foreign language learning there has been much debate the recent years about whether it is an appropriate goal for non-native learners of English to have a **native-like pronunciation** (See e.g. Tracey M. Derwing & Munro, 2009). The most common options have been RP or AE as the former is the most thoroughly described variety, while both, especially the latter, have had a huge geopolitical and cultural impact from the second half of the 20th century. Jenkins (2000) describes the aims of English teaching in earlier times as

directed at communication with native speakers, within countries where it was a native language. In this context, there was little point in debating whether or not these native variants were more appropriate as few other existed, and the alternatives were not likely to be described closely enough to be of use in English teaching. Especially in approaches such as audiolingualism, NES teachers were favoured over NNES sharing language background with the learners. In some cases being a NES might have been considered the best alternative, disregarding whether they held pedagogical knowledge and formal knowledge about the language. Though this might not be a rule, it has been, and might still be the case in many contexts.

Since the end of WWII, the role of the English language has changed progressively. Kachru asserted in 1985 that most English speakers were probably found outside the immediate sphere of influence from Britain and the US, and Crystal (2010) argues that a larger variety of speakers should be taken into account in English teaching. As NNES-NNES communication becomes more common than NNES-NES, devoting time and energy on achieving native-like pronunciation might not seem like time well spent. According to Derwing and Munro (2009), **intelligible** and **comprehensible** speech serve as more modest, and ideally more effective, aims for ESL/EFL pronunciation learning. Intelligibility is typically understood as the extent to which speakers of English can make themselves understood. This is assessed through making a group of listeners dictation of speech, and then considering how many errors there were, consequently rating a speakers' intelligibility. Comprehensibility refers to how much effort the listener needs to put into understanding the speaker, relying on listeners' assessment of speech as easy or difficult to understand. In this thesis, the distinction between these terms is not important, so for matters of brevity, 'intelligibility' will refer to both.

Derwing and Munro (2009) have shown that native-like-[4] and intelligible-pronunciation seem to be discrete constructs that mark a speaker's pronunciation. Thus, attempts at a more native-like pronunciation does not necessarily make one more intelligible. In accordance with this, Smith and Rafiqzad's (1979) study found through assessment of some AE speakers, that these were were generally *less* intelligible than their non-native counterparts. Also, the listeners' intelligibility rankings of speakers were consistent across nationalities, meaning that listeners rarely found speakers from their own country more intelligible than people from other countries. This demonstrates how nativeness might be an inefficient goal for pronunciation teaching.

In all forms of teaching, priorities concerning what to teach will be informed by the aims for which something is taught. In terms of pronunciation teaching, the points presented above makes the ultimate aims somewhat more elusive. Though 'intelligibility' might be easily defined, it is unclear how this is achieved, and it might not sit well with all learners of English to disregard the NES as model, even though these reservations might be founded on subjective rather than objective criteria. Scholars such as Gilakjani (2012) point out that many learners might see native-like pronunciation as enhancing career opportunities. Lippi-Green (1997) asserts that in countries such as the US, people with a nonnative pronunciation face prejudice and discrimination, especially for those who sound as if they come from 'third world countries'. In a study situated in Norway, Hordnes (2013a) found indications that one could be considered more intelligent and wealthy if one had a less noticeable Norwegian accent. For most linguists these issues are problematic at best, and hard to use as arguments for focusing on 'standard' pronunciation and the native speaker norm. At the same time, the thought that sounding native is better is probably internalised to some extent by learners,

[4] They use the term 'accentedness', where I use 'native-like'.

making them less inclined to contend with intelligibility and comprehensibility as the ultimate aim.

2.5.1 The Lingua Franca Core

There have been attempts at tackling the problem of how to make EFL learners more intelligible. As one of the major arguments for using AE and BE has been easily accessible descriptions of these varieties, Jenkins (2000) has proposed the **lingua franca core** of pronunciation as a possible successor. As most English speakers now are probably NNES, she has chosen to disregard NES pronunciation, opting instead for observing communication between NNES with different L1s.

She has found that the majority of communication breakdowns and misunderstandings were caused by pronunciation errors, mostly on the segmental level. Phonological elements which cause problems, but also might be considered learnable/ teachable have been included in a **lingua franca core** (LFC) for pronunciation teaching. As most problems occurred at the segmental level, most prosodic elements found in descriptions of native variants of English have been omitted. Along with a LFC of pronunciation, **accommodation** has been proposed as an almost equally important skill. Accommodation in this context entails ability and willingness to improve pronunciation in communicative settings and using phonological knowledge to make oneself understood.

The LFC is radical as it attempts to take only NNESs as starting point, and even proposes that it should be taught to NESs to make them more easily understood in EIL contexts. It provides a clear priority for which phonemic items learners *must* be able to produce and perceive, while focusing on accommodation in pronunciation teaching also gives

a clear purpose for gaining phonetic knowledge. The theoretical underpinnings of LFC have, however, met some criticism. According to Rugesæter (2014), the core describes issues which are problematic for NNES of diverse backgrounds, while language teaching should take issues *specific for the relevant L1* into consideration. His alternative is to focus on contrasts which prove problematic, rather than single sounds. If one is to focus on 'correct production' of single sounds, this presupposes that a native-like pronunciation is the target. Contrasts on the other hand, take into account what phonemes are used for, and enables pupils to become more intelligible. It is also uncertain whether the items considered teachable will be so for speakers of different languages. Where some items might be tangible to those from certain L1 backgrounds, others might have a hard time learning the same traits, which makes the teachable/learnable assessment even harder. The LFC might become a 'one-size-fits-none' solution.

Note that Rugesæter seems to take it for granted that English teachers share linguistic background with their learners, or at the least have some knowledge about it. As mentioned several places in this text, this need not always be the case. EFL teachers in Norway may assume that Norwegian works as a interlanguage for *communicative* purposes, for instance when explaining a word or a linguistic phenomenon. But its *sound system* might not be primary for learners whose background is *not* Norwegian. Consequently, using the Norwegian sound system as a starting point for learners in Norway might not always be helpful. Making L1 specific pronunciation teaching items seems more demanding in this context, justifying the LFC as a possible fallback solution.

Related to the learners' motivation, Sobkowiak (2005) states that the LFC simplifies the pronunciation goals, representing a lowering of standards rather than a reasonable standard. "Correct pronunciation is regarded as an asset all by itself, regardless of its

facilitating role in communication with foreigners" (p. 143), making a native-like pronunciation target an important *motivating* factor. Though language teachers should be critically aware of how useful any pronunciation item might be, learners should also be expected to hold high standards. With this perspective in mind, the LFC may indeed make pupils less interested in developing and learning pronunciation, as the challenge of trying to sound native-like might encourage some learners. This becomes especially problematic as the success of pronunciation teaching depends very much on the learners' motivation.

Tan et al. (2006) point out that intelligibility hinges on participants' efforts to be understood, rather than the codified norms English speakers adhere to. Using the LFC as target means that none of the speakers that learners are exposed to outside the classroom will speak the way *they* are taught to speak, which in itself might not enhance accommodation skills. The core sounds described by Jenkins were intended to describe sounds that could be realised in many different ways, as long as they are within an intelligible range. Despite this, they might still keep the problematic status of a stringent norm.

2.5.2 Non-native models

Murphy (2014) suggests that, while teachers often address pronunciation by exposing learners to NES, one can also utilise successful NNES in certain ESL contexts. He points to Spanish film actor Javier Bardem as an example of a NNES who exhibits a intelligible and comprehensible, but also markedly nonnative, pronunciation.

> "Difficulties with some segments (e.g., voicing of final voiced consonants; interdentals) do not necessarily result in a lack of intelligibility, particularly when adequate control of alternative characteristics (i.e., content, thought groups, rhythm, and prominence) are in place. " (p. 265)

Models of this type could be appropriate for showing what a speaker needs in order to be understood by others. Furthermore, displaying NNES with a similar L1 as the learner group might serve as a starting point for discussions about segmental features speakers of this language might struggle with. Features would not have to be prescribed, and the inductive activities should fit very well in a CLT classroom. Murphy also points out that the assessors thought the topic Bardem was talking about was interesting and engaging. In any form of teaching, affective factors advance learning, and while issues such as contrast in realisations of segments and appropriate use of suprasegmental features might not seem engaging to the average learner, this could be mitigated using examples of engaging speech models.

2.6 EFL in the Norwegian context

As this thesis deals with EFL teaching in Norway, this section will describe some important issues for this context: the Common Framework of Reference for Languages (CEF), the National English subject curriculum in Norway, and attitudes to variety in speech and spoken varieties of English among Norwegians.

2.6.1 The Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (Council of Europe, 2001) was created in order to improve language teaching and make formal assessment more uniform across member countries. It has been translated into a number of languages and has had a huge effect on language teaching internationally, Norway included. The framework is

intended to inform those who create educational curricula. The most salient feature in this regard is the use of 'can-do' descriptors, which are intended to describe competences learners of a foreign language need in order to succeed in their language learning goals. These levels range from A1 which is the most basic level, to the highest level C2. All described competences are to be seen as integrated, where learners must use all skills in concert to meet their communicative needs.

In terms of methodology or approaches to reach the learning goals, Little (2006) writes that "[T]he CEFR refrains from saying how languages should actually be taught . . . [but] the action-oriented approach in general and the discussion of assessment in particular imply a strongly communicative orientation" (p. 169). As seen in the above descriptions as well, there seems to be a holistic view of language competences, reflecting the influence CLT has had. In relation to pronunciation, described as 'phonological control', it says in the framework that users should consider "whether phonetic accuracy and fluency are an early learning objective or developed as a longer term objective" (Council of Europe, 2001: 117). The latter option could be seen as a program statement for CLT, where form is seen as developing over time through focus on content.

It is emphasised in the framework that learners' communicative needs must guide which competences should be highlighted. Related to the topic of this thesis, the CEFR often refers to native speakers as interlocutors, an issue which has been criticised by some scholars (e.g. Sannes, 2013). However, as the CEFR does not address EFL/ESL specifically but *all* kinds of foreign language, centring on a native speaker model is probably more appropriate when learning less global languages such as German or French. The priority of learners' needs ensures that focusing more on NNES in EFL classrooms would be in line with the guiding principles of the CEFR.

2.6.2 The Norwegian national EFL subject curriculum

The present subject curriculum was introduced as part of the Knowledge Promotion (Directorate for Education and Training, 2016), a school reform which focuses on basic skills and competences. In line with the CEFR, the Norwegian curriculum for the English subject consists of a number of 'Can do' statements, labeled 'competence aims'. These aims are divided into four integrated main subject areas: Language learning, Oral communication, Writing and Culture, society and literature. Though the main subject areas are to be seen as integrated, the bulk of the document describe oral and written communication. As in the CEFR, no methods or approaches are suggested, but communication and the learners' communicative competence are the main objectives of the subject. Consider the opening lines describing the objectives of the subject: "The English language is used everywhere. When we meet people from other countries, in Norway or abroad, we need English for communication" (Directorate for Education and Training 2006 p. 1).

The area of pronunciation is mentioned several times in the document, normally in relation to other skills, all subsumed under the goal of communication. In the 'purpose' section of the English Subject Curriculum for primary and lower secondary it is stated that:

> To succeed in a world where English is used for international communication […] we need to develop a vocabulary and skills in using the systems of the English language, it`s [sic] **phonology** orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations. (p. 1) [My emphasis]

When pronunciation is referred to in the competence aims for lower secondary levels, no specific content or skill level is described in any way, so this aim might best be seen in relation to those pertaining to communication, where an intelligible and comprehensible

pronunciation is required. For example, pupils should be able to "express and justify own opinions about different topics" (p. 11). In order to do this, an intelligible pronunciation is needed, but it says nothing of nativeness, making the actual pronunciation learning aims ambiguous, and probably dependent on the individual teacher. Note that pronunciation and intonation are described as two different concepts. This might be to ensure that suprasegmentals are also addressed, but could also be evident of a segmental conception of pronunciation.

The main subject area ‘Language Learning’ is the one which deals closest with form, and strategies for language learning. A focus here is "seeing relationships between English, one's native language and other languages" (p. 3). Though pronunciation is not mentioned explicitly here, such differences between languages are salient, and it seems reasonable to assume that this is one area pupils are expected to be able distinguish when comparing one’s L1 to the L2. The phenomenon of varieties is mentioned in terms of perception in oral communication. Pupils are to "listen to and understand variations of English from different authentic situations" (p. 11). Generally, the aims leave enough room for teachers to choose the material, so there should be room for different varieties to be addressed. Pronunciation is not mentioned explicitly here either, but it seems reasonable to assume that this a salient aspect in which varieties differ. This would probably lead to some descriptions of different varieties, addressing pronunciation as such. Note that the curriculum guidelines say nothing of which varieties, whether to include native or nonnative ones, if these should come from the inner circle or outer circle and so on.

Historically, close ties to the US and Great Britain has exerted great influence on EFL in Norway, as well as the general population’s view of the language. This has been due both to close ties between the countries especially after WWII, but in the case of the US especially,

the extensive influence of American media on everyday lives (Crystal, 2010). How people live in the US, Great Britain and 'other' English speaking countries is a focus point in the main subject area 'Culture, society and literature'. In general, the subject takes into account the importance of these two countries in the spread and use of English, while the important role the language has outside these countries is also highlighted. In the subject curriculum aims there are no guidelines about choice of target variety (see also next section), but as the international status of English is emphasised, different varieties, even those marked by L1 traits, are probably intended to have equal status.

The English subject curriculum generally focuses on communication while refraining from giving advice concerning methods and/or approaches. Pronunciation is drawn attention to insofar as it makes communication possible, while understanding different varieties is the most explicit aim that deals with perception. There are no explicit directions concerning target varieties. All these factors underline the communicative focus in the Norwegian EFL curriculum.

2.6.3 Attitudes to variety and English varieties in Norway.

In Norway there seems for the most part to be acceptance of different dialects, and language variety in general. This is reflected in two official written norms, both with many optional vocabulary, spelling and inflectional variants. Similarly, different regional varieties are in use in broadcasting, and are mostly perceived in a positive light (Røyneland, 2009).

Concerning Norwegian pupils' spoken English, Rindal (2010) found that the young Norwegian learners she assessed spoke AE, but used and blended varieties to construct

identities, and in different contexts. BE was seen as prestigious, while AE signalled informality. The variety spoken by the pupils was also the one they reported that they wanted to speak. While the last finding points to the importance of pupils' motivation for learning pronunciation, the study also shows learners' awareness of the social implications of the variety one speaks. Many pupils reported that the media affected their choice of the AE variety, while there were also reports of an antagonistic attitude to certain English teachers and their exclusive focus on the BE variety. In a later, similar study (Rindal & Piercy, 2013) there was also a large minority who wished to 'sound neutral', positioning themselves between the AE and BE varieties. Consequently there are important factors influencing the pupils' pronunciation which teachers exert no control over. It also seems that there are possible negative attitudinal effects of prescriptive teaching. These studies were conducted on pupils in upper secondary school aged 17/18, but it is reasonable to assume that the findings are transferrable to lower secondary levels.

Another factor that has an impact on EFL teachers' thoughts on pronunciation teaching is teacher education. At the university Oslo, which is the largest in Norway and therefore serves as a representative example, AE and Received Pronunciation are the models used in the obligatory course on phonetics (Rindal, 2010). In a thesis on teachers in training, Risan (2014) found ambivalent attitudes to intelligible as opposed to native-like pronunciation. Teachers in training seemed to have an understanding of what was needed in order to communicate successfully, while also preferring a native-like pronunciation: "Teachers of tomorrow seem to express a desire to think differently about accents and uses of English but do the same" (p. 45). This means that accuracy, understood as native-like, still is an important notion for prospective teachers. It may also imply the notion of intelligibility is hard to realise when faced with real life situations such as a speaker's own pronunciation, or

that of a pupil. Sannes (2013) wrote a thesis on changes in perception and use of different varieties from before and after the Knowledge promotion (2006), a school reform in which the status of English as a global language was asserted. She found that books from after the reform had more varieties from the outer- and expanding circle. Regarding pupils and teachers, intelligible speech was seen as most important, but sounding like a native speaker was still described as the ultimate aim.

The two last studies described here imply some conflicting views concerning pronunciation among both the pupil and teacher populations. The controversy involves an understanding of a 'good pronunciation' as one that interlocutors may easily understand, as opposed to understanding a native-like as inherently better. These views seem to be held simultaneously by the same teachers, indicating a paradigm shift underway as far as the native speaker norm is concerned. As emphasised by Hunter and Smith (2012), changes from one conception of language to another are always continuous, while often being labeled retrospectively as neat packages, and the same is probably true in the case of pronunciation.

2.7 Summary

In summary, the role of pronunciation in didactic theory has changed a lot since audiolingualism was at its peak. The focus has moved from segments in audiolingualism to suprasegmentals, and later a more holistic focus in CLT. This change also brought an understanding of pronunciation as acquired when communicating rather than learnt through drills and mimicking, diminishing focus on form. At the same time, this skill is a prerequisite for communication, and prone to fossilisation, calling for focused attention. Research has indicated that pronunciation is not dealt with very much in CLT classrooms, with a

methodological reliance on especially mimicry and imitation, *insofar as it is addressed*.

Linguistic and pedagogical shifts have brought along CLT, as well as a more thorough understanding of the social implications of using specific varieties as pronunciation norms which in turn has induced emphasis on intelligibility and comprehensibility. But in the case of both communicative focus and intelligibility as the ultimate pronunciation aim, it should be noted that these are ideals, not necessarily reflecting reality, as changes take time to realise.

This study aims at exploring what teachers think about CLT and the notion of intelligibility as an aim in pronunciation teaching. The findings presented above come from linguistics, research on school books and real life classroom practice, and in the case of Henderson et al., teachers' assessment of their own practice. The aim in this study is to consider how, and to what extent teachers link their practice to 'meaning' in language, as a basic concept in CLT. By considering teacher cognition on pronunciation one might get some hints of approaches to this area of EFL teaching, which teachers for some reasons or other might have trouble implementing, and we might also get a more clear picture of how one might alleviate the problem.

3. Methods and material

This chapter will present the data material on which this study is based, as well as the methods with which materials have been collected. The rationale for choosing said methods, namely teacher interviews and questionnaire, will be provided. Then the choices made before and during collection will be presented, along with the steps which have been taken in the analysis of said material. The two methods address the same topics and are similarly built, but as there are different precautions and issues that relate to these methods the interviews and questionnaire will be presented separately.

It should be stated here that ‘teachers’ from hereon refers to any teacher that might be suitable to get information from. A ‘respondent’ is a teacher who has answered the questionnaire, while an ‘interviewee’ refers to any teacher who have participated in one of my interviews.

3.1 Choice of methods

According to Dörnyei (2007: 15) ‘research’ "in the most profound sense . . . simply means trying to find answers to questions", though within a more narrow, scientific, sense, it is "the organized, systematic search for answers to the questions we ask" (Hatch & Lazaraton, as cited in Dörnyei, 2007 p. 15). Thus, the correct tools must be applied in order to answer the relevant questions. In this thesis, convergent, parallel, mixed methods were applied, which includes collecting both qualitative and quantitative data at the same time.

According to Creswell (2014), "the distinction between *qualitative research* and *quantitative research* is [often] framed in terms of using words (qualitative) rather than numbers (quantitative)" [Emphasis in original] (p. 4). Dörnyei (2007) states that quantitative

research pays attention to **general trends** where information is drawn from large populations, in order to comment on how widespread a certain phenomenon is. In doing so, the researcher typically needs to define categories which will give information about general trends. One might typically gather quantitative data in the form of numbers, consider relations between variables, and draws trends from these. As the quantitative researcher relies to a large extent on the instruments used to gather data, the initial phase is often the more time consuming, making the execution of data gathering a rigorously planned affair. As pronunciation has been studied quite thoroughly, there are preconceived concepts and metalanguage which teachers probably have some familiarity with, and which may be used in quantitative studies to explore trends in teacher cognition on pronunciation teaching.

But as this kind of research typically addresses the common features of the respondents, it does disregard outliers to some extent, as well as the subjective opinion of individuals. The categories and concepts used when gathering data will also to some extent determine the outcomes of any study. Though the metalanguage and concepts used to describe pronunciation abound, there is less precise knowledge about pronunciation teaching *activities*. As discussed in chapter 2, CLT relies not on specific methods but new approaches to language learning and learning in general. Within this framework it is difficult to preconceive activities which teachers might consider appropriate when teaching pronunciation, making it important to get *their* descriptions of communicative pronunciation teaching and thoughts on its effect on the learners. Where quantitative research is based on predefined categories, this study benefits from exploration and coming up with new categories. Further, underlying causes for the trends in questions will to a large extent remain unknown when only considering quantitative data. As this is probably the most important information missing in the studies of Foote et al. (2013), Tergujeff (2012), Hismonoglu and

Hismanoglu (2010) and Yunus, Salehi and Amini (2016), I think it is important to include it this study.

3.1.1 Choosing mixed methods

Though most studies seem to be defined as either qualitative or quantitative, scholars mostly agree that they make up a continuum rather than two different species (Creswell, 2014; Dörnyei, 2007; Harwell, 2014; Leech & Onwuegbuzie, 2009). It has become more common to recognise these methods as complementary, as both approaches may be applied in combination. This is known as a **mixed method approach**, which is becoming an accepted middle course. If variables measured quantitatively seem to imply certain trends in English teaching, qualitative materials will contain real-life descriptions of these phenomena. This will give some information about what a quantitative study has actually produced. Likewise, though quantitative research has been described above as 'framed in terms of using numbers', a survey must rely on the use of words to describe the concepts in question (Creswell, 2014). In my research, the question of how teachers would like to teach pronunciation might be divided into two investigations: which methods do teachers report using when addressing pronunciation (quantitative), and why and how do teachers implement these methods (qualitative)? Likewise, what teachers teach, and attitudes to pronunciation teaching, are objects of study which might be quantified, while benefiting from more elaborate responses.

In summary, a mixed methods approach seemed the most appropriate for the present study as there are preconceived concepts from research on pronunciation and how it is *learnt*, which may be quantified. On the other hand there is scant research on how it is *taught*, calling for exploration. Interviewing teachers seemed an appropriate method for verifying the

qualitative data, and ensuring that the concepts were relatable to the teachers' situations.

3.1.2 On choosing interviews

Pronunciation teaching addresses the actions and the related decision-making teachers undertake in a complex environment. Therefore, it is vital to get contextual information concerning how teachers prefer to teach, in response to what, and so forth, and this kind of information is easiest to draw out when discussing a topic face to face. The semi structured teacher interview appears a suitable approach as it gives room to explore and follow up interesting leads that might occur and clear up misunderstandings, while still being possible to carry out within the scope of a master's thesis. In comparison, methods such as classroom observation and pupil interviews require much planning beforehand in the form of parental consent. Also, some teachers might feel intimidated, and get the impression that their practice is being evaluated if both teachers and pupils are consulted about the same matter. In comparison, teacher interviews have a higher response rate as little time and effort is required from the interviewee.

3.1.3 On choosing questionnaire as method

The focus of this study is teachers' thoughts on pronunciation teaching. Therefore, getting reports from as many teachers as possible seemed an appropriate course of action. A survey makes it possible to get information from a large geographical area without travelling to the areas it is to be administered. As a questionnaire demands very little time and effort compared to data collection through other means, for respondents as well as researchers, it is likely to get a high response rate. When contacting schools at the initial stage, some schools declined

having interviews as they had no teachers whose main subject was English. I wanted to investigate what this group of teachers though about pronunciation as well, and chose a questionnaire as the less intimidating and time-consuming alternative.

3.2 Validity and reliability

This section will define and discuss some general features of **validity** and **reliability** in research which are important to this study, while more detailed issues will be dealt with throughout the rest of the methodology chapter and the analysis chapter. According to Creswell (2014), validity in research means employing certain procedures to ensure that the outcome of any analysis is the most plausible one. In the qualitative analysis I have made an effort to provide "the reader with a depiction in enough detail to show that the author's conclusion makes sense" (Firestone, cited in Merriam, 2014 p. 166). In the qualitative analysis I have made an effort to quote the interviewees rather than summarise what they said, to give the reader an opportunity to evaluate my analysis by showing the material it was based on. While analysing the material I have asked for input from my supervisor and my fellow MA students to keep a critical distance to the material and improve the trustworthiness of the study (Golafshani, 2003).

In quantitative research, validity is achieved by assessing the instruments used to gather data (Zohrabi, 2013). I needed to make sure that the items used in the questionnaire measure the constructs I want to measure. One step I have taken to ensure this is to let a teacher answer a test version, and then let the teacher take the time to explain what each item seemed to mean. This allowed me to understand what the items seemed to mean to a layperson, and improve the wordings in the questionnaire. Furthermore, results from the

questionnaire will be presented after the qualitative part, so that I may supply the analysis with findings from the interviews as a form of triangulation. Triangulation is one of the most important advantages to mixed methods, and has roots as far back as Campbell and Fiske (1959) who proposed applying different strands in research. This typically enhances the validity of findings and helps explain findings in light of different methods.

Where validity concerns itself with the internal elements of a study, assessments of reliability may tell whether the findings would be the same if repeated over time and with other respondents (Zohrabi, 2013). In the scope of a master's thesis, I found this hard to do. Also, prioritising the amount of respondents over being able to measure reliability, I chose not to include reversed worded items. The reliability of the quantitative section comes from a relatively large number of respondents.

Qualitative reliability is achieved not through the prospect of replicating the findings but knowing how the researcher has acquired the data leaving an '**audit trail**' (Term from Merriam, 2014) which lets the reader assess the reliability of this study. In the two first chapters, I have described the theoretical assumptions the data collection and analysis was based on, while this chapter describes the process itself, and how this process might have affected the material.

3.3 Teacher interviews

The first section below will describe the creation of the interview guide, followed by descriptions of the participants and the process of conducting the two parts of the study. Thereafter, limitations of this research method and its execution will be discussed.

3.3.1 Designing the interview guide

The interview guide (found in Appendix A) includes an introduction with a description of the project and the topics of the interview, and four parts with questions about pronunciation teaching. The introduction states that the interview is anonymous and that the recording will be deleted after transcription. It explains that the data will be used to investigate how teachers at lower secondary teach pronunciation, and teachers' thoughts on the matter. Here it is also stated that a question that they have already answered, might be repeated "in part to make sure that I do not forget anything, but also because addressing directly something you have mentioned in passing might bring out a more elaborate response, making sure that I have understood you correctly" (Appendix A, p. 1). It emphasises that the interviewees' thoughts and reasoning are in focus, and that asking 'why' they do something a certain way, this is only to bring out *their* responses rather than *my* reasoning. The main intention is to make the interviewees experience the questions as less confronting.

The first part of the interview guide addresses which linguistic pronunciation units-, especially the levels, that the interviewees report working on in their classes. The guide also includes some examples, ranging from the segmental to suprasegmental level (phonemes, words, intonation and stress), and how the interviewees address these units. This is important information on its own, as pronunciation has traditionally been related to segmental focus, though suprasegmentals have, at least in theory, been given more attention from the 70s onwards. Furthermore, Kvale (2007) emphasises that letting the interviewees delineate the topic themselves through factual questions might make the rest of the interview easier to participate in, while also giving up important information. In the present study for example, this would mean that an interviewee focusing on low frequency items might suggest an

affinity for the native speaker norm. Some terms are simplified to make them more relatable to the interviewees' practice. The most salient term is probably 'single sounds', which replaces 'phonemes'/'segments'. Further, 'Words', 'Sentence stress' and 'Intonation', along with descriptions and examples represented a continuum from segmental more suprasegmental pronunciation phenomena.

The next part deals with pronunciation teaching activities with some examples: 'Repetition tasks', 'Tongue twister', 'Rules of spelling', 'Acting/theatre mimicking', 'Recasting' and 'Implicit teaching', 'Repeat-after-me' and 'Tongue twister' represent audiolingualism, or at the least the view of pronunciation as learnt from imitation without particular attention to meaning. In terms of communicative activities, 'Acting' represents holistic activities where a good pronunciation is important to 'complete' a content-focused task. Similarly, interviewees who endorse 'Implicit teaching' might consider language as mostly taking care of itself. The example 'Rules of spelling' is not meant to imply that such rules exist, but that teachers may consider the role of spelling, especially since English has quite erratic spelling conventions. 'Explain pronunciation' is described as pointing out errors while 'Recasting' is described as repeating a word which a pupil had mispronounced, a relatively non invasive form of responsive pronunciation teaching. The examples in the two parts above were not meant to be confirmed or disconfirmed as relevant, but to show the interviewees which kinds of answers I was after.

The first part also contain questions about how and whether the interviewees use school textbooks when teaching pronunciation. This is included to get a more complete impression of reported pronunciation teaching practices as books might include IPA transcriptions, tasks, audio-material and so forth. Further, this section includes questions about whether and how external factors such as for example education, curriculum aims and

colleagues influence their teaching. This section also contains questions about whether pronunciation teaching is pre-planned, takes place in response to mispronunciations, and generally how they manage time in relation to pronunciation teaching. These questions are meant to investigate conceptions of pronunciation, how prominent pronunciation was in the interviewees' minds, and not the least, how the interviewees' handling of these issues have been and might still be affected.

The third part focuses on what the teachers' consider an ideal pronunciation. I wanted especially to probe into how the teachers' ideal pronunciation might fit within a framework of CLT. This includes questions about the importance of a good pronunciation, and assessments of the pupils' pronunciation, specifically which kinds of sounds are considered most problematic for the pupils. This is followed by more direct questions concerning which variety or varieties the teachers promote in their teaching, and whether it is important to avoid having Norwegian pronunciation traits. Generally, the intention is to explore the extent to which interviewees see English pronunciation in relation to CLT, and whether they emphasised pragmatic, as opposed to ideal, conceptions of pronunciation.

The last part addresses the teachers' thoughts about pronunciation teaching and its effect on the pupils' pronunciation, as opposed to factors outside of school. These issues, and the juxtaposition of in-school and out of school factors are expected to reveal whether the teachers perceive pronunciation as something the pupils acquire or learn, and the effect they think the school is having. In light of Rugesæter's (2014) aforementioned study which raised doubts about media and its influence on pronunciation, it is interesting to find out whether the interviewees see pronunciation as 'taking care of itself', especially due to media influence. This section also considers interviewees' perceptions of their pupils' attitudes to pronunciation teaching. That is, whether teachers think the pupils are motivated and seem to

benefit from it. As the learner is the most important factor in pronunciation development it is important to take this aspect into consideration as well, insofar as it is possible using teachers reports.

The ordering of subtopics was intended to address relatively simple, descriptive answers in the beginning while dealing with more complex, possibly controversial, issues later. This sequence was designed to make the interviewees open up more towards the end of the interview. I generally tried to frame the questions as open ended, with the aim of drawing out more elaborate responses.

Before conducting the interview, I had a pilot interview with a teacher at a lower secondary school in Bergen. Here I got to consider which questions and wordings that worked, what the teacher thought about how the topic was approached, and familiarise myself with the interview situation. After the pilot interview I removed certain parts, reframed some slightly leading questions, and focused on speaking slowly.

3.3.2 Interviewees and context

Table 1: Interviewees' teaching backgrounds.

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4
Male. Inner circle, NES. 16 years teaching in Norway. Short periods teaching in Asia and an inner circle country.	Male 11 years teaching English.	Female 12 Years teaching English in Norway. 6 months in an asian country.	Female British father. 15 years teaching English.

In order to get interview subjects I contacted several schools in and around the municipality of Bergen, but due to time consumption and difficulties in getting teachers to participate, I

ended up with only four interviewees. According to Creswell (2014) qualitative research should reach a point of **saturation**, which is when new data does not shed new light on the research topic, and when there is enough material to replicate the study. Furthermore, qualitative research should ideally be marked by **purposeful selection** of participants, but the lack of volunteers for participation made both impossible. Therefore, the selection is here limited by teachers willing to participate rather than saturation and purposeful selection. The teachers have been numbered according to when they were interviewed.

3.3.3 Conducting and transcribing the interviews

The interviews were conducted in February and March of 2016 at the interviewees' workplaces. The familiar location was intended to avoid distraction for the interviewees and ensure that the teachers felt comfortable, making them speak more freely. Shortly after conducting the interviews, I transcribed the original recordings. I used a short list of symbols in order to denote anything beyond that which was said, and included phonemic transcripts where this was relevant. The symbols are described at the beginning of each interview transcript. Complete transcripts are found in Appendixes B-E, and formed the basis for the analysis. The interviews lasted approximately twenty minutes each, ranging from 15-30 minutes, approximately 11.000 words in toto. As the material was to a large extent relevant, the only parts that were removed from the transcripts were those that might reveal the identity of the interviewees and a few lines addressing other areas of focus for language teaching.

3.3.4 Analysing the interviews

The ensuing step was to code the data, ideally by drawing terms from the material, though the

interview guide made some preconceived terms appropriate. Parts of the text were given multiple codes simultaneously, if several issues were addressed in the same utterance. For instance an interviewee might address comparing different varieties of English, using phonemes as examples. Saldana (2015: 5-6) describes this as 'simultaneous coding', which is especially useful when the referents the codes describe might be seen as integrated. For an example of a coded page from the interview, see Appendix F.

Codes were mainly applied to descriptions of actions, beliefs and attitudes that were *similar*, though a few instances were labeled as 'Negative examples'. An example might be the code 'Don't disturb', which described a general unwillingness to address pronunciation in class as pupils might find this intimidating, hindering participation and communication. However, in one instance a teacher suggested that pronunciation teaching might let the pupils know that what they were saying was 'correct', thereby making them more secure. This instance was categorised as a negative example example of 'Don't disturb'.

In general, the codes were grouped thematically according to the headings for the different parts of the interview guide, albeit with certain changes. Note that this did not mean that the coded utterances occurred in that order, but that the headings from the interview guide reemerged in the coding process. Although codes were tied to certain themes, some codes were applied across themes.

3.4 Questionnaire

This section will describe the process of creating and distributing the questionnaire, as well as the process of analysing the responses, while discussing some limitations at the end. The questionnaire may be found in Appendix G

3.4.1 Creating the questionnaire

According to Creswell (2014) the main purpose of a survey is "to generalize from a sample to a population so that inferences can be made about some characteristic, attitude or behaviour of this population"(p. 157). For this study, teacher cognitions about pronunciation is the focus. Thus the survey contains questions about reported attitudes and beliefs among English teachers. As the interviews and the questionnaire investigate the same issues, the structure is quite similar, for the same reasons as listed in section 3.3.1 on designing the interview guide.

