

“The most globally used English is bad English”:

Attitudes related to oral English use, learning, and teaching among
lower-secondary English teachers in Norway



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Master's Thesis

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May 2021

Acknowledgements

First and foremost I would like to thank my supervisor, Aud Solbjørg Skulstad, for her invaluable support throughout this project. The motivation and confidence I have felt while writing this thesis have been enabled in no small part due to your guidance and expertise.

I would also like to thank all the teachers who participated in this project. In particular I would like to thank the six who took the time to participate in the interviews. Not only did they provide valuable perspectives for this study, but talking to them turned out to be the most interesting and enjoyable experience of the project.

Thank you, also, to my fellow student teachers for these past five years of studies. The pleasant memories from our (overly) long lunch breaks will by far outlive any academic skills I have attained.

Finally I would like to thank Mari for her encouragement, her valuable insights, and her enthusiastic ideas. I'm sure that at times you have believed more in this project than I have. Our conversations and your general presence have benefited me greatly in the writing of this thesis, and I will always be grateful for your love and support.

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Bergen

May 2021

Abstract in Norwegian

Over de siste tiårene har norske læreplaner for engelskfaget gjennomgått et paradigmeskifte fra *speaker norms* til *Communicative Language Teaching* (CLT), noe som har medbrakt en endring av hva som skal anses som målsettingen for bruk og læring av muntlig engelsk. Læreplanene har beveget seg bort fra et syn på morsmålbukere av engelsk som ideal for språklæring, til et fokus på å utvikle ferdigheter som kan hjelpe elever å kommunisere effektivt med andre språkbrukere. Denne utviklingen representerer ikke bare den viktige posisjonen engelsk har fått som verdensspråk, men følger også viktige utviklinger i forskning på hvordan språk kan og bør undervises. Likevel kan det se ut til at engelsklærere i norske skoler til en viss grad fremdeles vektlegger engelskvarianter tilhørende morsmålbukere i undervisningen sin, og forskning viser også at det lærere tenker og tror om undervisning etableres tidlig, og er vanskelig å endre.

Dette studiet tok derfor sikte på å undersøke hvilke holdninger engelsklærere i norske ungdomsskoler har knyttet til henholdsvis *speaker norms* og CLT, og dermed hva de anser som «god» muntlig engelsk. På denne måten ville studiet undersøke hvorvidt disse lærernes holdninger representerer det kommunikasjonsorienterte fokuset til den nye læreplanen, Kunnskapsløftet 2020 (LK20), og også belyse til hvilken grad lærere tar inn nye perspektiver i undervisningen sin.

Både kvantitativ og kvalitativ metode har blitt benyttet. Ved å først benytte spørreskjema etterfulgt av intervjuer har studiet generert empirisk materiale fra ungdomsskolelærere fra hele Norge, for å på den måten gi et rikt bilde av den aktuelle tematikken.

De samlede resultatene fra studiet viser at selv om lærerne som gruppe oppga sterk støtte for CLT fantes det også en betydelig støtte for sider av *speaker norms* blant dem. Resultatene fra spørreskjemaet viste både variasjon og motsigelser blant lærernes holdninger, og indikerte at lærere som var eldre, hadde mer erfaring, og som hadde allmennlærerutdanning så ut til å være systematisk mer tilbøyelige mot *speaker norms* enn andre lærere. Intervjuene vitnet om at flere av intervjuobjektene var lite mottagelige for endringer i sin undervisningspraksis, og at intervjuobjektene stort sett hadde mangelfull forståelse av og kjennskap til CLT. Samlet sett peker resultatene på at lærerne i dette studiet til en viss grad verdsetter muntlig engelsk i tråd med det forrige språklæringsparadigmet, noe som betyr at det muligens er en viss avstand mellom LK20 sin kommunikasjonsorientering og den faktiske undervisningen i norske klasserom.

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List of Abbreviations

L1 – first language

L2 – second language

CLT – Communicative Language Teaching

LK06/13 – the Knowledge Promotion of 2006/2013

LK20 – the Knowledge Promotion of 2020

CEFR – the Common European Framework of Reference for Language Learning

MMR – Mixed Methods Research

ESL – English as a Second Language

EFL – English as a Foreign Language

NSD - the Norwegian Centre for Research Data

1. INTRODUCTION

What kind of English should Norwegian students learn to speak? The question may appear strange, yet it is legitimate. Pronunciation is a natural aspect of learning a language, and “language professionals often take for granted that the only appropriate models of a language’s use comes from its native speakers” (Cook, 1999, p. 185). Such an approach to language teaching is called a *speaker norm* approach, and is reflected in earlier Norwegian curricula. For instance, the English subject curriculum from 1987 specified that students should learn to speak with a British or an American accent (*Mønsterplan for grunnskolen*, 1987). However, the focus on attaining ‘native-like’¹ pronunciation has been gradually left behind for the teaching of English in Norway. An important reason for this is that English has become a world language due to both historical-geographical and socio-cultural reasons and is spoken by people all over the world (Crystal, 2012). The spread of English also means that the language is spoken in many different ways, and L1 (i.e. first language) speakers of English are in fact a minority within their own language (Simensen, 2014). This means that English is no longer owned solely by its L1 users (Crystal, 2012). Given the global spread and use of English, we might today talk about different “Englishes”, or describe English as a global *lingua franca* (Simensen, 2014). Linguistic research also emphasizes that there is no ground for saying that one variety of a language is better than others; in fact, telling people that their language variety is inferior would mean telling them that their very identity is inferior (Trudgill, 2000).

All in all, the nature of English has changed from being the language of some to being the language of many, and several researchers have advocated for some time that people learning English need not use a specific, ‘native’ variety (e.g. Cook, 1999; Jenkins, 2004). In Norway, this recognition is evident in the English subject curricula, which exclude specified accent ideals, and have a considerable focus on using the language for real, communicative purposes (cf. Utdanningsdirektoratet, 2006, 2013, 2020). The newest curriculum, the Knowledge Promotion 2020 (LK20), includes a broad specification of how students are supposed to speak English, notably that “students should learn to use key patterns of pronunciation in communication” (Utdanningsdirektoratet, 2020). But what exactly is meant by “key patterns”? A similar definition is present in the preceding curriculum (LK06/13) and

¹ Terms like ‘native’ and ‘non-native’ represent ideological constructions with negative political implications, and create a problematic *othering* of learners and speakers of English from outside western cultures (see Holliday (2006) for a fuller discussion). Because of their ideological construction, terms like ‘native’ and ‘non-native’ will be put in inverted commas throughout this thesis.

obviously leaves room for interpretation by teachers (Bøhn & Hansen, 2017). These curricula also lack any indication that teachers should *not* promote certain accents, as has been the tradition previously. There is thus no stated aim for how students should speak English; still, Norwegian teachers seem to take pronunciation features into account in oral assessment (Bøhn, 2015). Without clear, established goals for pronunciation, what kind of spoken English do teachers teach?

1.1 Rationale for the present thesis

As a teacher student I have experienced that the move away from a focus on ‘native’ varieties of English does not always seem to be realized among teachers. A notable episode occurred during a period of teaching practice I had in a Norwegian school. I had recently had an English class in which I used an audio-file of a man speaking with a ‘non-native’ accent as part of an exercise. While discussing the class with one of the employed English teachers afterwards, the teacher remarked briefly that I should have commented more on the man’s accent, in order to make the students aware that this particular accent was not to be regarded as “correct” pronunciation. The teacher’s rationale for this remark was: “of course, we want the students to speak with a British or an American accent”. This statement puzzled me, as it contradicted what I had learned in my own teacher training. It also reminded me of my own English teacher from school, who unequivocally demanded that students should choose either British or American pronunciation and use it consistently. More so, other teachers seem to hold similar attitudes. The webpage *fatt.no* is a good example; this page is described as a resource page for teachers in lower-secondary, and is created by two experienced teachers (Pettersen & Bernstrøm, n.d). In a post named “*Vurderingskriterier muntlig engelsk 10. trinn*” (Pettersen, 2016) they list criteria for assessing students’ oral exams in the tenth grade. What is noteworthy about these criteria is that for the grade 5 and down it is stated that students may use Norwegian intonation. For the top grade 6, however, they use the terms “correct pronunciation, good intonation”. By comparison, then, Norwegian intonation is considered imperfect, and may actually hinder students from attaining the highest grade. Attitudes such as these may not be representative of all teachers in Norway, yet they beg the question: what kind of spoken English do Norwegian teachers promote in their classrooms today?

As mentioned in the introduction, there has been a move away from the focus on ‘native’ accent ideals in Norwegian English subject curricula over the past decades. Moreover, the teaching of English in Norway has been more and more focused on the

communicative aspects of language, most notably through the approach known as Communicative Language Teaching (CLT) (Fenner, 2020). This approach emphasizes that the main aim of language learning is to enable learners to use the language for communicative purposes in authentic situations (Richards & Rodgers, 2014; Skulstad, 2020). As will be discussed in chapter two of this thesis, the speaker norm tradition of mimicking a ‘native’ variety of English is thus unviable in a communicative paradigm, seeing as accent is largely irrelevant for being able to communicate in a language. The change from speaker norms to CLT in Norwegian English subject curricula in fact represents a paradigm shift (Richards & Rodgers, 2014), because the two approaches are founded on different ideas of what a language is and how it is taught best (cf. Simensen, 1999). Paradigm shifts are estimated to occur about every 25 years and may be challenging for teachers, especially “if the cyclical nature of paradigms and the theoretical bases of the changes are not properly understood” (Simensen, 1999, p. 188). In other words, there may be reason to suspect that teachers are somewhat reluctant towards changing their teaching practices and beliefs, as indeed reinforced by research on teacher cognition (e.g. Pajares, 1992).

The paradigm shift towards CLT has also not been clear-cut, and in the beginning of the communicative era speaker norms were not completely left behind. The Common European Framework of Reference for Language Learning (CEFR) (Council of Europe, 2001), a document which has been highly influential for the communicative aspects of Norwegian English subject curricula, was actually redeveloped because it promoted speaker norms as a part of its pronunciation scales:

The focus on accent and on accuracy instead of on intelligibility has been detrimental to the development of the teaching of pronunciation. Idealised models that ignore the retention of accent lack consideration for context, sociolinguistic aspects and learners’ needs. The 2001 scale seemed to reinforce such views and for this reason, the scale was redeveloped from scratch. (Council of Europe, 2020, p. 133)

As will be discussed in section 2.6, Norwegian English subject curricula also demonstrate some mixing of CLT and speaker norms (see the discussion of *Reform 94* in section 2.6.1 for a clear example). In other words, the change from speaker norms to CLT has not been clear-cut, which means that speaker norms have continued to influence Norwegian curricula even after the start of the communicative era.

If Norwegian teachers of English indeed continue to advocate ‘native’ varieties of English as better or more correct than other varieties, then such advocacy may be considered problematic; as mentioned above, this view lacks “consideration for context, sociolinguistic aspects and learners’ needs” (Council of Europe, 2020, p. 133). The current Norwegian English subject curricula² do not include competence aims which state that students should speak with a certain accent (Utdanningsdirektoratet, 2006, 2013, 2020); in other words, Norwegian education formally does not require students to speak in any distinct way, and so accent should logically not factor into the assessment of their oral language skills. Thus, if the teachers nonetheless advocate ‘native’ varieties of English then they are promoting skills which are beyond the official guidelines, putting extra-curricular demands on students. Also, and perhaps even more important, the promotion of ‘native’ varieties of English as ideal might produce unmotivated learners who define themselves as ‘non-native’ language users who can never *really* learn the language completely (Cook, 1999). One might even argue that the promotion of ‘native’ varieties of English might skew students’ perceptions of the English-speaking world; as mentioned in the introduction, ‘native’ speakers are in fact a minority in their own language (Simensen, 2014), and English is used in different ways by many different people in the world (Crystal, 2012). For these reasons, the present thesis investigates which attitudes Norwegian teachers have about oral English with regards to speaker norms and CLT.

1.2 Previous research

Some research has been dedicated to similar topics before, both in Norway and internationally. In Norway, there have primarily been studies into which language attitudes exist in the classroom at different levels. There have also been a lot of studies internationally into teacher cognition (cf. Borg, 2003, 2015), which have examined how teachers’ thoughts, knowledge, and beliefs are related to their work. This section outlines some of the most relevant research related to the present thesis, and includes 1) studies of teachers’ cognitions in relation to the teaching of oral language, 2) studies of Norwegian students’ attitudes towards accent varieties of English, and 3) previous MA theses with similar topics.

² At the time of writing, Norway is implementing one curriculum (LK20) while phasing out the preceding one (LK06/13), which means that there are currently two official curricula being used for different levels in the Norwegian school system.

1.2.1 Teachers' cognitions about oral language use and learning

Through the use of interviews and observations, Vilà (2018) found that there seemed to be an implementation gap between the intended aims of the curriculum and the practices of Norwegian teachers of Spanish in lower-secondary school. His findings indicate that the teachers in question only to a limited degree had adopted communicative approaches to the development of oral skills. Furthermore, the teachers' prior beliefs about language, experiences from school, and experiences as teachers were identified as important factors as to whether or not they implemented the new curriculum.

Eisenstein-Ebsworth and Schweers (1997) examined the beliefs of 60 college level ESL³ teachers from New York and Puerto Rico concerning conscious grammar instruction. Their results indicated that the Puerto Rico teachers used more traditional approaches to grammar instruction, which was seemingly linked to the more traditional language teaching approach of Puerto Rico. One of the Puerto Rican interviewees stated that "grammar has always been part of our language learning experience" (p. 247), and another stated that "grammar helped me and I can see that it also helps my students" (p. 252). The researchers also conclude that "reasons for how and why conscious grammar was taught were based mostly on the teachers' perceptions of their own experiences as teachers and learners" (p. 255). These findings thus seem to indicate that teachers' beliefs are shaped by their personal experiences within the teaching tradition in which they have found themselves, and that these influences seem likely to stay with the teachers in some form.

Concerning oral English, Bøhn and Hansen (2017) investigated the assessment practices of Norwegian upper-secondary teachers of English. Their object of study was how the teachers in question oriented themselves towards intelligibility and 'nativeness' respectively while assessing students' oral English skills. Their findings demonstrated that the teachers were strongly oriented towards intelligibility in assessment situations, yet they differed on the importance of 'nativeness'. Put differently, the teachers in this study had different attitudes towards whether or not 'native-like' English was important for students' grades or not.

In a somewhat similar context, the teaching of target varieties of English were found to be widespread among a sample of Swedish and German teachers (Forsberg, Mohr, and Jansen, 2019). Like Norway, both Sweden and Germany have moved towards targeting communicative competence in their language teaching (p. 34), which means that these

³ ESL: English as a Second Language.

findings contradict the two countries' official regulations somewhat. The teachers in this study also appeared to view 'native' varieties of English, most notably British and American, to be the most 'correct' forms to teach in the classroom.

1.2.2 Students' attitudes towards accents of English

In Norway, investigations have been carried out concerning students' attitudes towards varieties of spoken English, most notably in Rindal's article-based doctoral thesis (Rindal, 2013⁴). By analysis of audio-material, and the use of questionnaires and interviews, she examined which accent variations seemed most prevalent among Norwegian students of English in upper-secondary school, and what attitudes and associations the students held towards the dominant accents. Her research demonstrates that students hold clear attitudes towards different spoken varieties of English. In Rindal and Piercy (2013), 75% of the students asked responded that they aimed for a 'native' accent, with American English being the most common. 10% also reported to aim for a 'neutral'⁵ accent, but none reported to aim for a Norwegian-English pronunciation. This indicates that the students had clear opinions on which accents were desirable and not, meaning they evaluated their social value and meaning. As the authors put it themselves: "none of the participants reported Norwegian as their English pronunciation aim, which suggests that speakers retain some notion of 'correct' (or at least 'incorrect') English" (p. 224). Norwegian students have also been found to evaluate each other based on choice of English accent (Rindal, 2014), and social evaluations were found to be important for students' own accent aims (Rindal, 2010).

What is worth noting about these findings is precisely the fact that students seem to hold clear attitudes towards 'native' accents of English and which social associations these varieties convey. Such attitudes seem to influence the students' use of and perspectives on English, and are thus important factors in the English classroom. The observation by Rindal and Piercy (2013) that students seem to have some perception of "correct" and "incorrect" language may indicate that they do in fact believe 'native' accents to be important for the learning of English. If that is the case, then students may experience teaching in which 'native' accents are promoted in some way.

⁴ Rindal's doctoral thesis (2013) includes the following articles: Rindal (2010), Rindal and Piercy (2013), and Rindal (2014).

⁵ i.e. an accent which is not associated with a type of 'native' speaker (Rindal and Piercy, 2013).

1.2.3 Previous MA theses

To my knowledge there have been a few Norwegian MA theses which have investigated similar topics to the present thesis, yet in various ways. Some of the most relevant are briefly outlined here.

Hopland (2016) compared the attitudes of four teachers and 62 students concerning use of and attitudes towards varieties of spoken English in year two of upper secondary school. Both teachers and students reported communication to be the main aim of learning English. Still, among the students there seemed to be some favouritism of spoken varieties from countries where English is an official language, and most notably British and American. Also, Norwegian-English was described by the students as unfavourable, even though no one claimed it to be hard to understand. Students also reported that they felt an expectation from teachers to speak with a British or American accent and that this factored into evaluation, which the teachers themselves denied.

Ianuzzi (2017) examined how Norwegian lower-secondary teachers of English instructed pronunciation and how they corrected mispronunciations through the analysis of video-taped lessons. Based on her findings, the author argues that pronunciation is often given little attention in the classroom due to high English-proficiency among students, and that the ambiguity of the English subject curriculum may contribute to different practices among teachers.

Hansen (2011) analysed to what extent 31 Norwegian teachers of English acknowledged the intercultural-speaker model as opposed to the traditional speaker norm model. His analysis of responses indicated that the intercultural-speaker model was only partly recognized, and that the teachers' age, conceptions of the English-speaking world, and content versus proficiency focus seemed to be important factors for explaining the results.

Sannes (2013) analysed the audio material of two major English textbooks in Norway, in addition to interviewing three teachers and administering a questionnaire to several students in upper-secondary school concerning varieties of English. According to her findings, students were exposed to more varieties of English than before, but these varieties largely originated from countries where English is an official language. She also found that British and American examples were the most frequent in the textbooks, and that while both teachers and students reported communication as the main goal of learning English, the speaker norm tradition evidently continued to have a relatively strong influence.

1.3 Research gap

CLT is, as mentioned above, the current overarching paradigm for the teaching of English in Norway today. As discussed by Simensen (1999), the change from speaker norms to CLT in Norway represents a paradigm shift, because the two approaches have different views of the nature and goal of oral language use and learning. Because of this, CLT and speaker norms are logically incompatible teaching approaches. However, the above discussion of previous research indicates two things: 1) teachers' beliefs and practices seem to be influenced by personal experiences and may not necessarily be completely in line with the current teaching paradigm or official guidelines, and 2) 'native' varieties of English still seem relatively influential in Norwegian classrooms despite their irrelevance within a communicative paradigm. The consequence of these observations is that Norwegian teachers' attitudes concerning oral English may still be affected by aspects of the speaker norm approach. The findings by Bøhn and Hansen (2017) address this issue to some extent. However, 'intelligibility' is only one aspect of CLT, and 'nativeness' may also be considered as only one part of what constitutes the speaker norm approach. Hence, there is something to be gained from obtaining a broader understanding of Norwegian teachers' conceptions of and potential reliance on these two approaches. In other words, there seems to be a need for an investigation of how Norwegian teachers align themselves with CLT and speaker norms respectively, in order to examine what they consider ideal oral English use and learning. To my knowledge there have not been any such studies, and this represents a research gap which the present thesis addresses.

Also, this study will focus on teachers working in lower-secondary schools, and the reason for this is twofold. Firstly, the previous research concerning teachers' cognitions outlined above has been mostly concerned with upper-secondary school, and so there is a need to investigate language attitudes among teachers in lower-secondary as well. Secondly, because students in lower-secondary are still relatively young and less proficient in English, language teaching at this stage includes more focus on pronunciation and basic language skills. In other words, students are arguably learning English at a more formative stage in lower-secondary school compared to upper-secondary, which might make lower-secondary students more susceptible to influence on their language development, also from teachers. This susceptibility makes the investigation of lower-secondary teachers' attitudes towards oral English even more important, because the teachers might play an important role in shaping the attitudes and views of their students.

This thesis represents an investigation into teachers' cognitions, which Borg (2003, p. 81) defines as "what teachers know, believe, and think" (see section 2.7). Borg (2003) also notes that teacher cognition research should be studied with reference to what actually happens in the classroom, because "ultimately (...) we are interested in understanding teachers' professional actions, not what or how they think in isolation of what they do" (p. 105). However, Borg also states that investigations into teachers' reported beliefs and practices may be useful as a point of departure for further research (p. 105). As discussed above, Norwegian teachers' attitudes concerning oral English remain mostly unexplored, and the study of what these teachers believe thus makes for a natural starting point to better understand the teaching of English in Norway. Borg (2015, p. 125) also notes that an important concern in teacher cognition research is "the congruence between these cognitions and those (...) implied in curricula and educational situations". Therefore, this study have relied on Norwegian English subject curricula as a point of reference with which to compare the reported attitudes of the teachers in question, in order to potentially lay the ground for further investigation into these teachers' actual teaching practices.

1.4 Aims and research questions

The present thesis has drawn on a sample of Norwegian lower-secondary teachers of English from all over the country in an attempt to answer the following research questions:

RQ1: What are the teachers' reported attitudes towards CLT?

RQ2: What are the teachers' reported attitudes towards speaker norms?

RQ3: To what extent do the teachers' reported attitudes represent the communicative focus of the post 1974 English subject curricula?

By addressing these questions, the present thesis aims to provide an understanding of what the teachers in question think about ideal use, learning, and teaching of oral English. The thesis has employed an Explanatory Sequential Mixed Methods Design (Creswell & Creswell, 2018). This approach is a mixed methods design in which both quantitative and qualitative methods and analyses are utilized. By first identifying the relevant teachers' attitudes through a quantitative questionnaire, qualitative interviews were then conducted with a select few of the questionnaire respondents in order to provide further explanation of the questionnaire results. The point of using this method was to 1) investigate the teachers' attitudes from different methodological perspectives, and 2) examine how the teachers' own reflections may

help explain their reported attitudes. All in all, then, the thesis aims to provide a relatively full picture of the attitudes of the teachers in question.

RQ1 and RQ2 are addressed through the results of both the questionnaires and the interviews. RQ3 is addressed based on the results of the two preceding research questions. By comparing the teachers' reported attitudes with the Norwegian English subject curricula from the communicative era the thesis also sheds some light on some factors which appear to be important for how curricular changes are met by teachers.

1.5 What is at stake?

The present thesis represents an important investigation into the attitudes of Norwegian teachers, because the findings may have several potential implications for the teaching of English in Norwegian schools. If teachers do indeed promote certain 'native' varieties of English, then their teaching is in fact not entirely in line with the national English subject curriculum (LK20). This thus creates a divide between theory and practice, meaning that the actual teaching of English may differ from what educational authorities and guidelines have intended. Such a divide may also be detrimental to students' motivation; if good English equals 'native-like' English, then many students may feel inadequate in their English abilities, despite mastering the language in other ways than accent. Thus, a classroom which in some way promotes 'native' varieties of English may demotivate student engagement, and even impede students' joy of language learning.

The findings of the thesis may also have potential implications for Norwegian education on a systemic level. If Norwegian teachers of English continue to align themselves with the speaker norm tradition despite the current communicative paradigm, then that means new perspectives and aims in language teaching introduced in Norwegian curricula have not been sufficiently translated into the classroom. If this is the case, then there might be a need to investigate how curricula and official guidelines are implemented in the Norwegian educational system. There might also be a need to investigate and/or improve how teachers can continue to develop and update their theoretical bases during their career, in order to keep up to date on current approaches to language teaching.

1.6 Structure of the thesis

The structure of the thesis will be as follows. Chapter two presents the theoretical background for this study. It aims to provide the context necessary to understand the central concepts

treated in the thesis, as well as a detailed argumentative basis for the relevance of this study and why it is needed. Then, chapter three outlines the thesis' methodological framework, and explains the methods used, their strengths and weaknesses, and which steps were taken in terms of data collection and analysis. Chapter three also discusses research validity procedures and ethical considerations for this study. The results and discussion of findings are treated in chapter four, in which the quantitative results are treated first and the qualitative results second. The discussion of findings explains how the qualitative interviews help interpret the quantitative findings, and also describes the overall findings of the study. Lastly, chapter five provides a summary of the thesis' major findings in relation to the three research questions outlined above, along with didactical implications and suggestions for future studies.

2. BACKGROUND

This chapter outlines the theoretical backdrop for the present thesis. Most importantly, the subchapters demonstrate how the teaching of English in Norway over the past decades has moved away from a focus on ‘native-like’ use of English to promoting communication as the goal for language learning. This development has taken place in part because of the ever-growing global position of English, which has made English the “go-to” language for international interaction of almost any kind. The global position of English has given rise to the language teaching approach known as Communicative Language Teaching, which is elaborated on. The chapter also discusses the speaker-norm approach which was dominant in Norwegian classrooms prior to the communicative approach. Lastly, a discussion on teacher cognition is included, in order to illustrate the individual nature of teaching and related experiences, and how teachers’ cognitions are important for the teaching of oral English.

2.1 English in the world today

It is no bold statement to claim that English functions as a global language in our world today; it is in fact being used in daily communication in all parts of the world (Simensen, 2014). Crystal (2012, p. 3) explains that “a language achieves a genuinely global status when it develops a special role which is recognized by every country”. That a language has a special role may mean that it is either being spoken as a mother tongue by a majority of a country’s population, given status as an official language in some capacity, or regarded as a priority in the country’s foreign language education (p. 3-4). This is not to say that English is spoken in every country in the world or that everyone has some relationship with the language, but it is evidently a language which is of some importance to the international society. English is in fact *global* in the sense that it is spread all around the world, and is spoken on every continent (Crystal, 2012). More so, it has become the language of international domains like media, business, education, entertainment, and travel. Because so many important international domains are heavily influenced by or dependent on English, there exists strong motivations for learning the language for people all over the world. Some domains are in fact completely dependent on the English language, with 20th century computer technology development being a prime example, having “been almost entirely an American affair” (Crystal, 2012, p. 121).

Crystal (2012) provides statistics⁶ which estimate that in the early 2000s, roughly 25% of the world's population were "capable of communicating to a useful level in English" (p. 69). Also, reflecting this impressive spread of the language, there are now more people speaking English as a second or foreign language than there are 'native' speakers (Kachru, 1996). Similar observations have been made by researchers of English as a Lingua Franca (ELF). Seidlhofer (2005, p. 339) argues that "it cannot be denied that English functions as a global lingua franca", and that the majority of interactions in English are between 'non-native' speakers. On this basis she further argues that English is being influenced as much by 'non-native' speakers as by 'native' speakers.