The questionnaire first deals with which levels of pronunciation the respondents consider important (words, segmental/phonemes, stress, intonation), which activities they consider important, approximately how much time they spend and how often they address this aspect of language, and which variants they promote. Concerning possible pronunciation activities, a simple description of the items the respondents rated were: 'Listen and repeat', 'Rules of spelling', 'Explaining/responsive', 'Recasting/responsive', 'Acting', 'Implicitly, respondent's pronunciation' and 'Implicitly, exposure to native speakers'. As most of these have been described in section 3.3.1, I will not describe most of them further. The only exception is the distinction between those preferring to teach implicitly through their own, as opposed to native speakers' pronunciation. The distinction was intended to reveal how important respondents considered *authentic* material when demonstrating an appropriate pronunciation, as a characteristic of CLT (see section 1). Preferring other English speakers' pronunciation might indicate more conscious efforts at teaching in a communicative manner, though issues such as insecurity concerning own pronunciation might also be an issue here.

The questionnaire further addressed whether the respondents viewed pronunciation

teaching important in English classes, if teaching pronunciation might affect the pupils' self esteem in terms of speaking, and which factors they believed influenced the pupils' pronunciation. The factors listed were: 'Pronunciation teaching', 'Watching films/TV', 'Talking English to people abroad', 'Listening materials in school textbooks' and 'Pupils talking to each other'. This list could have been more exhaustive, or included an 'Other' item, as other factors are likely to play a role. But the main point here was to compare how teachers thought pupils learned pronunciation, especially in relation to views on language learning. The items were meant to let me consider whether the respondents saw pronunciation as acquired through communication developed through instruction, and whether the respondents saw communication in school as more important than situations outside school settings.

In all but one case described below, the respondents graded statements on a four point ordinal likert scale. All but one statement included the options 'Strongly agree', 'Agree', 'Disagree' and 'Strongly disagree', while the set of statements concerning segmental versus suprasegmentals offered the options 'Often', 'Sometimes', 'Seldom' and 'Never'. An even number of options was chosen as it forced the respondents to make a choice in one or the other direction. According to Sturgis and Smith, respondents "who are fatigued, or poorly motivated to complete the survey . . . select the middle alternative when they could, if pushed, give a directional response." (2014 p. 2) Though middle answers are sometimes appropriate, the respondents would be less likely to engage and make up an opinion.

As it was uncertain whether there would be a reasonable amount of respondents I tried as much as possible to minimise the **respondent burden** (Converse & Presser, 1986), lessening the effort included for the respondents. The questionnaire could have included more points, but this required more cognitive involvement on the respondents' behalf, increasing the respondent burden. In retrospect, a "No opinion" or "Don't know" option should have

been included. This could have made comparisons more difficult, but seeing that stress was never mentioned in the interviews I may assume that many respondents had little knowledge about this phenomenon. I also considered **rank order items**, where respondents might have ranked items according to how important they deemed it to address these. This would have been interesting, and could have given more definite results as some respondents might be prone to agree with any statement, but it would definitely add to the respondent burden.

Dörnyei (2007: 104-105) warns against open ended questions in questionnaires due to problems in analysing these, but the researcher sometimes might not "know the range of possible answers and therefore cannot provide pre-prepared response categories" (Ibid 2007: 107). Consequently, open-ended questions were avoided in all but the one addressing varieties of English. Three examples of English varieties were suggested: "British English", "American English" and "Norwegian English", with one box where respondents could fill in other alternatives. According to Dörnyei, "open-ended questions work particularly well if they … contain certain guidance" (p. 107). My examples were intended to guide respondents in a question which called for relatively concrete answers.

The question was formulated as such: "Which variety/varieties of English do you try to make your pupils speak?" The predefined alternatives were ‘British English’, ‘American English’, and ‘Norwegian English’ and one open answer alternative, and each respondent could choose as many alternatives as they wished. The alternatives let the respondents know what kinds of answers they might give, with "Norwegian English" implying that nonnative variants could be considered appropriate. The main intention was to see how important nativeness was deemed in relation to pronunciation teaching. Another option could have been a question such as "Which variety/varieties of English would you deem acceptable?", which might have yielded more evenly distributed responses, but that could have made the question

slightly less tangible to the respondents. Also, it would not have dealt directly with the respondents' teaching, but rather with their assessment of the pupils' oral activity. Though assessment might affect the pupils' pronunciation, it probably does so in a less direct manner.

3.4.2 Questionnaire material

The questionnaire was distributed online through EasyQuest. I downloaded the data from the survey in CSV-format, and the data was analysed using PSPP from GNU. As there was one open ended answer, I downloaded these answers in a separate file.

3.4.3 Respondents

The respondents taught EFL at lower secondary levels in different parts of Norway. As many of the schools had integrated levels, that is schools with both elementary and lower secondary levels, some teachers might have taught in elementary school as well. However, upon making contact it was emphasised that the survey addressed lower secondary levels. A link to the survey was sent to the administrations of the respective schools, usually represented by the head teacher or someone in a similar position. As fellow M.A. students and myself had experienced difficulties in getting schools to participate, I chose to contact as many schools as possible. With a response rate of 0,67 teachers per school this was probably a reasonable strategy. I contacted 307 schools in municipals all over the country, except for the municipality of Bergen and schools nearby. Though I could have included the schools where teachers were interviewed, this was avoided because of the poor response rate. Upon making contact, I tried to to increase the chances of teachers'- and school administrations' participation and goodwill, avoiding to request more compliance than absolutely necessary.

Some of the schools responded positively, while some responded negatively, but many passed on the link and the description without answering. It is uncertain exactly which schools and which teachers chose to participate, and thus the respondents' geographical distribution, but it seems reasonable to assume that the respondents came from different parts of the country. It was possible to answer the survey from the 20th of January to the 5th of April 2016, and schools were contacted mainly at the beginning of this period.

3.4.4 Analysing the questionnaire data

After closing the questionnaire I needed to prepare the data in order to get an overview and analyse the data. Most items produced ordinal data, except for the question of which variants the teachers preferred, which was nominal. Dörnyei (2007) describes ordinal data as answers which may be ordered, but which do not correspond to a numerical scale. In responses such as "I fully agree" and "I strongly disagree", the items are not measurable on a numerical scale, but "I fully agree" implies 'more' agreement than the item "I agree". These predetermined alternatives are named and ordered in a manner that indicates the direction of the continuum. In order to analyse this data I gave the ordinal data value labels corresponding to numbers, where "1" marked the more agreement with a statement or frequency of a certain item's referent, while "4" was at the other end of the scale. For these items, the most important thing would be to compare agreement with the different statements, implying for example which aspects of pronunciation they deemed the most important.

According to Kostoulas (2013) ordinal data from likert scale questionnaires may not be appropriately summed up using mean and standard deviation, though this has been done in some studies (See e.g. Hordnes, 2013a; Rasmussen, 2015). The distances from the different

points are not numerical but ordinal. As an example, the distance between "Disagree" and "Strongly disagree" is not equal to that between "Agree" and "Disagree", but presenting these through means treats all these abstract distances as concrete, and equal. Instead, median and interquartile range will be used to show central tendency and variance in the data, not mean and average standard deviation. This might not show as much variance when presenting the numbers, as differences will not be very large with a four point scale, but when significant differences occur, this is firmly asserted. For all but one set of items, the mode was the same as the median, so this form of numerical summary will only be commented on in this instance, and will not be included elsewhere. As many items had the same median, the amount of positive vs negative responses was also part of the analysis. Responses on Likert items are presented in graphs, making the differences easier to assess when the numerical summaries are insufficient.

For the nominal measurement of variants, I reported the frequency of the different variants. Respondents were grouped according to whether they reported espousing AE and BE, other NES variants than AE and BE, those who reported non-native varieties, and those who refused to show preference to any variety.

3.5 Ethical concerns

In relation to this project, the Norwegian Centre for Research Data (NSD) was contacted. One of the purposes of the NSD is to ensure that data privacy requirements in the research community are met, and give guidance to this end. The receipt of approval from NSD is in Appendix H. Before and at the beginning of each interview the interviewees were told that they would remain anonymous, that participation was voluntary, and that it was up to them if

they did not wish to participate. The interviews were recorded, but the recording was to be deleted at a later stage. Any parts of the transcriptions that might reveal who the interviewees were, was removed. Some interviewees mentioned their pupils or children, and described their English pronunciation. As this was not compromising information, and as getting consent was impractical, they were not informed or asked for consent.

A somewhat problematic issue in this form of inquiry is that the teachers were consulted as experts, and were asked to view the questions as non-evaluating, though some form of evaluation is bound to occur. CLT has become an important background item in this thesis, but this was not mentioned in the interviews. This was in part because the focus on CLT and meaning had not been firmly established at the onset of the interviews, but also so that would avoid affecting the results. It is worth pointing out that CLT is at present the main paradigm, and as stated in the section on EFL in Norway, it should not be unfamiliar to Norwegian EFL teachers. According to the American Educational Research Association (2011), researchers should always avoid deception, barring, among others, these conditions:

> [Its] use is justified by the study's prospective scientific, scholarly, educational, or applied value; and that equally effective alternative procedures that do not use deception are not feasible (p. 152).

Pointing to CLT and pronunciation's role in communication would definitely put constraints on the teachers' responses, and skewer the result. To alleviate the fact that I downplayed this part of the research, efforts have been made to present the teachers' reports in a neutral manner, and in a way that I think they would agree with themselves. Concerning alternative ways to get the data, it is hard to see how this could have been carried out without some measure of deception.

Concerning the questionnaires, the hosting site collected no direct or indirect personal

information, such as IP-addresses. As a link was sent to the school leaders and spread at their discretion, it is impossible to get any indication of who the respondents are, ensuring total anonymity for all respondents.

3.6 Limitations of the methods and material

The most important limitation in this project is the exclusive focus on teachers. Pupils certainly have opinions about pronunciation, both in terms of how it is taught, what they wish to learn and so forth. In the initial phase I tried to include the interviewees' pupils in a questionnaire, but after getting only one positive response, I abandoned it for something that would not affect school time and that the teachers would feel less intimidated by. On a similar note, it is hard to take into account teachers' incomplete memory, how they want to appear, and so forth, but believe that classroom observation would have yielded little or no result, as pronunciation is not something teachers would address very often with learners at lower secondary school in Norway. If I had stayed in each teachers' English classes for a longer period of time, say three weeks, there would probably have been but a few instances of pronunciation teaching, and these would have created a skewered impression. Much time would be spent doing so, with little or no result, and the result would be impossible to generalise even for that one teacher, let alone English teaching in any school, district or even country.

Instead, this study may provide insights into what teachers believe to be going on in their classrooms, though this does not always correspond with practice. Borg (2015) emphasises that most research on teacher cognition finds discrepancy between reports and actual practice, probably because reports describe what teachers think *should* be done, while

practice will always be affected by pupils' preferences, colleagues, school administration, official documents, societal expectations and so forth. What self reports may show is which goals teachers consider worthy and which means they deem ideal.

In the case of the interviews, which might be considered a relatively exposing form of inquiry, response bias might have an effect on which teachers might choose to participate. This thesis aimed at getting data from a diverse group, but those whose main subject is not English were probably less likely to participate. Upon contacting schools, one school declined from participating because they had no teachers whose main subject was English. This means that a large part of the teacher population excluded themselves. It is reasonable to assume that only teachers whose main subject was English chose to be interviewed.

Another limitation is the lacking information about interviewees' educational background. In retrospect it has become clear that this would have been interesting to take into account, as some teachers might have more education in for example phonetics, which would probably have affected their conceptions of pronunciation and language in general. Though one respondent described their educational background and taking courses in phonetics and linguistics, this information would have to be collected for all participants if it were to be of any use in comparisons. This information was not obtained as I had been uncertain as to whether it was important at the onset of the interviews.

Dörnyei (2007) emphasises that "it is all to easy to produce unreliable and invalid data by means of an ill-constructed questionnaire" (p. 115). Wording of items in any survey, this one included, have considerable impact on the results, making precise descriptions crucial. After conducting the interviews it became apparent that some of the categories drawn from these could have been included in the questionnaire. For example, it did not include whether teachers might use phonetics to teach pupils pronunciation, as this seemed slightly technical

and hard to relate to teaching practice. Interviewee 1 described things happening "in the mouth", which could have been an appropriate term to use in the questionnaire.

On a similar note, minute distinctions in the wording of questions in interviews are bound to have an effect on the interviews. A notable example in these interviews might be 'Why-questions', included in the interviews. Kvale (2007) describes these as somewhat problematic as they elicit intellectualised responses and contain "more or less speculative explanations of why something took place" (p. 58). I made an effort to place these in contexts where the content was not controversial, for example when describing the pronunciation items they addressed in class, but as one teacher said she could not answer this question, then this line of questioning was problematic at least once.

In order to get enough respondents, I aimed to make the questionnaire easy to fill out, with minimal time and effort on the respondents' part. This made the questionnaire quite superficial where it could easily have been made more comprehensive. It could have included lists of pronunciation items that respondents were to rate rather than pronunciation phenomenon, or teachers might have described pronunciation teaching activities themselves. Furthermore, when using a Likert scale survey, one is always faced with the issue of whether the survey pushes respondents in certain directions and how this might be problematic. In this study, getting respondents to engage with the material without increasing respondent burden made me choose an even number of answers.

4. Results and discussion

This chapter will present and discuss the results from the interview and the questionnaire, in that order. The reader should keep in mind that this thesis deals with teacher reports. The research questions are restated for the reader's convenience:

- To what extent are notions of CLT present in lower secondary EFL teachers' thoughts on the teaching of pronunciation?
- Which aspects of pronunciation do teachers report to focus on?
- Which kinds of pronunciation teaching do teachers prefer?
- What do teachers perceive as the ultimate aims for pronunciation teaching?
- How do teachers think pronunciation develops?

As the questions are integrated, some overlap in the information presented in different sections is unavoidable. I have put the qualitative part with the interviews first as it helped me interpret the quantitative material.

4.1 Results from the interviews

In the transcriptions and citations I have used square brackets [ ] to enclose extralinguistic information about that which is not said, for example [Interviewee laughs], or to imply removed text […]. Ellipsis without square brackets … implies speech pauses. Slashes // are used to indicate phonemes or phonemic transcription when this is relevant.

The results were grouped according to the questions in the interview guide, and presented in that order. The sections addressing the different aspects of pronunciation and the

one addressing activities and approaches were, however, split into two. In the case of the different aspects of pronunciation, I have also included section 4.1.2, with the reported rationale for teaching what they taught. When discussing preferred pronunciation teaching, section 4.1.3 describes the activities teachers describe engaging their pupils in, while section 4.1.4 deals more generally with the interviewees' approach. In appendix I there is a table summarising the findings from the interviews. The interviewees will be referred to as Interviewee 1-4, corresponding with the order in which the interviews were conducted. The overview in section 3.2.2 gave some background information which might be helpful for the reader to revisit at this point.

4.1.1 Aspects of pronunciation preferred by interviewees

When describing the content matter of pronunciation, the interviewees focused for the most part on segments, though some mentioned suprasegmentals as well. The most thorough descriptions came from Interviewee 1:

> Your tongue touching your teeth in for example the th-sound . . . you know the tongue is touching your teeth … try it out and breathe out, there's the vibration, the the-sound /ð/ … and the this … and then you have the other th-sound /θ/ where there is breathing coming through

Here the Interviewee tries to make phonology tangible, describing the things happening in the mouth when two specific sounds are made, and how these sounds contrast. The minimal pair /ð/ and /θ/ is mentioned by interviewees 3 and 4 as well, along with /v/ and /w/, which Interviewee 3 also mentions. Note that the first of these contrasts have a relatively low

frequency load, indicating that the focus might be to some extent on correctness rather than increasing the learners' communicative abilities (Gimson & Cruttenden, 2008; Jenkins, 2000).

Interviewee 1 also elaborated on intonation in a similar manner:

> The kind of intonation that you have in <the asian country> always this falling like da-da-da-da-da-DA [falling intonation]. […] The Norwegian language has its own pattern of intonation and I found it, you know, funny when I first came … this. Vil du spille tennis eller? ["Would you like to play tennis?" mimicking East-Norwegian pronunciation/intonation]. And for me as an English speaker I mean I thought are they joking around all the time or … for this intonation was very strange to me.

It is important to note that this is the only respondent giving actual descriptions of suprasegmentals, while the other interviewees merely approve when I suggest intonation as an example of something teachers may address. This particular respondent's focus on form in pronunciation will also be addressed in section 4.1.4.

Though interviewees did not mention intonation spontaneously, Interviewee 3 did mention *word* stress, which is the distribution of stress within multi-syllable words: "Where's the intonation on these words, and is it different to Norwegian and similar or". In this thesis, 'stress' has denoted *sentence* stress, which distributed the emphasis of different words in sentences, but as the term 'intonation' is often used to label all suprasegmentals in some scholarly writing, it is reasonable to assume that Interviewee 3 does not refer to neither stress nor intonation in the form emphasised in this thesis. This example is drawn forth as it is the only mention of stress in all the interviews, showing its absence from teachers' thoughts on pronunciation teaching. In my material, it seems as if pronunciation teaching is still predominantly associated with segments, with Interviewee 1 describing intonation more throughly as a notable exception, and Interviewee 3 alluding to word stress.

4.1.2 Rationale for choice of items

For interviewees 1, 3 and 4, differences between Norwegian and English are most important, following the theoretical assumptions of contrastive analysis (see section 2.2). Interviewee 3 points to the "Vs and Ws and th and the z and all that, because that doesn't really exist in Norwegian". Though the lack of said sounds is often pointed to, Interviewee 4 also emphasises the potential for unintentionally changing the meaning of words: "It's like tree, or three, you know. It's two different meanings". All the interviewees report taking mispronunciations or 'recurring issues' into account as well, though the examples specified imply that these mispronunciations coincide with contrasts between the L1 and the L2. This might be because these are the pronunciation issues that come up more often, but it is also possible that they are more salient to the teachers in question, which could make them easier to remember in an interview situation. When phonemic issues are mentioned, vowels are only mentioned by Interviewee 4 as something recently immigrated pupils have trouble acquiring, while only consonants are described as problematic for learners whose L1 is Norwegian. But as mentioned in section 1.2, certain vowel contrasts (e.g. RP /ɪə - eə/ AE /ɪr - er/) have been consistently problematic for young Norwegian English learners for a long time (Rugesæter, 2014). This could mean that less salient kinds of items such as vowels go unnoticed. There is, however, no way of ascertaining this without extensive classroom observation.

Though all teachers are expected to take into account the subject curriculum, Interviewee 2 is the only one who mentions it in relation to pronunciation teaching:

> Researcher: What kind of things would you, sort of, point out then, like ... Examples here are single sounds, intonation, maybe some words ... ?
> Interviewee 2: All of them mainly. […] Then what is typical for the American dialect, what is typical for the British, . . . and that is one of the goals in Læreplanen ["The curriculum"] that you need to distinguish the different dialects.

The interviewee does not describe items that are addressed in this context, so it is hard to say anything concrete about the effects the subject curriculum aims have on his conceptions of pronunciation teaching, or whether these are used to confirm conceptions already in place. He also notes himself that it can be difficult to define a threshold or specific aims for pronunciation teaching based on the subject curriculum aims as they might be somewhat inconclusive. It is worth reminding the reader that this interviewee is the interviewee with the shortest teaching experience. As the Knowledge Promotion was implemented early in his teaching career, this might have had a larger impact on him compared to the other interviewees. At the same time, Interviewee 3, with only one more year of teaching experience, reports uncertainty when asked which factors influence her. It is possible that a shorter time as a teacher is one variable that has made Interviewee 2 more susceptible to curriculum changes, but it is hard to discern whether this is the case. Also, other factors such as personality, educational background and so on will also affect how receptive teachers are to curriculum changes.

4.1.3 Pronunciation teaching activities preferred by interviewees.

Having reviewed some of the interviewees' thoughts on the content matter of pronunciation teaching, this section will deal with the specific activities they consider it important to engage their pupils in. Interestingly, the activity which is most commonly mentioned is also the least described. Interviewees 1, 3 and 4 mention 'repeat-after-me' activities, but especially for Interviewee 1 and 3 this might seem to be mentioned at default, as it is only mentioned at the beginning of the interview, and not elaborated on. Here from Interviewee 3: "Sometimes I

give them words to practice, and ... so everybody says it together, or something like that." Interviewee 4 also reports use of ‘repeat-after-me activities’, but describes the context in which such activities are used more thoroughly:

> I do also ask certain pupils, but I don’t do it in class, I go to this one pupil that is concerned, and for instance, ask them to ... I repeat a word ... I say a word, and ask them to repeat the word after me . . . . I can do it with everyone in class. That is actually quite comical, when they all do it at the same time. Yeah.

Repeat-after-me is apparently perceived as lessening the pupils’ anxiety by taking the focus away from individuals in whole group settings. The one-on-one settings might alleviate the problem of whether the learner perceives the sound, as the teacher may assess this instantly. In this light we also see that choral repetitions and imitation based pronunciation teaching might be engendered not by audiolingualism, but CLT, as they let teachers point out possible errors while learners save face, ensuring participation for insecure pupils.

This indicates that while *some* use of this method might be a case of influence from audiolingualism, it might also seem useful in CLT classrooms as it seems to create a non-threatening environment, and requires little focus on form. It might be that the teacher ideal in Norway is one who exerts little pressure, cultivating this kind of attitude to pronunciation teaching, but it is not possible to find out using this data. This thesis has not dealt with correlations in the quantitative material, so the most clear connection between communicative focus and use of ‘listen and repeat’ was made in the interviews. For most of the interviewees the brief descriptions do not imply much focused use in the classrooms. It is likely that it is a method the teachers consider appropriate now and then, for example when initiating use of the language. As a ubiquitous stereotype of language teaching, it is also likely that most interviewees do not find it necessary to argue strongly for its use, or describe how and when it is used.

Related to ‘repeat-after-me’ activities, Interviewee 3 mentions the use of several several tongue twisters: "Year eight I would be a bit more systematic, especially in the beginning. And we would go through all these tongue twisters, Vs and Ws and th and the z and all that". Though not tied as strongly to audiolingualism as repeat-after-me activities, tongue twisters share similarities especially in segmental focus and use of non-communicative exercises which depend on the learners ability to perceive the sounds in question. The conceptions of language and language learning these exercises seem to be based on appear similar to those in audiolingualism, as seen in segmental focus and reliance on imitation. At the same time, tongue twisters are described as initiating language use in the earlier years of lower secondary school, so the use of these exercises seems to be selective. Moreover, the fun involved may also have beneficial effects on the learning.

Though repetitive tasks seem to carry some weight as pronunciation teaching activities, Interviewee 2 and 4 report using guided communicative activities with an aesthetic flair. Here from Interviewee 2: "They’ve done some acting where they are gonna be a British person ... they’re gonna be an American person and so on. So they have to practice their dialect". This activity cultivates several of the core features found to affect pronunciation. Trying to be someone else presupposes the ability to forego one’s L1 identity to some extent, at least if a native-like pronunciation is the learner’s aim. At the same time, acting lets the learner practice important traits while retaining the alternative of choosing to go ‘out of character’ again, if the learner is more comfortable doing so. If the learner manages to ‘let go’, the fun involved may also have a positive effect on learning. A potential problem with this more holistic alternative is that it may engender the same issues that audiolingualism was prone to in its heyday, namely fossilisation. Pupils who attempting to sound ‘British’ or ‘American’ might succeed to a great degree in doing so, but their success still hinges on their

ability to perceive the sounds in question when exposed to the speakers they are meant to model. This probably calls for some kind of supplement, for example close phonetic descriptions.

Another activity with an aesthetic focus is described in passing by interviewee 4:

> Researcher: Do they sing? Or is that a bit embarrassing?
> Interviewee 4: That's a bit embarrassing, but they may make lyrics, for instance."

Described only in passing, it does fit nicely on the communicative end of the continuum, as writing lyrics is ideally about getting a message across, though it is not a specific skill they are likely need outside of school. When it comes to potential for pronunciation development, this hinges on how it is carried out in the classroom. At the least it will develop the learners' implicit knowledge of the English sound system. In a holistic manner, writing lyrics requires especially knowledge of how phonemes work in sequence in order to make rhymes, and how stress functions in language, in order to make coherent stress patterns. Interviewee 4's hesitant attitude on the pupils' behalf when it comes to doing potentially embarrassing activities probably means that the lyrics are not performed. Though the implicit knowledge promoted in the mere writing of lyrics probably has an effect on the learners' production, some kind of performance would be likely to enhance this effect.

By and large, the teachers are not very detailed when describing pronunciation teaching activities. It seems as if the more traditional ones; (tongue twisters and repeat-after-me) are mentioned as slightly obvious examples, while the more communicative ones (acting and writing lyrics) are mentioned mostly in passing. In the case of the latter, uncertainty about the pronunciation learning potential could be the reason, though this is merely a hypothesis.

4.1.4 Interviewees' focus on pronunciation

Though pronunciation teaching activities are important in assessing teachers' thought on pronunciation teaching, it is also important to consider how the teachers report to address the phenomenon when dealing with their pupils, without describing specific activities. A salient point here was that Interviewee 2 and 4 reported to have little explicit focus on pronunciation, focusing on 'learning by doing'. This stance is exemplified by Interviewee 2:

> I feel that if you stop the students a lot you will make them scared of talking, they will be more afraid of saying something that's not correct . . . . So for me it's more like improving the vocabulary. And I know a lot of teachers don't agree with me on that, but ... that's something in my head. I can't justify it [Interviewee smiles. Researcher laughs.]

He seems somewhat unconfident about choosing not to engage in form focused pronunciation teaching, in his words due to school culture, though he possibly also has in mind the interviewer who has chosen to write a master's thesis on the subject. It is uncertain whether colleagues *actually* espouse correction of mispronunciations, or if he only suspects this. Nonetheless, he sees himself as resisting peers who focus more on correctness. Despite reporting to avoid explicit teaching of pronunciation, he concedes that "… if they have repeatedly words they mispronounce, I often write them down, and they have to practice that word". Attending to the productive part of pronunciation seems appropriate on certain occasions for his part, but only with communicative items such as words, or in communicative settings in the descriptions of acting given above.

Both interviewee 2 and 4 consider focus on correctness in pronunciation problematic, potentially keeping the pupils from participating. Conversely, Interviewee 2 says:

> They maybe get a little bit more . . . confident, if they know that they are speaking proper English. And it might be easier for them to speak in class too. Because a lot of students have problems speaking in class too, because they don't feel the skill level is high enough.

This might *seem* to contradict the preceding paragraph, but it implies that he is unable to get rid of the notion of correctness, which he considers to be detrimental. If we assume that schools as institutions engender a notion of 'correctness', which EFL teachers probably interpret as nativeness, it might help unconfident pupils if they know more about a native-like pronunciation and how to attain it. Letting the learners take the leading role in their learning, this interviewee expresses a wish to take the pupils' worlds into account.

Similarly, though Interviewee 4 also reports a hesitant attitude towards form focus in pronunciation, she reports focusing on it in some contexts. Here, an adapted IPA is described:

> [On children with a 'foreign background'] I have one boy. He hardly knows a thing . . . . I've written. You've got the whole alphabet, and I wrote in Norwegian how you would pronounce it. I did not use the phonetic alphabet.

In this instance she uses the Norwegian alphabet as a starting point, though the boy's first language is not Norwegian. The language is not disclosed, but it is safe to assume that the phonologic patterns in Norwegian are different from his L1. It is also uncertain how she elaborates from this point, considering the erratic spelling conventions of English. Many teachers have heterogenous classrooms, in terms of both language backgrounds and competence. Here CLT might possibly be seen as a hindrance as it depends a common modicum of English knowledge to be effective. If a portion of the class are able to engage with complex learning materials such as movies or plays, while others struggle with repeating initiatory utterances in the target language, it will be hard to create meaningful activities where the whole class participate. In such a climate, whichever group make up the minority is

likely to suffer for it. Though descriptions here are related to pronunciation teaching, mixed levels classrooms are likely to be an issue for other aspects of language teaching as well, but as was found in the material Jenkins (2000) assessed, pronunciation was the biggest cause of communication breakdowns in NNES-NNES communication. This could imply that pronunciation needs extra attention in CLT based classrooms with mixed proficiency levels.

While Interviewees 2 and 4 report to avoid explicit focus on pronunciation, we saw in section 4.1.1 that Interviewee 1 describes this pronunciation item in some detail. "This falling [intonation] like da-da-da-da-da-DA [falling intonation]. And this is interesting for them to be conscious of I think [and] the Norwegian language has its own pattern of intonation." In his descriptions he does not focus on specific patterns (e.g. the intonational pattern associated with yes/no questions) but rather the phenomenon itself, where the pupils might notice and explore the plethora of patterns. This seems especially likely as examples are found in other languages than English, without any reference to interference from L1s on English as a L2. Along with this he encouraged covert practice, pointing to one of the important uses of formal knowledge about language where the monitor device may be put to use: "So I try to make them aware of that . . . and listen to the intonation, the kind of patterns that we have in English . . . Try and mimic them". Apparently, this interviewee favours general awareness raising rather than specific suprasegmental items. This *could* imply that he did not know specific patterns, but a more likely interpretation is that specific patterns are avoided because there are so many, and the meaning of any pattern depends on the context in which it is used. Beyond high frequency patterns such as yes/no questions, learners need to know that intonation is a phenomenon, while the full extent of its functions must be experienced through exposure and use. This is an interesting, and in this material isolated, example of non-invasive focus on specifics of pronunciation.

Concerning the interviewees' conceptions of pronunciation, it is interesting to note that Interviewee 1 juxtaposes the former prime minister of Norway's nonnative-like pronunciation with his intelligence "Stoltenberg, a very intelligent man […] still has this accent that is […] not really that good in English.". He seems to imply that a nonnative-like pronunciation normally does not indicate high intelligence. The notion that foreign language pronunciation is linked to intelligence has been found among NES and NNES alike (Hordnes, 2013a; Lippi-Green, 1997), but for teachers this could have particularly detrimental effects on the pupils. On the one hand, the manner in which pronunciation is dealt with might cater more to pupils who prefer analytical thinking, and as the patterns of pronunciation are emphasised elsewhere, this might be the case. But, he emphasises that varied teaching *is* needed as different pupils learn differently:

> I mean you want [to] give them the kind of teaching that can help as many as possible. So there are some who are more audio, some are more visual, and I try and have variation in that […] It's very simplistic but you think [some students] have kind of a ear for language. And they pick things up quicker and they're able to catch on to the intonation and the different patterns and the pronunciation much quicker than others.

Different manners of learning language skills, pronunciation included, are described as important, and valid, while some seem to pick up native-like pronunciation without reference to intelligence, but 'ear for language' (notably, the group of learners who seemed to benefit more from the audiolingual approach). This implies a more complex understanding of the matter, and it might be possible that the juxtaposition of intelligence and native-like pronunciation stems from an *understanding* of problematic attitudes to NNES varieties rather than *perpetuation* thereof. However, most of the descriptions of pronunciation teaching seem to cater to analytically minded learners, suggesting an understanding of intelligence as a prerequisite for attaining a native-like pronunciation in an L2. This understanding might have

an impact on the teaching, and as this form of teaching possibly has a larger effect on learners who prefer analytical thinking, the perceived link between intelligence and pronunciation development might be reaffirmed.

The fact that this interviewee focused a lot on form is interesting both as he is a NES, but also in lieu of his emphasis on using the language in class.

> "You surround them [the learners] with language. And that's what I try and bring into the English classes that I teach . . . . So I say to the students . . . this has to be an English environment. I even tell them it's kind of awkward for you to speak [English] to each other. . . . But you have to give it a try. And I kind of walk around like a watchdog when they have group work."

According to Jenkins (2000), many NES language teachers pay less attention to form, and rely more on their intuition as NES. The interviewee also states the effects of his phonetics training and learning an L2: "I've studied a bit of phonetics and linguistics from university". This, as well as learning Norwegian, seems to have had a large impact on his conceptions of pronunciation and pronunciation learning. As Norwegian is a language learnt mainly in Norway, while one may be exposed to English most places in the world, it is interesting to consider that NES teachers who speak Norwegian might be *more* aware of difficulties in language learning. Many Norwegian EFL teachers have probably more or less acquired English at a relatively early stage, remembering little about how they learnt and L2. This example might imply that the NES status of Interviewee 1 might have led to *more*, rather than *less*, form focus.

Interviewee 3 stands somewhat out from the rest of the group as the only one who focuses on the relation between written and spoken form: "If it's something that crops up when they are reading or speaking in a group, I tend to repeat that […]. Especially with plural forms of woman and women, 'cause they read what is says [and] […] say it the wrong way."

The erratic spelling conventions of English are here drawn forth as a cause of mispronunciation. As the only interviewee who does not describe exposure and oral communication in relation to pronunciation teaching, it seems likely that reading figures more prominently as an opportunity for practicing pronunciation for her compared to the other interviewees. Further, she recognise the problems English spelling may cause.

Note that Interviewee 3 describes, in this quote and elsewhere, a corrective response to the pupils' pronunciation. Interviewee 1 does not describe it, while interviewees 2 and 4 explicitly report to avoid it. Though corrective feedback has potential for enhancing pronunciation development, interviewees 2 and 4 emphasise that adolescents are often vulnerable, and might react negatively to this in terms of willingness to speak. From the brief mention we may not ascertain how this is carried out, and thus how imposing the corrections might be, but nonetheless, Interviewee 3 stands out as reporting corrective behaviour.

In this section, a range of attitudes among the interviewees have emerged. For interviewees 1, 2 and 4, participation in English is described as pivotal for pronunciation development, but there seem to be somewhat different notions of how the interviewees themselves promote participation in class. Interviewee 1 seems to have adopted a role where he pushes the learners into using English, while interviewees 2 and 4 seem to make efforts to make participation in the target language as welcoming as possible. These two interviewees seem to agree that only a minority of insecure or otherwise struggling pupils need specific pronunciation teaching.

4.1.5 Interviewees' ultimate goals for pronunciation teaching

For teachers 1, 3 and 4, there is a clear sense that having a near native pronunciation is preferred to one allowing nonnative traits, though they differ in how they asses the difference. Interviewee 3 is the most assertive in her descriptions:

> Interviewee 3: You don't have to speak British English, so long as you speak **correct**. You can speak whatever English you want, so long as it's correct. . . .[…] [My emphasis]
> Researcher: Do you think it's important to have a pronunciation without a strong Norwegian accent?
> Interviewee 3: I try to promote it as much as… well ... a bit.

It is reasonable to assume that 'correct' is a NES variety. It is not explicitly stated that AE and BE are the only acceptable options, but it is uncertain whether the interviewee would be able to assess the correctness of a pupil's Jamaican English pronunciation, as an example. When the interviewee is later asked whether Norwegian traits are accepted, she hesitates, but maintains native-like pronunciation as an aim. Here, social desirability probably comes into play, as she might be trying to give the 'right answer', while being uncertain about the appropriateness of the native speaker norm.

Though sharing a preference for a native-like pronunciation, Interviewee 1 shows some reservations. Parts of this quote was also presented in section 4.1.4:

> The most important thing is that […] the English speaker doesn't really have to strain to understand them […]. Stoltenberg, a very intelligent man […] still has this accent that is not […] that good in English. But he's still able to communicate, and he has a very good vocabulary. […] People can understand him without straining. But I mean, the top level, what we're ultimately aiming for, is that they're speaking more and more like a native speaker.

Interviewee 1 describes how he uses a NNES as a model for someone who is understood, and as such has an acceptable pronunciation, but at the same time, the pronunciation is 'not really that good in English'. Both the views that pronunciation skills supports learners' communicative competence, and that a native-like pronunciation is better, are reflected

elsewhere in the interview as well. Teacher 2 stands out as the only one who does not seem to give a native-like pronunciation a preferred status: "Because if they do use the language outside of Norway, nobody would care if they have, like, a Norwegian accent. People would assume that's normal." As seen in section 4.14, his goal is the ability to communicate.

Like Interviewee 1, Teacher 4 also prefers a native-like pronunciation, but thinks that the ability to communicate is more important:

> Interviewee 4: Of course that's the perfect thing if they sound like they come from an English speaking country. But it's so rare that that's not my main focus . . . . I feel that if you can communicate, well, that's the main focus. But of course it's always a plus if you have a good pronunciation in addition to communicating well. […] One of the boys has a perfect British pronunciation, and the other one has a perfect American pronunciation. […]
>
> Researcher: Which variety of English do you think the pupils [in general] try to speak?
>
> Interviewee 4: American. […]
>
> Researcher: Do some pupils seem to lean towards other varieties?
>
> Interviewee 4: Well that one. [Smiling] I'm telling him it's music in the ears of your teacher, I've told that.

As well as showing preference for native-like pronunciation, these statements also show the interviewee's preference for the BE variety. All the interviewees describe this variety as preferred by many teachers, but Interviewee 1 emphasises change in this respect:

> From what I understand there is [was] much more emphasis on British style English previously. But I think the new generation, and I've heard a lot of older Norwegian English teachers who have said that the trend is more that they're speaking American type of English. North-American type English.

This implies that the role of BE is changing, but although Britain has lost its hegemonic sociopolitical status, its linguistic status seems still to be strong.

Where Interviewee 1 believes that the role of BE is changing, Interviewee 2 hypothesises a correlating variable found in learners speaking BE:

> The highest level of students will be doing more, like, the British English, and they often find it is a little bit fun to try to speak as proper English as they can [clearly enunciated] So I think that the higher skill levels they have, then normally they speak more ... the British English.

The learners described here seem to have the same attitude as those Rindal (2010) studied, who used English varieties as identity markers. As several interviewees view BE favourably, it is likely to assume that pupils pick up on this. It is uncertain whether BE speaking teachers cause pupils to adopt this variety, or whether it is simply the notion that BE is tied to education. In both cases, this could be problematic as teachers might view certain pupils' speech more positively, based on factors that should be irrelevant. Secondly, if a BE pronunciation is perceived as tied to education, this is likely to affect learners' perceptions of people from outside Britain. While one of the expressed purposes of the English subject is to gain "insight into the way people live and different cultures where English is the primary or the official language" (p. 1), presentations of English speaking cultures in EFL subjects might have a huge impact on attitudes to people from these cultures. As such it is important to use representatives of different varieties that reflect pluralism within speech communities. It should not come as a surprise that people who speak BE are not all highly educated, and most Americans are not markedly 'laid back'.

All but Interviewee 3 explicitly describe the ability to communicate as 'first priority', while native-like pronunciation is described as the 'ultimate goal' for all but Interviewee 2. This manifests how difficult it is to pinpoint intelligibility when setting priorities for learning. Intelligibility is only described as a goal learners may strive towards when one interviewee describes some of the newly arrived immigrants as pupils who do not have an intelligible pronunciation. There seems to be a clear understanding of BE as tied to education, but also an ideal that is on the wane. AE is reported to have become the most common spoken variety

among pupils due to the ubiquitous influence of the media. The material indicates a preference for NES as speech models, albeit with concessions for most interviewees' parts.

4.1.6 Factors interviewees believe affect pronunciation

A central motif when the interviewees describe what they believe affects their pupils' pronunciation, is 'media' in some form or other. According to Teacher 1 "some of them are watching television, so they are hearing it. So we have an advantage in Norway compared to other countries". The advantageous position of Norway is probably understood as related to extensive use of subtitling over dubbing on TV.

Though there seems to be an understanding of pronunciation as affected by factors outside of school, teaching is also described as an important factor:

> Interviewer: What do you think has the biggest influence on your pupils' pronunciation? Like, movies, talking to people abroad, listening material in school, you maybe?
> Teacher 3: I think maybe I've got something to do with it, and all these TV-series, and films ... yeah.

A similar view is expressed by Interviewee 4, though both express some uncertainty through unassertive wording, and by simultaneously mentioning media less ambiguously. For these interviewees especially, it is uncertain what the effects of teaching are. As stated by Interviewee 3 on the effects of pronunciation teaching: "Some of them [the pupils] remember, and some of them don't remember". As all except Interviewee 2 describe different pronunciation teaching at length, it is likely that pronunciation teaching is considered important, but other factors are probably seen as playing a bigger role in its development. Taking into account Interviewee1's elaborate descriptions of pronunciation form and encouragement to mimic intonation patterns, pronunciation teaching might in his case be seen

as enhancing the processes going on outside of school.

Creating authentic communicative situations at school, Interviewee 2 reports using Skype to engage pupils in communication with pupils abroad. He says that the pupils seem to pay more attention to their pronunciation in these contexts: "I often see the ... when we're doing the skyping how students try to pronounce it a little bit more than they would do in class, and often they ... they speak a little bit more slowly." This statement demonstrates belief in pronunciation as developing effectively in authentic communicative settings, possibly making form focused activities less important. The learners' improved pronunciation seems to be an example of negotiation of meaning, also resembling the accommodation skills described by Jenkins (See section 2.5.1).

Interviewee 1 and 2 also point to authentic communication, but in the context of travel: "Even places like Spain and Italy, I mean, you know, the only choice for them is to speak English. So they will need it." Travelling is here described as a factor that motivates learners to improve their language skills, through pronunciation is not specifically pointed to. Interestingly, Interviewee 3 stands out as she does *not* think travel has an effect on the pupils' pronunciation:

> Not so much talking to people abroad because they don't really ... well ... they don't necessarily go to Britain or America, they go to Germany or France or Spain or ... and yeah, they don't really pick up the German way of speaking English, so to speak [both laughing]. So yeah.

This statement also displays the low status Interviewee 3 ascribes to English with nonnative traits, an attitude also apparent in some of Interviewee 4's responses. The two statements juxtaposed show the minority view held by Interviewee 3, where authentic situations are not important for pronunciation development.

As seen in this section, the interviewees offer different answers to why certain pupils

sound native-like; ear for language, preference for certain BE varieties over other varieties; higher skill level, or struggle more with pronunciation; little education and other L1s. Though most of the interviewees mention teachers as having an influence on the pupils' pronunciation, the factors that are elaborated on, and which thus must be seen as more important, are factors that the educational system has little effect on. It is possible that this could lead to a 'pronunciation teaching fatigue', though most descriptions of pronunciation teaching activities imply the contrary.

4.1.7 Summary of the interview material

In terms of aspects of pronunciation, the interviewees seem for the most part to have a fixed segmental focus. These issues might stem from the salience of the items when contrasting Norwegian with English, as is done several places in the interviews. It might also stem from a prevailing influence of structuralism, where the discrete elements were considered as the main building blocks. Suprasegmentals *are* described by one interviewee, but as a general phenomenon, not with reference to specific patterns the pupils might struggle with.

For interviewees 1, 2 and 4, oral participation in English is described as pivotal for pronunciation development, but there seem to be somewhat different notions of how the interviewees themselves promote participation in class. The most salient difference is that Interviewee 1 seems to have adopted a role where he pushes the learners into using English, while interviewees 2 and 4 seem to make efforts to make participation in the target language as agreeable as possible, though all describe several traits of CLT in their teaching.

Most interviewees seem to think that only a minority of insecure or otherwise

struggling pupils need specific pronunciation teaching. The most salient remnant of audiolingual methods, 'listen and repeat', is described either as activity conducted in passing, or with the few struggling pupils in mind, indicating a limited use. Other pronunciation learning activities seem more focused on knowledge about the language and comparing varieties, as for especially Interviewee 1, or aesthetic activities, as for interviewees 2 and 4. The interviewees seem to agree that pronunciation is heavily influenced by media, and that most of the development goes on outside of school.

In terms of 'correctness', there is an understanding of communication as the *most important goal*, while nativeness is the *ultimate goal*. These emic terms point to how the ability to communicate is something the pupils *must* learn, which is thus most important. However, a native-like pronunciation is inherently seen as the ultimate goal the pupils should strive for. Note that most of the problematic phonemes described, as well as word stress, relate more to correctness than possible communication breakdowns. The exception is Interviewee 2 who offers some opposition to this idea, but takes into account that the pupils' might want to sound native-like. This is counter to Interviewee 3's emphasis on correctness, indicating that there are variable opinions on the matter among the interviewees.

4.2 Results from the teacher questionnaire

In this section, the results from the teacher questionnaire (found in Appendix J) will be presented. Likert items will be summarised in charts where positive responses ('Fully agree' and 'Agree') are positive numbers, while negative responses ('Disagree' and 'Strongly disagree') are negative numbers. This is in done in order to visualise the numbers in question. The columns will be presented group wise according to which research question is addressed,

and items in the groups will be ordered according to how many positive vs negative responses they were given, with items ranked more positively placed higher, while items receiving negative rankings placed towards the bottom. The only exception to this ranking will be if two items are differently ranked when using median as a measure of central tendency, as opposed to the amount of positive rankings. If an item has fewer positive rankings, but a higher median, it will be placed to the left, and considered as having received a more positive ranking. The interquartile range will also be given as a measure of the spread of the responses.

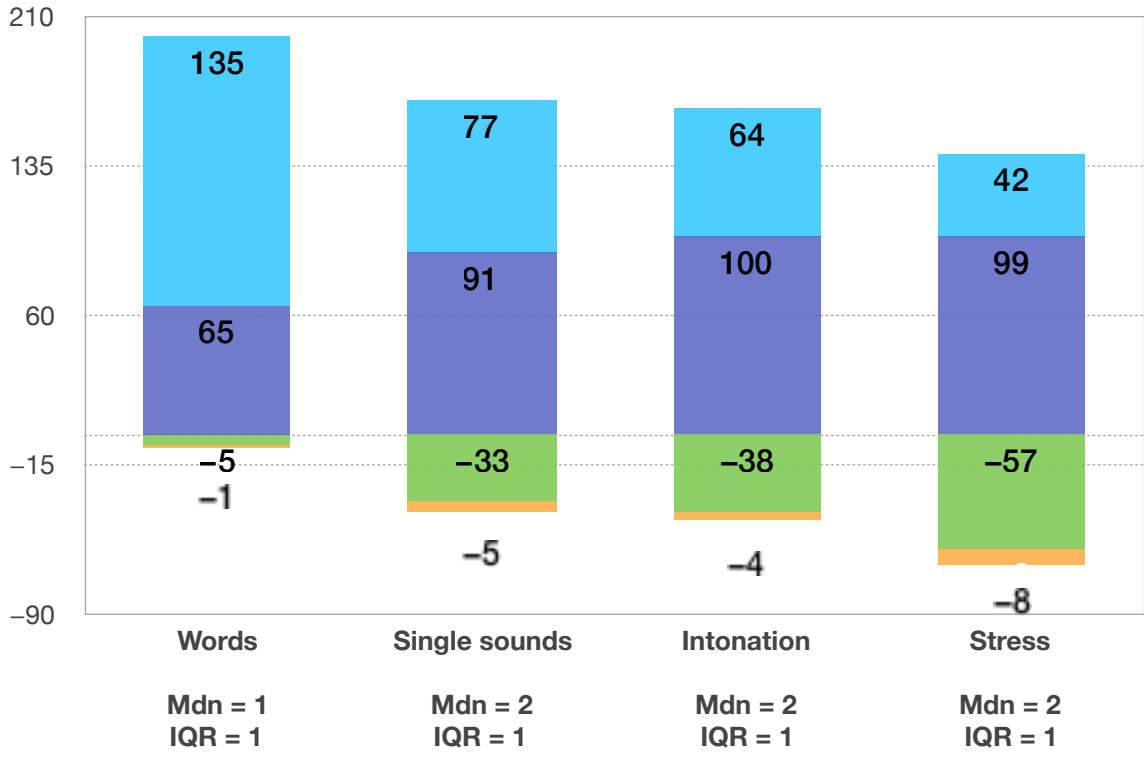
The responses concerning which variants of English the teachers tried to make their pupils speak are nominal, and will therefore be presented in a pie chart, which is more suited for this purpose. The respondents were here able to choose several alternatives, and fill in their own, which makes it unwieldy to present all alternatives. Therefore, responses to this question have been grouped according to whether they showed preference to "AE and/or BE", "AE and BE + other NS", "Included nonnative varieties" or "No specified variant.". It is important to note here that the groups "AE and BE + other NS" and "Included nonnative varieties" might also include AE or BE. I also made a chart where the group "AE and/or BE" is distinguished according to whether respondents chose "BE", "AE" or "AE and BE".

There were seven incomplete answers to the survey. As respondents might have been interrupted and answered the survey later, including these answers might incorporate duplicate answers from these respondents. The incomplete answers made up 3,3% of the total population and were therefore unlikely to have any impact if they were included. For these reasons the incomplete answers were excluded, making n=206 on all items.

4.2.1 Aspects of pronunciation preferred by respondents

In the first part of the survey the respondents rated different levels of pronunciation according to approximately how often these were addressed. The rankings are 'Often', 'Sometimes', 'Seldom' and 'Never'. The levels of pronunciation are listed with illustrative examples of the pronunciation phenomena.

Figure 1: Preferred aspects of pronunciation



In my data words are the preferred items, indicating a pragmatic approach to pronunciation teaching as these are relatable to all aspects of language learning. Though 'Intonation' and 'Stress' are also realised in meaningful units such as sentences, 'Words' is the only exclusively meaningful item here. This survey has not addressed whether or not the respondents focus on explicit knowledge about pronunciation, such as descriptions of what happens in the mouth when we speak and so forth, but avoiding specific items might indicate that the respondents avoid explicit teaching *about* pronunciation, and that pronunciation might not be given much exclusive attention.

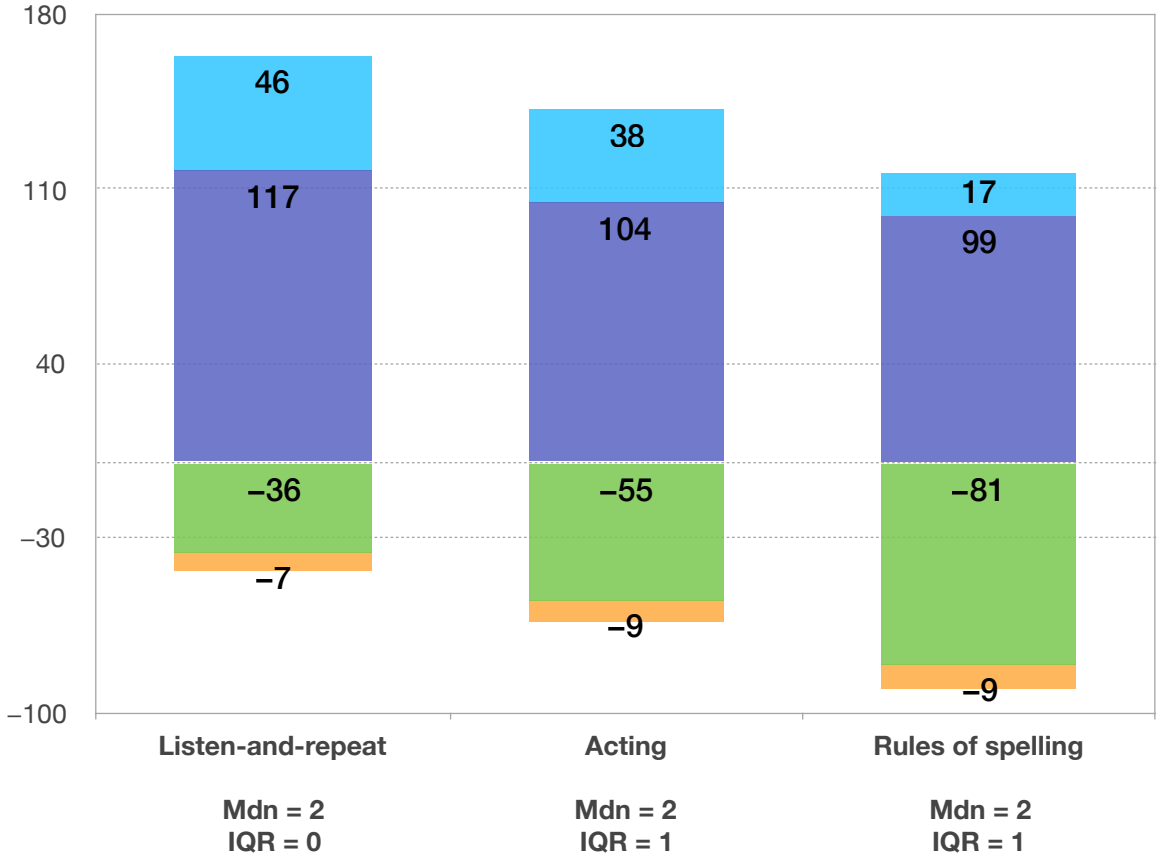
Among the more specific pronunciation items the respondents reported that ‘Single sounds’ was given only slightly more emphasis than ‘Intonation’, whereas this level of pronunciation has not been observed as taught in any classrooms. Preferences for phonemes might reflect views of these as more tangible compared to suprasegmentals, possibly due to the prevailing influence of conceptions of pronunciation seen in structuralism. The small difference between these items might indicate that teachers are aware of intonation and may know or have heard that it is important in communication, while being uncertain about how this works in practice.

There are two concession concerning this part. One is that some respondents might have conflated the *concepts* with the *examples* which were meant to illustrate the concepts. If this was the case, rather than rating how often they addressed phonemes, the respondents might have rated how often they addressed the described phonemes, /θ/ and /ð/. Secondly, it is also possible that these items divulge more precise information about respondents’ *knowledge*, as implied with the item ‘Stress’. On the other hand, some knowledge is needed to consider an item’s importance in pronunciation teaching. These issues could have been alleviated by including a ‘No answer’ option, or something similar in the survey.

4.2.2 Pronunciation teaching activities preferred by respondents

This part of the survey addressed how teachers preferred to address pronunciation. Here is an example of how the items were phrased: "I teach pronunciation using ‘listen and repeat’ exercises", and the items were ranked thus: ‘Fully agree’; turquoise, ‘Agree’; purple, ‘Disagree’; green and ‘Strongly disagree’; yellow.

Figure 2: Preferred methods of instruction.



In figure 2 we see that most teachers prefer using 'Listen-and-Repeat' methods when addressing pronunciation, with 'Acting' as the second most preferred. There is, however, a decent amount of negative responses to all the items in this group. This *might* indicate that many respondents hold negative views towards the examples of pronunciation teaching activities. Another interpretation could be that respondents avoid teaching specifics of pronunciation. When the respondents rank 'Listen and repeat' the highest, this probably reflects audiolingualism's prevailing influence on pronunciation teaching, as the last widespread approach within language teaching to focus on extensively on pronunciation, or the fact that it is relatively convenient, as implied in the interviews. This item also has an interquartile range of zero, showing that the respondents were quite uniform in their assessment of this method. Though this material is based on self report, it corroborates to

some extent the findings of Foote et al. (2013) Kessner (2016) and Tergujeff (2012).

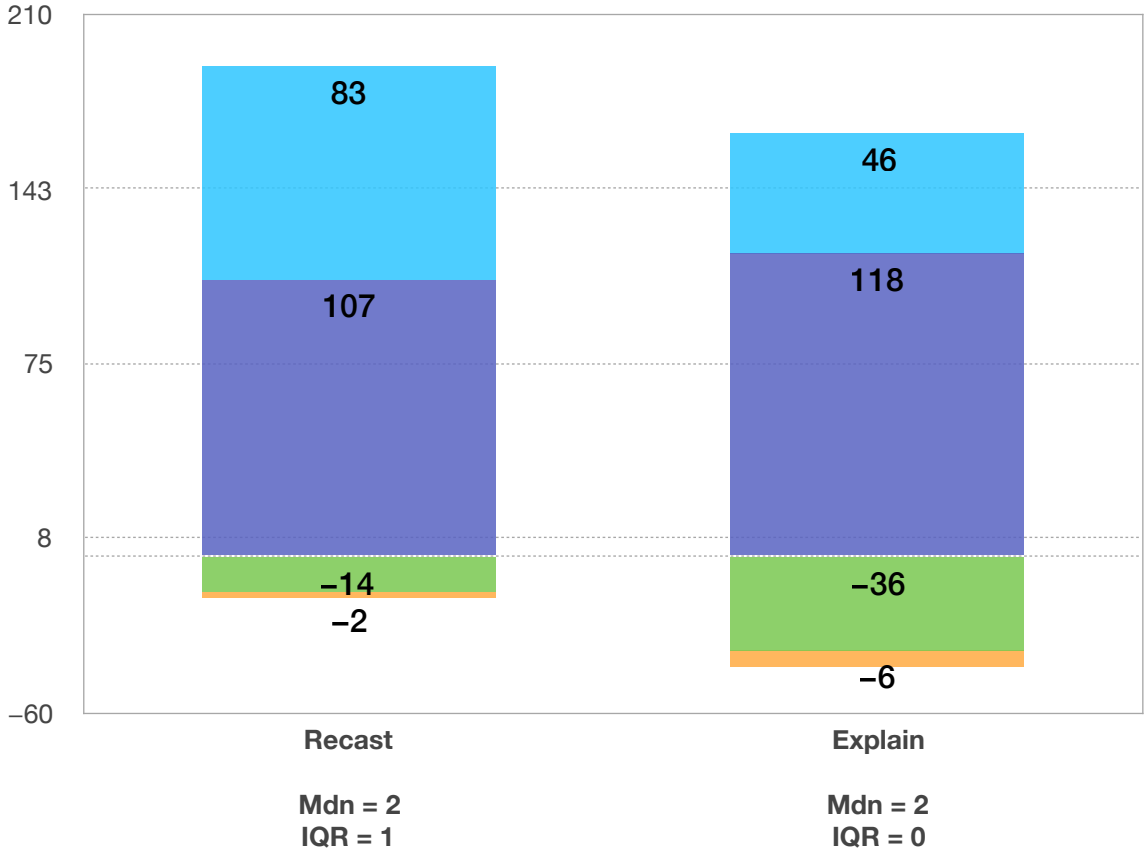
While the audiolingual approach has strong ties to specific methods, CLT is marked by a lack of specific methods. Respondents who do not prefer 'Acting' as a method of pronunciation teaching might think of other kinds of communicative pronunciation activities. Due to the relative freedom of the current ideal in language teaching, an exhaustive list of methods is impossible to create. It is also possible that the respondents consider 'Acting' as *representing* communicative activities. Considering that 'Acting' was ranked close to 'Listen-and-repeat', especially compared to 'Rules of spelling', this might be an indicator that communicative methods are viewed favourably in the area of pronunciation teaching, while audiolingualism still exerts most influence. When so many respondents report negative views towards addressing pronunciation through the 'Rules of spelling' this implies that orthography is for most respondents not seen as influencing pronunciation very much, and possibly a wish to move away from what Hismanoglu and Hismanoglu (2010) described as 'traditional pronunciation teaching'.

4.2.3 Appropriate responses to mispronunciation

The chart in figure 3 shows the respondents' preferences concerning two kinds of responses to mispronunciations the pupils make. 'Recasting' is described in the questionnaire as repeating a corrected version when a pupil mispronounces a word, while 'Explaining' means *explaining* how the word should be pronounced, focusing more on pointing out the errors.

The respondents seem by far to prefer 'Recasting', which was intended to represent the less invasive option. We should be aware that although I describe this kind of response as less intimidating, this depends on how a teacher might carry it out, and the respondents'

Figure 3: Appropriate reactions to mispronunciation



interpretations might differ from the one I came up with after piloting the questionnaire. Saying 'It is pronounced *neighbour* /neɪbɜ:/!' could feel quite embarrassing for a pupil, while repeating the word in a follow up sentence (e.g. 'What did the *neighbour* /neɪbɜ:/ say') probably feels less so, but both might be examples of recasting. As the two items appear next to each other in the survey, the most probable interpretation for the respondents was probably that the two were seen as juxtaposed, with 'Recasting' as the less direct alternative. That being said, both items are given a positive rank. This could indicate that the respondents prefer not to delve too much into pronunciation (cf. sections 4.2.2, 4.2.1 and the next section), they might still see a need to address pupils' mispronunciations.

4.2.4 Reported contexts for addressing pronunciation

Figure 4: Contexts for addressing pronunciation

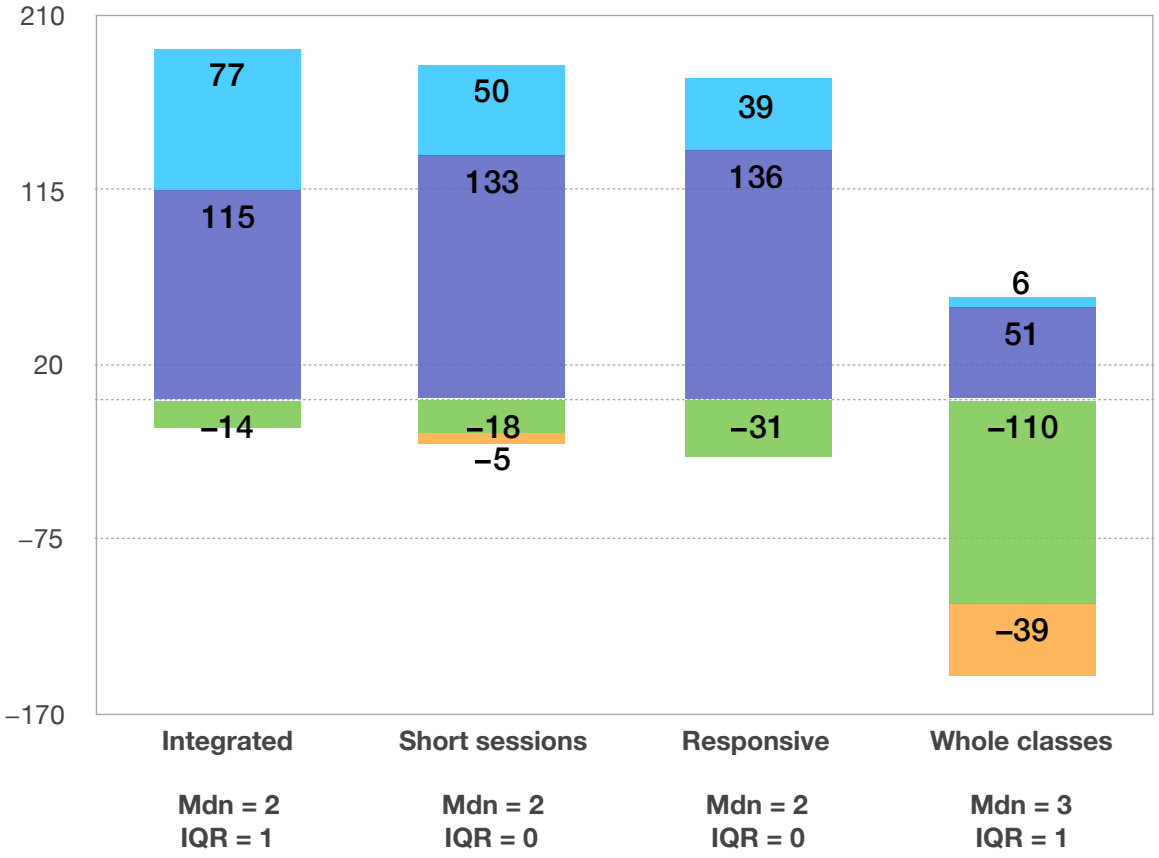


Figure 4 shows the contexts in which the respondents prefer addressing pronunciation. Most respondents seem to prefer integrating pronunciation teaching when dealing with other topics, though 'integrated' is a slightly ambiguous term. For some respondents this might be dealing with pronunciation without telling the pupils so explicitly. Other respondents might consider the term more exclusive, restricting it to sessions where pronunciation is explicitly addressed but the *main* focus is elsewhere, for example when pointing out important traits in an English variety when watching a clip on youtube, as Interviewee 1 reports doing. It is also possible to see corrections as integrated, though their placement in the survey implies a measure of juxtaposition. That being said, the positive ranking of this item makes it clear that the respondents prefer not to dedicate time to pronunciation exclusively.

Most respondents seem to view 'Short sessions' and 'Responsive' in a positive light. Note that the item 'Responsive' was described in the survey as addressing pronunciation

when a mispronunciation occurs. Though we might not ascertain the directness of these responses (cf. 4.2.3), we again see that teachers are not very inclined to devote much time to only pronunciation. However, some respondents answered 'Strongly disagree' to the item 'Short sessions', while none did so to the item 'Responsive'. The negative answers to the former item may imply that some teachers have no preplanned activities relating exclusively to pronunciation, while all respondents have to deal with their pupils' mispronunciations to some degree. The item 'Whole classes' stands out as the only item in the whole survey with a negative median and mode. As with 'Short sessions', this might imply that the respondents do not spend much preplanned time addressing pronunciation, and states quite clearly that few respondents spend very much focused time on this area of language teaching, when and if preplanned sessions occur.

Figure 5: Frequency of focus on pronunciation

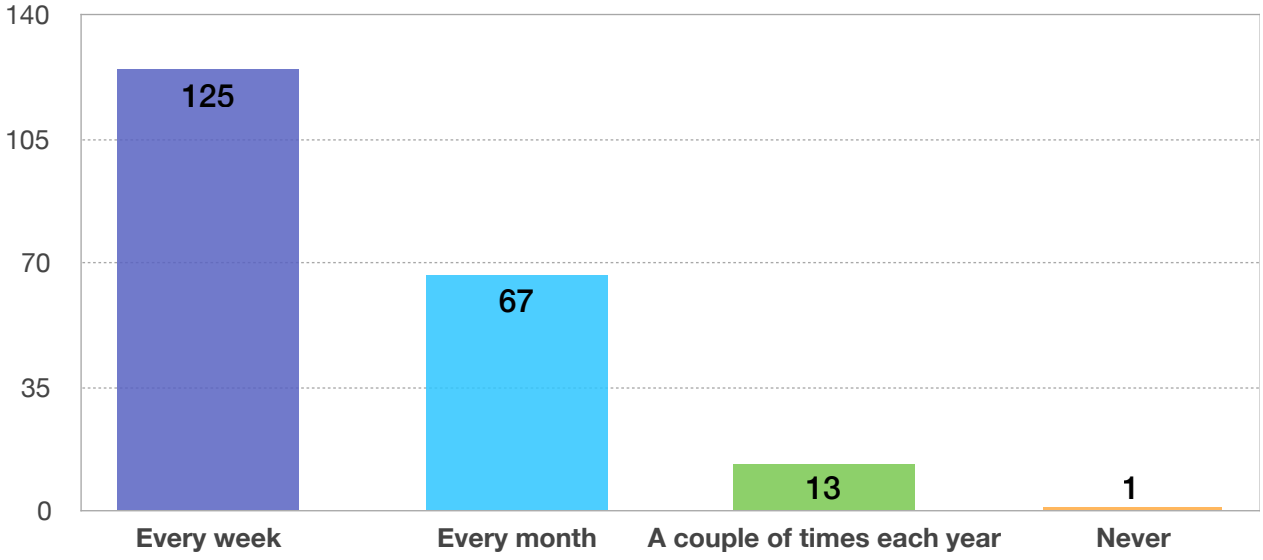


Figure 5 shows respondents' approximations of how often they addressed pronunciation in one class. The majority report addressing pronunciation on a weekly basis, though it must be said that the different respondents' conception of 'addressing pronunciation' is bound to affect the answers to this item. It is uncertain whether this includes

only corrective feedback, or discussing an English speaker's pronunciation, or both.

In light of how the respondents rated different kinds of activities, it might seem as if pronunciation is dealt with often as reactions to mispronunciations, or in relation to exposure of different kinds. As short and whole class sessions were viewed less positively, it seems generally as if the respondents consider pronunciation as something they do not need to devote much time to, beyond reactions to mispronunciations.

4.2.5 Respondents' preferred pronunciation goals.

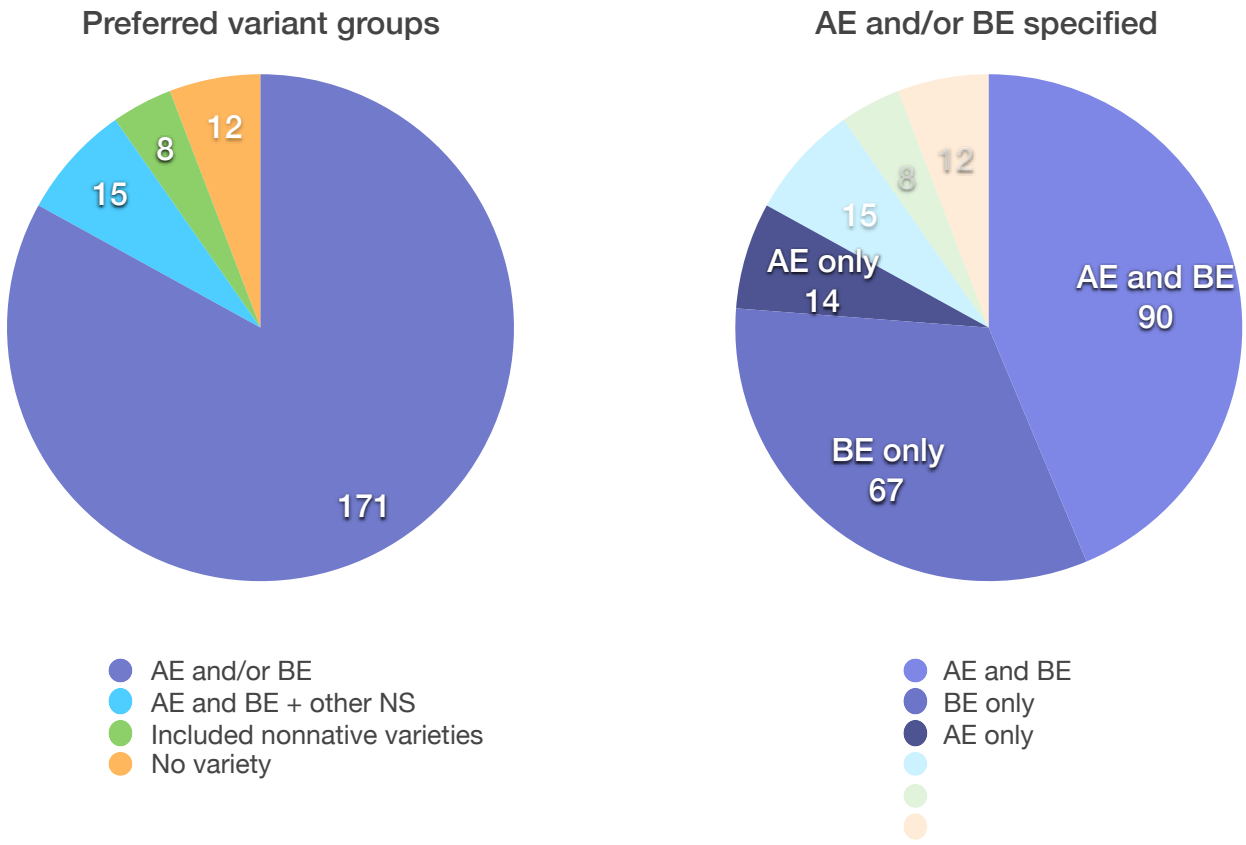
Figure 6 describes which varieties of English the respondents try to make their pupils speak. The subject curriculum does not prescribe specific varieties, or advise teachers to do so, though as seen in the interviews, teachers might still have their favoured varieties. Furthermore, teachers' descriptions, corrective feedback and use of models will always have an impact, and this question was intended to draw out information about this aspect of their pronunciation teaching. When the questionnaire included "Norwegian English" this was meant to imply that the respondent considered this acceptable, though it would be unlikely that they were prescriptive in terms of a NNES variety. Choosing "Norwegian English" would imply that nativeness was a less important part of the pupils' pronunciation. The open ended answers implied that many respondents shared my understanding of 'trying to make the pupils speak' a certain variety. Here are two examples from the open ended option:

> They can choose: Any British, Welsh, Irish, Scottish or American accent they want. As they're most exposed to the American accent I will recommend them to copy that.