The fact that English is as widespread as it is questions who really owns the language. 'Native' speakers are often privileged in the sense that they are seen as the "custodians over what is considered acceptable language use" (Seidlhofer, 2005, p. 339). Still, 'non-native' English use is far more common, which questions the hegemony of the 'native' speakers. Crystal (2012, p. 2-3) points this out neatly:

Indeed, if there is one predictable consequence of a language becoming a global language, it is that nobody owns it anymore. Or rather, everyone who has learned it now owns it – 'has a share in it' might be more accurate – and has the right to use it the way they want.

Crystal highlights the fact that the English language no longer belongs solely to the people from whom it developed. If anything, English is now characterized most of all by its diversity of speakers and global reach, which means 'native' English varieties are not the only legitimate ones. This fact has implications for the teaching of English. In a world where people are more likely to encounter 'non-native' English than 'native' English, the focus of language learning should arguably foster the competences necessary to be able to use English for many different communicative situations.

⁶ The numbers presented by Crystal (2012) are based on different sources and estimates of the use of English, and are thus subject to possible inaccuracies. As he explains, estimates of language users will vary considerably depending on for example which level of proficiency is deemed as "acceptable to count as a 'speaker of English'" (2012, p. 68). Still, Crystal's estimates provide a valuable, even if rough, window into the global spread of English.

2.2 Communicative Language Teaching

The global nature of English is represented in the language teaching approach known as Communicative Language Teaching (CLT), which constitutes the current paradigm for the teaching of languages in Norway. This approach has been important for the teaching of English in the Norwegian context for a long time. Influence from the communicatively grounded work of the Council of Europe concerning foreign language teaching is evident in the national curriculum from 1987, and core aspects of CLT has been integral to Norwegian English subject curricula ever since (Fenner, 2020; Skulstad, 2020). This section will describe CLT as an approach for language learning and teaching, discuss some of its related issues, and also provide a reflection on its relevance for the teaching of oral English today.

As opposed to earlier teaching paradigms, CLT is not a method based in any specific methodology or learning theory, but is rather an approach which aims to develop learners' communicative competence (see section 2.5.1), meaning their ability to communicate successfully (Fenner, 2020; Richards & Rodgers, 2014; Skulstad, 2020). CLT views language as functional, being primarily a means for communication (Richards & Rodgers, 2014), and the negotiation of meaning is thus the central aspect of a communicative approach (Skulstad, 2020). Because CLT is an approach, and not based in any one specific method or learning theory, it may be carried out in many ways. With its lack of underlying methodology, there is no one way to teach within the approach. So long as the tasks used enable learners to develop their communication skills, the possible range of exercises and activities compatible with CLT are unlimited (Richards & Rodgers, 2014).

While CLT is not based in any specific learning theory, Richards and Rodgers (2014, p. 90) outline three principles which seem to underlie some CLT practices:

The communication principle: activities that involve real communication promote learning

The task principle: activities in which language is used for carrying out meaningful tasks promote learning

The meaningfulness principle: language that is meaningful to the learner supports the learning process.

In other words, CLT is based in authenticity and real language use, which are seen to be central to language learning. This puts CLT in opposition to earlier structure-focused methods like Structural Language Learning in the UK, whose emphasis was on language patterns and

form (Richards & Rodgers, 2014). The above principles reflect a learner-centred approach in which it is important to “engage the learner in meaningful and authentic language use” (Richards & Rodgers, 2014, p. 90). In terms of speaking, CLT therefore represents an output-based approach to language acquisition (Bader & Dypedahl, 2020). Such an approach emphasises that students should produce output for language learning, and that learning from output-based tasks benefits from collaboration between students. The proposed benefits of this approach is that it allows students to “(1) test their hypotheses about how to express meaning in L2 and notice potential gaps in their linguistic ability, (2) consciously reflect on the language, and (3) engage in collaborative dialogue as they work together to find a solution” (Bader & Dypedahl, 2020, p. 262). These benefits, along with the principles noted above, thus exemplify a central idea within CLT, namely that it is important to use the target language in order to learn it. Also, CLT’s focus on authentic, meaningful language has implications specifically for oral language use. In Norway there has previously been a focus on adhering to ‘native’ varieties of English in the classroom (see section 2.6). Within CLT such a focus is pointless, because it has no real communicative purpose; adhering to a ‘native’ variety of English is neither meaningful nor authentic for learners in terms of functional language use.

As mentioned above, authenticity is an important notion in CLT, and the central role of authenticity is arguably one of CLT’s most important differences from earlier, form-focused methods in second or foreign language learning. Within CLT authenticity is important in relation to three distinct aspects: authentic texts, authentic language and authentic tasks (Skulstad, 2020). The use of authentic texts means exposing learners to texts in the target language which are not originally intended for education (Nunan, 1999), meaning texts which learners would come across in real-life settings. The same principle is valid for authentic language, which means that the language used in the classroom should reflect the utterances and statements which learners are likely to encounter outside the classroom. Likewise, authentic tasks represent the need for tasks in the classroom to reflect language-related tasks performed in real life. In short, the notion of authenticity reflects CLT’s emphasis on language learning being as close to actual language use as possible.

2.2.1 Communicative Competence

The goal of CLT is to develop learners’ communicative competence (Richards & Rodgers, 2014; Skulstad, 2020), and this is a concept which has undergone several developments over the years. First coined by Dell Hymes in 1972, communicative competence defines “what a

speaker needs to know in order to be able to be communicatively competent within a speech community” (Richards & Rodgers, 2014, p. 88). Thus, communicative competence refers to the competence needed in order to be able to communicate successfully. Several scholars have later outlined the different sub-competences which make up communicative competence (Canale & Swain, 1980; Canale, 1983; van Ek, 1986). In 2001 the Council of Europe published the Common European Framework of Reference for Language Learning (CEFR), which includes a specification of “communicative language competences”⁷ based on the work of van Ek (Fenner, 2020). The CEFR has been quite influential for Norwegian English subject curricula (Skulstad, 2020), and for this reason I have outlined and relied on its specification of communicative competence in the present thesis. The CEFR specifies communicative competence as made up of three sub-competences which together constitute what is needed in order to communicate successfully: linguistic competences, sociolinguistic competence and pragmatic competences (Council of Europe, 2001).

Linguistic competences entail sub-competences such as lexical competence, grammatical competence, and semantic competence. In short, this category refers to what is important to know about a language as a linguistic system. Sociolinguistic competence “subsumes knowledge of sociocultural rules of use and discourse rules” (Skulstad, 2020, p. 46), and is concerned with the different uses and appropriateness of statements. Pragmatic competences consist of discourse competence and functional competence. Discourse competence “concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres” (Canale, 1983, p. 9), or how to create coherence and cohesion within a certain mode of language use. Functional competence entails how to use language “for a purpose or to fulfil a specific function” (Skulstad, 2020, p. 48), meaning what actions language can perform. This reflects another central idea of CLT, namely that “real communication always has a purpose and a function” (Skulstad, 2020, p. 50).

All in all, the sub-competences listed above highlight the following: in order to communicate within a speech community it is important to have a certain control of the language as a linguistic system, to be able to navigate the different situations and varied uses of the language, and to understand and utilise the different functions that the language may have in different situations. The division of the different sub-competences reflects another important point: linguistic competences, while important, is only one part of what enables a

⁷ In the CEFR the term “communicative language competences” refers to the same concept as “communicative competence”. The thesis will continue to employ the latter term for the sake of continuity.

person to communicate successfully. Sociolinguistic competence and pragmatic competences highlight the fact that the practical and social-cultural dimensions of language are as important as linguistic competences when it comes to communication. As Dell Hymes (1972, p. 278) put it: “there are rules of use without which the rules of grammar would be useless”.

Communicative competence naturally refers to both oral and written language use, and for both of these domains there is need for a certain control of language. For written language there is a need to know the genre and purpose of the written text. For oral language use perhaps the most important aspect is to be able to navigate different speaking situations and adapt one’s language to the interlocutor. Particularly for oral language use do the sociocultural and pragmatic competences become relevant. This is not to say that they are not relevant for written language, but seeing as oral language use is more of a dynamic, interactional event, the dimensions outside of linguistic competences become extra important. A communicative approach to oral language teaching thus becomes one which emphasises practicality and adaptability, and which disregards aspects which are not strictly relevant for communication, like accent.

2.3 Issues related to CLT

2.3.1 Different interpretations of CLT

After four decades of CLT the focus on communication in language teaching seems “commonplace” (Richards & Rodgers, 2014, p. 107) and “so obvious it is rarely debated” (Skulstad, 2020, p. 56). Still, it seems that there is no guarantee for communication being understood and used in the same way between different teachers. According to Spada (2007, p. 283) “there is confusion in the definitions and interpretations of CLT and this confusion has resulted in a variety of myths and misconceptions regarding CLT”. Rindal (2020, p. 34) has also noted the interpretational nature of the approach:

... even though CLT places emphasis on ‘intelligibility’ and ‘appropriateness’, this can easily be, implicitly or explicitly, interpreted by for instance teachers or policy makers as intelligible and appropriate *for native speakers*. This means that within a CLT approach, teachers might still present the language and culture of native speakers as targets for learners, as within an EFL⁸ perspective, especially if they do not have an explicit alternative. (Italics in original)

⁸ EFL: English as a Foreign Language

Rindal exemplifies how core concepts of CLT may be misunderstood as referring to how ‘native’ speakers of the language would use it, which indeed does not reflect a communicative approach. If learners are encouraged to adhere to a certain ‘native’ variety of a language, then the approach becomes inherently form-focused, valuing correctness rather than authentic language use. It is clear that CLT, because of its wide conceptual nature, has some room for individual interpretations of what communication really means. As noted by Cook (2007, p. 239): “communication is too vague a term to bear the weight that has been given to it in language teaching”. The logical consequence of this fact may be that while fostering communicative competences is the intended aim of language learning, as is the case for English in Norwegian schools, there may indeed be some discrepancy between this stated aim and the actual teaching carried out in classrooms. Such a discrepancy might be most relevant for oral English. If teachers interpret core aspects of CLT the way Rindal describes, then their teaching may actually promote ‘native’ varieties of oral English in the belief that they promote communication.

Communicative competence, the most central concept within CLT, is also subject to some challenges, as observed by Skulstad (2020, p. 43):

Communicative competence is the single most important concept in second/foreign language learning and teaching. (...) Despite its centrality not all language teachers are familiar with the different subcompetences of the concept. This has to do with the fact that there have been several different specifications of subcompetences over the years, and it is also a result of the technical nature of the specifications. It is important for present and future teachers to acquire an understanding of this central concept. (Italics in original)

There is evidently room for misunderstandings related to communicative competence, and thus what it means to communicate successfully. It is indeed, as Skulstad mentions, important for teachers to have a clear understanding of communicative competence and its sub-competences. However, because CLT is an approach and not a method, and because language teachers often are “encouraged to take an eclectic approach based on their specific teaching and learning situations” (Skulstad, 2020, p. 56) there is room for different interpretations of what communicative competence entails.

The possibility of interpretation is also reflected in the development of Norwegian English subject curricula, which do not provide clear-cut answers as to what constitutes a communicative approach, and thus facilitates individual and possibly varied ways of teaching. For example, Fenner (2020, p. 34) notes that the Knowledge Promotion of 2006 provides teachers and textbook-writers alike with considerable freedom in regards to which materials to use, because the curriculum does not specify the content of learning materials, nor methods of teaching. While this may be beneficial to some teachers, it may be a disadvantage for others. More so, few English subject curricula have included any specific mention or definition of communicative competence⁹. This may be seen as somewhat of a paradox, seeing as Norwegian English subject curricula have had a distinct increase in influence from CLT over the years, as will be elaborated on in section 2.6.

2.3.2 The developing nature of communication

Not only are there questions to be raised as to what constitutes communication in language teaching, but in our day of technological advances there may also be a need to reconfigure our notion of communication itself. This is observed by Skulstad (2020, p. 64) who writes that “challenges which have appeared in the 21st century are that both the nature of communication and contexts have become more complex than before.” She further explains that there has been a shift in the view of language, and that because it today is common to draw on several semiotic resources in meaning making, the new view of language is a multimodal one (p. 64). Indeed, CLT has also developed to a large extent since its inception, and has incorporated new aspects along the way (Fenner, 2020, p. 39). Evidently, our understanding of communication may be considered different today from what it was when CLT was developed in the 1970s, because communication is manifested in new and more complex ways. This naturally has implications for how we view and teach languages in order to promote successful communication. Skulstad (2009) argues that because of the multimodal nature of communication today there is need for a redefinition of communicative competence; this is a view I share.

⁹ The English subject curriculum for upper-secondary school of 1994 (*Reform 94*) is the only notable exception, which specifies the different subcompetences of communicative competence in relation to evaluation.

2.4 CLT in the 21st century

As discussed above, our modern understanding of CLT needs to be different from what it used to be. Both the complexity of CLT and communicative competence and the development of communication imply a need for a redefinition of the approach. More so, other developments also advocate redefinition. In the following sections I will discuss plurilingualism, an important development in the most recent Norwegian English subject curriculum and language teaching in general, and then provide a definition of CLT applicable to the 21st century.