> I do not focus much on which variety of English the pupils choose to speak. However, those that speak English with Norwegian accent/intonation are encouraged to rehearse more on intonation.

These answers were both coded as "AE and BE + other NS".

Figure 6: Preferred varieties



The majority of the respondents (171 respondents, 83%) seemed to lean exclusively towards the two most common variants, AE and BE. This is probably to some extent a result of the questionnaire design, as these alternatives required the least effort by far, but the responses should still be seen as indicating the respondents' preferences for NES varieties, and nativeness as an aim. The chart on the right shows the distribution within this group. Here we can see that most of the respondents (90 respondents, 46% of the whole sample) answered both these varieties. However, 67 respondents (33% of the whole sample) gave BE the only answer, compared to 14 respondents (7% of the whole sample) choosing AE only. In the interviews it was implied that the educational scene is moving away from a focus on BE only, and though this might be the case, these responses imply that BE still has a high

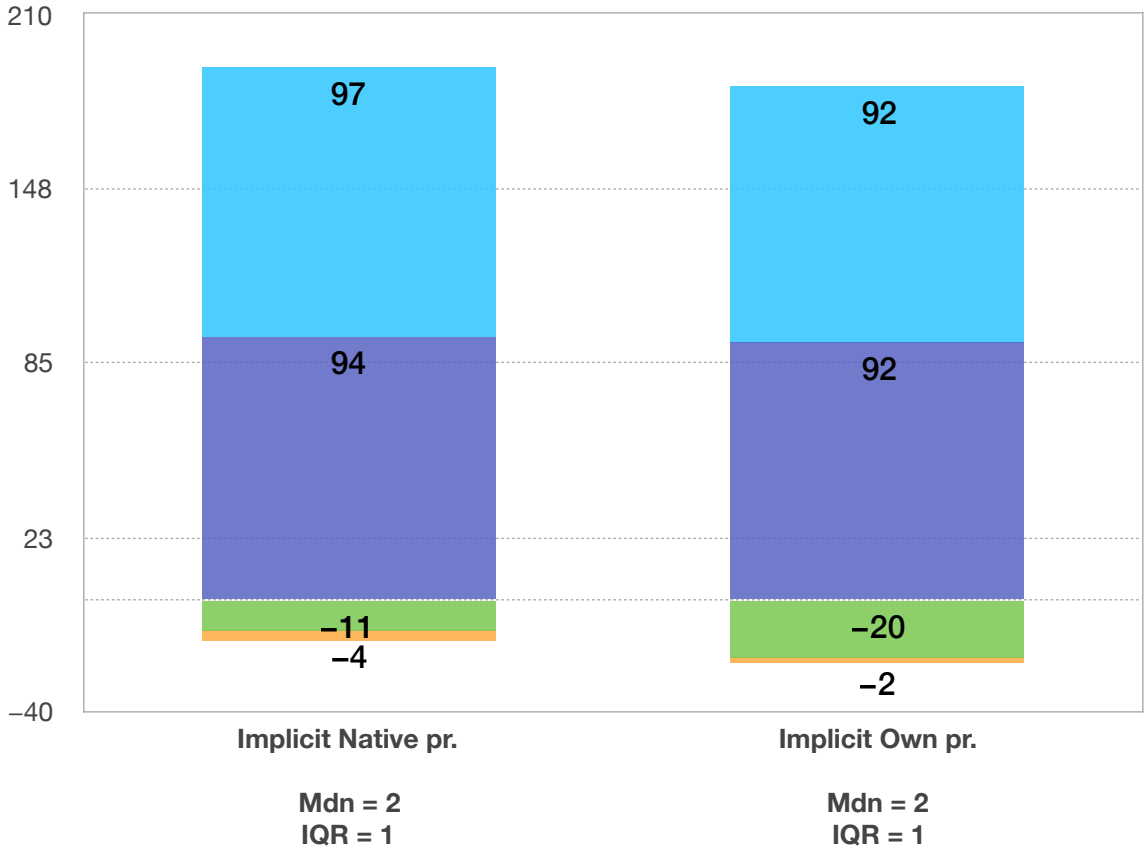
standing, at least among the respondents to this survey.

15 respondents (7%) chose to include NES variants other than AE and BE. The examples of English variants they came up with were: Australian, Scottish, Irish, Welsh, Indian, South African, Namibian and Jamaican. The choices of variants might imply that the respondents did not hold very prescriptive views, possibly focusing more on achieving an intelligible pronunciation through exposure, as interviewees 1, 2 and 4 seemed prone to do. Note that several varieties, for example Scottish, might to some extent be formally deemed British (at least as I am writing this), but were mentioned in addition to BE. Thus, BE seems to have been understood as a form of RP.

There were 8 respondents (4%) who chose, among other variants, Norwegian English. One respondent also included ‘French English’ in the open answer, which might be due to the make up of their class, their own language background, or they might expose their pupils to this variety. Either way, there was a minority among the respondents who seemed to accept and possibly embrace NNES varieties spoken in their classrooms. The group who had ‘No variety’ consisted of 12 respondents (6%), and could be described as giving varied responses, without choosing any specific varieties, for example "A clear pronunciation which communicates well with people from all around the world." There were some respondents in addition to these who did not mention any specific varieties, but emphasised the need to be consistent in choice of variant. These were grouped as preferring ‘AE and BE + other NS’. Accordingly, the group ‘No specified variant’ should be considered more closely tied to the group ‘Included nonnative varieties’, as both imply a less prescriptive outlook. If we consider these groups together we can say that 20 respondents (10% of the whole sample) seemed to accept nonnative variants of English, rather focusing on some unspecified form of intelligibility.

4.2.6 Teacher or native exposure.

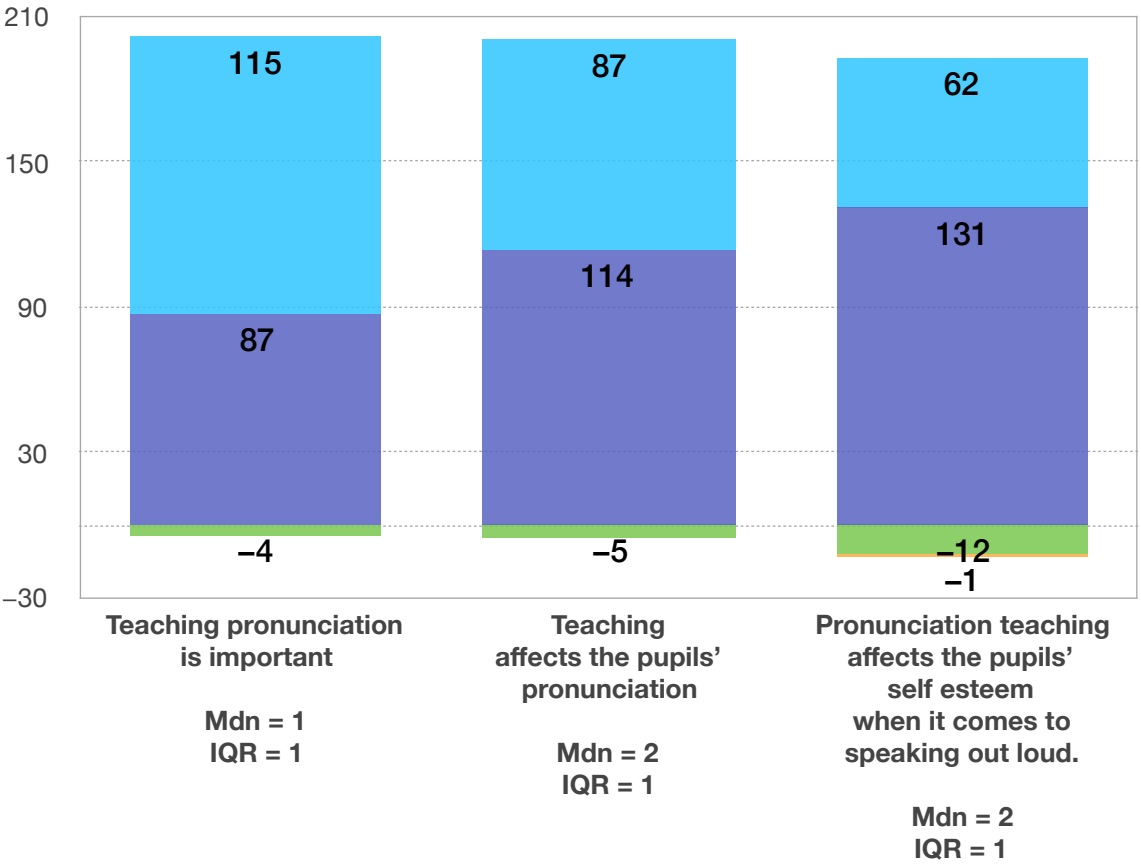
Figure 7: Teacher or native exposure.



According to figure 7 the respondents had a *slight* preference for using native speakers as pronunciation models, compared to using themselves. The difference is, however, not substantial. These items are probably more descriptive when seen in opposition to rankings of items in figure 4 on the contexts in which pronunciation was preferably addressed. The respondents clearly preferred these implicit manners of teaching to the more focused ones. Also, the items in figure 4 were placed on the same page as items describing instruction methods addressing pronunciation, and possible reactions to pupils' pronunciation. It is therefore plausible that the respondents would see these in relation to each other, and reveal a certain unwillingness to address pronunciation directly in class.

4.2.7 Respondents' beliefs on the effects of pronunciation teaching

Figure 8: Respondents on the effects of pronunciation teaching.



In figure 8 we can see how the respondents rate statements about the importance of pronunciation teaching, and its effect on the pupils. The vast majority consider pronunciation teaching important, while there is clearly less belief in the effect of pronunciation teaching on the *pupils*' pronunciation. However, the discrepancy between the two might be understandable if the respondents might think of themselves as addressing that which their pupils do not acquire elsewhere. This need not contradict belief in most of their pronunciation being acquired when exposed to and working with English elsewhere. As noted in the interviews, formal knowledge might be seen as a way of facilitating increased learning from exposure outside the classroom. Also, the respondents might consider it important for the

pupils to gain knowledge about the pronunciation patterns of English, without necessarily acquiring all the patterns themselves. As mentioned in section 2.6.2, the competence aims for the subject include knowledge about these patterns, which could affect the standing of pronunciation in the eyes of the respondents. The respondents might see pronunciation teaching as a way of familiarising the pupils with different varieties, and making it easier for them to understand spoken English. Therefore, the difference between the two items seems sensible. Having spent some words addressing the difference, it should be pointed out that the respondents were *quite* positive in their views on the effects of pronunciation teaching, only more so when it came to the *importance* of pronunciation teaching.

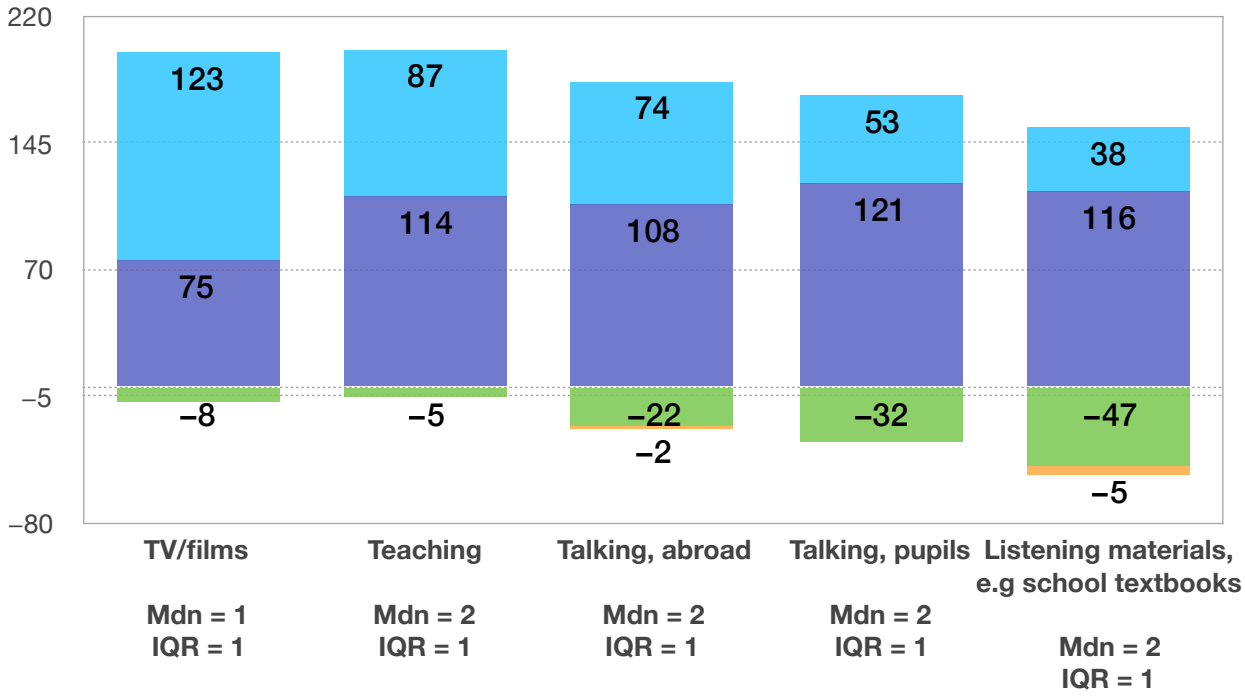
Concerning the last item in this figure, the respondents seemed on the whole to think that pronunciation teaching affected the pupils' self esteem. The item does *not* explicitly state whether the respondents are to assess the positive, or possibly the negative, effects of pronunciation teaching in this respect. However, the items that were listed on the same page in the questionnaire all addressed the positive effects of different variables, which made it safe to assume that teachers would consider the *positive* effects on the pupils' self esteem. This implies that *some* teachers share a view with especially interviewees 2 and 4, who considered a focus on correct pronunciation as intimidating. At the same time, some might share the view of Interviewee 2, namely that insecure language learners might be hindered by a focus on 'correct' pronunciation.

4.2.8 Respondents' beliefs on pronunciation development

In figure 9 we see the respondents' answers regarding factors they think might affect the

pupils' pronunciation. The item 'Teaching' was included in both this figure, as well as figure 8, because it was helpful to see this item in relation to both the *importance* and *effects* of teaching, as well as certain *other* variables that might affect pronunciation teaching.

Figure 9: Factors affecting the pupils' pronunciation



In this chart, the rankings given to 'TV/films' and 'Teaching' are the most striking. Here we see that the median of 'TV/films' is higher than the 'negative vs positive' ranking, compared to 'Teaching', though the former item only received three more negative reviews compared to the latter. Put in other words, respondents as a total considered 'TV/films' slightly more *positively* than 'Teaching', but slightly more respondents were *negative* towards 'TV/films' having an influence. In this particular instance, one might assume a certain bias towards favouring teaching, as the respondents are teachers themselves. At the same time, there were but three more respondents who were negative towards the impact of 'TV/films' compared to 'Teaching', a small but somewhat surprising difference. Teachers may intuitively have some notion that fossilisation may occur if there is no intervention, or at the least that certain pronunciation issues might not deal with themselves adequately through

exposure and participation exclusively.

It is also interesting to note that ‘Teaching’ was seen as having a bigger impact on the pupils’ pronunciation than the communicative activities (‘Talking, abroad’ and ‘Talking, pupils’), which might have something to do with the teachers’ pronunciation aims. In settings where the pupils talk to each other or to people abroad the pupils might go for a pronunciation that is intelligible, but may have nonnative traits (cf.). If the respondents consider a native-like pronunciation important, then these settings might be considered less than optimal. Doubts concerning the effect of these activities might echo that of Interviewee 3, who believed that her pupils did not go to English speaking countries, and did not pick up a "German way of speaking". This might explain the fact that though travel was generally ranked more positively, there were some respondents who disagreed strongly to it having an impact. There might also be factors not included in the questionnaire that the respondents thought might affect learners’ pronunciation. This information gap could have been alleviated by including an ‘Other’ item, but as it is, the assessment of factors which might influence pronunciation development was probably understood as comparative by the respondents.

The last item, ‘Listening materials’ was considered to have the least effect on pronunciation, of the variables listed in the survey. One reason might be that pupils are less exposed to this kind of material compared to ‘Teaching’ and ‘TV/films’. It is also possible to see ‘Listening materials’ as subsumed under ‘Teaching’, as it will probably be used only in classes. In the interviews several teachers reported neutral or negative attitudes towards their textbooks, and most of them seemed more inclined to find listening materials on the internet, especially through youtube. Though the four teachers are not representative, it is safe to assume that many other teachers use these sources due to availability, authenticity, variety and so forth. All these factors imply that pupils might not be much exposed to listening

materials, compared to other kinds of exposure, and that teachers do not hold listening materials in high regards.

Generally, the preferred activities seemed consistent with ideas about how pronunciation develops. In the interview material, those reporting to focus more on bringing the English speaking world into the classroom also espoused views of pronunciation as acquired, or 'taking care of itself', while Teacher 3, who seemed to lean more on 'learning', focused on repetition of phonemes and the like. On a similar note, Teacher 1 implied somewhat ambiguously that pronunciation development might be linked to intelligence, and described an analytical attitude towards pronunciation teaching, but also mentioned aptitude for mimicry. Extrapolating this kind of coherence to the quantitative material, teachers generally seem to consider exposure and participation the most important factors in pronunciation development in that order. Teachers might be seen as an important role in facilitating such events.

4.2.9 Summary of results from the questionnaire.

In the questionnaire, respondents report to deal with pronunciation in an integrated manner, and this could be when issues such as mispronunciations occur, or when exposing the pupils to speakers of English. This is supported by the respondents' emphasis on exposure to good NES pronunciation models as well as the teacher, critical views towards exclusive focus on pronunciation, and word focus over focus on narrow aspects such as phonemes, intonation and stress when dealing with pronunciation. Respondents did favour 'listen and repeat' over other examples of more communicative activities. Though these factors point to pronunciation as acquired without exclusive focus on pronunciation, the respondents

considered teaching as having a large impact on pronunciation development.

Respondents predominantly report to consider nativeness as an important pronunciation aim, though 10% seem to accept nonnative traits. Thus, the goal of making the pupils sound native-like seems still to be important to teachers.

5. CONCLUSION

This chapter is organised into four parts. First, I will summarise the study, and try to draw some conclusions to the research questions based on my findings. As the first question presented in the introduction is the overarching one, this will be addressed last. Apart from that, I will keep to the original ordering. Each question will be followed by a discussion of the didactic implications of the findings. Next, limitations of this study will be described, pointing to further studies which might benefit the field. Ultimately, I will make some concluding remarks.

5.1 Summary and implications of the findings

This thesis has explored teacher cognition on pronunciation teaching in Norwegian lower secondary levels, against the backdrop of CLT. Since the 1950s, developments within linguistic, pedagogical and didactic theory have led from a teacher centred approach emphasising pronunciation skills, that is audiolingualism, to a learner centred approach with communicative competence as the main aim, namely CLT. As the present language teaching ideal is marked by its focus on communicative competence, rather than the specific linguistic skills that makes up this competence, I wanted to focus on pronunciation as a prerequisite for oral communication in the English language.

5.1.1 Aspects of pronunciation

Exploring cognitions on pronunciation entailed considering the content matter of pronunciation teaching, as phonemes used to be more or less the only aspect of pronunciation

focused on earlier, while it is now accepted that suprasegmentals play an equally important role in communication (See e.g. Derwing et al.,1998; Levis, 2005; Sardegna et al., 2009). I therefore asked: *Which aspects of pronunciation do teachers report to focus on?* My findings complement, and to some extent confirm, those of Tergujeff (2012), Foote et al. (2013) and Kessner (2016), where there were no examples of teachers addressing suprasegmentals, while the preferred item for pronunciation instruction was words. The most important complimenting finding is that respondents rank intonation quite highly, while only Interviewee 1 describes this phenomenon unprompted. As earlier studies on pronunciation teaching practices indicate little teaching of suprasegmentals, my study indicates willingness to teach it, but some inability to do so. It appears that the teacher focuses on pronunciation for their pupils using communicative elements such as words, and that the aforementioned findings on the efficacy of addressing suprasegmentals have yet to have an effect on EFL teaching practices, but there might be a willingness to teach it.

Interestingly, most descriptions of phonemes in the interviews, as well as those *I* made in the questionnaire, include minimal pairs. Along with reliance on written material which includes phonemic transcription, it is quite possible that teachers lack similar didactic terminology to describe and conceptualise suprasegmentals, compared to the convenient and tangible minimal pairs. One way to create a similar effect would be to introduce examples of speech where intonation or stress is 'removed', for example in computerised voices. This could create awareness on the learners' behalf about the effects of stress, while making a neat binary relation, which is arguably one of the didactic strengths of minimal pairs. Not to mention the potentially humorous effect of equal stress on all words or intoning on one note, which might make the content more engaging.

5.1.2 Pronunciation teaching

While it is important that the content matter focused on when teaching pronunciation actually affects communication, the extent to which 'meaning' and pronunciation are integrated concepts is easiest to see in the teachers' preferred pronunciation teaching *activities*. This led me to pose the question: *Which kinds of pronunciation teaching do teachers prefer?* While the studies of Tergujeff (2012), Foote et al. (2013) and Kessner (2016) describe pronunciation teaching as monotonous and based purely on imitation, my study complements the findings of earlier study by providing some rationale for this behaviour. The qualitative and quantitative data indicate that repeat-after-me is still much in use, but descriptions from the interviews indicate that they are used in situations of initiatory language use where repetition has a more important role. Furthermore, the activities also seem occasionally to be used for the purpose of lessening anxiety as one interviewee reports that no single pupil is focused upon in front of the whole class. The pronunciation learning outcome of choir repetitions is doubtful. But my findings indicate that pervasive use of these exercises might have more complex causes than reliance on earlier paradigms of language teaching, as has been implied by for example Jones (1997) and Harmer (2001). My material does, nevertheless indicate that pronunciation is normally not taught in a particularly communicative manner.

In relation to the narrow range of pronunciation teaching activities, my findings also show that more holistic and engaging alternatives exist. Examples found are acting and the writing of lyrics, though pronunciation might not be the explicit focus of these activities in the examples mentioned by the interviewees. Most importantly, recognising the learning potential in various kinds of activities might also make it easier to address different aspects of pronunciation. In the case of acting and writing of lyrics, one might focus on intonation and

rhyming schemes. Pupils occasionally have planned oral presentations, which might be excellent occasions for addressing and practicing on stress in speech. These examples are meant to show that recognising a wider range of activities where pronunciation is addressed explicitly, could also widen the range of aspects of pronunciation which might be addressed, and the learners' understanding of pronunciation's importance in communication.

5.1.3 Pronunciation teaching aims

Along with a narrow focus on segments, and teacher centred, monotonous activities, pronunciation teaching has traditionally seen 'correctness' as the ultimate goal. This is understood as making learners sound like NES. However, as found by Smith and Rafiqzad (1979), Jenkins (2000) and Derwing and Munro (2009), approximation of NESs' speech, or being a native speaker, does not necessarily make a speaker more intelligible. Despite this, the native speaker norm is still found to be important to teachers and learners alike, as attested by Sannes (2013). In the present study, the research question addressing this aspect of pronunciation teaching was as follows: *What do teachers perceive as the ultimate aims for pronunciation teaching?* In my material, a similar trend to that found in Sannes (Ibid) was present. Most respondents and interviewees explicitly described nativeness as the most important goal, while many showed some disdain for English with nonnative traits. That being said, the ability to communicate was emphasised as the most important goal.

My findings indicate that the interviewees consider that there are two thresholds for pronunciation. One is reached when pupils can understand and communicate the most basic of meanings, while the other has them sounding like a NES. For those who are above the lower threshold, increased intelligibility is not described as a goal in itself, but an

intermediary position approaching the pinnacle of native-like pronunciation, which most pupils fall short of reaching. It is arguably uncertain whether this merely reflects the teachers' perceived lack of NNES alternatives, such as Stoltenberg's pronunciation could have been, or a genuine preference for native-like pronunciation. It is interesting to note that one interviewee reported giving little priority to increasing the nativeness of his pupils, but that some pupils might need the boost of confidence sounding like a native speaker would give them. In this case, the pupils' needs seemed to trump the values of the interviewee. As the reports contain some degree of conflict, it is possible that there is an ongoing change in EFL educational contexts towards an emphasis on intelligibility and acceptance of nonnative traits as an alternative to nativeness.

The issue of intelligibility as opposed to nativeness might also be related to the content matter of pronunciation teaching. As mentioned, pronunciation teaching seems for the most part to be tied to phonemes. In my material, interviewees and respondents alike expressed a view that their pupils' pronunciation is for the most part quite good, reportedly lessening the need for focused pronunciation teaching. It might be the case that learners today are quite proficient, but it can be problematic if pronunciation development is seen as a close-ended process. If more suprasegmental aspects of pronunciation would be included in teachers' repertoires, more refined skill levels might possibly be recognised. An alternative proposed by Murphy (2014) (see section 2.5.2) is to use intelligible and comprehensible NNESs as successful models, which I would like to point to especially in relation to the ultimate aims of pronunciation teaching.

5.1.4 Pronunciation development

Another important issue that is likely to affect pronunciation teaching, is teachers' cognition on pronunciation development. I explored this issue through the question: *How do teachers think pronunciation develops?* In connection to this, the reader should remember the findings of Rugesæter (2014) which indicate that the massive increase in media exposure to English over the last years has had a limited effect on young learners' pronunciation. Despite this, there seems to be a consensus among respondents and interviewees alike that the media play the bigger role in their pupils' pronunciation development. At the same time the respondents seem to assess teaching as almost equally important, possibly from an intuitive notion that if there is no intervention, at least certain pronunciation issues might not be resolved adequately through exposure and participation exclusively. As different contexts of pupils' participation and travel were *not* considered important, it is possible that teaching is seen as addressing that which does *not* take care of itself in authentic situations, but this is mere conjecture. The most important implication of this finding is that there might be an increased potential in using authentic or near-authentic communication as opportunities for pronunciation development. For example, Interviewee 2's descriptions of negotiation of meaning when using Skype could lead to discussions on accommodating one's pronunciation when communication breakdowns occur.

5.1.5 Notions of CLT in pronunciation teaching

The issues addressed above relate to the overarching research question of the study: *How, if at all, are notions of CLT present in lower secondary EFL teachers' thoughts on the teaching of pronunciation?* When exploring teacher cognition on pronunciation, I was most struck by the avoidance strategy some teachers seem to adopt, presumably due to influence from CLT.

This strategy was reported by interviewees, and implied, for example, in some respondents' negative attitudes to pronunciation teaching's effects on the pupils' self esteem, and the low rank ascribed to time dedicated exclusively to pronunciation. One influencing factor is the misunderstood notion that there is little to be gained from focusing on form. This is slightly peculiar when considering pronunciation's importance in communicative settings, and the fact that focus on form may very well be communicative. As an example, Celce-Murcia and Brinton (2010) describe information gap activities which hinge on the learner's ability to distinguish minimal pairs. Similarly, the activities described in the preceding sections should draw learners' attention to different aspects of pronunciation's role in communication and give ample opportunities to practice said aspects.

Two further factors which in combination seem to engender a laissez faire attitude to the pupils' pronunciation development among the interviewees is on the one hand the learner focus of CLT, and on the other hand the notion that addressing pronunciation might hinder learner participation. It might very well be that learners of this age feel insecure and become less prone to participate if mispronunciations are pointed out, and for some teachers this seems to make a case for less interest in pronunciation teaching. However, this attitude may be misled by a conception of pronunciation teaching as mainly a *corrective endeavour*. It would arguably be more beneficial to consider pronunciation teaching as something that may be done preemptively, and with a focus on what works rather than what is incorrect. When I propose preemptive teaching, this is to address specific aspects of pronunciation *prior* to a situation where this might be used. This might resemble to a degree Interviewee 1's concession that some learners might feel more inclined to participate if they know that what they say is 'correct'. Thus, it seems that the conception of pronunciation teaching as a corrective endeavour is the overarching problematic issue, which should be replaced by a

conception of pronunciation teaching a facilitating, non-invasive endeavour.

5.2 Limitations of the study and suggestions for further research

As mentioned in section 3.6 on the limitations of the methods and material, this study would have been more complete if it included information from learners in Norwegian EFL classrooms. One way to ensure that this happens is to engage teachers in action based research. This would enable practitioners to expand pronunciation teaching both in terms of repertoire and content, while consulting the learners as well. As pointed out by Borg (2015), the field of teacher cognition initially concerned itself with specific methods and the effect these had on learners, much in line with audiolingualism's focus on specific methods which were expected to result in language learning. This form of research could ideally take the teachers' own experiences and contexts into account to improve the matter, rather than base itself on applying methods. The goal I would like to suggest for action research on pronunciation teaching is rather for practitioners and learners to explore in concert what pronunciation teaching *can be*. Guiding this research are the notions that pronunciation teaching should: 1) address different aspects of pronunciation, 2) focus on its use in communication, 3) focus on improvement rather than errors, and last but not least 4) take the learners' pronunciation learning goals and perspectives on pronunciation into account.

Though this study lacks information about the educational background of respondents and interviewees, these are probably important in forming teachers' conceptions of pronunciation. To explore this further, one might for example consider how didactic courses in teacher training present it, or whether it is subsumed under other topics, (e.g vocabulary

learning). The same study could benefit from considering teachers-in-training's thoughts on the matter. This should address the issue at a higher level, compared to the present study and studies such as for example those of Rindal (2013) and Sannes (2013). Also, it could be interesting to collate such education in Norway with *other* countries where CLT is the ideal in teacher training, or possibly countries with a more teacher centred ideal.

An issue that has been brought up by several interviewees was the linguistic problems that recently immigrated learners might encounter. While they pointed out a lack of pronunciation skills among this group of learner compared to the majority of the pupils, this thesis also has addressed issues that might arise from differences in teachers' and learners' linguistic backgrounds. Against this background, it would be interesting to research further on pronunciation teaching in introductory courses for this group, while also including the perspectives and experiences of the learners. This should include learners of different ages, and both during and after introductory courses.

5.3 Concluding remarks

In this thesis I have explored Norwegian EFL lower secondary teachers' cognitions on pronunciation teaching, an aspect of language which appears to be trivialised in teaching but is vital to communication. I have found a narrow understanding of what pronunciation teaching can be. Teachers consider it either as corrections or imitative and repetitive activities. They seem constricted by this narrow understanding either by conforming to it, or by avoiding the matter altogether. This study identifies a need for facilitating learners' pronunciation development with pronunciations effects on communication in mind. This presupposes applying the basic notions of CLT, also when teaching pronunciation.

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Appendix A

Interview guide

This is an interview about pronunciation, how it is taught in English classrooms and what the teachers' attitudes to pronunciation teaching are.

This is anonymous interview. This recording will only be used for transcription, and if you do not wish to participate, then you can let me know, and we will stop.

We will here talk about how **you** address this issue in your (ESL) classroom(s), and which **variants of English** you teach and expect your learners to use in your classrooms, if any.

Sometimes, I might repeat a question you have already answered. I do so in part to make sure that I do not forget anything, but also because addressing directly something you have mentioned in passing might bring out a more elaborate response, making sure that I have understood you correctly.

Likewise, I will sometimes ask **why** you do something this or this way. This is not because it seems incomprehensible to me that anyone would do something this or this way, but because I am interested in **your reasoning**, rather than what **I think** is the reasoning.

Is everything clear?

Part one

When addressing pronunciation in your classrooms, what kind of sounds or things do you look at?

- Examples: **Single** sounds, certain **words**, sentence **stress**, **intonation**?
- How would you describe one of these 'things' to your pupils?

How do you address pronunciation?

In terms of activities, tasks, etc.

Describe and elaborate …

- Repetition tasks.
- Tongue twister.
- 'Looking at rules' of spelling and sound (phonotactics) etc.
- 'Acting'/theatre mimicking.
- Recasting.
- Explain pronunciation
- Implicit teaching, listening to you and/or appropriate models.
  - Do you teach pronunciation without making them aware of it?

What kind of material for pronunciation teaching do your books provide?

Describe and elaborate …

- How do you use this material?

Why do you do it in this specific way?

Describe and elaborate …

- Affected by competence aims, books, colleagues, **external factors?**
- Were you taught English (or perhaps another L2) this way?

When do you address it? (How do you manage the time?)

Describe and elaborate these situations.

- Do you dedicate classes to pronunciation?

Shorter sessions?

Address it when e.g. words are mispronounced?

- Could you describe a situation where you *would* address a mispronounced word?

- Approximately how often do you focus on pronunciation? (most classes, every week/month etc.)

How would you define 'good pronunciation'?

Describe and elaborate …

Do you consider it important to have a 'good pronunciation'?

What is your overall impression of your pupils' pronunciation?