2.4.1 Plurilingualism and CLT

If we look to the new Norwegian English subject curriculum being introduced at the time of writing, the Knowledge Promotion 2020 (LK20), we see continued influence of CLT. However, there is also an emphasis on *plurilingualism* in language teaching and learning. This is evident from the competence aims after 10th grade, which state that students should be able to “explore and describe some linguistic similarities and differences between English and other languages he or she is familiar with and use this in his or her language learning” (Utdanningsdirektoratet, 2020). In short, plurilingualism promotes the idea that the use of different languages, not just the target language, is advantageous for language learning. While this may seem like a contradiction to CLT, which traditionally emphasizes using the target language in order to learn it, the two notions are in fact quite compatible. Plurilingualism is another clear influence from the CEFR, and the CEFR Companion Volume with New Descriptors from 2020 define plurilingualism as “the dynamic and developing linguistic repertoire of an individual user/learner”¹⁰ (Council of Europe, 2020, p. 30). This is a single, inter-related, and uneven repertoire, which means that it encompasses all the knowledge a speaker has about all the languages they know, even if proficiency in the different languages varies. The CEFR Companion Volume brings up the fact that plurilingual competence allows a speaker to navigate different communicative situations across language boundaries, or within varieties of a language (p. 30). The CEFR itself highlights that plurilingualism is beneficial for learners because it draws on and in turn promotes sociolinguistic and pragmatic competences (Council of Europe, 2001, p. 134), thus interacting with key aspects of communicative competence.

¹⁰ Plurilingualism is also included in the CEFR itself, but the Companion Volume offers this shorter, more clear-cut definition of the concept.

Even though CLT traditionally has emphasized using the target language in language learning, the approach has changed through several phases over the years (Richards & Rodgers, 2014). CLT is not static, and as noted above the approach has taken in new aspects before. Plurilingualism can also be a part of a communicative approach to language learning, as we can see from the CEFR. Richards and Rodgers (2014) explain that fluency, accuracy and appropriacy are goals of second language learning. Among these, fluency is considered to be ‘natural language use’, and occurs when a speaker maintains comprehension and ongoing communication in meaningful interactions despite limitations in their communicative competence (p. 6). Hence, if a speaker uses elements from other languages than the target language in order to facilitate continued negotiation of meaning, then this could be considered acceptable within the framework of CLT. Plurilingualism may therefore be seen as a sort of communicative resource or strategy in language learning.

2.4.2 Redrawing the boundaries of CLT

Even though communication today is a more complex concept than before, the core principles of CLT remain the same: “using language to communicate meaning, reading and interpreting authentic texts, solving problems and, most of all, regarding the learners as individuals with their own individual learning processes and progression” (Fenner, 2020, p. 40). Because CLT is an approach without fixed methods, there is room for different routes to develop communicative competence, as discussed above. While there may be different schools of thought within CLT, they are all bound by unifying principles:

Common to all versions of CLT is a theory of language teaching that starts from a communicative model of language and language use – that is, a focus on achieving a communicative purpose as opposed to a control of structure – and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviour, and for the classroom activities and techniques. (Richards & Rodgers, 2014, p. 87)

The common principle for any communicative approach to language teaching is that real, meaningful communication is the goal for learners, and that instructional practices and resources must be used and designed with this in mind. CLT may have changed and undergone different phases over the years, but the basic goal and intention of the approach

remains the same today. This constant communicative base is what keeps CLT relevant for the teaching of languages, and changes in the approach are outside of this base.

Richards and Rodgers (2014, p. 107) also point out that “language teaching today is a much more localized activity, subject to the constraints and needs of particular contexts and cultures of learning, and the use of global and generic solutions to local problems is increasingly seen as problematic”. Whichever methods, materials and techniques are used to a communicative end, they must be contextually sensitive and adhere to the needs and resources of the specific learners in question. Learning a language today is not the same as learning a language, say, forty years ago, because the status of the language, its usage, and perspectives on its different associated speakers, coupled with societal and technological development, have implications for language use and language learning.

Arguably, there are no other logical end goals for language learning beyond being able to communicate in the target language. Because of this, CLT remains the most important approach to language teaching and learning, and its core ideas have indeed persisted over time. Still, in light of the modern, multimodal nature of communication, and the recognition of plurilingualism as a resource for language learning, CLT needs to include these two developments into its conceptual framework. Hence, for the present thesis I define CLT as a language learning approach which through authentic and meaningful language aims to develop learners’ communicative competence in line with their needs and resources, and which acknowledges multimodal and plurilingual approaches to language learning. This definition is no conceptual revolution, as in Norway there has typically been a ‘weak’ version (Howatt, 1984) of communicative competence, meaning that while facilitating the use of the target language in language learning is important, there is also room for other ways of approaching language learning (Skulstad, 2020). Thus, my proposed definition can be seen as a continuation of the Norwegian tradition of CLT in light of recent perspectives on language and communication.

2.5 Speaker norms

Despite CLT today viewing communicative competence as the goal for language learning, this has not always been the case. Prior to the communicative era there was a distinct focus on adhering to British English in the teaching and learning of English in Norway (Simensen, 2014). Similar goals were evident in the first phase of CLT; for example, the curriculum from 1987 was based on principles of CLT, but also included British and American pronunciation as accent aims for students (see section 2.6.1). Such ‘native’ goals are representative of the

speaker norm approach, which has come to be recognised as incompatible with a communicative paradigm. This section will elaborate on the speaker norm approach and how it is problematic within the framework of CLT.

2.5.1 Definition

Speaker norms means that language teaching is concerned with using ‘native’ speakers of the target language as the ideal for students’ language use. A ‘native’ speaker is a speaker of a language who learnt said language in childhood as their L1 (Cook, 1999), and the use of speaker norms are often based on the assumption that the language of ‘native’ speakers is the only real model of language use (Cook, 1999). This has been a common approach to language teaching in Europe: “In language teaching, the phonological control of an idealised native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control” (Council of Europe, 2020, p. 133). The speaker norm approach has a clear tradition in Norway as well, as will be demonstrated in section 2.6, and previous Norwegian curricula have explicitly advocated British and American English as target varieties for students. Because speaker norms imply viewing ‘native’ varieties as the accepted norm for language learning, the approach is inherently concerned with correctness in language use. According to Kachru (1988, p. 3) a central idea which have existed about the use of English is that “the diversity and variation in English are indicators of linguistic decay; restriction of the decay is the responsibility of native scholars and of ESL programs”. Kachru further argues that this idea has led to the view that any deviation from the norm represents an error (p. 3). In other words, within the speaker norm approach anything other than ‘native-like’ language use is deemed erroneous, and language learning is mostly concerned with the imitation of rigid, ‘native’ varieties of the target language. The approach has implications for language learning as a whole, but most notably it affects oral language use seeing as it implies following the pronunciation, intonation, vocabulary and idioms related to the target variety. There will also be implications for written language in terms of for instance spelling and conventions of formality. However, the implications for writing are relatively small compared to the oral aspect, which may vary to a greater extent depending on the chosen target variety.

2.5.2 The problematic nature of speaker norms

As will be demonstrated in section 2.6, the development of the Norwegian English subject curricula post 1974 reflects a move away from speaker norms as a part of the teaching of English, and a consequent shift in focus towards CLT. This move is indicative of the fact that

there are several issues related to the reliance on speaker norms in the teaching and learning of English. While it may seem intuitive to use standard, ‘native’ varieties of English as templates for students to work towards, such a view is not entirely unproblematic. Perhaps most importantly, the majority of foreign language learners struggle to attain ‘native-like’ proficiency (Bøhn & Hansen, 2020), and those who are able to pass as ‘natives’ are “an extremely small percentage of L2¹¹ users” (Cook, 1999, p. 191). In other words, the goal of speaking like a ‘native’ speaker is quite challenging for most learners, which questions whether or not ‘native-like’ proficiency is a goal worth pursuing in language teaching.

Speaker norms also present issues related to who are considered the real users of a language, which might negatively impact learners’ motivation. As mentioned above, a person is a ‘native’ speaker by birth; they are ‘native’ in the sense that they were born into the language. This is what Davies (1996, p. 156) calls the “bio-developmental definition”. In other words, you cannot become a ‘native’ speaker if you were not born into it, and some scholars have even argued that ‘non-native’ speakers can never attain the same language competence as ‘native’ speakers can (e.g. Medgyes, 1992). In other words, within a speaker norm-centred approach to language learning ‘non-native’ learners are working towards a goal they by definition can never attain. Cook (1999) notes that this may result in L2 learners who are as proficient as native speakers in their command of the language, yet fail to meet the bio-developmental definition. Logically, this may cause learners not to see themselves as competent language users despite actually being quite proficient, because they are ‘non-native’ and thus by definition incompetent. In the context of language learning in schools, this may be quite detrimental to student motivation. Because a person can never be a ‘native’ speaker of anything other than their first language, “the concept of native speaker has little meaning as an L2 goal” (Cook, 2007, p. 240).

The focus on ‘native’ varieties also makes the speaker norm approach incompatible with CLT, because the two approaches define different goals for language learning. As discussed in section 2.2.1, the goal of CLT is to develop communicative competence (Richards & Rodgers, 2014, Skulstad, 2020), but the goal of the speaker norm approach is to attain ‘native-like’ command of the target language. This means that speaker norms promote accuracy and correctness above fluency and the negotiation of meaning, making the approach inherently focused on form rather than function in the use of oral English. Such a focus represents a view of language as a static code to be learned, which is in opposition to CLT’s

¹¹ L2: second language

view of language as functional. It is also quite possible to develop communicative competence without adhering to a standard, ‘native’ variety of English; none of the sub-competences of communicative competence are concerned with accent or specific language varieties (see section 2.2.1). As Bøhn and Hansen (2020, p. 5) puts it: “Native-speaker proficiency is the wrong kind of competence”. In terms of communication, using one accent of English over another serves little real communicative purpose.

This is not to say that accent does not communicate anything, as it does reveal parts of a speakers’ identity. By listening to distinct signs in a speaker’s spoken language it is often possible to say something about where they are from. Arguably, this presents another argument against speaker norms: forcing learners to abandon their personal or cultural accent in language learning in essence asks them to mask parts of their identity. Cook (1999) makes an important point in saying that “people cannot be expected to conform to the norm of a group to which they do not belong, whether groups are defined by race, class, sex, or any other feature”. As such, advocating a certain variety of a language essentially asks learners to take on a different identity, which is an unreasonable expectation. Furthermore, such an expectation even discriminates against ‘non-native’ speakers:

The denial of the right of L2 users to sound as if they come from a particular place is an issue of power; native speakers are not treated in the same way. It is acceptable for a speaker of English to sound as if he/she comes from London, Chicago, or Auckland but not from Paris, Beijing, or Santiago. (Cook, 2007, p. 240)

Language is an important part of peoples’ identities, and so to suggest that someone’s “language (...) is inferior in some way is to imply that *they* are inferior” (Trudgill, 2000, p. 200). It is also important to note that while speakers of a language may speak differently from one another, this does not mean that one variety is better or worse (Cook, 1999). As discussed in section 2.1, the global spread of English also means that the language no longer belongs solely to its ‘native’ speakers. As such, there is little basis for promoting a distinct variety of English over others on the basis of it being “more correct”¹².

¹² A parallel point is made by Trudgill (2000) concerning the status of standard English in relation to English dialects. He discusses how attitudes towards non-standard dialects really are social evaluations of the associated group of speakers, and that linguistically speaking it does not make sense to view standard English as intrinsically better than non-standard varieties. His points, I believe, are applicable to distinctions between ‘native’ and ‘non-native’ varieties of English.

2.6 Speaker norms and CLT in recent Norwegian English subject curricula

This section will outline how speaker norms and CLT have been represented in the Norwegian English subject curricula from 1974 until today. As will be discussed, there has been a distinct presence of speaker norms in earlier curricula, which have given way for CLT over the years. This discussion focuses mainly on three aspects of the different curricula: 1) specified or implied models for pronunciation, 2) treatment of communication, and 3) inclusion of different English-speaking cultures. By looking into these aspects it has been possible to shed some light on the learning aims of the different curricula, and hence what the different curricula have implied as the goal for the learning of oral English in Norway. In so doing it is possible to investigate the presence of speaker norms and/or CLT in the curricula of the past few decades.

The following discussion focuses on the curricula from 1974 until today for a few reasons. Firstly, from the time when English became a subject in Norwegian schools in 1939 until the national curriculum of 1960, English was understood as British English in the Norwegian English subject curricula (Simensen, 2014). Not until the curriculum from 1974 is it possible to discern a movement towards equal standing of British and American English¹³. This means that only from 1974 did changes occur which challenged the British orientation of the first few curricula. Secondly, English was not made a mandatory subject for all Norwegian schools until 1969 (Simensen, 2014), meaning that until then different schools would have had considerably different practices concerning the teaching of English. Finally, CLT was conceived of in the mid 1970s, meaning that the curriculum of 1974 was the last one to be published without direct influence from CLT. As discussed above, speaker norms and CLT are largely contradictory, and it is in the interest of the present thesis to demonstrate how the two approaches have been represented in the curricula following the arrival of CLT.

2.6.1 The late 20th century

In *Mønsterplanen* of 1974 (M74) there was a distinct ‘native’ speaker focus which favoured British English. Both the UK and the US were mentioned early on as important cultures for the students to become acquainted with (*Mønsterplan for grunnskolen*, 1974, p. 147), and the curriculum stated that students’ pronunciation should be that of English Standard Pronunciation (p. 149), i.e. British English. The curriculum also stated that it “will be useful for students to be made aware of common features of American pronunciation”, and that “a

¹³ The curricula from 1957 and 1960 admittedly mention the US, but they are still indisputably focused on British English (Simensen, 2014).

student who has attained American English should not be forced to adapt British pronunciation, orthography and vocabulary” (p. 149, my translation). As such, British English was overtly stated as the desired goal for learners, and American English was included as a variety to be aware of rather than to be learned. This provides a notion of ‘correctness’ in the document, which is further reinforced by a stated emphasis on error correction and imitation in the learning process throughout the document.