Do you hear a lot of mispronounced words in your classes?

Describe and elaborate …

- Which kinds of sounds/which sounds do they seem to struggle more with?
    - When I mean sounds, this can also be sentence stress, melody in questions etc.

In your teaching, do you promote any specific variety/ varieties of English?

- Do you teach/introduce **other varieties of English**?
- **Why** do you promote this/these variety/varieties?
- Do you think it is important to have a pronunciation **without** a strong **Norwegian** accent?

Which varieties of English do you think the pupils try to speak (, insofar as they seem to have any preferences)?

E.g. Do certain pupils seem to lean towards certain varieties?

Attitudes to pronunciation teaching.

How important would you consider pronunciation teaching?

Describe and elaborate …

- What effect does teaching pronunciation seem to make to the pupils?
    - Pronunciation and otherwise?
    - Do your pupils seem to think this is important?
- When do your pupils seem to pay most attention to their pronunciation?

- What do you think has the biggest influence on your pupils' pronunciation?

(Watching films/TV, talking to native speakers, listening materials in school textbooks etc.

Anything you would like to say at the end of the interview?

Appendix B

Transcript of the interview with Interviewee 1

Symbols used:

Researcher:	Interviewer.
Interviewee 1:	Interviewee
…	pause/false stop.
[ ]	comments about nonlinguistic factors, moods etc.
""	inside [square brackets] is a translation from Norwegian.
//	comments about phonemes
<>	words that have been exchanged to ensure anonymity

Transcript

Researcher: Okay. This is an interview about pronunciation and how it is taught in English classrooms, and also what teachers' attitudes to pronunciation teaching are. So we will here talk about how you address this issue in your English classrooms, and which variants of English you teach and expect learners to use and so on. Sometimes I might repeat a question you've already answered. I do this in part to make sure that I don't forget anything, and also because addressing something directly might bring out more elaborate responses and make sure that I've understood what you mean correctly. And sometimes I will ask you why you do something this or this way. This is not because it would seem incomprehensible to me that you would do something this or this way … just because I'm interested in your reasoning

rather than what I think is the reason. And, as I mentioned before, this is anonymous, this recording will only be used to transcribe, and if you wish to … do not wish to participate, then you can let me know, and we will stop. And everything is clear, so far?

Interviewee 1: Everything is fine.

Researcher: Okay. Great … So, part one. When you address pronunciation in your classroom, what kind of sounds or things would you address?

Interviewee 1: Well specifically I mean there are some sounds that are … that I see as … they are common in the English language, and are not common in the Norwegian language, and sometimes … I will use myself as a speech model. I will repeat the words aloud. I will read texts aloud. Sometimes I will have the … the students repeat after me, in choir for example everyone repeat after me these words. And sometimes actually I will come with … I mean I've … I've studied a bit of phonetics and linguistics from university and so I'll talk a little bit about … kind of the methods that are … or the things that are happening for example in their mouth and how we're breathing and you know as your tongue touching your teeth in for example the th-sound in English as an example that we don't have in Norwegian and if i find it … you know … being a problem or recurring in class then you know that's something … that's kind of a typical example of something I would bring up. You know the tongue is touching your teeth … try it out and breathe out, there's the vibration, the the-sound /ð/ … and the this … and then you have the other th-sound /θ/ where there is breathing coming through … get them to put their hand in front of their face and hold their … [holds hand in front of mouth]

Researcher: Do you address other … like … Things like sentence stress. How we emphasise words in speech? Or intonation? Like how to ask a question and so on?

Interviewee 1: Yes I do. So we talk about intonation and I try and make students

aware that there are different patterns and different intonations in different languages. For example I have experienced … I also speak <a second language> fluently. I use my experience comparing it with … with English and I have also lived in <an asian country> and the kind of intonation that you have in <this country> always this falling like da-da-da-da-da-DA [falling intonation]. And this is interesting for them to be conscious of I think. You know, I always tell them about when I first came to Norway and I heard some people from the East [of Norway] talking for the first time. I mean, for an English speaker, you know I just thought it sounded like they were [small interruption due to technical issues] so but anyways I always tell the students you know the … the Norwegian language has its own pattern of intonation and I found it, you know, funny when I first came … this. Vil du spille tennis eller? ["Would you like to play tennis?" mimicking East-Norwegian pronunciation/intonation]. And for me as an English speaker I mean I thought are they joking around all the time or … for this intonation was very strange to me. So I try to make them aware of that and I also try to communicate to them after hearing them often … to say: try and listen to the intonation, the kind of patterns that we have in English, and try and … Try and mimic them.

Researcher: So next question, I mean you've touched upon this, but how do you address pronunciation in terms of activities and so on? So you've mentioned, like, repetition … out loud. Ehm. Ja ["Yes"]

Interviewee 1: Well, to be honest they get to hear me a lot. They get to hear me speaking freely. I set some standards when I start of with class. So I always start with grade eights typically. And the standard is <Removed to ensure anonymity> You surround them with language. And that's what I try and bring into the English classes that I teach. So I say to the children … okay, I even say to them we have 90 hours in a week where we are awake, or you know, we're active and we're listening, you know … communication. And out of those

90 hours I mean how many hours are there with Norwegian, the language of the majority, speaking and listening, and how much is there in English, and some of them are watching television, so they are hearing it. So we have an advantage in Norway compared to other countries. But we come down to it, and there are two hours of actual instruction. So I say to the students, when we have those two hours, then this has to be an English environment. So that means that the premises are that I always speak English to the students, and if there are some grammatical concepts, or something like that, that I want to take up then I will, you know explain … the noun det betyr substantiv på norsk ["that means noun in Norwegian"] and then you know … keep… If there is something that's difficult and I think that there are students that have to have some kind of help with that then I will take it up in Norwegian, but otherwise the pattern … the structure in class is that I speak … the language in … of communication is English. And I even tell them it's kind of awkward for you to speak to each other when your'e doing individual work in groups because your language that you've established with each other is your native language. But you have to give it a try. You have to do this. And I kind of walk around like a watchdog when they have group work and things like that, you know … I say that: what am I listening to. And they know that they are … even their oral grade is partly based on that, their participation and their ability to communicate in that language. So they hear me a lot. They hear me read. They have to follow along with texts that I read, as an English model. But I also try to make them aware that English is very international, and there are many different ways of speaking English. When I am speaking with the class I try and speak a standard English, but of course it's with <Inner Circle Nationality (ICN from hereon)> vocabulary and <ICN> expressions and so forth. But the context is as a a standard teacher … try and just teach them that. So I try to make them aware of other accents and so fort, and that can be playing CDs, playing … you know, a British

speaker talking about a trip to London or things like that. And those are often incorporated with the textbooks that we use, right. Umm… Yeah.

Researcher: Yeah. Which leads me … I mean … What kind of material for pronunciation teaching do your books provide? Is my next question, so maybe you can elaborate more on that?

Interviewee 1: Yeah. They do … they do typically have … So for example it's typical that you have a text and then on the side of the text they choose some words that they think the students will have more difficulty with or that are important for them to learn. And sometimes … often they will have the international phonetic alphabet pronunciation. I must admit that I as both a <second language> teacher and English teacher, I've never taught my students the sounds of the international phonetic alphabet, and i've often wondered … considered experimenting with that as well, because I think it could be beneficial … I mean, myself as a … when I was learning language that was very beneficial to me to understand those patterns, but. I don't know … To be honest I don't dare to do it with a grade eight class, but it could be an interesting experiment. Some sounds I will show to them, and sometimes I will for example write the word on the chalkboard, and then I will write the the Norwegian way it could be pronounced. You know with the ø [somewhat similar to /ɜ:/] kind of sound, or something similar to that.

Researcher: Yeah. Like an adapted IPA.

Interviewee 1: Yeah. Exactly.

Researcher: Let's see … So. Asking: Why do you do it in this specific way? You've mentioned some … but could you perhaps elaborate more on that? What influences your teaching… pronunciation?

Interviewee 1: Well basically. My idea is that they have to be immersed in the

language. So when they come to English language class, then they are going to get a lot of impulses in English. They're going to get me, they're going to get some CDs. Often, at times … instead of … You know I want them to get also visual impulses. You know what it's like, I mean you want students to be able to … to be able to … give them the kind of teaching that can help as many as possible. So there are some who are more audio, some are more visual, and I try and have variation in that. So sometimes it'll be short video clips in English. When they're working together … when they're communicating with each other it has to be in English. I'm asking questions to the students. All together when we're all together taking up something, and that communication has to be in English. When they come to me and ask to go to the bathroom it has to be in English. And I … To be honest it's so simple as I pretend I don't understand them. I mean they know I speak Norwegian but, you know, it's kind of a role play in a way, right. But they go along with it as long as you're consistent. And that's the important thing I think as a teacher that's one of my philosophies is you have to be consistent with it. If you're consistent, the students will go along with it. Because they understand … well I tell them in the beginning: Well this is the aim, it's to hear a lot of English. But also learning by doing, so you have to use it as well. So I try and, eh … give them … or or that they are … they experience a lot of English in the class, but that they have to experiment with it themselves. They have to use it.

Researcher: Yeah. When do you address pronunciation? Or sort of … How do you manage the time? Like whole sessions, shorter sessions, address it when something occurs like a mispronounced word or something?

Interviewee 1: It's mostly when something occurs. Its mostly when something occurs. It's not very typical that I will set aside a whole period towards pronunciation. To be honest I think that … I find that students … You know throughout television and the music and so

forth I think they have a lot of exposure to English, and for that reason I don't find it a huge problem that we have to take many basic pronunciation periods, you know.

Researcher: Yeah, so it's more, like, integrated, maybe.

Interviewee 1: Yeah.

Researcher: But approximately, how often do you focus on pronunciation, do you think?

Interviewee 1: I would say … I mean it's difficult to say focus on pronunciation because just that exposure is itself right. And as a native speaker I feel that that exposure is very important. And if I am talking in class for 15 minutes at the beginning, then that's fifteen minutes of exposure from a native speaker. I would say, fifteen to twenty minutes … in that way, I mean … It depends on what you're talking about. If you're talking about specifically … okay, let's work on the th-sound let's hear the difference between North-American car [ka:r] and car [ka:] … and compare that and so forth. I would say in general ten to fifteen minutes per one hour period.

Researcher: Let's see. Next section, yes. How would you define good pronunciation, as for your students?

Interviewee 1: The thing that I try and emphasise to the students is the most important thing is that their English is communicable. That means for a native speaker, that should be the goal that a native speaker in speaking to them, they have enough fluency and they have enough …they have good enough pronunciation that the English speaker doesn't really have to strain to understand them. That's kind of the underlining goal, and the … some students are able to you know some students … you kind of have … it's very simplistic but you think they have kind of a ear for language. And they pick things up quicker and they're able to catch on to the intonation and the different patterns and the pronunciation much quicker than

others. Some, I mean, I tell them even the former prime minister Stoltenberg, a very intelligent man, but I mean, still has this accent that is not … not really that good in English. But he's still able to communicate, and he has a very good vocabulary. And, you know, I try to use that as … Okay, people can understand him without straining. But I mean, the top level, what we're ultimately aiming for, is that they're speaking more and more like a native speaker. And I think that is attainable. I see … I even see that even by grades eight nines and tens. By the time they're in grade ten, there's no problem for some of them to attain that goal of sounding very similar to an English speaker.

Researcher: Do you … I mean, you've mentioned it a little bit, but do you consider it important to have a good pronunciation … compared to …

Interviewee 1: Yeah. In the sense that they have to be able to communicate effectively. [Non applicable] So as long as they have the pronunciation that's decent, then they will be able to get by in an English-speaking environment.

Researcher: So your overall impression of your pupils' pronunciation is quite good?

Yeah, I think it is pretty good. And I think it helps with the exposure that they have to both music, American popular culture mostly … I would say.

Researcher: Would you say that you promote any specific variety, or varieties of English in your …

Interviewee 1: Well it's … It's … For sure that they are most exposed to <ICN> Standard English. But I really try to expose them to the different types of English, and that they are aware that there are different types of dialects and so forth. And typically I will have one or two students who have a mother or father or some relation who comes from another English speaking background. And those kinds I'll play off on. I have two grade eight classes for the moment right now, and one girl for example in one class, her father is <from an inner

circle nation>, and so sometimes I'll say listen to me pronounce this sentence or this word, and then listen to her. And I'll do the same thing with the other class where there is <a boy from an inner circle nation>. And his accent is actually <ICN 2> so it makes it kind of interesting. We have another teacher here who is <ICN3> actually. So sometimes he's been in class and i've just invited him, just to show the difference of the accents.

Researcher: Which variety, or varieties, of English do you think the pupils try to speak, insofar as they seem to have any preferences?

Interviewee 1: From what I understand there is much more emphasis on British style English previously. But I think the new generation, and I've heard a lot of older Norwegian English teachers who have said that the trend is more that they're speaking American type of English. North-American type English, and I think that's the case. They can be influenced partly by the teachers that they have at their elementary schools, and the model that they've had there. For example, that someone is very much … okay, this British-English and so forth. And even my own children … I mean … I have a child <Removed for anonymity> and he'll come back, and he'll say: You know my teacher's saying it's trousers, but I'm saying it's pants.

Researcher: At last … Overall, how important would you consider pronunciation teaching? You've

Interviewee 1: Yeah, I think I've talked about that previously. For me, the most important thing is … is that they are pronouncing so that they can communicate clearly. If they have some nuances, or if they sound like, you know, or if its … if they're talking to a native speaker and the native speaker and the native speaker can hear that they're foreign or Norwegian, that's not such a big deal. That's not … It can be their aim, and [for?] some it should be their aim to be able to speak like a native speaker, but for the vast majority, as long

as they're able to communicate effectively and fluently.

Researcher: Do your … when you do address pronunciation, do your pupils … How do they seem to react to it? Do they seem to enjoy it or?

Interviewee 1: For me it seems like they are very motivated. Generally in English class they are quite motivated. I would say that … I mean this is just a rough estimate, but it seems that 80-90 % of students look positively upon English teaching. I think that they see it as useful. I think that they understand the context that Norwegian unfortunately isn't an international language, and it could happen that they need … You know, they need English, and many of them have travelled with their parents to places where they understand that … you know even places like Spain and Italy, I mean, you know, the only choice for them is to speak English. So they will need it. Generally I would have to say that the kids that don't really like English could be kids who already struggle with Norwegian as their main language. And maybe kids that don't really foresee in their future that they … they will need it. But even those kids, I mean, they have a sense that … Yeah I mean, I really should learn it, but it's just, it's just too much of a hinder for them, right. There are too many things going on, dyslexia, and … specific learning difficulties and things that are standing in the way.

Researcher: Okay. Anything you would like to add at the end?

Interviewee 1: I don't think so

Researcher: Mhm.

Appendix C

Transcript of the interview with Interviewee 2

Symbols used:

Researcher:	Interviewer.
Interviewee 2:	Interviewee
…	pause/false stop.
[ ]	comments about nonlinguistic factors, moods etc.
""	inside [square brackets] is a translation from Norwegian.
//	comments about phonemes
<>	words that have been exchanged to ensure anonymity

Transcript

Researcher: Okay. So this is an interview about pronunciation, how it is taught in English classrooms, and what the teachers' attitudes to pronunciation teaching are. We will here talk about how you address this issue in your English classrooms, and which variants of English you teach and expect your learners to use, if any. Sometimes I might repeat a question you've already answered ... just to make sure that i do not forget anything, and ... but also because looking directly at something you might have mentioned in passing might bring out a more elaborate response, and also making sure that I have understood you correctly. Likewise, I will sometimes ask why you do something this or this way. This is not because it seems incomprehensible to me, but because I am interested in your reasoning, rather than ... me

piecing things together later. This is an anonymous interview, so if you for some reason do not wish to participate, we can just stop. I will not keep the recording. I will transcribe it, and ... so everything is completely anonymous. Everything is clear?

- Interviewee 2: Yeah.

Researcher: Okay. So, first. When addressing pronunciation in your classrooms, what kind of sounds, or things, do you look at? Or ...

Interviewee 2: We normally look at ... when comparing different dialects. Mainly look at this topic. I don't teach very specific pronunciation, because I often feel that the students get a little bit scared if you stop them while they talk. So we mainly address different dialects ... the difference between American, British, Australian, Canadian, and so on.

Researcher: What kind of things would you, sort of, point out then, like ... Examples here are single sounds, intonation, maybe some words ... ?

Interviewee 2: All of them mainly. Because we often use youtube for the different dialects, and then what is typical for the American dialect, what is typical for the British, and even inside England you have kind of different dialects so ... We look at those, and that is one of the goals in Læreplanen ["The curriculum"] that you need to distinguish the different dialects, and that is one of the area where we look at pronunciations.

Researcher: So, you've mentioned this a little bit, but how do you address pronunciation? ... In terms of activities and ... or, yeah

Interviewee 2: Yeah, we address them sometimes when we have oral presentations. One of the ... evaluation target is the pronunciation, so if they have repeatedly words they mispronounce, I often write them down, and they have to practice that word. And, but in like in normal class when we do class discussion the mainly ... my goal is to get the students to talk, so I don't stop them, just to pick on their pronunciation.

Researcher: But if you give them this list of words, Do you do anything specific with the words, sort of?

Interviewee 2: No, not normally. We do read out loud, but we don't stop the students. Sometimes if they ask, how to pronounce them, often they ask, okay, what is this word, how do we pronounce this word, or ... what is this word in Norwegian, what is the word in ... so we do it sometimes that way.

Researcher: Yeah. Do you do things like tongue twisters?

Interviewee 2: I did it before, I haven't done it mainly ... lately. Not mainly I have forgotten them, but we sing and do those kind of things.

Researcher: Okay. Acting?

Interviewee 2: Yeah, some acting to. And they've done some acting where they are gonna be a British person ... they're gonna be an American person and so on. So they have to practice their dialect.

Researcher: Yeah. Would you maybe say that you teach, sort of, more implicitly?

Interviewee 2: Yeah, yeah. Definitely.

Researcher: What kind of material for pronunciation do your books provide?

Interviewee 2: None [Teacher smiling. Interviewer laughing.] It's just, we don't use books. Mainly we do ... the youtube and internet sites. And I think it's better, because it's easier for the students to hear.

Researcher: Why do you do this, in this specific way?

Interviewee 2: Because, I feel that if you stop the students a lot you will make them scared of talking, they will be more afraid of saying something that's not correct and they just ... to improve so that I feel that. For me, I don't see the big purpose in stopping and correcting them. I fell more like we should be practicing some words but, normally they hear so much

English all the way round, so I think they ... mainly the oral speaking skills and the pronunciation of the students are really good, and the Norwegian students ... I feel that, that is not ... one of the area that we need to be addressing that much.

Researcher: Could you maybe ... Like, you mentioned the competence aims and so on. Any other things that, sort of, affect your teaching, in terms of pronunciation, and probably also in general, as they tie together.

Interviewee 2: Current events. And also, we use a lot of movies and so on, and listen to the people talk on the news and so on. That affects my teaching. And we also do skyping with other classes around the world, so they listen to different students talking English. So, and also the different pronunciations. So we also try to look at the ... for example, talking to India, we talk to Indian students, we often do a lot of writing. So the often ... okay... what would an Indian person sound like if they are talking English, and why? We look at that one too.

Researcher: Which other countries do you ... ?

Interviewee 2: We've done Canada, we've done USA, we've done England. We're gonna do South Africa next year. So we're trying to find students ... I know a lot of teachers around the world now so, it's getting easier to get in contact with students.

Researcher: Let's see ... when, if you were to address pronunciation ... sort of ... I mean, one thing is how often would you do it? We can start of with ...

Interviewee 2: Yeah. Maybe once a month, just in the context of the ... in the classroom. Not as a single session. It would be more like a part of it.

Researcher: Like an integrated session, maybe a short session, yeah. ... How would you define good pronunciation, like for a pupil, or a student.

Interviewee 2: yeah. It's a little bit difficult because, looking at the goals in

Læreplanen ("The curriculum"), you see that it doesn't really mention the skill level. Because they have students who have been living in the US ... USA for three or four years, so their English pronunciation will be really really good. Then they have the student just living in Norway, and their pronunciation is really good too, but you can't compare them because it wouldn't be fair to the students just living in Norway so ... For me it's that they mainly, have a good vocabulary, and are able to use the vocabulary in the different discussions. So I don't really think about vocabulary ... uh ... pronunciation that much, because I feel that if they try to speak, their pronunciation will become increasingly better.

Researcher: Yeah. And also it sounds as if the pronunciation is good enough not to make it an issue.

Interviewee 2: Yeah.

Researcher: So, i mean, do you hear a lot of mispronounced words, or things in your classes?

Interviewee 2: Not that much. I feel that the skill level is getting higher and higher. And that's because they listen to music, they listen to videos, youtube, everything.

Researcher: Any specific things they seem to struggle with, or ...

Interviewee 2: Not really. [Non-applicable] And, they struggle when they have to discuss topics that might be a little bit harder, and they have to use more, like, an academic language. I feel that's the main problem.

Researcher: Do you think it's important to have a pronunciation without a Norwegian accent, or strong Norwegian accent?

Interviewee 2: Not really. I feel the most important thing is that they are able to talk, and they are able to participate in discussion. And I feel that is more important that they ... because if they do use the language outside of Norway, nobody would care if they have, like,

a Norwegian accent. People would assume that's normal. So for me it's more like improving the vocabulary. And I know a lot of teachers don't agree with me on that, but ... that's something in my head. I can't justify it [Interviewee smiles. Researcher laughs.]

Researcher: No, no no. Don't worry. In your teaching, do you promote any specific variety, or varieties, of English?

Interviewee 2: I normally speak American English, so ... but I also have told them we normally should be speaking the British accent, but I don't really ... I show them the differences, but I also show them the differences between Australian English and South African English, so ... I just make them understand that English is a broad language, and there's a lot of different dialects and types of English. I don't focus on the British English to much.

Researcher: You wouldn't say your'e very prescriptive, sort of, like [Interviewee shakes his head]… Which varieties do you think your students try to speak?

Interviewee 2: American English because ... the movies, the songs and everything. So I feel there's more like the American English.

Researcher: Is this different for different groups, maybe?

Interviewee 2: Some. Often, like, the highest level of students will be doing more, like, the British English, and they often find it is a little bit fun to try to speak as proper English as they can [clearly enunciated] So I think that the higher skill levels they have, then normally they speak more ... the British English

Researcher: Let's see. Last. You've implied this before, but how important would you consider pronunciation teaching?

Interviewee 2: I think it's important for people to be understood. I often see the ... when we're doing the skyping how students try to pronounce it a little bit more than they

would do in class, and often they ... they speak a little bit more slowly. So that is one area. But normally I feel it's more about, taking part in the discussion.

Researcher: So, what effect does, in your impression, teaching pronunciation seem to make to the pupils?

Interviewee 2: They maybe get a little bit more ... have a little bit more ... confident, if they know that they are speaking proper English. And it might be easier for them to speak in class too. Because a lot of students have problems speaking in class too, because they don't feel the skill level is high enough. So, I think that it would be helping them speak more in class.

Researcher: Yeah. Do your ... sort of ... How do your pupils seem to react to pronunciation teaching?

Interviewee 2: I think if you ask them, I don't think they would be ... know [Interviewee smiling. Researcher laughing] what you were talking about. I think I would have to explain to them what we were discussing, and don't think they would be ...

Researcher: It's not, like, something they have a conscious relation …

Interviewee 2: No. I don't think they have any relationships to it.

Researcher: Yeah. You've mentioned this as well, but ... What do you think has the biggest influence on the pupils' pronunciation?

Interviewee 2: Yeah. I feel that the internet, with netflix, youtube, and also ... that's the main influence now. Before it was mainly movies and music, but I feel now it's more like, netflix, youtube and so on. Music.

Researcher: Anything you would like to say at the end of the interview?

Interviewee 2: No, not really..

Appendix D

Transcript of the interview with Interviewee 3

Symbols used:

Researcher:	Interviewer.
Interviewee 3:	Interviewee
…	pause/false stop.
[ ]	comments about nonlinguistic factors, moods etc.
""	inside [square brackets] is a translation from Norwegian.
//	comments about phonemes
<>	words that have been exchanged to ensure anonymity

Transcript

Researcher:Okay. So, this is an interview about pronunciaiton, how it is taught in English classrooms, and what the teachers' attitudes to pronunciation teaching are, and yeah ... what teachers do.

So we will here talk about how you address this issue in your English classrooms, which variants of English you teach and expect your learners to use and so on. Sometimes i might ask something that you've sort of already answered. I do this in part to make sure that I don't forget anything, but also because addressing directly something you've mentioned in passing might bring out a more elaborate response and make sure that we understand things the same way.

Sometimes I will also ask you why you do something this or this way. This is not because it seems incomprehensible for me to do something this or this way, but just to make sure that I understand your reasoning, rather than mine.

Any questions?

Interviewee 3: No. Everything is fine.

Researcher:Good! So ... Initially. When addressing pronunciation in your classrooms, what kind of sounds or things would you look at?

Interviewee 3: What do you mean, would that be the th-sound, or the v and w difference ...

Researcher:[interjecting] That could be an example -

Interviewee 3: intonation?

Researcher:mhm

Interviewee 3:I do all those.

Researcher:You do all those?

Interviewee 3: Yeah, but, it's not necessarily very planned. I sort of address it when it pops up, and if there's a problem i tend to talk about it there and then, and sometimes I give them words to practice, and ... so everybody says it together, or something like that.

Researcher:Could you maybe give an example of how you would describe a phenomenon to your pupils or your students?

Interviewee 3: Umm … If we do the v and w-thing, I tend to tell them that there is a difference between the v and the w in English. That difference doesn't really exist in Norwegian, and then I find words that have that difference, in English, like vest and west, and basically explain the meaning of the different words and that they need to know how to say it properly, because otherwise the meaning might be very different than what they want to say,

and ... yeah. So it's basically that way.

Researcher:Yeah. Ehm ... Already touched upon this, but how do you address pronunciation, in terms of activities, tasks and so on?

Interviewee 3: If it's something that crops up when they are reading or speaking in a group, I tend to repeat that word and and tell them this is why it's pronounced this way, and not that way. Especially with plural forms of woman and women, 'cause they read what is says, and then they say it the wrong way. And so sometimes it's the whole class, and I get the whole class to say the word, with me.

Researcher:Mhm. Do you use like ... tongue twisters and ...

Interviewee 3: I've got one I use for the v and w.

Researcher:Yeah. Some of those ... things ... maybe ... Do you ever describe things happening in the mouth or so on? Like ... phonetics-ish?

Interviewee 3: Not so much in English. More in German. But sometimes yes. With the th-sound especially, because that doesn't really exist in Norwegian, so I have to explain how to do that for some of them.

Researcher:Ehm ... What kind of material for pronunciation teaching do your books provide?

Interviewee 3: They've got the phonetic alphabet, and basically, there's a list of all the letters and all the sounds and how they are pronounced. Well, there's not so much more than that. I use the phonetic alphabet sometimes when I wish to stress intonation for example, or ... certain pronunciations

Researcher:When there are sort of details that you ... [Interviewee 3: Affirmative nod] A bit general, I mean ... Why do you do it this specific way? I mean, now we've been into the corners of …

Interviewee 3: I'm not really sure of why I do it that way . It sort of seems to be the best way of doing it, and I don't necessarily do it the same way with every class. It depends on the class and the students and how I can reach them, basically. Year eight class is different from year ten. So how I do it in a year ten class is different from how I do it in year eight.

Researcher:Could you maybe describe one of these differences?

Interviewee 3: Year eight I would be a bit more systematic, especially in the beginning, with all these sounds that are different to Norwegian, that you don't really find in Norwegian. And we would go through all these tongue twisters, Vs and Ws and th and the z and all that, because that doesn't really exist in Norwegian, and in year ten I would just have a repetition, and go over it again and then say, well we talked about this a few years ago, do you remember? What do you remember? And then we just go through it.

Researcher:Are there any, like, external things that affect this ... that you think of, sort of ... like, colleagues, books, and competence aims and so on.

Interviewee 3: Not really

Researcher:No. [Both laughing]

Interviewee 3: I haven't really thought about that.

Researcher:No no no. That's okay. Were you taught English this way, or maybe some other way, or? Yeah?

Interviewee 3: Ehm. I can't really remember, 'cause it's a while ago. I know we did quite a lot of talking, and I think I remember that, one of my teachers, when we said a word the wrong way, the teacher repeated it the right way. And I also do that with my students, but that's what I remember really. [Laughs]

Researcher:It's ... obviously that stuck, that part.

Interviewee 3: Probably, yeah.

Researcher:So, when do you address pronunciation ... what should I say. how do you manage the time? In terms of, do you dedicate classes, shorter sessions, as you mentioned address it when words are mispronounced, and so on.

Interviewee 3: Basically shorter sessions, because having sixty minutes of pronunciation once a week, twice a week, once a month, It's quite difficult, and you need to do other things as well, because you need to have the attention of the students when you deal with this. In my experience it's easier to have shorter sessions, like five to fifteen minutes every now and then, when you need to address something. So ... yeah.

Researcher:Approximately how often do you think you focus on pronunciation?

Interviewee 3: That depends. If its ... if we've read a text thats fairly new and lots of new words and more difficult words ... ehm ... I do more on pronunciation than if it's an easier read text. So we will work through how you say all these things and where's the intonation on these words and is it different to Norwegian and similar or ... Yeah. So sometimes it can be every lesson of the week, but sometimes, it can be a few weeks apart.

Researcher:How would you define good pronunciation?

Interviewee 3: What do you mean?

Researcher:Well, what do you mean?

Interviewee 3: Well. What I tell my students because they ask me sometimes, do I need to speak British English, because that's basically what I speak, and I say no, you don't have to speak British English, so long as you speak correct. You can speak whatever English you want, so long as it's correct. So. Basically as long as it's correct, I don't mind.

Researcher:Could you maybe describe correct pronunciation ... that would be like, for example American English [Interjects Interviewee 3: yeah yeah] Yeah okay. What is your overall impression of your pupils' pronunciation?

Interviewee 3: It's fairly good.

Researcher:Do you hear ... like ... a lot of mispronounced words in your classes.

Interviewee 3: Sometimes, yeah.

Researcher:Which kinds do they seem to struggle more with? Which kind of sounds or ...

Interviewee 3: Vs and Ws, and sometimes the plural of words, so especially the words that don't have the S at the end of the plural. So ...

Researcher:You did mention this, but, In your teaching, do you promote any specific variety or varieties of English?

Interviewee 3: Not really. I don't really want to have them change the way they speak just because I speak the way I do. So if, in primary school, they've had a teacher speaker speaking American English just because I don't speak American. So ... No

Researcher:No. Do you think it's important to have a pronunciation without a strong Norwegian accent?

Interviewee 3:I try to promote it as much as… well ... a bit. So, it comes a bit with the intonation of words, and sentence intonation as well, so ... sometimes yes.

Researcher:Just, when you mention intonation and so on, are these the important parts, or the less important parts?

Interviewee 3: Less important parts [Laughing]

Researcher:Yeah yeah yeah. Let's see. Which varieties of English do you think the pupils try to speak, if they seem to have any preferences?

Interviewee 3: Many of them speak American, and I've asked them why and, that's what they hear, most of the time, and ... yeah. And sometimes that's what their teacher has spoken as well, so ...

Researcher:Do some pupils seem to lean towards specific varieties?

Interviewee 3: Mostly American.

Researcher:Kind of open one ... How important would you consider pronunciation teaching? Or, teaching pronunciation ...

Interviewee 3: Ehm ... Quite important because if they don't know how to pronounce the words and if they don't know how the intonation of a word is supposed to be, ehm ... it's not that correct. So ... I kind of stress pronunciation of words a bit, especially in general how to pronounce different words.

Researcher:Ehm ... What effect does in you impression, teaching pronunciation make to the pupils ... or students?

Interviewee 3: What do you mean?

Researcher:Sort of ... I mean how do they react, do you notice differences and so on, after having taught them?

Interviewee 3: Mhm ... Some of them remember, and some of them don't remember, and sometimes when we have all these woman women thingies, there's quite a lot of fun, because every time they read it wrongly, they start laughing, and then they remember and ... so.

Researcher:When do you think your pupils seem to pay most attention to their pronunciation?

Interviewee 3: When they are reading. Not so much when they are talking, basically.

Researcher:What do you think has the biggest influence on your pupils' pronunciation? Like, movies, talking to people abroad, listening material in school, you maybe?

Interviewee 3: I think maybe I've got something to do with it, and all these TV-series,

and films ... yeah. Not so much talking to people abroad because they don't really ... well ... they don't necessarily go to Britain or America, they go to Germany or France or Spain or ... and yeah, they don't really pick up the German way of speaking English, so to speak [both laughing]. So yeah.

Researcher:Anything you would like to say at the end?

Interviewee 3: No, I think I've said what I need to say.

Researcher:Any questions?

Interviewee 3: Not really.

Researcher:Okay. Thank you very much then.

Appendix E

Transcript of the interview with Interviewee 4

Symbols used:

Researcher:	Interviewer.
Interviewee 4:	Interviewee
…	pause/false stop.
[ ]	comments about nonlinguistic factors, moods etc.
""	inside [square brackets] is a translation from Norwegian.
//	comments about phonemes
<>	words that have been exchanged to ensure anonymity

Transcript

Researcher: Okay. So. This is an interview about pronunciation, how it is taught in English classrooms, and what the teachers' attitudes to pronunciation, pronunciation teaching and so on, are. And we will here talk about how you address this issue in your English classrooms, and which variants of English you teach, and what you teach sort of when you teach

Interviewee 4: What do I teach?

Researcher: When you teach pronunciation, that is.

Interviewee 4: Mhm.

Researcher: Sometimes I might ask something you've already answered. This is just to make sure that I don't forget anything, but also to bring out more elaborate responses, to

make sure that I've understood you correctly.

Interviewee 4:Can I do the same?

Researcher: Sure, sure, ja ja ja. And likewise, I will something ask why you ... if you describe something that you do, so why you do this, to sort of get at your reasoning rather than me trying to piece things together later. This recording will be deleted after I have transcribed everything, so, noting will be traced back to you. [Small interruption where interviewer moved the recording equipment to a more suitable location between interviewee and interviewer.]

So. First. When addressing pronunciation, in your classrooms, what kind of sounds or things would you look at?

Interviewee 4: If I am going to … I must say, I don't really have that much focus on pronunciation in the classroom, because I feel it kind of prevents the ... If you kind of stop the pupils and say: Oh, you said something wrong there, it prevents them from being active in the class and in the classroom. That's my experience. So, my main focus is for them to communicate, and use the language as much as possible, without, kind of, telling them what they've done wrong all the time. But if I do things in the classroom, I would probably do the sound ... /θ/-sound, and /ð/, the difference between the two. Let me think. ... I probably do have other. And if I ... either, if I, try to teach them how to, in a way, pronounce the correct sound, I'd either do it in a conversation between me and the pupil, or the whole class at the same time, cause then there is not like, a focus on one specific pupil doing some kind of mistake, I think.

Researcher: Yeah yeah, but just like, so, things you would look at, that would normally look at that would be like, th-sounds yeah.

Interviewee 4: The th-sound because it's like tree, or three, you know. It's two

different meanings, so, yeah. I do praise the ones who have very good pronunciation. Yeah, I also do that. I think I try to have a positive focus for everyone who's active in the classroom.

Researcher: So, its more like reinforcing than ...

Interviewee 4: Yes. [Researcher: interjects Yeah] Because they are, very often they are afraid, you know, of saying anything at all, or being active.

Me:Jajaja.

Interviewee 4: At least this age group.

Researcher: Ja ja ja. So, in terms of activities and tasks and so on, would you have anything like that that you would use to promote good pronunciation practice and so on.

Interviewee 4: Yeah, we have. We can have for instance role plays, discussions in class, discussions in groups, there's reading out loud. We have presentations in class. Either in pairs or on their own. I actually have got a long list of things that I do to ... why didn't I think of ...

Researcher: Do you have things that are specifically pronunciation related? As tasks?

Interviewee 4: Not a lot, no. And if I do it … For instance I can… I notice what they need more practice doing. I don't normally have a task that's just, on pronunciation but it's more ... You know, we have sixty minutes lessons, so often you have to divide each lesson into several different activities. So we don't use a whole lesson doing one thing. You know, it's me, and then its us, and then it's them, and then it's us, but not a lot where we do only pronunciation. Maybe I should, after today. [Both laughing] To look in. Something i'm not doing?

Researcher: No, no. Don't worry. It's not a test. Lets see. So you mentioned things like role play, and acting.

Interviewee 4: I do also one thing. Cause I, I do also ask certain pupils, but I don't do

it in class, I go to this one pupil that is concerned, and for instance, ask them to ... I repeat a word ... I say a word, and ask them to repeat the word after me.

Researcher: So it's like repeat after me, but not like the traditional whole group thing, where you have a whole group saying ...

Interviewee 4: I can do it with everyone in class. That is actually quite comical, when they all do it at the same time. Yeah

Researcher: It is. But from what it appears, or sound like, it sounds like it's sort of implicit, or like integrated.

Interviewee 4: It is. There's one thing that I ask them to do but that's not exactly pronunciation but it's for them to ... Consonants and vowels, they very often don't know the difference between the two. Yeah. Then I ask them to AIO [sings] in class, you know [laughs] ... continue.

Researcher: And also. Do you ever, do you do things like ... do you describe things that happen in the mouth, and sort of.

Interviewee 4: Yes. I do. Yes. So it's like. In a few words ... the tongue the throat. That's typical with vowels and *indistinguishable* [consonants?], so you can feel that something's blocking and something's not blocking.

Me:Mhm

Interviewee 4: You have to describe it in a very simple way.

Researcher: Yeah, yeah. So it's not like the ... the latin words for the

Interviewee 4:No.

Researcher: What kind of material for pronunciation teaching do your books provide?

Interviewee 4: To be hones, I don't like our books. I don't think that. ... They do have the phonetic alphabet, I think we'll find that in our books, I'll just check.

Researcher: Mhm.

Interviewee 4: I've actually done that sometimes. Not often, but I have. Have you seen our books? Have you seen different books?

Researcher: Yeah, I've seen some.

Interviewee 4: These are not really good. They are geography books, I would say. Very little literature. Its all about ... I don't think there's any here. No

Me:No

Interviewee 4: No. So probably ... There's very little focus on it. [Non-relevant chit-chat.]

Researcher: So, you've implied this, but ... why do you address pronunciation in this way, or do it this way.

Interviewee 4: Why? Because I think it's ... If you ask one pupil to do it in class it's kind of embarrassing for that ... for the pupil. The age, this age group, they kind of ... very ... I mean they're very afraid of standing out in any way. So that you have to things in a way that it's not embarrassing. And also they have to feel kind of ... Yeah. I think that's the main reason.

Researcher: Are there other external factors that affects, you know like, colleagues or something, and or. You mentioned the competence aims, so obviously those affect ...

Interviewee 4:What are you...

Researcher: For your teaching in terms of pronunciation.

Interviewee 4: Can I just say one thing that i've, just say it while I, before I forget.

Underlined: Media school One thing that we've had, we've had, we've listened to youtube, we've listened to for instance Australian, South African and all the different ways of using the English language. That has been ... but not for them to ... repeat but, that's been a

focus. What was your question again?

Researcher: Whether ... How things like competence aims, books and colleagues maybe, sort of, affect your teaching.

Interviewee 4: Yes, we do cooperate. I think we have ... well the teachers that I cooperate with, we kind of have the same focus. We have certain goals for the pupils. Also orally, we often have specific tasks, but it's not only on pronunciation. We hear them speak, but we don't ... that's not the presentation, that's not the main task, or theme of the presentation it's not to pronounce something in a specific way. It's more, something that's just included in the whole thing. I don't know. Was that clear?

Researcher: Ja ja ja. Were you taught English, in more or less the same way that you teach English?

Interviewee 4: I ... My dad's actually English, so that's the way I got it. I never knew what was right and not right. It was Norwegian and English from an early age, so ...

Researcher: So we could say you've acquired it [Interviewee 4: yeah], you never learned it. [Interviewee 4: No] ... Let's see.

Interviewee 4: [Looking in the textbook] Fonetikk og intonasjon ["Phonetics and intonation"] Hmm. Okay.

Researcher: Okay.

Interviewee 4: I probably don't use this book a lot. [Laughs.]

Researcher: Is it like a whole chapter, or?

Interviewee 4: No. Two pages.

Researcher: Ja. Mhm.

Interviewee 4: You can see here. [Shows me the two pages. Mainly points out that e.g.

intonation is a phenomenon. Broad description.]

Researcher: So it's, ah its in Norwegian as well.

Interviewee 4: Of course [sarcastic?]

Researcher: Mhm. So, yeah, it's like ... try to be aware, of the melody and so on.

Interviewee 4: My main focus is to actually understand what they're saying. I want them to be clear when they speak not the [Mutters indistinguishably. Parody]. You know that kind of ... So, often when they have pronunciation, if I ... If I have comments while they speak, its more, Can you speak louder? I can't hear. You know. It's more of that kind of, well, criticism if you should ...

Researcher: Yeah yeah.

Interviewee 4: Can you say it clearer? I don't understand what you're saying.

Researcher: Yeah yeah.

Interviewee 4: That's more the focus. And I always ask them questions afterwards. If they've had a presentation we have a ... we have a conversation after the presentation where they have to speak on their own, where they don't have a ... any ... where they can't read anything. That's when I hear what they actually know.

Researcher: Yeah yeah.

Interviewee 4: In our school we have a lot of children that ... They've never had English, they come, they have a foreign background. They come from Iraq or ... eh ... Turkey, all of that.

Me:So many of them ...

Interviewee 4: They haven't been taught English from an early age, so they maybe they don't even... haven't ... not even been to school. So, that's quite a challenge.

Researcher: It's not just the language. It's just being in school.

Interviewee 4: Reading, writing, so that's been a challenge for me. I have one boy. He hardly knows a thing. And ... So you can't. There I've used the: Can you repeat after me please? Cause he doesn't know how to read the sounds. I've actually ... I've actually ... That I've done. I've written You've got the whole alphabet, and I wrote in Norwegian how you would pronounce it. I did not use the phonetic alphabet, because that would be a ...

Researcher: More of a hindrance?

Interviewee 4: Yes. Like ai, ei ... So that he would, you know. So that he would know how to pronounce. That i've done. Not that long ago actually. So you kind of do things in the spur of the moment, when you see that it's needed.

You see there is not a lot here [referring to the book]. Very little actually.

Researcher: And, I mean, you discovered it now, so it's sort of buried in there.

Interviewee 4: Not very much in use yeah. But we do these things in class though, without ... You actually don't have to use the book in order to know ... that you should do these things. It's like, when I hear that they can't pronounce the th-sound I do it with everyone.

Researcher: So let's see. It's a bit about managing time, and classes and so on. So you've mentioned so far that you usually have shorter sessions, and integrated sessions. Approximately, how often do you focus on or ... not focus on, but do something related to pronunciation?

Interviewee 4: Well, as i've said, It's not my main focus, pronunciation but ... I know that some teachers do, but not the teachers I'm cooperating with, but they will ... for instance if they have a presentation, in class, they have a few every term, we have to give them an evaluation, in writing. And there, I'll always tell them what they should practice more, for instance if they have a very like, typical Bergen-way of pronouncing words, I will tell them

there, so they will know, but I don't do it loud in class. I don't say Oh what? Bergen [bø:ʁgæn] [Parody of a pronunciation clearly influenced by the local variant of Norwegian.] So we do have several of those, at each term. And also, we have ... I'm just gonna check if we've got it ... We may actually have when we evaluate them. I think pronunciation is one of ... It's just that I never remember anything before anyone asks me. I'm just gonna check, I think I've got it here. [Non-related] Well. We have Uttale og intonasjon ["Pronunciation and intonation"] is actually something we do when they have a presentation. Korrekt uttale, tilnærmet engelskspråklig intonasjon, kan mye, karakter fem til seks. Kan en del, karakter tre til fire, uttale og intonasjon er god nok til å ikkje hindre kommunikasjon. And kan litt, karakter to. Elementær uttale og intonasjon er forståelig. ["Correct pronunciation, approximately English-like intonation, knows a lot, grade five till six [Six being the highest grade.]. Knows quite a bit, grade three to four. Pronunciation and intonation are good enough not to hinder communication. And knows a bit, grade two. Elementary pronunciation and intonation is understandable"]. You kind of understand what they're saying, but ... [Some non-relevant communication]. So we have that ... Every time we they a presentation that's a part of our evaluation of it's knowledge [indistinguishable].

Researcher: So it's one of four ... [Shows a list of four areas to focus on, where pronunciation is one of them]

Interviewee 4: Yes. In this one. We may have a little bit different focus next time. So we do have a focus. It's just that i'm not very ... conscious of it. I am, but I am not, in a way. You just do things.

Researcher: And I mean, you're not sitting evaluating something right now,

Interviewee 4:No

Researcher: So it's not that

Interviewee 4: But you always tell them ... in addition to this evaluation, you make your own evaluation, in writing. You know. So.

Researcher: So that was how often. How would you define good pronunciation?

Interviewee 4: How I would define it?

Researcher: You're the expert.

Interviewee 4: I know. Well here, we've also got pronunciation, but that's another one [Shows a form mentioning it as a criterion in oral evaluation]. Well anyway, how would I define ... Ehm. I don't know. If you sound. I've got two pupils in my class. One ... is ... two boys. It's actually very very rare, that they have a pronunciation ... It sounds as though they ... It's their mother tongue, almost. And I've asked them is one of your ... do you have a parent who's English speaking ... No. Both of them have kind of just ... Yeah. I think that that is like the perfect pronunciation, if you sound like you've ... like its your language almost. But, as I said, it's very rare. In a class with twenty-nine pupils, two of them ... I've even got a pupil, she's ... dad is English. She's got very very good vocabulary, but her pronunciation is a bit influenced by her living in Norway, which is natural. So she's got ... I've given her six, although her pronunciation is not as though it was her mother tongue, but eh ... I don't know really. Of course that's the perfect thing if they sound like they come from an English speaking country. But it's so rare that that's not my main focus. Yeah. One of the boys has a perfect British pronunciation, and the other one has a perfect american pronunciation. It's really weird. I've asked both of them where does it come from? Yeah.

Researcher: So, do you ... If you think of this perfect intonation, or a good into... oh sorry pronunciation, would you consider it important, or how important would you consider it to have a good pronunciation?

Interviewee 4: It's always a plus. It is. It is important, but at the same time, it's so rare,

that if that was my main focus, I ...

Researcher: You would be disappointed a lot?

Interviewee 4: Yes I would. However, very … pupils have a ... their vocabulary is good. And as long as they have a ... they speak clear and they communicate well i think, that's also ... 'cause the thing with the language is that it's not one thing that matters, it's a lot of things. It's like when you correct papers you have to look at the content, the vocabulary, the language, you know? There's so many things, and you can't just look at one thing, and that's also with the oral language. You have to consider many factors.

Researcher: Do you hear a lot of mispronounced words in your classes?

Interviewee 4: Absolutely! Tree and three and ...

Researcher: Any other sounds or things they seem to struggle more with?

Interviewee 4: Do you have a few examples so that I can say if it's yes or no?

Researcher: I mean something like intonation, or sentence stress,

Interviewee 4: Yes. We have all of that.

Researcher: Another issue you mentioned like the v-w.

Interviewee 4: Yes.

Researcher: What about things like vowels?

Interviewee 4: For foreign, I mean not foreign, but, well, kids from other countries than Norway, they have bigger problems. They have their own language, maybe, well whatever. And then it's Norwegian, where the sounds in Norwegian language, and then you have the English language which is not very logical always. For them that's a problem.

Researcher: Yeah yeah.

Interviewee 4: For Norwegians, actually they know most of that when they come here. Yeah.

Researcher: In your teaching, do you promote any specific varieties of English? Like, you mentioned American English, British English ...

Interviewee 4: Well, I do, but I don't try to say all those words 'cause I would feel I was ... Well I may try to hard and it would become quite comical. But, we listen to the different ways of speaking, because from the eighth grade to the tenth grade you go through, all, well not all the English speaking countries, but, like, Australia, USA, UK, so they hear all the different varieties: Scottish, Australian, South African we've some ... we have a little part about that. So that's actually quite fun, listening to the different ways of saying the words. You find loads of stuff on Youtube.

Researcher: Yeah yeah yeah. [Non-relevant] Do you think it's important to have a pronunciation without a Norwegian accent?

Interviewee 4: Well it's always nice to listen to. Mhm. I don't know if I can say it's the most important. Well that's my personal opinion. I feel that if you can communicate, well, that's the main focus. But of course it's always a plus if you have a good pronunciation in addition to communicating well.

Researcher: Yeah. Which variety of English do you think the pupils try to speak?

Interviewee 4: American.

Researcher: American. Didn't hesitate.

Interviewee 4: No. That's what they hear.

Researcher: Do some pupils seem to lean towards other varieties?

Interviewee 4: Well that one. [Smiling.] I'm telling him it's music in the ears of your teacher, I've told that. So he laughs. I don't know where he's got this really British accent. It's just amazing. As i've said, it's so rare, that I'll probably remember him for years afterwards. Yes. Most of them try to ... yeah ... American. I've got two kids. And my son, he's

twenty-one. He has a British ... that's the way he's adopt ... the language he's adopted, but my daughter, she has a mix of where she kind of, like my pupils here. A bit mix of American British in a way. <Removed> It's weird that 'cause she's not heard that from, well only TV and you know, but they watch series and ... stuff. I'm very proud of my son. [Non-relevant]

Researcher: Let's see ... How important would you consider pronunciation teaching? I mean ... you've sort of ...

Interviewee 4: Can I answer?

Researcher: Yeah yeah yeah.

Interviewee 4: Well. Maybe after today, I'll open those two pages in the book ... Well the thing is, you have actually made me a little conscious about ... Maybe it should sometimes be a focus, but we will have to find a good way to do it so that it's not embarrassing for anyone, that they think it's fun.

I don't know. I was actually looking here to se what we do, 'cause I've actually written ... Here. Muntlig bruk av Engelsk ["Using English orally."] ... ... Varied tasks. Music, we often use music, or ... yeah. Well that's how they hear.

Researcher: Do they sing? Or is that a bit embarrassing?

Interviewee 4: That's a bit embarrassing, but they may make lyrics, for instance. Yeah, and I also think it's very important to ... If they do anything good, well actually if they're active at all, it's important to praise them for being active, 'cause that always is a motivation for continue being active in class. And I also tell them that there is no problem if you say anything, pronounce anything, that I do, wrong, or whatever. There's not one answer here, and just go ahead, talk. Yeah.

Researcher: What effect does teaching pronunciation seem to make to the pupils in your ... impression at least.

Interviewee 4: Can you repeat?

Researcher: Yeah. It's a bit clumsy, this sentence. What effect does teaching pronunciation, seem to make to the pupils? How do they react to it?

Interviewee 4: I don't know how they react to it, but i think it's important that they have a good role model. So. I think it's important for the teacher to be able to pronounce the different words, mostly at least. Yeah. That the teacher doesn't have a typical Norwegian-English way of using the language.

Researcher: Let's see. When do your pupils seem to pay the most attention to their pronunciation? ... I'm saying seem, so it's your impression ...

Interviewee 4: Yeah. I was thinking I should probably ask them. When? I think when they're having presentations, they would be mostly concerned because, so many ... I mean the rest of the class are listening. Sometimes they come and ask if they can have a presentation just for me, and not in front of the class. That's actually a typical thing to do. So. 'Cause then, if they read for one person, for the partner, sitting next to them, or the pupil, I don't think they are so conscious about the pronunciation, 'cause it's ... they feel safe. But if they are going to do anything in front of a crowd, that's when they're most conscious ... about everything.

Researcher: Not just pronunciation. What do you think has the biggest influence on your pupils' pronunciation? Just, anything.

Interviewee 4: Well, in school, maybe I have some kind of effect. I don't know. Well. Apart from ... Not in school I would say films and TV, music ... stuff. And there's a lot of American culture. Norway's quite influenced by it, so, I would think that is a major influence. TV-series.

Researcher: All those things. Yeah. Anything you would like to say at the end?

Interviewee 4: Well. It's been interesting!

Researcher: It has! [Non-relevant]

Interviewee 4: Well I hope it's been useful at least.

Researcher: It has been. Very. Thank you!

Appendix F

Example of coded page from interview with Interviewee 1

- some students are able to you know some students … you kind of have … it's very simplistic but you think they have kind of a ear for language. And they pick things up quicker and they're able to catch on to the intonation and the different patterns and the pronunciation much quicker than others. Some, I mean,
  I tell them even the former prime minister Stoltenberg, a very intelligent man, but I mean, still has this accent that is not … not really that good in English. But he's still able to communicate, and he has a very good vocabulary. And, you know, I try to use that as … Okay, people can understand him without straining.
  But I mean, the top level, what we're ultimately aiming for, is that they're speaking more and more like a native speaker. And I think that is attainable. I see … I even see that even by grades eight nines and tens. By the time they're in grade ten, there's no problem for some of them to attain that goal of sounding very similar to an English speaker.

'Ear for language'

NNES

NS

- Me: Do you … I mean, you've mentioned it a little bit, but do you consider it important to have a good pronunciation … compared to …
- Interviewee 1: Yeah. In the sense that they have to be able to communicate effectively. {Non appliccable} So as long as they have the pronunciation that's decent, then they will be able to get by in an English-speaking environment.

NNES

- Me: So your overall impression of your pupils' pronunciation is quite good?
- Yeah, I think it is pretty good. And I think it helps with the exposure that they have to both music, American popular culture mostly … I would say.

Media

- Me: Would you say that you promote any specific variety, or varieties of English in your …
- Interviewee 1: Well it's … It's … For sure that they are most exposed to <ICN> Standard English. <u>But I really try to expose them to the different types of English, and that they are aware…</u>

Comparing varieties.
<u>Underlined</u>: EIL

Appendix G

Teacher questionnaire

Pronunciation teaching.

Pronunciation teaching

This survey addresses how you teach English pronunciation.
The survey is anonymous, and will take you less than 10 minutes to answer.

Sideskift

What do you teach when teaching pronunciation?

* **This section contain examples of aspects of pronunciation which may be addressed in class. Please grade the statements according to how often the different aspects of pronunciation are addressed in your English classes.**

	Often	Sometimes	Seldom	Never.	
I address single sounds, for example the difference between the "th"-sounds in words like "three" and "tree".	○	○	○	○	
I address the pronunciation of single words.	○	○	○	○	
I address sentence stress, for example when we EMPHASISE certain WORDS when we SPEAK.	○	○	○	○	
I address intonation, for example how to make a sentence sound like a question.	○	○	○	○	

Sideskift

How do you teach pronunciation?

* **You will here get a list of statements about how you teach pronunciation. Please grade the statements according to how much you agree.**

	I fully agree.	I agree.	I disagree.	I strongly disagree.	
I teach pronunciation using "listen and repeat" exercises.	○	○	○	○	
I teach pronunciation by looking at rules of spelling.	○	○	○	○	
When a pupil mispronounce a word, I explain how the word should be pronounced.	○	○	○	○	
When a pupil mispronounce a word, I repeat the corrected version.	○	○	○	○	
I teach pronunciation by letting the pupils do some acting/theatre.	○	○	○	○	
I teach pronunciation implicitly, through my own pronunciation.	○	○	○	○	
I teach pronunciation implicitly, by exposing the pupils to english speakers with a good pronunciation.	○	○	○	○	

Sideskift

How do you manage the time when teaching pronunciation?

* **You will here get a list of statements about how how you manage the time spent addressing pronunciation. Please grade the statements according to how much you agree.**

	I fully agree.	I agree.	I disagree.	I strongly disagree.	
I dedicate whole classes to pronunciation.	○	○	○	○	
I dedicate short sessions to pronunciation.	○	○	○	○	
I address pronunciation when a sound is mispronounced.	○	○	○	○	
I integrate pronunciation teaching when dealing with other topics.	○	○	○	○	

* **Approximately how often do you address pronunciation in one group/English class over the course of a year?**

	Every week	Every month.	A couple of times each year.	Never.	
I focus on pronunciation.	○	○	○	○	

Sideskift

Varieties of English.

* **Which variety/varieties of English do you try to make your pupils speak?**

- ☐ British English
- ☐ American English
- ☐ Norwegian English
- ☐ Other, specify here:

Sideskift

Attitudes to pronunciation teaching

* **This section addresses your attitudes to pronunciation teaching. Please grade the statements according to how much you agree or disagree.**

	I fully agree	I agree	I disagree	I strongly disagree	
I think teaching pronunciation is important.	○	○	○	○	
Teaching makes a difference to pupils' pronunciation.	○	○	○	○	
Teaching pronunciation affects the pupils' self esteem when it comes to speaking.	○	○	○	○	
Watching films/TV has a big impact on my pupils' pronunciation.	○	○	○	○	
Talking English to people abroad has a big impact on my pupils' pronunciation.	○	○	○	○	
Listening materials in school textbooks etc. has a big impact on my pupils' pronunciation.	○	○	○	○	
Pupils talking to each other has a big impact on my pupils' pronunciation.	○	○	○	○	

Appendix H

Receipt of approval from NSD

Hild Elisabeth Hoff
Institutt for fremmedspråk Universitetet i Bergen
Sydnesplassen 7
5007 BERGEN

Vår dato: 11.05.2016 Vår ref: 48435 / 3 / BGH Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 21.04.2016. Meldingen gjelder prosjektet:

48435	*Pronunciation teaching practices among Norwegian English teachers. Praksis knytt til uttale hjå norske engelsklærarar*
Behandlingsansvarlig	*Universitetet i Bergen, ved institusjonens øverste leder*
Daglig ansvarlig	*Hild Elisabeth Hoff*
Student	*Kjartan Hordvik Rydland*

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 15.11.2016, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Kjersti Haugstvedt

Belinda Gloppen Helle

Kontaktperson: Belinda Gloppen Helle tlf: 55 58 28 74

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Vedlegg: Prosjektvurdering
Kopi: Kjartan Hordvik Rydland kjahoryd@gmail.com

Personvernombudet for forskning

Prosjektvurdering - Kommentar

Prosjektnr: 48435

Personvernombudet forstår det slik at datainnsamlingen er påbegynt. Vi finner dette beklagelig og minner om at prosjekter som behandler personopplysninger skal meldes til personvernombudet minst 30 dager før oppstart.

INFORMASJON OG SAMTYKKE
Ifølge prosjektmeldingen er utvalget (engelsklærere) informert muntlig om prosjektet og samtykket til deltakelse. For å tilfredsstille kravet om et informert samtykke etter loven, må utvalget informeres om følgende:

- hvilken institusjon som er ansvarlig (Universitetet i Bergen)
- prosjektets formål og problemstilling
- hvilke metoder som skal benyttes for datainnsamling
- hvilke typer opplysninger som samles inn
- at opplysningene behandles konfidensielt og hvem som vil ha tilgang
- at det er frivillig å delta og at man kan trekke seg når som helst uten begrunnelse
- dato for forventet prosjektslutt (15.10.16)
- at data anonymiseres ved prosjektslutt
- hvorvidt enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven
- kontaktopplysninger til student og veileder.

TAUSHETSPLIKT
Informantene i prosjektet er lærere, og har taushetsplikt. Det er viktig at intervjuene gjennomføres slik at det ikke registreres taushetsbelagte opplysninger om elevene.

TREDJEPERSONER
Det behandles enkelte opplysninger om tredjeperson. Det skal kun registreres opplysninger som er nødvendig for formålet med prosjektet. Opplysningene skal være av mindre omfang og ikke sensitive, og skal anonymiseres i publikasjon. Så fremt personvernulempen for tredjeperson reduseres på denne måten, kan prosjektleder unntas fra informasjonsplikten overfor tredjeperson, fordi det anses uforholdsmessig vanskelig å informere.

INFORMASJONSSIKKERHET
Personvernombudet legger til grunn at dere behandler alle data og personopplysninger i tråd med Universitetet i Bergen sine retningslinjer for innsamling og videre behandling av forskningsdata og personopplysninger.

PROSJEKTSLUTT OG ANONYMISERING
I meldeskjemaet har dere informert om at forventet prosjektslutt er 15.11.2016. Ifølge meldeskjemaet skal dere da anonymisere innsamlede opplysninger. Anonymisering innebærer at dere bearbeider datamaterialet slik at

Appendix I

Table summarising findings from interviews

Background information.			
Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4
Male. Inner circle, NES. 16 years teaching in Norway. Short periods teaching in a nation in Asia and an inner circle country.	Male 11 years teaching English.	Female 12 Years teaching English in Norway. 6 months in an asian country.	Female British father. 15 years teaching English.
Aspects of pronunciation teachers report focusing on.			
Phonetics. Descriptions of phonemes /θ/ and /ð/ and intonation. Awareness raising. Adapted IPA.	Little focus on pronunciation. Lists problematic words. The curriculum.	Recasts/explains word. Mentions /θ/-/ð/, /v/-/w/ and /z/ using words as examples. Spelling. Simple phonetic descriptions and IPA.	Little focus on pronunciation. Adapted IPA. /θ/-/ð/ using words as examples.
Why teach *these* items?			
Contrastive analysis. Mispronunciations.	Mispronunciations. Curriculum (in terms of comparing varieties).	Contrastive analysis Mispronunciations. Irregular plurals and idiosyncratic spelling.	Mispronunciations. Contrastive analysis Form focus for pupils with low proficiency.
Pronunciation teaching activities.			
Exposure to NES. Immersion 'Repeat after me'.	Media exposure. Participation. Pupils abroad. Aesthetic activities. Read out loud.	Tongue twisters. Explanations.	Media exposure. Participation. Aesthetic activities. Repeat-after-me activities.
How do teachers perceive native like- as opposed to intelligible- pronunciation?			
Communicable pronunciation. Native-like is the 'ultimate goal'.	Intelligibility with NES and NNES.	'Correct' pronunciation. Mentions AE and BE.	Native-like is a plus. Prefers BE.

Which factors, other than pupils attributes, are described as affecting the pupils' pronunciation?			
Media mostly. Teachers. EIL status.	Media. Communication. Travel.	Teaching. Media affects variety choice.	Media. Teaching. In school communication.
Which pupil attributes do teachers see as affecting the pupils' pronunciation learning?			
'Ear for language'. Motivation. Learning disabilities.	Ambitions.	Memory.	Immigrants often struggle more.

Appendix J

Responses to the teacher questionnaire

Look at the survey in Appendix G to see the whole ranked item, and the provided answers. In order to include all the responses, the columns have been split, but the number of the respondent at the left side makes possible to see what each respondent answered to all the different questions. The coded nominal responses are found at the end.

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
1	Submitted	Sometimes	Often	Often	Often
2	Submitted	Often	Sometimes	Sometimes	Sometimes
3	Submitted	Often	Often	Sometimes	Seldom
4	Submitted	Seldom	Sometimes	Never.	Sometimes
5	Submitted	Sometimes	Often	Sometimes	Seldom
6	Submitted	Often	Often	Seldom	Sometimes
7	Submitted	Sometimes	Sometimes	Often	Often
8	Submitted	Often	Sometimes	Seldom	Sometimes
9	Submitted	Seldom	Seldom	Sometimes	Seldom
10	Submitted	Often	Often	Seldom	Seldom
11	Submitted	Seldom	Often	Sometimes	Sometimes
12	Submitted	Often	Often	Seldom	Seldom
13	Submitted	Often	Often	Often	Often
14	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
15	Submitted	Often	Often	Often	Often
16	Submitted	Sometimes	Sometimes	Sometimes	Seldom
17	Submitted	Often	Often	Seldom	Sometimes
18	Submitted	Often	Often	Seldom	Seldom

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
19	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
20	Submitted	Seldom	Sometimes	Seldom	Sometimes
21	Submitted	Sometimes	Often	Often	Often
22	Submitted	Often	Sometimes	Seldom	Sometimes
23	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
24	Submitted	Often	Sometimes	Sometimes	Sometimes
25	Submitted	Sometimes	Often	Sometimes	Seldom
26	Submitted	Often	Often	Seldom	Sometimes
27	Submitted	Sometimes	Often	Sometimes	Sometimes
28	Submitted	Often	Often	Sometimes	Sometimes
29	Submitted	Sometimes	Sometimes	Sometimes	Often
30	Submitted	Sometimes	Often	Sometimes	Seldom
31	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
32	Submitted	Often	Often	Sometimes	Sometimes
33	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
34	Submitted	Sometimes	Often	Sometimes	Seldom
35	Submitted	Often	Often	Sometimes	Sometimes
36	Submitted	Sometimes	Often	Seldom	Sometimes
37	Submitted	Sometimes	Often	Seldom	Sometimes
38	Submitted	Often	Often	Sometimes	Sometimes
39	Submitted	Sometimes	Often	Sometimes	Sometimes
40	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
41	Submitted	Sometimes	Often	Often	Seldom
42	Submitted	Sometimes	Sometimes	Sometimes	Often
43	Submitted	Often	Often	Often	Often
44	Submitted	Often	Often	Sometimes	Often
45	Submitted	Often	Often	Sometimes	Often
46	Submitted	Sometimes	Often	Sometimes	Sometimes

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
47	Submitted	Seldom	Seldom	Seldom	Never.
48	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
49	Submitted	Seldom	Often	Often	Often
50	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
51	Submitted	Often	Sometimes	Seldom	Never.
52	Submitted	Often	Often	Sometimes	Often
53	Submitted	Sometimes	Sometimes	Seldom	Sometimes
54	Submitted	Never.	Never.	Never.	Never.
55	Submitted	Often	Often	Seldom	Sometimes
56	Submitted	Sometimes	Often	Seldom	Seldom
57	Submitted	Sometimes	Sometimes	Seldom	Sometimes
58	Submitted	Sometimes	Often	Seldom	Seldom
59	Submitted	Seldom	Sometimes	Seldom	Seldom
60	Submitted	Never.	Seldom	Never.	Sometimes
61	Submitted	Often	Often	Sometimes	Often
62	Submitted	Often	Often	Sometimes	Sometimes
63	Submitted	Often	Often	Sometimes	Sometimes
64	Submitted	Sometimes	Often	Often	Often
65	Submitted	Sometimes	Sometimes	Never.	Never.
66	Submitted	Often	Often	Seldom	Sometimes
67	Submitted	Sometimes	Often	Sometimes	Often
68	Submitted	Sometimes	Often	Never.	Sometimes
69	Submitted	Sometimes	Often	Often	Often
70	Submitted	Often	Often	Sometimes	Sometimes
71	Submitted	Sometimes	Often	Sometimes	Sometimes
72	Submitted	Sometimes	Sometimes	Seldom	Sometimes
73	Submitted	Sometimes	Often	Seldom	Sometimes
74	Submitted	Often	Often	Often	Often

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
75	Submitted	Often	Often	Sometimes	Often
76	Submitted	Sometimes	Often	Sometimes	Sometimes
77	Submitted	Seldom	Sometimes	Seldom	Seldom
78	Submitted	Never.	Sometimes	Seldom	Often
79	Submitted	Seldom	Sometimes	Seldom	Seldom
80	Submitted	Sometimes	Often	Seldom	Sometimes
81	Submitted	Often	Often	Sometimes	Sometimes
82	Submitted	Sometimes	Sometimes	Seldom	Often
83	Submitted	Often	Sometimes	Sometimes	Often
84	Submitted	Often	Often	Often	Often
85	Submitted	Seldom	Seldom	Seldom	Sometimes
86	Submitted	Seldom	Often	Sometimes	Often
87	Submitted	Sometimes	Often	Often	Sometimes
88	Submitted	Seldom	Sometimes	Sometimes	Sometimes
89	Submitted	Sometimes	Often	Seldom	Often
90	Submitted	Sometimes	Sometimes	Never.	Seldom
91	Submitted	Often	Often	Often	Often
92	Submitted	Sometimes	Often	Seldom	Sometimes
93	Submitted	Sometimes	Often	Sometimes	Often
94	Submitted	Often	Often	Often	Often
95	Submitted	Seldom	Often	Sometimes	Sometimes
96	Submitted	Often	Sometimes	Sometimes	Often
97	Submitted	Sometimes	Often	Sometimes	Sometimes
98	Submitted	Often	Often	Often	Often
99	Submitted	Never.	Sometimes	Often	Often
100	Submitted	Sometimes	Often	Sometimes	Sometimes
101	Submitted	Often	Often	Sometimes	Often
102	Submitted	Often	Often	Sometimes	Sometimes

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
103	Submitted	Sometimes	Often	Seldom	Sometimes
104	Submitted	Often	Sometimes	Often	Often
105	Submitted	Often	Often	Sometimes	Often
106	Submitted	Often	Often	Often	Sometimes
107	Submitted	Sometimes	Often	Often	Sometimes
108	Submitted	Sometimes	Often	Often	Seldom
109	Submitted	Sometimes	Often	Often	Sometimes
110	Submitted	Seldom	Sometimes	Sometimes	Sometimes
111	Submitted	Seldom	Sometimes	Seldom	Seldom
112	Submitted	Sometimes	Sometimes	Seldom	Seldom
113	Submitted	Seldom	Sometimes	Seldom	Seldom
114	Submitted	Seldom	Often	Sometimes	Often
115	Submitted	Sometimes	Often	Sometimes	Often
116	Submitted	Sometimes	Often	Sometimes	Often
117	Submitted	Seldom	Sometimes	Seldom	Sometimes
118	Submitted	Often	Often	Often	Often
119	Submitted	Often	Often	Sometimes	Often
120	Submitted	Often	Often	Often	Often
121	Submitted	Sometimes	Sometimes	Sometimes	Often
122	Submitted	Often	Often	Seldom	Sometimes
123	Submitted	Sometimes	Sometimes	Seldom	Seldom
124	Submitted	Seldom	Often	Sometimes	Seldom
125	Submitted	Sometimes	Sometimes	Seldom	Seldom
126	Submitted	Sometimes	Often	Often	Often
127	Submitted	Sometimes	Often	Sometimes	Sometimes
128	Submitted	Seldom	Sometimes	Seldom	Seldom
129	Submitted	Often	Often	Often	Sometimes
130	Submitted	Often	Often	Often	Often