M74 presents an interesting point of departure for this discussion, because it represents an almost entirely ‘native’ orientation. The following quote highlights this fact:

The students shall attain a pronunciation which enables them to be understood by anyone who speaks English. However, it is important that the students not only listen to the pronunciation which is to be their model. Occasionally they should also be allowed to hear examples of authentic pronunciation which is more or less marked by dialect. Furthermore, it is important that students sometimes listen to pronunciation which is characteristic for people from countries where English is a second language (Mønsterplan for grunnskolen, 1974, p. 149, my italics and translation).

There are two important remarks to be made here. Firstly, the two italicised sentences in the above quote demonstrate that the model (i.e. target) language, British English, was held to be that which enabled learners to be understood. The quote states that intelligibility is important, yet by starting the second sentence with “however” it implies that “the pronunciation which is to be their model” is synonymous with being understood. Logically, this wording implies that using ‘correct’, standard English was seen as central to being understood by anyone who spoke English. Secondly, the quote demonstrates an implicit hierarchy of varieties of English: ‘correct’ British English was what learners should be exposed to the most, dialects occasionally, and ‘non-native’ varieties only sometimes. This wording reflects M74’s focus on correctness and ‘nativeness’, which presented a negative evaluation of varieties other than English Standard Pronunciation.

Following M74, the communicative era was ushered in. In *Mønsterplanen* of 1987 (M87) there were already clear signs of CLT (*Mønsterplan for grunnskolen*, 1987). English was established early on as being a “communication subject” (p. 204). There was also mention of the importance of exercises which include real communication with others, and the fact that language use may differ according to situation (p. 206). More so, concerning grammar it was claimed that “formal, correct language does not need to be a prerequisite for

effective communication” (p. 209, my translation), and the importance of using authentic texts were mentioned as well (p. 210). However, this is not to say that the presence of speaker norms had disappeared. The curriculum explicitly stated that “students should learn to use a normalized variety of British or American English” (p. 210, my translation). Also, one of the learning aims of M87, concerning knowledge about people in English-speaking countries, specified that students were supposed to learn about “life in Great Britain, USA, and other English-speaking countries” (p. 207, my translation). The fronting of Great Britain and the US seems to have granted special importance to these cultures, which was likely due to the powerful positions of both the UK and the US in the 19th and 20th century (Bøhn & Hansen, 2020). The emphasis on these cultures arguably further promoted the idea that their associated varieties of English held an elevated position. The phrasing ‘other English-speaking countries’, as a consequence, covered all the rest of the English-speaking world, which does not do any justice to the actual spread of English at the time. All in all then, M87 was based on principles of CLT, but also included a speaker norm orientation.

Despite the fact that the curriculum from 1994, *Reform 94*¹⁴ (R94), only applied to upper-secondary school, it is included in this discussion. This is because R94’s assessment criteria specifically listed the different sub-competences of communicative competences, which is arguably the most explicit trace of CLT in a Norwegian English subject curriculum. R94 is also mentioned because it is indicative of how speaker norms and CLT have existed alongside each other in previous curricula:

The goal of the training is for the learner to achieve a high degree of communicative competence. Optimal communicative competence in English as a foreign language is to be able to understand authentic English in all types of authentic communication and *to be able to use correct and idiomatic English in all types of situations*. In the context of Norwegian education, however, *the goal will necessarily be set lower than the optimal competence*. (My translation and italics)

This quote obviously displays a mixing of speaker norms and CLT. Being able to understand English in any situation is in line with CLT, but “to use correct and idiomatic English in all types of situations” is more in line with speaker norms, seeing as the terms “correct” and “idiomatic” must be seen in relation to a specific, ‘native’ variety of English. “Correct

¹⁴ In list of references: *Metodisk rettleiing. Grunnkurs. Engelsk. Felles allment fag for alle studieretninger* (1994).

English” may also be interpreted to mean correct pronunciation, even though R94 included no specification of pronunciation aims. Furthermore, the fact that the above quote specifically states that Norwegian learners were not expected to attain ‘optimal’ communicative competence reflects the ‘nativist’ view that ‘non-native’ learners can never become as proficient language users as ‘native’ speakers. While such mixing may have been acceptable at the time (similar tendencies were discussed in relation to M87), it is nonetheless problematic because the two approaches have different goals for language learning and teaching. Hence, R94 is a clear example of how speaker norms and CLT have not always been seen as incompatible in Norwegian English subject curricula.

Already in 1997 followed yet another curriculum called *Læreplanverket for den 10-årige grunnskolen* (L97). Simensen (2014, p. 10) notes that the most important change in this curriculum is that there was greater focus on students’ ability to detect different varieties of English. L97 also continued a clear communicative focus by emphasizing the exclusive use of English in the classroom and that using English was both “the means and the end” for learning the language (*Læreplanverket for den 10-årige grunnskolen*, 1996, p. 225). One of the key learning aims was also to develop awareness of different communication situations and English usage, and to develop perspectives on one’s own culture as well as those of others. However, even though the curriculum described English as a world language, no learning aims for any level mentioned using English as an international language (Haukås, 2005; in Simensen, 2014). It should also be mentioned that L97 did not specifically mention the US or the UK, but instead relied on the term “English-speaking countries” in several competence aims. Concerning oral English use, the competence aims for the lower-secondary level stated that students should “familiarize themselves with different varieties of English” (p. 232, my translation); apart from this, however, these competence aims included practically no guidelines for how to learn to use English orally.

2.6.2 Curricula in the 21st century

In 2006 the Ministry of Education implemented the Knowledge Promotion, which was reworked somewhat in 2013 (jointly referred to as LK06/13) (Utdanningsdirektoratet, 2006, 2013). Apart from it mentioning the UK and the US specifically, there are little apparent traces of speaker norms in this curriculum. LK06/13 has a clear focus on communicative competence, intercultural communication, and English as a world language. There is no mention of specific, desired varieties of pronunciation in the original iteration, but the 2013 revision includes competence aims such as “to be able to use central patterns of

pronunciation, intonation, word inflection, and various types of sentences in communication” (Utdanningsdirektoratet, 2013, p. 8). This wording may represent a greater tolerance towards the use of different spoken varieties of English, although the term “central patterns” admittedly remains a matter of interpretation. It should also be mentioned that while previous curricula identified speaking and listening as separate basic skills, LK06/13 groups these together as “oral skills”; this change implies a recognition that speaking and listening are fundamentally intertwined. Overall, LK06/13 arguably constitutes an important shift in the curricular tradition, because it is the first curriculum to firmly detach itself from speaker norms. There are no overt references to communicative competence, but the curriculum’s competence aims and view of language are clearly communicative in nature. The first sentences of the 2006 and the 2013 versions both highlight the role of English as an international language, and written and oral communication are explicitly stated as core elements for the teaching of English (Utdanningsdirektoratet, 2006, 2013).

The Knowledge Promotion of 2020 (LK20¹⁵), which is being implemented at the time of writing, shows further evidence of a less rigid and more communicatively based approach to language teaching and learning (Utdanningsdirektoratet, 2020). The most apparent difference from LK06/13 is that LK20 has fewer competence aims. In many ways, LK20 continues much of the focus from LK06/13 in terms of communicative competence and English as a global language. However, LK20 presents looser definitions of learning aims compared to its predecessor. Whereas in LK06/13 the different core elements “oral communication” and “written communication” mentioned examples of what teaching should include (e.g. using idioms and grammatical patterns, engaging in extended reading (Utdanningsdirektoratet, 2006, 2013)), LK20 offers much less specific instructions on how to carry out the teaching of English. The competence aim for pronunciation has also been reduced further, stating only that students should be able to “use key patterns of pronunciation in communication” (Utdanningsdirektoratet, 2020). Plurilingualism is also mentioned in LK20, which, as discussed in section 2.4.1, may represent further development of the concept of CLT in the English subject curriculum. However, like previous curricula LK20 includes competence aims which value the use of idiomatic language, which “has been shown to be a particular threat to intelligibility” in the use of English as a lingua franca (Jenkins, 2004, p. 9). Apart from this, LK20 “no longer makes references to any language norm for teaching and learning” (Bøhn & Hansen, 2020), and it does not mention any cultures or countries at all,

¹⁵ Although LK20 falls under the Knowledge Promotion framework it includes large changes which arguably warrants its status as a new, separate curriculum.

English-speaking or otherwise. Because of its general descriptions of learning aims it may also give room for individual teachers to choose different ways of teaching depending on needs, circumstances and personal factors.

LK20 is evidently quite open and communicatively oriented, and represents a very different curriculum from the one implemented in 1974; some even argue that this curriculum presents a greater emphasis on communicative competence than ever before (Burner et al., 2019). The differences between the Norwegian English subject curricula outlined above indicates a few important developments. First off, the speaker norm tradition has been gradually phased out since 1974, and has been replaced by CLT as the overarching paradigm for language teaching and learning. Also, several curricula have advocated both speaker norms and CLT as a result of the gradual shift in emphasis on the two approaches. Lastly, the curricula have become progressively less specific; in other words, competence aims and core elements have included less and less specific details on what students should learn, and instead emphasised *how* students should learn. This process has also resulted in LK20 not mentioning any English-speaking cultures specifically, unlike most of the other included curricula. LK20 thus represents the culmination of the paradigm shift from speaker norms to CLT, and offers the least specific and most communicatively oriented English subject curriculum to date.

2.7 Teacher cognition

The Knowledge Promotion of 2020 grants teachers considerable freedom in their teaching, and Skulstad (2020, p. 65) notes that “the communicative paradigm has largely meant the end of any unified method based on a single learning theory”. This means that it today is down to individual teachers to make decisions about their teaching, which implies that teachers’ cognitions are integral to how English is taught in Norwegian classrooms. As pointed out in section 1.3, Borg (2003, p. 81) defines teacher cognition as “what teachers know, believe and think”. This field of study, having its roots more in the realm of psychology than education (Borg, 2015), is unified by the recognition that in order to understand teaching it is important to understand the cognitions of teachers (p. 1). Borg (2015) notes that a major reason behind the increased research into teacher cognition is the view of teachers as “active, thinking decision-makers who play a central role in shaping classroom events” (p. 1). The development of teacher cognition research has seen a shift in the view of the teacher from rational decision-maker to constructivist sense-maker (p. 17), which implies a recognition of the complex and individual nature of teaching. Teachers have to draw on “complex

practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81). This means, in other words, that teachers’ cognitions play an important role in how they approach their teaching.

The present thesis falls under the domain of teacher cognition research. Borg (2015, p. 54) outlines what he considers to be encompassed by the field:

Studies of teacher cognition are taken here as published works in English which examine, in language education contexts, what teachers at any stage of their careers think, know or believe in relation to any aspect of their work, and which, additionally but not necessarily, also entail the study of actual classroom practices and of the relationship between cognitions and these practices.

Hence, looking into teachers’ beliefs and attitudes towards spoken English and the teaching thereof constitutes a study of teacher cognition. The importance of looking into such beliefs and attitudes is emphasized by findings in the field. For example, according to Borg (2003, p. 91) research indicates that while teachers’ practices in the classroom are often affected by a wide range of factors, teacher cognition seems to be a consistent, powerful influence.

Teachers’ cognitions are also highly individual: “[teacher] trainees experiencing the same theoretical input will not necessarily interpret an apply this information in an isomorphous manner” (Borg, 2015, p. 77). Teachers’ cognitions are evidently highly individual, and are quite influential on their practices.

Furthermore, knowledge, thoughts, and beliefs held before a person becomes a teacher factor into their professional practices. Borg (2015) notes that personal language learning experiences have an impact on what pre-service¹⁶ teachers see as good teaching practices. On the same note, Pajares (1992) outlines a set of 16 fundamental assumptions which can be made when looking into teachers’ beliefs¹⁷. Among these it is stated that beliefs are resistant to change, even when faced with contradictory evidence. Also, beliefs acquired early on are more difficult to change, and beliefs may function as a sort of “filter through which new phenomena are interpreted” (p. 325). Additionally, the last of Pajares’ assumptions states that “beliefs about teaching are well established by the time a student gets to college” (p. 326). This assumption is reinforced by research related to teacher education. For instance, Peacock (2001) examined 146 student teachers’ beliefs concerning English teaching and language

¹⁶ i.e. teachers in training.

¹⁷ According to Borg (2015), these assumptions provide a helpful framework even today.

learning, and found that the student teachers' beliefs remained much the same after three years of teacher education. Furthermore, Almarza (1996) observed four student teachers during their teaching practice, and found that they taught in line with the theory they had learned in their course. However, Almarza concludes that the student teachers might have been teaching this way in order to please the lecturers observing them and pass the course, and that it is unclear whether the course had actually changed their beliefs.

The logical consequence of the above observations is that language teachers bring a lot of pre-existing beliefs concerning learning and teaching into their training and professional practice. These beliefs are likely to remain over time and shape new beliefs or knowledge, even if they are not congruent with what is taught in teacher training courses. Because teachers seem to bring with them a lot of different, pre-existing beliefs related to teaching into their professional careers, and because their beliefs appear to be integral to how they approach language teaching, it is therefore important to examine which beliefs teachers hold about the languages they teach.

2.8 Summary of theoretical background

This chapter has outlined the theoretical background for the present thesis. In sum, the chapter presents the argumentative basis for the thesis' research questions. The Norwegian English subject curricula have seen a shift from speaker norms to CLT over the past few decades. This shift represents a paradigm shift, as the tenets of CLT emphasize different goals and ways of learning compared to the speaker norm approach. This shift, however, has been gradual, despite the inherent incompatibility of the two approaches. Over the different curricula, elements from CLT have been included and emphasized more and more, but speaker norms have only gradually been phased out, and have persisted until relatively recently. This means that the two approaches have existed alongside each other in past curricula, which in turn may have advocated communicative competence in combination with speaker norm elements for teachers and students alike. Such a combination may be problematic. In order to illustrate this point, I would like to revisit the quote by Rindal (2020, p.34):

(...) even though CLT places emphasis on 'intelligibility' and 'appropriateness', this can easily be, implicitly or explicitly, interpreted by for instance teachers or policy makers as intelligible and appropriate *for native speakers*. This means that within a CLT approach, teachers might still present the language and culture of native speakers

as targets for learners, as within an EFL perspective, especially if they do not have an explicit alternative. (italics in original)

Given the mixed nature of earlier curricula concerning CLT and speaker norms, misinterpretations like what Rindal describes may indeed be possible. Because of this, there is ample reason to investigate what teachers think about the teaching and use of oral English. As evidenced by research on teacher cognition, beliefs and attitudes held by teachers are largely individual, and are heavily influenced by experiences prior to their education and professional lives. These beliefs are also resistant to change. Thus, teachers' own experiences related to language learning prior to their education or professional lives may be of great significance to how they approach their teaching. In addition, CLT offers no specific learning theories or methods, which further consolidates the interpretive nature of teaching. With this in mind, the present thesis investigates the reported attitudes towards oral English among Norwegian teachers of English, in terms of to what extent their attitudes are in line with CLT and speaker norms.

3.0 METHODOLOGY

In order to answer the research questions of the thesis I have relied on a mixed-methods research (MMR) design, combining quantitative and qualitative research approaches in order to gather data in two phases. Firstly, questionnaires were administered to the target population. Secondly, interviews were conducted with a select few of those who responded to the questionnaire. This chapter discusses these two approaches and the rationale for choosing them, and will also include descriptions of how the two methods were implemented. Discussion on the advantages and disadvantages of the chosen methods are also included, as well as a description of which measures have been implemented in response to potential methodological weaknesses. Finally, the chapter discusses the research validity of the study, as well as the ethical considerations taken.

3.1 Choice of methods

This section outlines what types of methods have been used in order to obtain data. Because the present thesis relies on both quantitative and qualitative research methods, this section first provides an outline of the two research types. A discussion on the benefits of mixing quantitative and qualitative research approaches will then follow, along with an explanation as to why such a combination was seen as beneficial for this project.

3.1.1 Quantitative and qualitative research

The main difference between quantitative and qualitative research is what type of data and consequently what type of analysis they rely on to say something about a certain phenomenon. Quantitative research is based on numbers; it relies on quantifiable information which can be represented in numbers, figures, and graphs, and which can be analysed statistically (Rasinger, 2013). This means that quantitative research can tell us “how *much* or how *many* there is/are of whatever we are interested in” (Rasinger, 2013, p. 10). Analysing quantitative data may be as simple as counting the instances of a certain variable, but may also be done using sophisticated statistical formulas which tell us something about the relationships between different types and sets of data (Rasinger, 2013).

Conversely, qualitative research uses narrative data. This means that it uses words instead of numbers as its data material, which is generally analysed by the researcher through reading, reflecting, describing, comparing, and relating themes in the dataset (Riazi, 2016). Qualitative research often relies on fewer participants compared to quantitative research, and

qualitative research attempts to study a case within its natural setting, and thus gain an understanding of a specific social phenomenon (Riazi, 2016). Such a naturalistic approach implies little control and manipulation of the settings, which in turn makes the object of study rather complex. Because of this complexity, qualitative research is unable to *measure* anything as in a quantitative approach; instead, qualitative research *explores* a certain phenomenon (Krumsvik, 2014). The ultimate goal of qualitative research, then, is to provide an in-depth understanding of a specific phenomenon within a given context.

3.1.2 A mixed-methods approach

In order to answer the research questions of the present thesis, a combination of quantitative and qualitative research methods was selected. Such a combination of research approaches is called mixed-methods research (MMR), and is described as type of research where “both quantitative and qualitative data and analyses are used in a single study to address more complex research issues” (Riazi, 2016, p. 193). Combining both quantitative and qualitative approaches implies viewing them as complementary instead of in opposition to one another, which in turn allows for “a better understanding of research problems” (Riazi, 2016, p. 189). In other words, by combining research approaches it is possible to investigate a topic or a problem from different perspectives, which may provide a deeper understanding of a given phenomenon. Such a mixed approach was deemed beneficial for the present thesis, seeing as teaching is a complex task in a multifaceted environment. By looking at teachers’ attitudes from both a quantitative and a qualitative standpoint it is possible to provide a better understanding of this topic, which also may motivate further research.

For this study, I have used an Explanatory Sequential Mixed Methods Design (Creswell & Creswell, 2018). This approach involves gathering data in two phases, where the first phase is quantitative and the second is qualitative. These phases are “sequential”, because the data collection in the second phase depends on the first phase (Riazi, 2016). In other words, the results from the questionnaires influenced the design of the interviews, and interviewees were also selected from among the questionnaire respondents. The Explanatory Sequential Mixed Methods Design is also “explanatory”, in the sense that the second, qualitative phase helps explain the results from the first phase. In other words, this design was chosen in order to identify the reported attitudes of teachers of English in relation to speaker norms and CLT by using questionnaires, and then to provide more insight into these attitudes through the subsequent interviews.

In MMR designs the different research methods may have different or equal status in terms of which method is emphasized or more central to the project at hand (Riazi, 2016). In this study, the two methods are seen as equal in status, as well as in the type of data that they have provided. Because teachers' roles are complex, it was seen as beneficial to investigate the teachers' cognitions through more than one lens, in order to obtain a more complete understanding of what and how they think about oral English use, learning, and teaching. Thus, the quantitative questionnaire and the qualitative interviews have complemented each other, and together they provide a valuable look into the reported language attitudes of the teachers in this study.

3.2 Participants and procedure

The target population for the present thesis is, as mentioned above, teachers of English in Norwegian lower-secondary schools. Prior MA theses on language attitudes in the teaching of English in the Norwegian context have often focused on a small group of teachers; the largest teacher-sample of the MA theses referred to in section 1.2.3 included 31 teachers (Hansen, 2011). Because it was my ambition to investigate the reported attitudes towards spoken English among teachers in all of Norway, a relatively large number of respondents was required. Consequently, project invitations were sent out to all teachers of English in Norwegian lower-secondary schools. In so doing it was intended to reach a relatively large amount of teachers, and also to receive answers from all over the country. The aim of the present thesis was not to generate representative findings about the teachers' attitudes, seeing as attaining true representativeness is quite difficult and costly to achieve in L2 survey research (Dörnyei, 2010). However, in order to produce a valuable look into the reported language attitudes of Norwegian teachers, the present thesis aimed to reach a relatively large number of these teachers (discussed further in section 3.3.5).

3.3 The questionnaire

This section describes the questionnaire which was administered to the target population. In addition to an outline of the questionnaire design, the discussion also addresses the advantages and disadvantages of questionnaires, which measures have been implemented to respond to relevant disadvantages, and also how the questionnaire was distributed. The questionnaire is attached in Appendix D.

3.3.1 Design

The purpose of the questionnaire was to investigate which attitudes existed among the teachers related to speaker norms and CLT respectively. The nature of the inquiry was cross-sectional, meaning that data was gathered at a single point in time for all respondents (Cresswell & Creswell, 2018). The questionnaire was distributed electronically using the online service Google Forms, which was selected for its many advantages. Most notably, it is a free service which is easy to use both for researchers and respondents. Also, it allows for the automatic transfer of data into a Microsoft Excel spreadsheet, which was deemed beneficial for the sorting and analysis of the generated data. Google Forms also offer very convenient ways of distributing questionnaires, and made it possible to include the link to the questionnaire in the project invitations.

The questionnaire consisted of 44 items divided into three main parts: 1) consent and background questions, 2) statements oriented towards speaker norms, and 3) statements oriented towards CLT. The very first item asked respondents to confirm that they had received the informational e-mail about the project and that they agreed to participate. Items two to eleven were questions about the respondents' backgrounds, specifically about age, which county they worked in, their education, how long they had been teaching, and their relationships with the English language. Part of the reason for including these questions was to be able to see the diversity of the respondents, but also to have the possibility of finding potential correlations between these variables and the answers to the other parts of the questionnaire (see section 3.3.7). The two other main parts made up the attitudinal focus of the questionnaire: items ten to 30 were statements in favour of speaker norms, while items 31 to 43 were statements in favour of CLT. In both parts respondents had to indicate to what extent they agreed with the given statements on Likert scales ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). By indicating their level of agreement with the different statements, teachers thus revealed something about their attitudes towards oral English use. The items on the questionnaire were created on the basis of the theoretical background in chapter 2, and with guidance from my supervisor (more on this in section 3.5). The very last item on the questionnaire, item 44, invited the respondents to an interview for the second phase of data gathering in this study. In order to agree, the respondents had to fill in their e-mail address so that they could be contacted for the subsequent interviews.

3.3.2 Advantages of questionnaires

The questionnaire format was chosen to identify the teachers' attitudes towards speaker norms and CLT because of the advantages that this approach carries. First of all, a questionnaire allows researchers to gather large amounts of data in a short amount of time, with relatively low effort and low financial cost (Dörnyei, 2010). It also allows researchers to reach respondents who are geographically quite dispersed, by use of digital solutions. It is, in other words, a very efficient way of gathering data. Seeing as it was in the interest of the present thesis to get answers from teachers from all over the country, the far-reaching potential of the questionnaire was an important factor for deciding on this method. Questionnaires may also reduce interviewer bias, and even reveal attitudes which respondents are not fully aware of themselves (Dörnyei, 2010). All in all, the questionnaire was designed with these strengths in mind. In terms of gathering data it was clearly the most efficient method, while still producing data which was useful for the project; questionnaires are well suited for measuring attitudes (Dörnyei, 2010). It also provides a low-effort task for the respondents without the direct interference or presence from any researcher, which may provide for more accurate answers. Also, because the items on the questionnaire are statements regarding common aspects of the teachers' everyday work, they may not realize that their agreement with a statement (or lack thereof) is indicative of their inclination towards speaker norms or CLT respectively.

3.3.3 Disadvantages of questionnaires

Despite the practicality of using a questionnaire it does not come without its downsides. By making the questions clear and understandable, questionnaires lends themselves well to the gathering of quantitative data, which is the intention for the questionnaire in this project. Still, questionnaires are unable to peer deep into a topic, because it poses the respondent with rigid questions which they have to answer on their own (Dörnyei, 2010). Questionnaires may also present issues related to reliability and validity which are important to take into account. For one, the quality of responses may differ significantly between individual respondents: they may misinterpret questions, leave out questions by mistake or by choice, and may also find the questionnaire tedious and therefore not give much thought to their answers (Dörnyei, 2010). Respondents are also subject to certain tendencies which may affect their answers; some of these are outlined in Table 1 based on Dörnyei (2010).

Table 1*Sources for inaccuracies in questionnaire responses*

The Social Desirability Bias	The tendency to give inaccurate answers because these are perceived to be correct or because they put the respondent in a preferable light
The Halo Effect	People have a tendency to overestimate people and topics we like and to underestimate those we do not
Self-Deception	Some people may give inaccurate answers about themselves because they actually believe these answers to be true
Acquiescence bias	Some people tend to agree with sentences when they are unsure or ambivalent, and some are also reluctant to provide strong negative answers

The tendencies described in Table 1 are problematic because it is difficult for researchers to validate the responses they receive on their questionnaires (Dörnyei, 2010). In other words, there are many issues to take into account when using questionnaires.

3.3.4 Addressing disadvantages of questionnaires

The questionnaire was designed in order to answer as many of the above issues as possible. It should, however, be mentioned that the implemented measures do not guarantee completely accurate responses. Most importantly, the questionnaire was relatively short, so that respondents would not opt out from answering. Only two written-answer questions have been included; these only asked for very short answers, and were therefore deemed to be unlikely obstacles to respondent participation. In order to mitigate misinterpretations and acquiescence bias attention was given to the wording of the questionnaire items, so that they would be clear and understandable. Seeing as the respondents were asked to give their personal evaluation of given statements, it is unlikely that they unknowingly provided wrong answers; it should be reasonable to assume that the respondents knew what they believed, regardless of the validity of the beliefs themselves. Still, there is always a chance that the Social Desirability Bias may

have factored in if respondents became aware of the underlying themes of the questionnaire, which may have caused the respondents to indicate attitudes they believed to be favourable instead of their actual attitudes. This may of course produce inaccuracies in terms of actual attitudes, yet it might not be too big of an issue in the present thesis. The questionnaire aimed to shed light on which attitudes teachers report to have about oral English, and, as discussed in chapter two, there is ample reason to believe that there exist different perceptions of what should be the goal for the teaching of oral English. Because of this, teachers may have different perceptions of which answers are “correct” in regards to the questionnaire statements. Thus, if the respondents answered based on what they perceived to be correct or desired, that also tells us something about their attitudes. In a way, what the teachers believed to be “correct” attitudes is exactly what the questionnaire sought.

Likert scale responses were chosen for the majority of items. These are thought to be relatively easy to answer and are not very time-consuming. Likert scales may potentially be experienced as boring, but the questionnaire was designed with tediousness in mind, keeping it relatively short. Dörnyei (2010) mentions that an excessive amount of points on the Likert scale leads to unreliable results because respondents struggle to distinguish different levels of agreement. He also mentions that a middle, neutral category (e.g. “Don’t know” or “Unsure”) may be problematic, seeing as accurate answers may require some deliberation, and that it may provide an easy way out for less motivated respondents (p. 28). However, for the present thesis both the number of points on the scale and the neutral category were deemed appropriate. The points on the Likert scales ranged from 1 to 7 for two reasons. First, it provided the respondents with the ability to select different degrees of agreement. This allowed them to indicate their attitudes to different extents, even on questions where they might not have felt comfortable saying that they completely agree or disagree. Thus, there is some personal freedom in the choices, other than a “black and white” dichotomy of agree or disagree. Also, a seven-point scale meant that the number 4 was a neutral middle, and this number was indeed labelled as “Neither agree nor disagree” in the questionnaire. This design was chosen to further encourage participation by not forcing respondents to take a side, and consequently to not dissuade them from answering at all. Because respondents had the option to respond neutrally there is also reason to believe that their non-neutral answers are more precise; because they had the choice to give no opinion, the opinions they *did* give are arguably more potent in terms of validity.