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
131	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
132	Submitted	Often	Often	Seldom	Sometimes
133	Submitted	Often	Sometimes	Sometimes	Sometimes
134	Submitted	Sometimes	Often	Sometimes	Sometimes
135	Submitted	Sometimes	Often	Sometimes	Seldom
136	Submitted	Often	Often	Often	Often
137	Submitted	Sometimes	Often	Sometimes	Seldom
138	Submitted	Sometimes	Sometimes	Seldom	Sometimes
139	Submitted	Seldom	Often	Never.	Sometimes
140	Submitted	Often	Sometimes	Sometimes	Sometimes
141	Submitted	Often	Often	Sometimes	Often
142	Submitted	Often	Sometimes	Sometimes	Sometimes
143	Submitted	Often	Sometimes	Sometimes	Sometimes
144	Submitted	Often	Often	Sometimes	Sometimes
145	Submitted	Sometimes	Sometimes	Seldom	Sometimes
146	Submitted	Sometimes	Sometimes	Sometimes	Seldom
147	Submitted	Seldom	Sometimes	Seldom	Sometimes
148	Submitted	Often	Often	Often	Often
149	Submitted	Seldom	Often	Seldom	Seldom
150	Submitted	Sometimes	Often	Sometimes	Often
151	Submitted	Often	Often	Seldom	Sometimes
152	Submitted	Seldom	Often	Sometimes	Sometimes
153	Submitted	Seldom	Often	Seldom	Seldom
154	Submitted	Sometimes	Often	Sometimes	Often
155	Submitted	Sometimes	Often	Sometimes	Often
156	Submitted	Sometimes	Often	Sometimes	Often
157	Submitted	Often	Sometimes	Often	Often
158	Submitted	Often	Often	Sometimes	Sometimes

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
159	Submitted	Often	Often	Often	Often
160	Submitted	Seldom	Sometimes	Sometimes	Often
161	Submitted	Sometimes	Often	Seldom	Seldom
162	Submitted	Sometimes	Often	Seldom	Sometimes
163	Submitted	Seldom	Seldom	Sometimes	Sometimes
164	Submitted	Seldom	Often	Sometimes	Seldom
165	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
166	Submitted	Sometimes	Sometimes	Often	Often
167	Submitted	Sometimes	Often	Sometimes	Sometimes
168	Submitted	Sometimes	Often	Sometimes	Sometimes
169	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
170	Submitted	Seldom	Often	Seldom	Sometimes
171	Submitted	Often	Often	Often	Sometimes
172	Submitted	Often	Often	Often	Often
173	Submitted	Sometimes	Sometimes	Seldom	Seldom
174	Submitted	Sometimes	Often	Often	Sometimes
175	Submitted	Sometimes	Often	Sometimes	Sometimes
176	Submitted	Seldom	Often	Sometimes	Sometimes
177	Submitted	Sometimes	Often	Never.	Seldom
178	Submitted	Often	Sometimes	Seldom	Often
179	Submitted	Sometimes	Often	Seldom	Often
180	Submitted	Often	Often	Sometimes	Sometimes
181	Submitted	Often	Often	Often	Sometimes
182	Submitted	Seldom	Often	Seldom	Seldom
183	Submitted	Often	Often	Sometimes	Sometimes
184	Submitted	Never.	Often	Seldom	Sometimes
185	Submitted	Sometimes	Often	Sometimes	Sometimes
186	Submitted	Sometimes	Sometimes	Seldom	Seldom

Respondent-ID	Status	Single sounds	Single words	Sentence stress	Intonation
187	Submitted	Often	Often	Often	Often
188	Submitted	Sometimes	Often	Seldom	Seldom
189	Submitted	Often	Often	Sometimes	Often
190	Submitted	Often	Often	Seldom	Sometimes
191	Submitted	Often	Often	Sometimes	Seldom
192	Submitted	Sometimes	Sometimes	Often	Often
193	Submitted	Often	Often	Sometimes	Often
194	Submitted	Sometimes	Often	Sometimes	Sometimes
195	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
196	Submitted	Seldom	Often	Sometimes	Sometimes
197	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
198	Submitted	Sometimes	Often	Often	Sometimes
199	Submitted	Often	Often	Sometimes	Often
200	Submitted	Seldom	Often	Sometimes	Sometimes
201	Submitted	Sometimes	Often	Sometimes	Often
202	Submitted	Often	Often	Often	Sometimes
203	Submitted	Sometimes	Sometimes	Sometimes	Sometimes
204	Submitted	Often	Sometimes	Often	Often
205	Submitted	Often	Often	Sometimes	Sometimes
206	Submitted	Often	Often	Often	Often

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
1	I agree.	I agree.	I fully agree.	I agree.
2	I disagree.	I agree.	I agree.	I disagree.
3	I fully agree.	I agree.	I agree.	I fully agree.
4	I agree.	I disagree.	I agree.	I fully agree.
5	I agree.	I agree.	I agree.	I agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
6	I agree.	I disagree.	I agree.	I fully agree.
7	I agree.	I agree.	I agree.	I agree.
8	I agree.	I agree.	I fully agree.	I fully agree.
9	I strongly disagree.	I strongly disagree.	I agree.	I agree.
10	I disagree.	I agree.	I agree.	I agree.
11	I fully agree.	I disagree.	I disagree.	I agree.
12	I fully agree.	I fully agree.	I agree.	I agree.
13	I fully agree.	I agree.	I fully agree.	I fully agree.
14	I agree.	I agree.	I fully agree.	I fully agree.
15	I fully agree.	I fully agree.	I fully agree.	I fully agree.
16	I agree.	I disagree.	I agree.	I disagree.
17	I agree.	I agree.	I agree.	I agree.
18	I agree.	I disagree.	I agree.	I agree.
19	I disagree.	I agree.	I agree.	I agree.
20	I agree.	I disagree.	I disagree.	I disagree.
21	I agree.	I agree.	I disagree.	I agree.
22	I agree.	I agree.	I strongly disagree.	I strongly disagree.
23	I disagree.	I agree.	I disagree.	I agree.
24	I agree.	I disagree.	I agree.	I agree.
25	I agree.	I agree.	I agree.	I agree.
26	I agree.	I disagree.	I fully agree.	I agree.
27	I disagree.	I agree.	I fully agree.	I fully agree.
28	I agree.	I agree.	I agree.	I agree.
29	I disagree.	I agree.	I agree.	I agree.
30	I disagree.	I agree.	I disagree.	I disagree.
31	I agree.	I agree.	I fully agree.	I fully agree.
32	I fully agree.	I agree.	I agree.	I fully agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
33	I agree.	I agree.	I agree.	I agree.
34	I agree.	I disagree.	I agree.	I fully agree.
35	I agree.	I agree.	I disagree.	I agree.
36	I disagree.	I strongly disagree.	I disagree.	I fully agree.
37	I agree.	I disagree.	I agree.	I fully agree.
38	I agree.	I disagree.	I agree.	I fully agree.
39	I agree.	I disagree.	I agree.	I agree.
40	I fully agree.	I agree.	I agree.	I agree.
41	I agree.	I agree.	I agree.	I agree.
42	I agree.	I agree.	I agree.	I agree.
43	I fully agree.	I agree.	I agree.	I agree.
44	I agree.	I fully agree.	I fully agree.	I agree.
45	I disagree.	I disagree.	I fully agree.	I fully agree.
46	I agree.	I agree.	I agree.	I agree.
47	I agree.	I disagree.	I disagree.	I disagree.
48	I agree.	I agree.	I agree.	I agree.
49	I agree.	I agree.	I agree.	I agree.
50	I agree.	I agree.	I disagree.	I disagree.
51	I agree.	I disagree.	I agree.	I fully agree.
52	I disagree.	I disagree.	I agree.	I fully agree.
53	I strongly disagree.	I strongly disagree.	I disagree.	I agree.
54	I strongly disagree.	I strongly disagree.	I agree.	I strongly disagree.
55	I fully agree.	I agree.	I fully agree.	I agree.
56	I agree.	I disagree.	I agree.	I fully agree.
57	I agree.	I agree.	I disagree.	I agree.
58	I agree.	I disagree.	I agree.	I agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
59	I agree.	I agree.	I agree.	I agree.
60	I strongly disagree.	I strongly disagree.	I agree.	I agree.
61	I agree.	I agree.	I fully agree.	I fully agree.
62	I fully agree.	I agree.	I fully agree.	I agree.
63	I agree.	I disagree.	I agree.	I agree.
64	I agree.	I disagree.	I agree.	I fully agree.
65	I fully agree.	I agree.	I disagree.	I agree.
66	I agree.	I agree.	I agree.	I agree.
67	I agree.	I agree.	I agree.	I agree.
68	I disagree.	I fully agree.	I agree.	I agree.
69	I disagree.	I agree.	I fully agree.	I fully agree.
70	I agree.	I disagree.	I agree.	I fully agree.
71	I agree.	I disagree.	I agree.	I fully agree.
72	I disagree.	I strongly disagree.	I fully agree.	I fully agree.
73	I agree.	I disagree.	I disagree.	I fully agree.
74	I agree.	I agree.	I agree.	I agree.
75	I fully agree.	I disagree.	I fully agree.	I fully agree.
76	I agree.	I agree.	I agree.	I agree.
77	I disagree.	I agree.	I agree.	I agree.
78	I agree.	I disagree.	I disagree.	I agree.
79	I agree.	I disagree.	I agree.	I agree.
80	I fully agree.	I disagree.	I fully agree.	I fully agree.
81	I agree.	I agree.	I agree.	I agree.
82	I fully agree.	I fully agree.	I disagree.	I fully agree.
83	I agree.	I agree.	I agree.	I disagree.
84	I agree.	I agree.	I fully agree.	I fully agree.
85	I agree.	I agree.	I fully agree.	I fully agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
86	I fully agree.	I disagree.	I agree.	I agree.
87	I disagree.	I agree.	I strongly disagree.	I fully agree.
88	I agree.	I disagree.	I agree.	I agree.
89	I agree.	I fully agree.	I agree.	I agree.
90	I strongly disagree.	I disagree.	I agree.	I fully agree.
91	I fully agree.	I fully agree.	I agree.	I agree.
92	I agree.	I disagree.	I agree.	I agree.
93	I fully agree.	I disagree.	I agree.	I agree.
94	I agree.	I agree.	I fully agree.	I fully agree.
95	I agree.	I disagree.	I agree.	I agree.
96	I agree.	I disagree.	I disagree.	I agree.
97	I agree.	I agree.	I fully agree.	I fully agree.
98	I fully agree.	I fully agree.	I fully agree.	I fully agree.
99	I agree.	I disagree.	I agree.	I agree.
100	I agree.	I agree.	I agree.	I agree.
101	I disagree.	I agree.	I agree.	I fully agree.
102	I disagree.	I agree.	I disagree.	I fully agree.
103	I agree.	I disagree.	I fully agree.	I fully agree.
104	I fully agree.	I disagree.	I disagree.	I fully agree.
105	I agree.	I disagree.	I strongly disagree.	I agree.
106	I agree.	I agree.	I agree.	I agree.
107	I disagree.	I disagree.	I agree.	I fully agree.
108	I fully agree.	I disagree.	I fully agree.	I agree.
109	I fully agree.	I fully agree.	I agree.	I agree.
110	I agree.	I disagree.	I agree.	I agree.
111	I disagree.	I disagree.	I fully agree.	I fully agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
112	I strongly disagree.	I disagree.	I agree.	I fully agree.
113	I agree.	I disagree.	I agree.	I agree.
114	I fully agree.	I agree.	I agree.	I agree.
115	I agree.	I agree.	I disagree.	I agree.
116	I agree.	I disagree.	I agree.	I agree.
117	I agree.	I agree.	I agree.	I agree.
118	I agree.	I fully agree.	I fully agree.	I fully agree.
119	I disagree.	I agree.	I agree.	I fully agree.
120	I agree.	I agree.	I fully agree.	I fully agree.
121	I agree.	I disagree.	I agree.	I disagree.
122	I agree.	I disagree.	I disagree.	I disagree.
123	I fully agree.	I fully agree.	I strongly disagree.	I fully agree.
124	I disagree.	I disagree.	I agree.	I agree.
125	I agree.	I agree.	I agree.	I agree.
126	I agree.	I agree.	I agree.	I agree.
127	I disagree.	I disagree.	I agree.	I disagree.
128	I agree.	I agree.	I agree.	I agree.
129	I agree.	I agree.	I agree.	I fully agree.
130	I fully agree.	I agree.	I agree.	I agree.
131	I agree.	I disagree.	I disagree.	I fully agree.
132	I fully agree.	I agree.	I agree.	I fully agree.
133	I agree.	I disagree.	I agree.	I fully agree.
134	I agree.	I agree.	I fully agree.	I agree.
135	I agree.	I strongly disagree.	I fully agree.	I fully agree.
136	I agree.	I agree.	I agree.	I agree.
137	I agree.	I disagree.	I agree.	I agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
138	I agree.	I disagree.	I agree.	I agree.
139	I disagree.	I disagree.	I agree.	I fully agree.
140	I disagree.	I disagree.	I agree.	I agree.
141	I agree.	I agree.	I fully agree.	I agree.
142	I disagree.	I disagree.	I disagree.	I agree.
143	I agree.	I disagree.	I agree.	I agree.
144	I agree.	I disagree.	I fully agree.	I fully agree.
145	I disagree.	I agree.	I agree.	I agree.
146	I disagree.	I disagree.	I disagree.	I fully agree.
147	I agree.	I disagree.	I agree.	I disagree.
148	I agree.	I disagree.	I agree.	I agree.
149	I fully agree.	I agree.	I fully agree.	I fully agree.
150	I agree.	I agree.	I disagree.	I agree.
151	I fully agree.	I strongly disagree.	I strongly disagree.	I fully agree.
152	I agree.	I disagree.	I agree.	I agree.
153	I fully agree.	I disagree.	I fully agree.	I fully agree.
154	I agree.	I disagree.	I agree.	I agree.
155	I agree.	I disagree.	I agree.	I fully agree.
156	I disagree.	I agree.	I agree.	I agree.
157	I agree.	I agree.	I fully agree.	I fully agree.
158	I fully agree.	I agree.	I agree.	I fully agree.
159	I agree.	I agree.	I fully agree.	I fully agree.
160	I fully agree.	I fully agree.	I agree.	I disagree.
161	I agree.	I disagree.	I fully agree.	I fully agree.
162	I agree.	I disagree.	I agree.	I agree.
163	I disagree.	I agree.	I disagree.	I fully agree.
164	I disagree.	I disagree.	I agree.	I agree.
165	I agree.	I agree.	I disagree.	I fully agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
166	I disagree.	I agree.	I agree.	I agree.
167	I agree.	I agree.	I agree.	I agree.
168	I fully agree.	I agree.	I disagree.	I agree.
169	I agree.	I agree.	I disagree.	I agree.
170	I disagree.	I disagree.	I disagree.	I fully agree.
171	I agree.	I disagree.	I disagree.	I fully agree.
172	I fully agree.	I agree.	I agree.	I fully agree.
173	I disagree.	I agree.	I agree.	I agree.
174	I fully agree.	I agree.	I agree.	I fully agree.
175	I disagree.	I disagree.	I agree.	I agree.
176	I agree.	I agree.	I disagree.	I agree.
177	I agree.	I disagree.	I agree.	I agree.
178	I fully agree.	I disagree.	I fully agree.	I fully agree.
179	I fully agree.	I agree.	I agree.	I fully agree.
180	I agree.	I disagree.	I disagree.	I fully agree.
181	I fully agree.	I fully agree.	I fully agree.	I fully agree.
182	I fully agree.	I fully agree.	I fully agree.	I fully agree.
183	I agree.	I disagree.	I strongly disagree.	I fully agree.
184	I strongly disagree.	I strongly disagree.	I agree.	I agree.
185	I fully agree.	I agree.	I fully agree.	I fully agree.
186	I agree.	I agree.	I agree.	I agree.
187	I fully agree.	I fully agree.	I fully agree.	I fully agree.
188	I fully agree.	I agree.	I fully agree.	I fully agree.
189	I fully agree.	I agree.	I agree.	I agree.
190	I agree.	I fully agree.	I fully agree.	I fully agree.
191	I fully agree.	I agree.	I fully agree.	I fully agree.
192	I disagree.	I disagree.	I agree.	I agree.

Respondent-Id	Listen and repeat	Rules of spelling.	Explain pronunciation	Recasting.
193	I fully agree.	I disagree.	I agree.	I fully agree.
194	I agree.	I disagree.	I disagree.	I agree.
195	I agree.	I agree.	I agree.	I agree.
196	I fully agree.	I disagree.	I disagree.	I disagree.
197	I agree.	I agree.	I disagree.	I disagree.
198	I agree.	I disagree.	I agree.	I fully agree.
199	I disagree.	I agree.	I agree.	I agree.
200	I fully agree.	I disagree.	I fully agree.	I fully agree.
201	I agree.	I agree.	I agree.	I agree.
202	I agree.	I agree.	I agree.	I agree.
203	I agree.	I agree.	I agree.	I agree.
204	I agree.	I agree.	I agree.	I fully agree.
205	I agree.	I agree.	I fully agree.	I agree.
206	I fully agree.	I fully agree.	I disagree.	I agree.

Respondent-Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
1	I fully agree.	I disagree.	I agree.	I disagree.
2	I strongly disagree.	I agree.	I fully agree.	I disagree.
3	I disagree.	I agree.	I agree.	I disagree.
4	I agree.	I agree.	I agree.	I strongly disagree.
5	I agree.	I fully agree.	I fully agree.	I disagree.
6	I agree.	I agree.	I fully agree.	I disagree.
7	I fully agree.	I disagree.	I agree.	I disagree.
8	I agree.	I strongly disagree.	I strongly disagree.	I disagree.

Respondent-Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
9	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
10	I agree.	I fully agree.	I disagree.	I disagree.
11	I agree.	I fully agree.	I agree.	I disagree.
12	I agree.	I fully agree.	I fully agree.	I agree.
13	I agree.	I disagree.	I fully agree.	I disagree.
14	I disagree.	I agree.	I agree.	I agree.
15	I fully agree.	I fully agree.	I fully agree.	I agree.
16	I agree.	I agree.	I fully agree.	I disagree.
17	I agree.	I fully agree.	I fully agree.	I disagree.
18	I agree.	I agree.	I agree.	I agree.
19	I agree.	I fully agree.	I fully agree.	I disagree.
20	I fully agree.	I fully agree.	I agree.	I agree.
21	I agree.	I fully agree.	I agree.	I strongly disagree.
22	I agree.	I agree.	I fully agree.	I strongly disagree.
23	I agree.	I fully agree.	I agree.	I disagree.
24	I disagree.	I agree.	I fully agree.	I agree.
25	I disagree.	I agree.	I agree.	I strongly disagree.
26	I agree.	I fully agree.	I fully agree.	I disagree.
27	I agree.	I agree.	I fully agree.	I disagree.
28	I agree.	I agree.	I fully agree.	I agree.
29	I fully agree.	I fully agree.	I agree.	I agree.
30	I strongly disagree.	I fully agree.	I fully agree.	I disagree.
31	I agree.	I fully agree.	I fully agree.	I disagree.
32	I agree.	I fully agree.	I fully agree.	I disagree.
33	I disagree.	I agree.	I agree.	I disagree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
34	I disagree.	I agree.	I agree.	I disagree.
35	I disagree.	I fully agree.	I fully agree.	I disagree.
36	I disagree.	I agree.	I fully agree.	I strongly disagree.
37	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
38	I agree.	I agree.	I fully agree.	I disagree.
39	I disagree.	I fully agree.	I fully agree.	I disagree.
40	I fully agree.	I disagree.	I agree.	I strongly disagree.
41	I disagree.	I agree.	I agree.	I disagree.
42	I fully agree.	I fully agree.	I fully agree.	I disagree.
43	I agree.	I agree.	I agree.	I disagree.
44	I fully agree.	I fully agree.	I fully agree.	I agree.
45	I fully agree.	I fully agree.	I strongly disagree.	I agree.
46	I agree.	I agree.	I agree.	I agree.
47	I agree.	I agree.	I fully agree.	I disagree.
48	I disagree.	I disagree.	I agree.	I disagree.
49	I fully agree.	I disagree.	I fully agree.	I agree.
50	I fully agree.	I fully agree.	I agree.	I disagree.
51	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
52	I strongly disagree.	I fully agree.	I fully agree.	I strongly disagree.
53	I strongly disagree.	I fully agree.	I agree.	I strongly disagree.
54	I fully agree.	I fully agree.	I fully agree.	I strongly disagree.
55	I disagree.	I fully agree.	I fully agree.	I disagree.
56	I agree.	I disagree.	I disagree.	I disagree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
57	I disagree.	I agree.	I agree.	I disagree.
58	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
59	I agree.	I agree.	I agree.	I agree.
60	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
61	I agree.	I agree.	I agree.	I agree.
62	I agree.	I agree.	I agree.	I disagree.
63	I disagree.	I agree.	I agree.	I agree.
64	I disagree.	I fully agree.	I fully agree.	I agree.
65	I strongly disagree.	I agree.	I agree.	I strongly disagree.
66	I agree.	I agree.	I agree.	I agree.
67	I agree.	I agree.	I fully agree.	I agree.
68	I strongly disagree.	I fully agree.	I disagree.	I strongly disagree.
69	I agree.	I fully agree.	I agree.	I agree.
70	I agree.	I agree.	I fully agree.	I disagree.
71	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
72	I fully agree.	I fully agree.	I fully agree.	I strongly disagree.
73	I agree.	I agree.	I fully agree.	I agree.
74	I agree.	I fully agree.	I fully agree.	I disagree.
75	I fully agree.	I strongly disagree.	I agree.	I fully agree.
76	I disagree.	I fully agree.	I fully agree.	I agree.
77	I disagree.	I agree.	I fully agree.	I disagree.
78	I agree.	I disagree.	I disagree.	I disagree.
79	I agree.	I disagree.	I agree.	I disagree.
80	I agree.	I fully agree.	I fully agree.	I disagree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
81	I agree.	I agree.	I agree.	I disagree.
82	I agree.	I fully agree.	I fully agree.	I disagree.
83	I agree.	I agree.	I disagree.	I disagree.
84	I agree.	I fully agree.	I fully agree.	I disagree.
85	I fully agree.	I fully agree.	I fully agree.	I strongly disagree.
86	I fully agree.	I agree.	I agree.	I strongly disagree.
87	I agree.	I fully agree.	I fully agree.	I agree.
88	I agree.	I agree.	I agree.	I disagree.
89	I disagree.	I agree.	I agree.	I agree.
90	I strongly disagree.	I fully agree.	I disagree.	I strongly disagree.
91	I fully agree.	I fully agree.	I fully agree.	I agree.
92	I disagree.	I agree.	I agree.	I agree.
93	I fully agree.	I agree.	I fully agree.	I agree.
94	I fully agree.	I agree.	I fully agree.	I disagree.
95	I disagree.	I agree.	I agree.	I disagree.
96	I agree.	I fully agree.	I agree.	I disagree.
97	I disagree.	I fully agree.	I fully agree.	I disagree.
98	I fully agree.	I fully agree.	I fully agree.	I agree.
99	I agree.	I disagree.	I agree.	I disagree.
100	I agree.	I fully agree.	I fully agree.	I disagree.
101	I agree.	I agree.	I agree.	I disagree.
102	I agree.	I agree.	I fully agree.	I disagree.
103	I fully agree.	I fully agree.	I fully agree.	I disagree.
104	I fully agree.	I agree.	I fully agree.	I disagree.
105	I agree.	I agree.	I agree.	I strongly disagree.
106	I agree.	I agree.	I agree.	I agree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
107	I agree.	I fully agree.	I agree.	I disagree.
108	I disagree.	I fully agree.	I agree.	I strongly disagree.
109	I agree.	I fully agree.	I fully agree.	I agree.
110	I agree.	I disagree.	I agree.	I strongly disagree.
111	I disagree.	I fully agree.	I fully agree.	I disagree.
112	I agree.	I fully agree.	I agree.	I strongly disagree.
113	I fully agree.	I disagree.	I fully agree.	I fully agree.
114	I agree.	I agree.	I agree.	I disagree.
115	I agree.	I disagree.	I agree.	I agree.
116	I fully agree.	I agree.	I agree.	I disagree.
117	I agree.	I agree.	I agree.	I strongly disagree.
118	I agree.	I fully agree.	I fully agree.	I agree.
119	I agree.	I agree.	I fully agree.	I disagree.
120	I fully agree.	I fully agree.	I agree.	I disagree.
121	I fully agree.	I fully agree.	I fully agree.	I fully agree.
122	I agree.	I agree.	I fully agree.	I disagree.
123	I agree.	I fully agree.	I fully agree.	I disagree.
124	I agree.	I agree.	I disagree.	I fully agree.
125	I agree.	I agree.	I fully agree.	I disagree.
126	I disagree.	I agree.	I agree.	I disagree.
127	I agree.	I agree.	I agree.	I disagree.
128	I disagree.	I agree.	I disagree.	I strongly disagree.
129	I agree.	I agree.	I agree.	I disagree.
130	I fully agree.	I fully agree.	I fully agree.	I disagree.
131	I fully agree.	I fully agree.	I fully agree.	I agree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
132	I fully agree.	I fully agree.	I agree.	I disagree.
133	I disagree.	I agree.	I agree.	I disagree.
134	I agree.	I agree.	I fully agree.	I disagree.
135	I agree.	I fully agree.	I fully agree.	I disagree.
136	I agree.	I agree.	I agree.	I disagree.
137	I agree.	I agree.	I agree.	I disagree.
138	I disagree.	I agree.	I agree.	I agree.
139	I agree.	I agree.	I agree.	I strongly disagree.
140	I fully agree.	I fully agree.	I fully agree.	I disagree.
141	I fully agree.	I fully agree.	I fully agree.	I disagree.
142	I agree.	I disagree.	I agree.	I agree.
143	I agree.	I disagree.	I agree.	I disagree.
144	I disagree.	I fully agree.	I fully agree.	I disagree.
145	I disagree.	I fully agree.	I strongly disagree.	I strongly disagree.
146	I agree.	I fully agree.	I fully agree.	I disagree.
147	I fully agree.	I agree.	I agree.	I agree.
148	I agree.	I agree.	I agree.	I agree.
149	I disagree.	I fully agree.	I fully agree.	I strongly disagree.
150	I agree.	I agree.	I agree.	I disagree.
151	I agree.	I agree.	I agree.	I agree.
152	I disagree.	I disagree.	I agree.	I disagree.
153	I agree.	I fully agree.	I fully agree.	I disagree.
154	I agree.	I fully agree.	I fully agree.	I disagree.
155	I agree.	I agree.	I agree.	I agree.
156	I disagree.	I fully agree.	I agree.	I disagree.
157	I agree.	I fully agree.	I fully agree.	I disagree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
158	I agree.	I fully agree.	I fully agree.	I disagree.
159	I disagree.	I agree.	I agree.	I agree.
160	I disagree.	I agree.	I agree.	I disagree.
161	I fully agree.	I fully agree.	I disagree.	I strongly disagree.
162	I agree.	I fully agree.	I fully agree.	I disagree.
163	I agree.	I fully agree.	I fully agree.	I strongly disagree.
164	I disagree.	I fully agree.	I agree.	I strongly disagree.
165	I agree.	I agree.	I agree.	I disagree.
166	I fully agree.	I fully agree.	I fully agree.	I agree.
167	I agree.	I agree.	I agree.	I disagree.
168	I disagree.	I agree.	I agree.	I disagree.
169	I disagree.	I agree.	I agree.	I fully agree.
170	I agree.	I agree.	I fully agree.	I disagree.
171	I disagree.	I agree.	I agree.	I strongly disagree.
172	I disagree.	I fully agree.	I fully agree.	I disagree.
173	I agree.	I agree.	I agree.	I disagree.
174	I disagree.	I fully agree.	I agree.	I disagree.
175	I agree.	I agree.	I agree.	I disagree.
176	I agree.	I agree.	I agree.	I disagree.
177	I disagree.	I fully agree.	I fully agree.	I agree.
178	I agree.	I fully agree.	I agree.	I agree.
179	I disagree.	I fully agree.	I agree.	I agree.
180	I agree.	I agree.	I fully agree.	I disagree.
181	I fully agree.	I fully agree.	I fully agree.	I agree.
182	I agree.	I disagree.	I agree.	I agree.
183	I disagree.	I agree.	I fully agree.	I agree.

Respondent -Id	Acting/theatre.	Implicitly, my own.	Implicitly, native.	Whole classes.
184	I strongly disagree.	I disagree.	I strongly disagree.	I strongly disagree.
185	I agree.	I agree.	I agree.	I agree.
186	I agree.	I agree.	I disagree.	I disagree.
187	I fully agree.	I fully agree.	I fully agree.	I fully agree.
188	I agree.	I agree.	I agree.	I agree.
189	I agree.	I fully agree.	I fully agree.	I strongly disagree.
190	I agree.	I agree.	I agree.	I strongly disagree.
191	I disagree.	I fully agree.	I fully agree.	I disagree.
192	I disagree.	I agree.	I fully agree.	I disagree.
193	I agree.	I fully agree.	I fully agree.	I disagree.
194	I agree.	I agree.	I agree.	I disagree.
195	I agree.	I agree.	I agree.	I strongly disagree.
196	I agree.	I agree.	I disagree.	I agree.
197	I agree.	I fully agree.	I fully agree.	I disagree.
198	I disagree.	I disagree.	I agree.	I strongly disagree.
199	I disagree.	I agree.	I agree.	I agree.
200	I agree.	I fully agree.	I fully agree.	I disagree.
201	I fully agree.	I disagree.	I fully agree.	I disagree.
202	I agree.	I agree.	I agree.	I disagree.
203	I disagree.	I agree.	I agree.	I disagree.
204	I disagree.	I agree.	I agree.	I disagree.
205	I strongly disagree.	I fully agree.	I fully agree.	I disagree.
206	I fully agree.	I fully agree.	I fully agree.	I agree.

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
1	I agree.	I agree.	I agree.	Every week
2	I agree.	I agree.	I agree.	Every month.
3	I agree.	I fully agree.	I disagree.	Every month.
4	I agree.	I disagree.	I agree.	Every week
5	I agree.	I disagree.	I agree.	Every month.
6	I agree.	I agree.	I agree.	Every month.
7	I agree.	I agree.	I agree.	Every month.
8	I fully agree.	I disagree.	I fully agree.	Every week
9	I disagree.	I agree.	I fully agree.	Every month.
10	I disagree.	I agree.	I fully agree.	Every week
11	I agree.	I disagree.	I fully agree.	Every month.
12	I fully agree.	I fully agree.	I fully agree.	Every week
13	I agree.	I fully agree.	I fully agree.	Every week
14	I agree.	I agree.	I agree.	Every week
15	I fully agree.	I agree.	I agree.	Every week
16	I agree.	I disagree.	I fully agree.	Every month.
17	I agree.	I agree.	I agree.	Every week
18	I agree.	I agree.	I agree.	Every month.
19	I agree.	I disagree.	I disagree.	A couple of times each year.
20	I agree.	I disagree.	I agree.	Every week
21	I fully agree.	I disagree.	I fully agree.	Every week
22	I fully agree.	I agree.	I fully agree.	Every month.
23	I agree.	I agree.	I agree.	Every week
24	I fully agree.	I agree.	I fully agree.	Every month.
25	I fully agree.	I fully agree.	I fully agree.	Every week
26	I agree.	I agree.	I agree.	Every week
27	I agree.	I agree.	I agree.	Every month.
28	I agree.	I agree.	I agree.	Every week

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
29	I disagree.	I agree.	I agree.	Every week
30	I fully agree.	I agree.	I fully agree.	Every month.
31	I agree.	I fully agree.	I fully agree.	Every week
32	I fully agree.	I agree.	I fully agree.	Every week
33	I agree.	I agree.	I agree.	Every week
34	I fully agree.	I fully agree.	I agree.	Every week
35	I agree.	I agree.	I agree.	Every month.
36	I fully agree.	I agree.	I agree.	Every week
37	I agree.	I fully agree.	I fully agree.	Every week
38	I agree.	I agree.	I agree.	Every week
39	I fully agree.	I agree.	I agree.	Every week
40	I agree.	I agree.	I disagree.	Every week
41	I agree.	I agree.	I agree.	Every month.
42	I agree.	I agree.	I fully agree.	Every month.
43	I agree.	I agree.	I agree.	Every week
44	I fully agree.	I fully agree.	I agree.	Every week
45	I agree.	I fully agree.	I agree.	Every week
46	I agree.	I agree.	I agree.	Every week
47	I agree.	I disagree.	I agree.	Every month.
48	I agree.	I fully agree.	I fully agree.	Every week
49	I agree.	I disagree.	I fully agree.	Every week
50	I agree.	I agree.	I agree.	Every month.
51	I agree.	I agree.	I agree.	A couple of times each year.
52	I agree.	I agree.	I agree.	A couple of times each year.
53	I agree.	I agree.	I fully agree.	Every week
54	I strongly disagree.	I agree.	I disagree.	A couple of times each year.

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
55	I fully agree.	I fully agree.	I fully agree.	Every week
56	I disagree.	I agree.	I fully agree.	Every month.
57	I agree.	I disagree.	I agree.	A couple of times each year.
58	I disagree.	I agree.	I agree.	Every month.
59	I agree.	I agree.	I agree.	Every month.
60	I disagree.	I agree.	I agree.	A couple of times each year.
61	I agree.	I fully agree.	I agree.	Every week
62	I fully agree.	I agree.	I fully agree.	Every week
63	I agree.	I disagree.	I agree.	Every week
64	I fully agree.	I agree.	I fully agree.	Every week
65	I agree.	I agree.	I agree.	A couple of times each year.
66	I agree.	I agree.	I agree.	Every week
67	I agree.	I agree.	I fully agree.	Every week
68	I agree.	I agree.	I agree.	Every week
69	I agree.	I agree.	I fully agree.	Every month.
70	I agree.	I agree.	I agree.	Every month.
71	I agree.	I disagree.	I agree.	A couple of times each year.
72	I strongly disagree.	I agree.	I agree.	Every week
73	I agree.	I agree.	I fully agree.	Every month.
74	I fully agree.	I agree.	I agree.	Every week
75	I disagree.	I agree.	I agree.	Every week
76	I agree.	I agree.	I agree.	Every week
77	I agree.	I agree.	I agree.	Every week
78	I agree.	I agree.	I agree.	Every month.
79	I agree.	I agree.	I agree.	Every month.

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
80	I fully agree.	I fully agree.	I fully agree.	Every month.
81	I agree.	I agree.	I agree.	Every week
82	I fully agree.	I agree.	I disagree.	Every month.
83	I agree.	I disagree.	I agree.	Every month.
84	I agree.	I fully agree.	I fully agree.	Every week
85	I agree.	I fully agree.	I agree.	Every week
86	I agree.	I agree.	I fully agree.	Every month.
87	I fully agree.	I disagree.	I fully agree.	Every week
88	I disagree.	I agree.	I agree.	Every week
89	I agree.	I agree.	I agree.	Every month.
90	I strongly disagree.	I agree.	I agree.	A couple of times each year.
91	I agree.	I agree.	I fully agree.	Every week
92	I agree.	I agree.	I agree.	Every week
93	I agree.	I agree.	I disagree.	Every month.
94	I fully agree.	I fully agree.	I fully agree.	Every month.
95	I agree.	I agree.	I agree.	Every week
96	I disagree.	I agree.	I fully agree.	Every month.
97	I fully agree.	I fully agree.	I disagree.	Every month.
98	I fully agree.	I fully agree.	I fully agree.	Every week
99	I agree.	I agree.	I agree.	Every week
100	I agree.	I agree.	I fully agree.	Every month.
101	I fully agree.	I agree.	I agree.	Every week
102	I disagree.	I disagree.	I fully agree.	Every week
103	I agree.	I fully agree.	I fully agree.	Every week
104	I agree.	I fully agree.	I fully agree.	Every week
105	I fully agree.	I disagree.	I fully agree.	Every week
106	I fully agree.	I fully agree.	I agree.	Every week
107	I agree.	I agree.	I agree.	Every week

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
108	I fully agree.	I agree.	I agree.	Every week
109	I fully agree.	I agree.	I agree.	Every week
110	I agree.	I agree.	I disagree.	Every month.
111	I disagree.	I fully agree.	I disagree.	A couple of times each year.
112	I strongly disagree.	I agree.	I fully agree.	A couple of times each year.
113	I fully agree.	I disagree.	I fully agree.	Every month.
114	I fully agree.	I agree.	I fully agree.	Every week
115	I fully agree.	I disagree.	I agree.	Every week
116	I agree.	I disagree.	I agree.	Every month.
117	I agree.	I agree.	I agree.	Every week
118	I fully agree.	I fully agree.	I fully agree.	Every week
119	I agree.	I agree.	I agree.	Every month.
120	I agree.	I agree.	I fully agree.	Every week
121	I fully agree.	I disagree.	I fully agree.	Every month.
122	I agree.	I agree.	I fully agree.	Every month.
123	I fully agree.	I agree.	I fully agree.	Every month.
124	I agree.	I agree.	I disagree.	Every month.
125	I agree.	I agree.	I agree.	Every week
126	I agree.	I agree.	I agree.	Every week
127	I agree.	I disagree.	I agree.	Every month.
128	I disagree.	I agree.	I agree.	A couple of times each year.
129	I agree.	I agree.	I agree.	Every week
130	I fully agree.	I agree.	I fully agree.	Every week
131	I agree.	I disagree.	I agree.	Every week
132	I agree.	I agree.	I fully agree.	Every month.
133	I agree.	I agree.	I agree.	Every month.

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
134	I agree.	I fully agree.	I agree.	Every month.
135	I agree.	I agree.	I fully agree.	Every week
136	I agree.	I agree.	I agree.	Every week
137	I agree.	I agree.	I agree.	Every month.
138	I agree.	I agree.	I fully agree.	Every month.
139	I agree.	I agree.	I fully agree.	Every week
140	I agree.	I fully agree.	I fully agree.	Every week
141	I agree.	I agree.	I agree.	Every week
142	I disagree.	I agree.	I agree.	Every month.
143	I agree.	I agree.	I agree.	Every week
144	I fully agree.	I fully agree.	I agree.	Every week
145	I agree.	I agree.	I fully agree.	Every month.
146	I agree.	I agree.	I agree.	A couple of times each year.
147	I agree.	I agree.	I fully agree.	Every month.
148	I agree.	I agree.	I agree.	Every month.
149	I fully agree.	I fully agree.	I fully agree.	Every week
150	I agree.	I disagree.	I agree.	Every week
151	I agree.	I agree.	I agree.	Every week
152	I agree.	I agree.	I disagree.	Every week
153	I agree.	I agree.	I agree.	Every week
154	I agree.	I agree.	I agree.	Every month.
155	I fully agree.	I agree.	I agree.	Every week
156	I disagree.	I agree.	I agree.	Every week
157	I agree.	I fully agree.	I fully agree.	Every week
158	I fully agree.	I agree.	I agree.	Every week
159	I fully agree.	I fully agree.	I agree.	Every week
160	I fully agree.	I disagree.	I disagree.	Every month.
161	I fully agree.	I fully agree.	I fully agree.	Every week

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
162	I agree.	I agree.	I agree.	Every month.
163	I strongly disagree.	I agree.	I agree.	Every month.
164	I agree.	I agree.	I fully agree.	Every week
165	I fully agree.	I agree.	I fully agree.	Every week
166	I agree.	I agree.	I agree.	Every week
167	I agree.	I agree.	I disagree.	Every week
168	I agree.	I disagree.	I agree.	Every week
169	I fully agree.	I agree.	I fully agree.	Every month.
170	I agree.	I disagree.	I fully agree.	Every week
171	I agree.	I agree.	I fully agree.	Every week
172	I agree.	I fully agree.	I fully agree.	Every week
173	I agree.	I agree.	I agree.	Every month.
174	I fully agree.	I agree.	I fully agree.	Every week
175	I agree.	I agree.	I agree.	Every week
176	I agree.	I agree.	I agree.	Every week
177	I agree.	I agree.	I agree.	Every week
178	I agree.	I fully agree.	I agree.	Every month.
179	I disagree.	I agree.	I fully agree.	Every week
180	I agree.	I agree.	I agree.	Every week
181	I fully agree.	I fully agree.	I fully agree.	Every week
182	I agree.	I fully agree.	I agree.	Every week
183	I agree.	I fully agree.	I fully agree.	Every week
184	I agree.	I agree.	I agree.	Never.
185	I agree.	I fully agree.	I fully agree.	Every month.
186	I agree.	I agree.	I disagree.	Every month.
187	I agree.	I fully agree.	I fully agree.	Every week
188	I agree.	I agree.	I agree.	Every week
189	I fully agree.	I agree.	I fully agree.	Every week

Respondent-Id	Short sessions.	Mispronunciation	Integrated other	How often?
190	I fully agree.	I fully agree.	I fully agree.	Every month.
191	I agree.	I agree.	I agree.	Every week
192	I agree.	I agree.	I agree.	Every week
193	I agree.	I agree.	I agree.	Every week
194	I disagree.	I agree.	I agree.	Every month.
195	I agree.	I agree.	I agree.	Every week
196	I agree.	I disagree.	I agree.	Every month.
197	I disagree.	I disagree.	I fully agree.	Every week
198	I agree.	I disagree.	I fully agree.	Every week
199	I fully agree.	I agree.	I agree.	Every week
200	I disagree.	I agree.	I fully agree.	Every week
201	I fully agree.	I agree.	I agree.	Every week
202	I agree.	I agree.	I agree.	Every week
203	I agree.	I agree.	I agree.	Every week
204	I agree.	I agree.	I fully agree.	Every month.
205	I agree.	I fully agree.	I fully agree.	Every week
206	I agree.	I disagree.	I agree.	Every week

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
1	I fully agree	I fully agree	I agree
2	I agree	I agree	I disagree
3	I fully agree	I fully agree	I disagree
4	I agree	I agree	I agree
5	I fully agree	I fully agree	I agree
6	I fully agree	I fully agree	I agree
7	I agree	I agree	I agree
8	I fully agree	I agree	I agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
9	I fully agree	I agree	I agree
10	I fully agree	I fully agree	I fully agree
11	I agree	I agree	I fully agree
12	I fully agree	I fully agree	I fully agree
13	I fully agree	I fully agree	I fully agree
14	I fully agree	I agree	I agree
15	I fully agree	I fully agree	I fully agree
16	I agree	I agree	I agree
17	I fully agree	I fully agree	I agree
18	I agree	I agree	I agree
19	I agree	I agree	I fully agree
20	I agree	I agree	I agree
21	I agree	I agree	I agree
22	I fully agree	I fully agree	I fully agree
23	I fully agree	I fully agree	I fully agree
24	I fully agree	I agree	I agree
25	I fully agree	I fully agree	I agree
26	I fully agree	I agree	I agree
27	I agree	I agree	I agree
28	I fully agree	I fully agree	I agree
29	I fully agree	I fully agree	I fully agree
30	I fully agree	I fully agree	I agree
31	I fully agree	I fully agree	I fully agree
32	I fully agree	I fully agree	I fully agree
33	I agree	I agree	I agree
34	I fully agree	I fully agree	I agree
35	I agree	I agree	I agree
36	I fully agree	I agree	I agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
37	I fully agree	I fully agree	I agree
38	I agree	I agree	I agree
39	I fully agree	I agree	I agree
40	I agree	I fully agree	I fully agree
41	I agree	I agree	I agree
42	I agree	I agree	I agree
43	I agree	I agree	I agree
44	I fully agree	I fully agree	I fully agree
45	I fully agree	I fully agree	I fully agree
46	I fully agree	I agree	I fully agree
47	I disagree	I disagree	I disagree
48	I fully agree	I agree	I agree
49	I fully agree	I agree	I agree
50	I fully agree	I agree	I agree
51	I agree	I fully agree	I agree
52	I fully agree	I fully agree	I agree
53	I agree	I agree	I agree
54	I agree	I agree	I agree
55	I fully agree	I agree	I agree
56	I agree	I agree	I agree
57	I agree	I agree	I agree
58	I fully agree	I agree	I agree
59	I agree	I agree	I agree
60	I agree	I agree	I strongly disagree
61	I fully agree	I fully agree	I agree
62	I fully agree	I agree	I fully agree
63	I fully agree	I fully agree	I fully agree
64	I fully agree	I agree	I fully agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
65	I disagree	I disagree	I disagree
66	I agree	I agree	I agree
67	I fully agree	I fully agree	I agree
68	I fully agree	I fully agree	I agree
69	I fully agree	I agree	I agree
70	I agree	I agree	I agree
71	I agree	I agree	I disagree
72	I agree	I agree	I agree
73	I disagree	I agree	I agree
74	I agree	I fully agree	I agree
75	I fully agree	I fully agree	I fully agree
76	I fully agree	I agree	I agree
77	I agree	I agree	I agree
78	I disagree	I disagree	I disagree
79	I agree	I agree	I agree
80	I fully agree	I fully agree	I fully agree
81	I fully agree	I agree	I agree
82	I fully agree	I fully agree	I fully agree
83	I agree	I agree	I agree
84	I fully agree	I fully agree	I agree
85	I agree	I agree	I fully agree
86	I agree	I agree	I agree
87	I fully agree	I fully agree	I agree
88	I agree	I agree	I agree
89	I fully agree	I fully agree	I fully agree
90	I agree	I agree	I agree
91	I fully agree	I fully agree	I fully agree
92	I fully agree	I agree	I fully agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
93	I fully agree	I fully agree	I agree
94	I fully agree	I agree	I agree
95	I fully agree	I fully agree	I fully agree
96	I fully agree	I fully agree	I fully agree
97	I fully agree	I fully agree	I agree
98	I fully agree	I fully agree	I fully agree
99	I fully agree	I fully agree	I fully agree
100	I agree	I agree	I agree
101	I fully agree	I fully agree	I agree
102	I fully agree	I fully agree	I fully agree
103	I fully agree	I fully agree	I fully agree
104	I fully agree	I fully agree	I agree
105	I fully agree	I fully agree	I agree
106	I fully agree	I agree	I agree
107	I fully agree	I agree	I agree
108	I fully agree	I fully agree	I fully agree
109	I fully agree	I fully agree	I fully agree
110	I agree	I agree	I agree
111	I agree	I agree	I agree
112	I agree	I agree	I agree
113	I agree	I agree	I agree
114	I fully agree	I agree	I agree
115	I agree	I agree	I agree
116	I agree	I disagree	I agree
117	I agree	I agree	I agree
118	I fully agree	I fully agree	I fully agree
119	I fully agree	I agree	I agree
120	I agree	I fully agree	I agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
121	I agree	I fully agree	I fully agree
122	I agree	I agree	I fully agree
123	I fully agree	I fully agree	I agree
124	I fully agree	I agree	I agree
125	I fully agree	I fully agree	I fully agree
126	I agree	I agree	I agree
127	I agree	I agree	I agree
128	I agree	I agree	I agree
129	I fully agree	I agree	I agree
130	I fully agree	I fully agree	I fully agree
131	I agree	I agree	I agree
132	I fully agree	I agree	I fully agree
133	I agree	I agree	I agree
134	I agree	I agree	I agree
135	I fully agree	I fully agree	I fully agree
136	I fully agree	I fully agree	I agree
137	I fully agree	I fully agree	I agree
138	I agree	I fully agree	I agree
139	I agree	I agree	I agree
140	I agree	I agree	I fully agree
141	I agree	I fully agree	I fully agree
142	I fully agree	I agree	I agree
143	I fully agree	I agree	I agree
144	I agree	I agree	I agree
145	I agree	I agree	I agree
146	I fully agree	I fully agree	I agree
147	I agree	I disagree	I disagree
148	I fully agree	I fully agree	I fully agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
149	I fully agree	I fully agree	I fully agree
150	I fully agree	I fully agree	I agree
151	I agree	I agree	I disagree
152	I agree	I agree	I agree
153	I agree	I agree	I agree
154	I agree	I agree	I agree
155	I agree	I fully agree	I agree
156	I agree	I agree	I fully agree
157	I fully agree	I fully agree	I fully agree
158	I fully agree	I agree	I agree
159	I fully agree	I fully agree	I agree
160	I agree	I agree	I disagree
161	I fully agree	I agree	I agree
162	I fully agree	I fully agree	I agree
163	I agree	I agree	I disagree
164	I agree	I agree	I agree
165	I agree	I agree	I agree
166	I fully agree	I fully agree	I fully agree
167	I agree	I agree	I agree
168	I agree	I agree	I agree
169	I agree	I agree	I agree
170	I agree	I agree	I agree
171	I agree	I agree	I disagree
172	I fully agree	I fully agree	I fully agree
173	I agree	I agree	I agree
174	I fully agree	I fully agree	I fully agree
175	I agree	I agree	I agree
176	I agree	I agree	I fully agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
177	I agree	I agree	I fully agree
178	I fully agree	I agree	I agree
179	I fully agree	I fully agree	I fully agree
180	I fully agree	I fully agree	I fully agree
181	I fully agree	I fully agree	I agree
182	I fully agree	I fully agree	I fully agree
183	I fully agree	I fully agree	I fully agree
184	I agree	I agree	I agree
185	I fully agree	I fully agree	I agree
186	I agree	I agree	I agree
187	I fully agree	I fully agree	I fully agree
188	I fully agree	I fully agree	I fully agree
189	I fully agree	I fully agree	I fully agree
190	I fully agree	I agree	I agree
191	I fully agree	I fully agree	I agree
192	I fully agree	I agree	I agree
193	I fully agree	I agree	I agree
194	I agree	I agree	I agree
195	I agree	I agree	I agree
196	I agree	I agree	I disagree
197	I agree	I agree	I agree
198	I fully agree	I fully agree	I agree
199	I agree	I agree	I agree
200	I fully agree	I fully agree	I agree
201	I agree	I agree	I agree
202	I fully agree	I fully agree	I fully agree
203	I fully agree	I fully agree	I fully agree
204	I fully agree	I agree	I agree

Respondent-Id	Pr. teaching is important.	Pr. teaching makes a difference.	Teaching affects self esteem.
205	I fully agree	I fully agree	I fully agree
206	I fully agree	I fully agree	I fully agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
1	I fully agree	I fully agree	I agree	I agree
2	I fully agree	I fully agree	I agree	I agree
3	I agree	I agree	I agree	I agree
4	I fully agree	I agree	I agree	I disagree
5	I agree	I agree	I fully agree	I agree
6	I fully agree	I disagree	I agree	I agree
7	I agree	I agree	I disagree	I agree
8	I disagree	I agree	I disagree	I agree
9	I agree	I agree	I agree	I disagree
10	I fully agree	I disagree	I disagree	I fully agree
11	I fully agree	I fully agree	I agree	I fully agree
12	I agree	I agree	I agree	I agree
13	I agree	I fully agree	I fully agree	I fully agree
14	I agree	I agree	I agree	I agree
15	I fully agree	I fully agree	I fully agree	I fully agree
16	I fully agree	I fully agree	I fully agree	I fully agree
17	I agree	I agree	I agree	I agree
18	I agree	I agree	I agree	I agree
19	I fully agree	I disagree	I agree	I agree
20	I agree	I disagree	I disagree	I fully agree
21	I fully agree	I disagree	I disagree	I agree
22	I fully agree	I agree	I agree	I agree
23	I agree	I fully agree	I agree	I fully agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
24	I fully agree	I agree	I agree	I agree
25	I fully agree	I agree	I agree	I disagree
26	I fully agree	I disagree	I disagree	I agree
27	I agree	I agree	I agree	I fully agree
28	I fully agree	I agree	I agree	I agree
29	I fully agree	I agree	I disagree	I fully agree
30	I agree	I fully agree	I disagree	I agree
31	I fully agree	I fully agree	I fully agree	I fully agree
32	I fully agree	I agree	I agree	I agree
33	I agree	I agree	I agree	I agree
34	I fully agree	I fully agree	I agree	I agree
35	I fully agree	I disagree	I agree	I agree
36	I agree	I agree	I agree	I disagree
37	I fully agree	I agree	I strongly disagree	I agree
38	I fully agree	I agree	I agree	I agree
39	I fully agree	I disagree	I agree	I disagree
40	I fully agree	I agree	I agree	I fully agree
41	I fully agree	I agree	I agree	I agree
42	I fully agree	I agree	I disagree	I fully agree
43	I fully agree	I fully agree	I agree	I agree
44	I fully agree	I fully agree	I fully agree	I fully agree
45	I disagree	I disagree	I disagree	I fully agree
46	I fully agree	I agree	I agree	I agree
47	I fully agree	I fully agree	I disagree	I agree
48	I agree	I agree	I agree	I agree
49	I disagree	I fully agree	I disagree	I agree
50	I fully agree	I agree	I disagree	I agree
51	I agree	I agree	I agree	I agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
52	I fully agree	I agree	I agree	I disagree
53	I agree	I agree	I strongly disagree	I agree
54	I fully agree	I fully agree	I disagree	I disagree
55	I fully agree	I fully agree	I agree	I agree
56	I fully agree	I agree	I fully agree	I agree
57	I agree	I agree	I disagree	I disagree
58	I disagree	I agree	I agree	I fully agree
59	I agree	I agree	I agree	I agree
60	I agree	I agree	I disagree	I agree
61	I agree	I agree	I fully agree	I fully agree
62	I fully agree	I fully agree	I agree	I agree
63	I agree	I agree	I agree	I agree
64	I agree	I agree	I agree	I disagree
65	I fully agree	I agree	I disagree	I agree
66	I disagree	I agree	I disagree	I agree
67	I agree	I fully agree	I agree	I fully agree
68	I fully agree	I strongly disagree	I strongly disagree	I agree
69	I agree	I fully agree	I agree	I agree
70	I fully agree	I agree	I disagree	I disagree
71	I disagree	I fully agree	I disagree	I fully agree
72	I fully agree	I fully agree	I agree	I agree
73	I fully agree	I fully agree	I agree	I disagree
74	I fully agree	I agree	I strongly disagree	I fully agree
75	I fully agree	I fully agree	I disagree	I agree
76	I agree	I agree	I agree	I agree
77	I fully agree	I fully agree	I agree	I agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
78	I fully agree	I agree	I disagree	I agree
79	I fully agree	I agree	I fully agree	I agree
80	I fully agree	I agree	I agree	I fully agree
81	I agree	I agree	I agree	I disagree
82	I fully agree	I agree	I agree	I agree
83	I fully agree	I agree	I disagree	I disagree
84	I agree	I fully agree	I agree	I agree
85	I agree	I agree	I fully agree	I fully agree
86	I fully agree	I fully agree	I disagree	I fully agree
87	I fully agree	I agree	I agree	I agree
88	I agree	I fully agree	I fully agree	I agree
89	I fully agree	I fully agree	I fully agree	I fully agree
90	I agree	I disagree	I disagree	I disagree
91	I agree	I agree	I fully agree	I agree
92	I agree	I agree	I fully agree	I agree
93	I fully agree	I disagree	I fully agree	I fully agree
94	I agree	I agree	I disagree	I fully agree
95	I fully agree	I fully agree	I agree	I agree
96	I fully agree	I agree	I agree	I fully agree
97	I fully agree	I disagree	I disagree	I agree
98	I fully agree	I fully agree	I agree	I fully agree
99	I fully agree	I fully agree	I fully agree	I fully agree
100	I agree	I agree	I agree	I agree
101	I agree	I fully agree	I agree	I fully agree
102	I fully agree	I fully agree	I agree	I agree
103	I fully agree	I fully agree	I fully agree	I agree
104	I agree	I agree	I agree	I fully agree
105	I fully agree	I agree	I agree	I agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
106	I agree	I agree	I agree	I agree
107	I fully agree	I fully agree	I fully agree	I disagree
108	I fully agree	I disagree	I agree	I agree
109	I fully agree	I agree	I agree	I agree
110	I agree	I disagree	I agree	I agree
111	I fully agree	I agree	I agree	I agree
112	I fully agree	I agree	I agree	I agree
113	I agree	I agree	I agree	I disagree
114	I agree	I agree	I agree	I fully agree
115	I fully agree	I agree	I agree	I agree
116	I fully agree	I agree	I agree	I agree
117	I agree	I agree	I agree	I disagree
118	I fully agree	I fully agree	I fully agree	I fully agree
119	I agree	I agree	I agree	I agree
120	I fully agree	I fully agree	I agree	I fully agree
121	I fully agree	I fully agree	I fully agree	I fully agree
122	I fully agree	I agree	I agree	I agree
123	I fully agree	I fully agree	I agree	I disagree
124	I agree	I agree	I agree	I agree
125	I fully agree	I agree	I fully agree	I agree
126	I agree	I agree	I agree	I agree
127	I agree	I agree	I disagree	I agree
128	I disagree	I fully agree	I disagree	I agree
129	I agree	I agree	I disagree	I agree
130	I fully agree	I fully agree	I disagree	I fully agree
131	I fully agree	I fully agree	I agree	I agree
132	I fully agree	I fully agree	I agree	I fully agree
133	I fully agree	I fully agree	I fully agree	I fully agree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
134	I agree	I fully agree	I disagree	I agree
135	I fully agree	I agree	I fully agree	I agree
136	I fully agree	I fully agree	I agree	I disagree
137	I agree	I fully agree	I agree	I agree
138	I agree	I disagree	I agree	I agree
139	I agree	I agree	I agree	I agree
140	I fully agree	I fully agree	I disagree	I agree
141	I fully agree	I agree	I disagree	I agree
142	I fully agree	I fully agree	I agree	I agree
143	I agree	I fully agree	I disagree	I agree
144	I fully agree	I disagree	I agree	I agree
145	I fully agree	I strongly disagree	I disagree	I agree
146	I agree	I agree	I agree	I fully agree
147	I agree	I agree	I agree	I agree
148	I fully agree	I agree	I fully agree	I fully agree
149	I fully agree	I fully agree	I fully agree	I disagree
150	I agree	I agree	I disagree	I fully agree
151	I agree	I disagree	I disagree	I disagree
152	I agree	I agree	I agree	I agree
153	I agree	I fully agree	I agree	I fully agree
154	I fully agree	I fully agree	I agree	I fully agree
155	I fully agree	I fully agree	I agree	I agree
156	I fully agree	I agree	I agree	I disagree
157	I fully agree	I fully agree	I fully agree	I agree
158	I fully agree	I agree	I agree	I agree
159	I fully agree	I fully agree	I agree	I agree
160	I disagree	I disagree	I agree	I agree
161	I agree	I agree	I disagree	I disagree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
162	I fully agree	I fully agree	I disagree	I agree
163	I fully agree	I fully agree	I agree	I disagree
164	I fully agree	I agree	I agree	I agree
165	I fully agree	I disagree	I fully agree	I agree
166	I fully agree	I agree	I strongly disagree	I agree
167	I agree	I agree	I disagree	I disagree
168	I agree	I agree	I agree	I agree
169	I fully agree	I fully agree	I agree	I agree
170	I fully agree	I agree	I agree	I agree
171	I agree	I fully agree	I agree	I disagree
172	I fully agree	I disagree	I disagree	I agree
173	I agree	I agree	I disagree	I agree
174	I fully agree	I agree	I agree	I fully agree
175	I agree	I disagree	I agree	I agree
176	I fully agree	I fully agree	I agree	I fully agree
177	I fully agree	I agree	I agree	I fully agree
178	I fully agree	I disagree	I disagree	I agree
179	I fully agree	I fully agree	I agree	I fully agree
180	I fully agree	I agree	I fully agree	I agree
181	I agree	I agree	I agree	I agree
182	I fully agree	I agree	I agree	I agree
183	I fully agree	I fully agree	I fully agree	I agree
184	I fully agree	I agree	I agree	I disagree
185	I fully agree	I fully agree	I agree	I agree
186	I agree	I agree	I disagree	I disagree
187	I agree	I fully agree	I fully agree	I fully agree
188	I fully agree	I fully agree	I fully agree	I fully agree
189	I fully agree	I agree	I agree	I disagree

Respondent-Id	Films/TV	Talking abroad.	Listening materials.	Pupils talking.
190	I fully agree	I agree	I agree	I disagree
191	I fully agree	I fully agree	I fully agree	I fully agree
192	I agree	I fully agree	I agree	I fully agree
193	I fully agree	I fully agree	I fully agree	I agree
194	I fully agree	I agree	I fully agree	I agree
195	I agree	I agree	I disagree	I agree
196	I fully agree	I agree	I agree	I agree
197	I agree	I agree	I fully agree	I fully agree
198	I agree	I agree	I agree	I disagree
199	I agree	I agree	I agree	I disagree
200	I agree	I fully agree	I agree	I agree
201	I fully agree	I fully agree	I fully agree	I agree
202	I agree	I agree	I agree	I fully agree
203	I fully agree	I fully agree	I fully agree	I fully agree
204	I fully agree	I fully agree	I agree	I agree
205	I fully agree	I agree	I disagree	I agree
206	I fully agree	I fully agree	I fully agree	I agree

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
1	British English|American English	x			
2	Australuan , Irish, South African,etc.Depend on their starting point.|British English|American English		x		
3	British English	x			
4	American English	x			
5	I don't focus on making my pupils speak a specific variety of English				x
6	British English	x			
7	British English|American English	x			

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
8	British English|American English	x			
9	British English	x			
10	British English|American English	x			
11	A clear pronunciation which communicates well with people from all around the world.				x
12	British English	x			
13	British English	x			
14	American English	x			
15	British English|American English	x			
16	British English	x			
17	British English|Norwegian English			x	
18	British English|Norwegian English			x	
19	British English|American English	x			
20	British English	x			
21	I let them use any pronunciation that is functional. I use BE, but have pupils who are more comfortable with AE. I sometimes focus on the diffference, but let the pupils decide for themselves.				x
22	British English|American English	x			
23	British English|American English	x			
24	British English	x			
25	British English	x			
26	British English|American English	x			
27	British English|American English	x			
28	British English	x			
29	British English|American English	x			
30	A trans-atlantic accent is acceptable| British English|American English	x			
31	British English	x			
32	Australian English|British English| American English		x		
33	British English	x			
34	British English|American English	x			
35	British English|American English	x			
36	British English	x			
37	Any variety of English as long as they are consistent in their pronounciation		x		

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
38	British English|American English	x			
39	British English	x			
40	Samples of various English accents from English speaking countries around the world and regional accents within Great Britain/USA. The focus is primarily on the ability to understand different accents.|British English|American English		x		
41	American English	x			
42	British English|American English	x			
43	British English	x			
44	British English|American English	x			
45	I explain the differences between BE and AE, letting the pupils choose.	x			
46	British English	x			
47	I speak American English myself, but I ask them to talk British or American, whichever is what they find more natural for themselves.|American English	x			
48	British English	x			
49	Australian English.|British English| American English		x		
50	British English|American English	x			
51	American English	x			
52	British English|American English	x			
53	British English|American English	x			
54	British English|American English| Norwegian English			x	
55	They can choose for themselves, but I encourage them to choose a specific varietyand then stick with, instead of mixing American and English, which is common.	x			
56	British English|American English	x			

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
57	I am not trying to make them speak a certain variety, the most important thing is to be able to communicate well. But I ask them to choose a certain variety and stick to that one. If they speak Norwegian English, I focus on English intonation.				x
58	British English|American English	x			
59	British English|American English	x			
60	They may mix British and American	x			
61	British English|American English	x			
62	British English|American English	x			
63	British English	x			
64	British English	x			
65	I do not emphasise one over the others				x
66	British English|American English	x			
67	British English	x			
68	British English|American English	x			
69	British English	x			
70	British English|American English	x			
71	British English|American English	x			
72	British English	x			
73	Which variety of English is not relevant.				x
74	Namibian, South-African, Australian, Indian|British English|American English| Norwegian English			x	
75	British English|American English	x			
76	British English	x			
77	British English|American English	x			
78	American English	x			
79	British English	x			
80	The one that comes most naturally to them. Not Norwegian English, obviously.		x		
81	British English|American English	x			
82	I lett them pick, British/English or American/English	x			
83	British English	x			
84	British English|American English	x			

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
85	British English|American English	x			
86	British English|American English	x			
87	British English|American English	x			
88	British English	x			
89	British English	x			
90	I speak American English, but they are free to speak as they want.				x
91	British English	x			
92	dialects|British English|American English	x			
93	British English	x			
94	I have an Indian student, and I allow her to speak Indian English|British English| American English|Norwegian English			x	
95	British English|American English	x			
96	British English|American English	x			
97	British English|American English	x			
98	British English	x			
99	British and American English	x			
100	British English	x			
101	American English	x			
102	Both British and American depending on their background. I speak American English myself	x			
103	British English|American English	x			
104	British English	x			
105	British English|American English	x			
106	Or whichever variety the pupils actually use|British English|American English		x		
107	It is up to them to choose, but they need to be consistent.|British English| American English		x		
108	Even though my spoken English is more similar to AM.E, I do try to teach them both B.E and Am.E	x			
109	American English	x			
110	British English|American English	x			
111	I am not the one that choses for the pupils. I let them choose the variety of English they want to speak.		x		

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
112	American English	x			
113	British English|American English	x			
114	British English|American English	x			
115	British English	x			
116	British English	x			
117	British English	x			
118	British English|American English	x			
119	British English	x			
120	British English|American English	x			
121	British English|American English	x			
122	British English|American English	x			
123	Some. I am happy if they just say something that sounds English...|British English|American English			x	
124	British English|American English	x			
125	British English|American English| Norwegian English	x			
126	British English|American English	x			
127	British English|American English	x			
128	British English|American English	x			
129	British English|American English	x			
130	American English	x			
131	British English|American English	x			
132	British English|American English	x			
133	American English	x			
134	British English|American English	x			
135	British English	x			
136	British English|American English	x			
137	British English	x			
138	British English	x			
139	British English|American English	x			
140	Either American or British English, but focus on vocabulary and idiomstic expressions rather than the right variety.				x
141	American English	x			
142	British English	x			
143	I want them to value all varieties of English and speak the one they are most comfortable with.				x

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
144	British English	x			
145	British English	x			
146	British English	x			
147	British English	x			
148	British English|American English	x			
149	British English|American English	x			
150	British English|American English	x			
151	Shakespearean, Jamaican, French...| British English|American English| Norwegian English			x	
152	British English	x			
153	Probably a combination; the school teaches BE, but I have lived in America and am thus influenced by the American pronunciation.	x			
154	British English|American English	x			
155	British English	x			
156	British English|American English	x			
157	British English	x			
158	British English	x			
159	British English	x			
160	British English	x			
161	I don't try to make them speak anything, but they must be consistent with what they choose. I speak trans-atlantic American myself.		x		
162	British English|American English	x			
163	I do not focus much on which variety of English the pupils choose to speak. However, those that speak English with Norwegian accent/intonation are encouraged to rehearse more on intonation.		x		
164	Australian, when a pupil has lived there in the past|British English|American English		x		
165	Other varieties|British English|American English		x		
166	British English	x			
167	British English|American English	x			

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
168	British English	x			
169	British English	x			
170	They can choose themselves				x
171	I speak British English myself, but my students are free to choose either br.or Am as long as they use it consistantly	x			
172	They can choose: Any British, Welsh, Irish, Scottish or American accent they want. As they're most exposed to the American accent I will recommend them to copy that.		x		
173	British English|Norwegian English	x			
174	British English	x			
175	British English	x			
176	British English|American English	x			
177	None.				x
178	British English	x			
179	British English	x			
180	British English	x			
181	British English|American English	x			
182	British English	x			
183	British English	x			
184	Norwegian English			x	
185	American English	x			
186	British English|American English	x			
187	I speak British but I certainly support both Br/Am, as long as my students are consequent and aware of their choice.	x			
188	British English	x			
189	British English|American English	x			
190	British English|American English	x			
191	American English	x			
192	British English	x			
193	British English	x			
194	British English|American English	x			
195	British English	x			
196	British English	x			
197	British English|American English	x			
198	British English	x			

Respondent-Id	Answers	AE/ BE	AE/ BE+Other	Including Nonnative	No variety
199	British English|American English	x			
200	British English|American English	x			
201	British English	x			
202	They choose the version they find suitable from AmE og BrE themselves - and I encuorage their choice.	x			
203	de kan velge selv hvilken variant av engelsken de ønsker.|British English| American English		x		
204	British English|American English	x			
205	Neither specifically. As long as they are speaking with correct grammar and make themselves understood, the way they pronounce words does not have to be consistent. I speak with an Australian accent, wheres most students speak with an American or British.				x
206	British English|American English	x			
		171	15	8	12