3.3.5 Distribution

In order to obtain contact the information of the relevant teachers, I used information from *Grunnskolen Informasjonssystem* (GSI). This is an open web-based tool with which it is possible to generate reports containing information about the Norwegian school system. Using this, I was able to create a list of all lower-secondary schools in Norway, totalling 1259 schools for the school year 2020-2021. Most importantly, the GSI allowed me to obtain e-mail addresses for each school. Because there is no way to efficiently contact every individual teacher of English in Norway, I sent out the project invitations to the different schools' e-mail addresses asking them to forward the invitation to their English-teachers. The invitation was sent out using the online service *Mailchimp*, which allows for the sending of large amounts of e-mails. Along with the link to the questionnaire the project invitation included all the information necessary about the project, as well as about the treatment of personal information in line with the criteria set by Norwegian Centre for Research Data (NSD)¹⁸. The first invitation to participate was sent out in mid-December of 2020, not long before the end of the school year. In early January 2021 the invitation was sent out again. Lastly, a week after the second invitation, a last reminder was issued to the schools. After the final reminder, a total of 88 respondents had completed the questionnaire. Seeing as it is not the goal of the present thesis to give a completely representative sample of Norwegian English-teachers' attitudes, this number was deemed acceptable for the purpose of this study.

3.3.6 Addressing low respondent rates

Out of all the teachers of English in Norwegian lower-secondary schools, only 88 answered the questionnaire within a reasonable timeframe. Seeing as there were a total of 1259 schools, and each school likely have several teachers of English, there should be a few thousand relevant teachers. There are multiple reasons why the number of respondents is so low. First of all, the invitations had to be distributed to the teachers through several steps. Because there is no way to contact each individual teacher, research invitations had to be sent out directly to the schools themselves. The schools' administrations or principals were then asked to forward the invitation to the English teachers at their school, which means the invitations had to go through an extra step in order to reach the relevant respondents. For some schools the e-mail address listed in the GSI was that of the local municipality, creating yet another link in the

¹⁸ See Appendix A for the NSD evaluation, and Appendix B for the project invitation.

distribution chain. At each level of reception there is a chance that the invitation was dismissed, forgotten, or simply lost, which might indeed have been the case many places.

Also, a very important factor for low respondent rates is the fact that teachers are busy. Not only is being a teacher a big task under normal situations, but under the ongoing Covid-19 pandemic it is likely even more busy, due to digital teaching, local and national restrictions and anti-infection measures, and general uncertainty. Lastly, as mentioned in relation to the challenges related to the use of questionnaires, there is also a chance that respondents simply have not bothered to answer the questionnaire, seeing as questionnaires are something which respondents “typically do not enjoy or benefit from in any way” (Dörnyei, 2010, p. 7).

In some cases principals or administrators responded that they for different reasons would not forward the invitation. Some of these cases were due to the schools being somewhat different from normal public schools, and were thus not applicable for the study. Others responded that their school simply would not have the time to participate. One last reason for rejecting the invitation were that some schools had agreements with specific research institutions, and so they would not participate because the project belonged to the University of Bergen.

3.3.7 Analysis of questionnaires

For the sake of analysis, the questionnaire data was compiled into an Excel spreadsheet. In order to measure the overall attitudes reported on a group level, the different points on the statements' Likert scales have been condensed into three categories: disagree, neutral, and agree. Apart from the alternative 4 (Neither agree nor disagree), all the other alternatives represent different degrees of agreement or disagreement, which logically means they can be compiled into two categories: agree and disagree. Thus, the category 'disagree' subsumes the alternatives 1 (Strongly disagree), 2 (Disagree), and 3 (Somewhat disagree), and the category 'agree' consists of the alternatives 5 (Somewhat agree), 6 (Agree), and 7 (Strongly agree). 'Neutral' represents the category 4 (Neither agree nor disagree). By applying the above categories to the respondents' answers, it was possible to see how many percent of respondents agreed or disagreed with the different statements in total. Also, knowing the percentages of responses to the individual statements allowed for calculation of the average percentage of agreement, disagreement, and neutrality on all the statements related to either speaker norms or CLT. This provided a rough visualization of the respondents' overall

attitudes to the different approaches on a group level. Also, to further describe central tendencies modes¹⁹ have been calculated for the responses to the individual statements.

The Mann-Whitney U-test was used in order to statistically analyse whether the responses to individual statements given by different groups of teachers were significantly different. This test compares the scores given to a specific statement by two different samples of respondents (e.g. older teachers vs younger teachers) and calculates whether or not there is a systematic difference between the scores from the two groups (Riazi, 2016). If the test provides a probability of less than 5 % ($p < 0,05$) that the two sets of scores are systematically different, then the difference is deemed significant. Where there is significance it is reasonable to assume that there is a relationship between the difference in score-sets and the related group of teachers, and that this relationship is not random. By using this test it was thus intended to examine whether or not there existed relationships between certain background variables and attitudes towards either speaker norms or CLT.

To apply the Mann-Whitney U-test to the questionnaire responses the respondents' background variables were divided into binary samples, because the test compares scores between two independent groups (Riazi, 2016). Hence, all background variables were divided into two different samples where possible, as illustrated in Table 2 below. This division made it possible to check for systematic differences between teachers belonging to the different samples. Going forward, these samples have been used to describe and discuss differences in response patterns among the teachers.

In addition to the variables listed in Table 2, the respondents' educations were divided into several groups of samples. Seeing as there were several types of educations possible, it was not feasible to make a useful binary division of this background variable as a whole. Instead, respondents' educations have been divided in different ways, so that each group of education could be compared to all those with other educations²⁰. In so doing, it was possible to investigate whether or not there were systematic relationships between type of education and responses given. The educations were thus divided as illustrated below in Table 3.

¹⁹ Mode: the most frequent occurrence of a score in a dataset (Riazi, 2016).

²⁰ The category "other" has not been compared to the other educations as a separate sample because it encompassed different types of educations.

Table 2:

Division of background variables into samples compatible with the Mann-Whitney U-test.

Background variables	Sample 1	Sample 2
Age	Younger teachers: <26-45 years	Older teachers: 46 years and older
Experience	Less experienced teachers: up to ten years of experience	More experienced teachers: more than ten years of experience
Time of education	Pre-LK06 teachers: teachers who got all or most of their education by 2006	Post-LK06 teachers: teachers who got all or most of their education after 2006
English-speaking family	Has English-speaking family	Does not have English-speaking family
Lived in English-speaking country	Has lived in an English-speaking country	Has not lived in an English-speaking country

Table 3:

Division of the respondents' educations into samples compatible with the Mann-Whitney U-test.

Groups for comparison	Sample 1	Sample 2
Group 1	Teachers with <i>Allmennlærerutdanning</i> ²¹ as their education	Teachers with other educations
Group 2	Teachers with <i>Lektorutdanning</i> as their education	Teachers with other educations
Group 3	Teachers with <i>Grunnskole 5.-10. klasse</i> as their education	Teachers with other educations
Group 4	Teachers with <i>PPU</i> as their education	Teachers with other educations

²¹ The questionnaire used the term *Lærerhøyskolen* in place for *Allmennlærerutdanning*, because the former has been a very common name for this type of education. This education is no longer available in Norway, and was replaced in the schoolyear 2010-2011 by *Grunnskolelærerutdanning 1. til 7. klasse* and *Grunnskolelærerutdanning 5. til 10. klasse* (Paulsen Hamre & Hamre, 2017). All the respondents who reported this type of education also reported to have started their education before 2010, which means this was indeed the education they would have got at the time.

3.4 The Interviews

The second and qualitative part of the data gathering was conducted through interviews with a select few of the respondents from the questionnaire. This section describes the design of the interviews, the selection of interviewees (hereafter called *informants*), and how the interviews were conducted, transcribed, and analysed. The interview guide is included in Appendix E.

3.4.1 Interview design

The interviews were designed as *semi-structured* interviews. This type of interview contains some “core” questions to be asked of the informants (Riazi, 2016, p. 291) which then cover the central topics of the interview. Still, the interviewer is not forced to stick with the order of the core questions, and may ask them in the order they deem useful or appropriate. Also, semi-structured interviews allow the interviewer to ask *probing* questions, which may be used in order to uncover more detail or information on a certain topic where it seems beneficial (Riazi, 2016). This way, semi-structured interviews allows some flexibility in the interview situation, and may potentially explore important topics or ideas that were not foreseen while designing the interview.

The interview questions were grouped into different topics (see Appendix E). These topics were similar to the questionnaire statements in that they aimed to elicit responses which could indicate the informants’ attitudes towards CLT and speaker norms. The interview questions were designed to dig a little deeper into the teachers’ reflections, and the topic “background” included questions about their personal experiences with learning English, as well as their education. By asking these questions it was intended to uncover how personal experiences might have impacted the informants’ reflections and attitudes as teachers. The topic “teaching oral English” included questions on how the teachers reported working with oral English in general. These questions aimed to shed some light on what the teachers considered important aspects for the teaching of oral English, by eliciting responses about how they go about such teaching, and about the teachers’ related reflections. Two topics had questions specifically about CLT and speaker norms respectively, while other topics included questions which are linked to two approaches; these topics were “assessment”, “plurilingualism”, “curriculum”, and “culture”.

3.4.2 Advantages and disadvantages of interviews

The use of interviews has several advantages. For instance, interviews may ask participants for historical information, give the researcher control over the questions, and can be “useful

when participants cannot be directly observed” (Creswell & Creswell, 2018, p. 188). These strengths lend themselves well to the aim of this study. Also, the open nature of qualitative interviews is what allows them to complement the quantitative results in an Explanatory Sequential Mixed Methods Design (Creswell & Creswell, 2018). As mentioned in section 3.4.1, the flexibility of semi-structured interviews were also deemed an important advantage, as it may uncover useful, unforeseen information.

Still, there are some disadvantages to take into account when using interviews. Creswell and Creswell (2018) note that interviews provide information which is filtered by the perspectives of the informants, and that the information is produced in a “designated place rather than the natural field setting” (p. 188). Put differently, the information provided by interviews may be biased both by the views of the informants and by the setting of the interview. More so, the mere presence of the researcher may influence the interview, not to mention that not all informants are equally articulate and perceptive (Creswell & Creswell, 2018). These disadvantages are arguably always present to some degree in the use of interviews. However, because the present thesis is concerned with teachers’ *reported* attitudes as a potential basis for further investigation into actual classroom practices, the use of interviews was deemed appropriate. Steps were also taken to reduce the impact of my presence as an interviewer, which is described in section 3.4.4.

An important remark must be made about the nature of semi-structured interviews. Because such interviews allow the interviewer to ask questions and seek clarifications, the resulting text is a product of both interviewer and interviewee (Riazi, 2016). This means that some caution must be exercised on the part of the interviewer so that the interview does not become too influenced by themselves, for example by asking leading questions. With this in mind, some measures were implemented to ensure a constructive interview process. While the interviews were semi-structured in nature, the interview guide was created with many core questions. This might make it appear more as a *structured* interview, in which all the questions to be asked are carefully worded and selected in advance, and in a fixed order (Riazi, 2016). Such interviews are often used with large samples where there is a need for several interviewers, because the fixed nature of structured interviews means they can then be administered in more or less the same way to many different people (Riazi, 2016). This means that structured interviews are well suited for consistency across different interview situations. My own questions were designed to try to draw on the strengths of structured interviews. By having many and well thought-out questions which overlapped with the questionnaire thematically, the interview was intended to provide thorough coverage of the relevant topics,

while still allowing for flexibility in terms of order, and also to allow for some probing questions. Seeing as it is also the aim of the present thesis to compare what teachers think about speaker norms and CLT respectively, it was deemed beneficial that the informants answered the same base set of questions, so that their potential similarities or differences would be more easily visible. By introducing some structure to my semi-structured interview I thus intended to provide stronger validity for the resulting output.

3.4.3 Selection of informants

The final question of the questionnaire asked the respondents whether or not they were willing to be interviewed later on. Those who agreed, a total of 27 respondents, gave their e-mail addresses in order to be contacted. Interview invitations (see Appendix C) were sent out to these 27 respondents a few weeks after the last questionnaire reminder, at which point eight still expressed a desire to participate. Out of these eight, interviews were arranged with six of them in order to limit the amount of data generated from the interviews.

Selection of informants was based on their respective answers to the questionnaire. In order to explain the selection of informants I will here give a short explanation of some important themes which emerged from the questionnaire responses (the full results and analysis will be presented in chapter four). The initial idea for selection was to identify which reported attitudes prevailed among the teachers, in order to interview teachers with different views. Looking at the different answers to the questionnaire, three major groupings of respondents seemed to emerge: 1) those who were *congruent* in their answers (i.e. reported support for CLT, but not for speaker norms), 2) those who were *ambivalent* (i.e. reported support for CLT, but varied in their answers on speaker norms), and 3) those who were *incongruent* (i.e. reported support for CLT, but also reported support for speaker norms)²². Evidently there existed different attitudes related to spoken English based on the questionnaire responses. In selecting the informants, such differences in answers were taken into account, in order to speak to teachers from all three groupings. Finally, then, the six informants chosen for interviews included two who displayed favourable attitudes towards many aspects of speaker norms, two who were ambivalent in their answers on speaker norms, and two who were largely opposed to speaker norms on most accounts. By selecting these informants, it was intended to generate data which might tell us something about how and why the respective teachers differed in their attitudes towards spoken English.

²² Attentive readers may notice that the three groupings indicate that all the respondents reported support for CLT; this was indeed the case, although to different extents. This is covered in more detail in section 4.2.1.

3.4.4 Conducting the interviews

The chosen informants were contacted by e-mail, and individual interviews were arranged with each informant personally. The interviews were conducted over the web-based service Zoom, which provided a few benefits. Zoom is an online video-chat platform, which means it allowed me to interview informants who were geographically far away. It also allowed for greater flexibility in terms of time and availability, as the interviews could be conducted almost anywhere and anytime for both researcher and informant. Using Zoom it was also possible to record the video-call session, making it easily available for transcription post-interview. More importantly, Zoom makes it possible to store only the audio-file of the meeting; this was done in order to better protect the anonymity and personal information of the informants (more on this in section 3.6).

While conducting the interviews, I kept to the interview guide for the most part. This was in part to make sure all the main topics were covered in a complete manner, but also because the informants' answers usually were so informative that there was little need for probing questions, or change in the planned order of questions. I left out some questions in a few cases where I felt the informant had covered the topic sufficiently through their answer to a preceding question. I also changed the order of the questions in some places where it seemed beneficial to the flow and content of the interview, and made sure to return to any skipped questions.

I was very mindful of my own role in the interviews, seeing as the presence of an interviewer may influence responses (Creswell & Creswell, 2018). Because of this I tried to make the interview as welcoming and nonthreatening as possible, while also trying not to influence the informants more than necessary. Upon starting an interview, I first of all thanked the informant for participating, and embodied a positive, welcoming attitude. I then walked the informant through how the interview would be conducted, and made sure they knew about their rights related to their personal information. Most importantly I urged them to answer as honestly as possible, and emphasized that all information they provided would be anonymous. Furthermore, I made it explicitly clear that the interview was not a test of their knowledge or skills as a teacher in any way. Informants were also given the opportunity to ask questions before the start of the interview. During the interviews, I attempted to come across as an avid listener, through attentive nodding and producing acknowledging sounds like "mhm". I tried to say very little outside of asking questions in order not to influence the informants' answers more than necessary.

3.4.5 Transcription

After the interviews were conducted, each interview was transcribed in order to be able to analyse the data more easily. No particular transcription convention was used, as the main point of the transcription was to write down the content of the interviews in order to make them easier to analyse. Some non-linguistic elements (e.g. laughter, pauses, sudden changes mid-sentence, emphasis) were included in the transcripts in an attempt to stay somewhat true to the spoken interviews. Through the transcription process I wrote down the interview verbatim to the best of my ability in order to represent the nature of the exchanges as closely as possible. However, encouraging tokens from myself, like “mhm” and “ok”, were excluded where they occurred simultaneous to the informant speaking. Other nonimportant elements, like stutters, lengthy pensive sounds, and any interruptions from outside the interview, were also excluded. After the transcription was finished I revisited the audio-files to make sure the information in the transcripts were as close to the original interviews as possible.

The transcribed interviews are included in Appendix G, along with an explanation of the transcription symbols used. The transcribed interviews have been edited somewhat, because the total length of the transcriptions was quite long. For this reason Appendix G includes the responses that were deemed most relevant for the research questions, and excludes responses that were not directly relevant for the discussion of findings. I have, however, attempted to cut only what was deemed strictly necessary, in order to represent the informants’ responses as well as possible.

3.4.6 Analysis of interviews

All the interview transcripts were finished by the time I started analysing the data, and the analysis was performed without the aid of computer software. For the analysis of the interviews I relied on the analytic guidelines put forth by Creswell and Creswell (2018, pp. 193-195).

After transcribing I spent some time reading over all the data to get an impression of the overall ideas and themes expressed in the interview, and I noted some keywords in the margins where important or recurring ideas appeared. Following this initial read-through, I started *coding*²³ the different segments in the text. This sequence involves labelling categories of text using codes (Creswell & Creswell, 2018). In this context, a code is a label used to categorize “one or more passages of text (...) that, in some sense, exemplify the same

²³ See Appendix H for an example of the coding process.

theoretical or descriptive idea” (Gibbs, 2007, p. 2). By coding my transcripts, then, I identified the recurring attitudes conveyed by the informants in different parts of the interviews, which allowed for further analysis. The established codes were then grouped together in order to form broader *themes* which categorized the overarching ideas behind the informants’ responses. These themes thus formed the main types of attitudes which seemed to emerge from the interviews. Finally, the themes were interpreted by the researcher based on how they were represented in the informants’ reports. The themes were analysed for each individual informant, as well as across interviews. This way descriptions of each individual teachers’ perspective were made, in order to compare how the informants related to the different themes. The main aim of the interpretation was then to identify how the informants positioned themselves attitudinally in relation to the themes, and also how these positions compared to the results from the questionnaire.

3.5 Research validity

In any research, the concept of validity is central. Validity refers to whether the research examines or measures that which it is intended to (Krumsvik, 2014). In other words, it is a way of discussing the accuracy of research, and how well findings from a study represents the true nature of a given phenomenon. Moreover, validity may refer to both components used in a study and to the research in its entirety (Riazi, 2016). This means that it is important to think about validity through all stages of a study, and making sure that both the methods used and the inferences drawn from the results are sound. Seeing as this is a mixed-methods research project, I will here discuss which considerations were taken into account in terms of validity for both the questionnaire and the interviews, seeing as validity is treated somewhat differently within quantitative and qualitative research.

In quantitative research, validity refers to “whether you can draw meaningful and useful inferences from scores on the instruments” (Creswell & Creswell, 2018, p. 153). While validity may be regarded in different ways, the most important aspect of validity for the questionnaire in this project is content validity, meaning how well the items measure the content they were intended to (Creswell & Creswell, 2018). To ensure content validity for the questionnaire, every item was created on the basis of the theoretical background from chapter 2. In other words, questionnaire items were designed to target different elements of speaker norms and CLT respectively, in accordance with how these concepts were defined and discussed in chapter 2. This way a close link was established between the items and the content they were intended to measure. The items were also revised several times in

cooperation with my supervisor. Additionally, a pilot version of the questionnaire was administered to a handful of fellow student teachers familiar with the underlying concepts of the questionnaire. Apart from a few suggestions on wording and structure they reported the questionnaire to appear accurate in terms of its content.

For qualitative research, validity refers to “the accuracy of the findings” (Creswell & Creswell, 2018, p. 199), and may be viewed from the point of view of the researcher, the participants, or the external readers of the research (Creswell & Miller, 2000). This means, in other words, how the account presented in a qualitative study seems accurate and plausible to different observers. There are several validity strategies available which are regularly employed by qualitative researchers²⁴, and it is recommended to use one or more of these to ensure qualitative validity (Creswell & Creswell, 2018). For the present thesis, I have attempted to provide a rich description of the conducted interviews and analysis, in order to provide sufficient detail and a sense of transportation into the process for readers. I have also included and discussed responses which run counter to the major themes in my analysis of the interviews. In so doing it is intended to reinforce the credibility of the accounts of informants’ attitudes, “because real life is composed of different perspectives that do not always coalesce” (Creswell & Creswell, 2018, p. 201).

Seeing as this project has an MMR design, the combination of quantitative and qualitative research reinforces the validity of the research as a whole. The combination of approaches like that used in MMR is called *triangulation*, and “involves cross-validating findings from one data source, or method, or perspective with findings from other data sources, methods, or perspectives” (Riazi, 2016, p. 330). Triangulation allows researchers to know more about a phenomenon by studying it in different ways, and thus provides stronger conclusions by compensating methodological weaknesses in one approach with the strengths of another (Riazi, 2016). However, because this study uses an Explanatory Sequential Mixed Methods Design, some extra validity concern had to be taken into account (Creswell & Creswell, 2018). Most importantly, both phases of data collection drew on the same sample of teachers. Because the interviews were supposed to provide insight into the reflections behind the questionnaire results, it was essential that the interview informants were selected from among the questionnaire respondents. Also, because the questionnaires demonstrated a mixed result concerning reported attitudes (see section 4.2), respondents’ individual responses were

²⁴ See Creswell & Miller (2000) for a full account of qualitative validity strategies and their underlying philosophical assumptions and viewpoints.

used for the selection of informants, in order to represent the different perspectives in the interviews.

3.6 Ethical considerations

While conducting research, there are several ethical issues which are important for the researcher to be mindful of (Creswell & Creswell, 2018). Even in “low-risk” projects such as this one, which deals with “nonthreatening issues”, it is important for researchers “to think about the *participants*’ rights and the consequences of their research for their participants, their discipline, other colleagues, and the community at large” (Riazi, 2016, p. 106, italics in original). In order to adhere to ethical and legal principles for the conduction of this research, the project was reported to and consequently approved by the Norwegian Centre for Research Data (NSD) (the NSD’s project evaluation is attached in Appendix A).

In most research, one of the most central ethical considerations to take into account is informed consent. This means providing the participants with enough information about the study and what it will require of them, so as to enable participants to decide whether they want to participate or not (Riazi, 2016). Consent is naturally important, but it is thus dependent on the participants knowing what they are agreeing to do. In order to ensure informed consent for my own study, project invitations (see Appendix B) were created in line the NSD’s guidelines, and included information about the nature of the topics treated, which methods would be used, and how these methods would be implemented. The invitation also included information about the participants rights related to personal information, how this information would be handled, and the duration of the project. The invitation also emphasized that participation was voluntary, and provided the contact information of the researcher in case participants had questions before agreeing to participate. Additionally, participants had to check an obligatory box confirming that they had received the necessary information about the project and were willing to participate in order to start the questionnaire.

Riazi (2016) notes that in some studies there may be a need to reaffirm participants’ consent, especially in the case of qualitative studies. This was deemed the case for the present thesis, seeing as the study included two stages of data-gathering for those who participated in the interviews. In order to ensure that the informants were still comfortable taking part in the interviews, they were asked for consent at several stages after the initial consent to participate in the study. First off, the questionnaire asked participants if they wanted to be interviewed at a later time. When the time came for interviews to be conducted, those who had volunteered were asked to reaffirm their interest to participate through a second invitational letter. This

letter once again included information about the nature of the interview, treatment of personal information and participants' related rights, as well as general information about the project (see Appendix C).

Other important ethical notions to take heed of while conducting research are anonymity and confidentiality. Anonymity means that nothing should be included in the thesis which might identify participants directly or indirectly (Riazi, 2016). In order to ensure anonymity, "researchers do not include information about any individual or research site that will enable that individual or research site to be identified by others" (Riazi, 2016, p. 107). On a similar note, confidentiality means that researchers should not disclose any information from the participants which is considered private or secret (Riazi, 2016). Also, confidentiality means not including any disclosed information which could identify the participants (Riazi, 2016).

For the present thesis, several steps have been taken in order to adhere to these principles. Both the questionnaire and the interview guide were designed without questions which required directly identifiable information. Participants were also informed that no identifiable personal information would be asked of them or factor into the thesis. No questions related to the participants' backgrounds have been included other than those deemed important for the thesis. Also, the background questions were designed to avoid identifiable information²⁵. As for the interviews, any disclosed information which could potentially identify the informants have been excluded from the transcripts and the thesis. Pseudonyms were also used to label the interview transcripts, meaning that the interviews could not be traced back to the informants. As a safety measure, all participant-related information was kept in different password-protected documents stored on a password-protected computer only accessible to the researcher.

3.7 Limitations of the study

Because the present thesis is not without its weaknesses, its findings should be taken with some caution. First and foremost the thesis represents an investigation into the oral English attitudes of only a relatively small group of teachers from Norway, and is neither representative of the beliefs of all Norwegian teachers of English, nor of similar teachers from other contexts. Also, the participants in this study were all teachers in lower-secondary school, meaning the findings may not be applicable to other levels of teaching. As discussed

²⁵ For example, questionnaire respondents gave their age within given age-gaps (e.g. 26-35 years), and the only geographical information asked was which county they worked in.

above in this chapter there are also potential challenges related to validity in this study, and while attempts have been made to mitigate these, there is no guarantee that the results are not accompanied by some inaccuracies. However, the present study represents an important preliminary investigation into the language attitudes of Norwegian lower-secondary teachers of English, which could be used as a basis for future research.

4.0 RESULTS AND DISCUSSION

This chapter presents the results generated from both the questionnaire and the interviews. The presentation of results first outlines some background variables of the study's participants which were elicited through the questionnaire; this information is intended to display the diversity of the teachers who participated. Afterwards the questionnaire results are described, along with notable findings and any significant relationships identified by the Mann Whitney U-test. Following the questionnaire results, the major themes from the interviews are presented in order to provide further description of the teachers' reported attitudes. Lastly, the discussion of findings will first focus on how the interview results may help shed some lights on the questionnaire results, before turning to the overall findings of the study and how these findings relate to other pieces of research.

4.1 Background Information

The background information given by the questionnaire respondents provide some description of the participating group of teachers. Figure 1 demonstrates that teachers from every county in Norway have participated. Vestland county was by far the most well represented with 25 participants; this might be due to the fact that the University of Bergen is situated in this county, which may have motivated these respondents more than those further away. Some counties had as little as two respondents, which means that there is some imbalance in the geographical representation of teachers in this study. This imbalance should be kept in mind as the results are presented, seeing as they are not representative of all teachers in all counties.

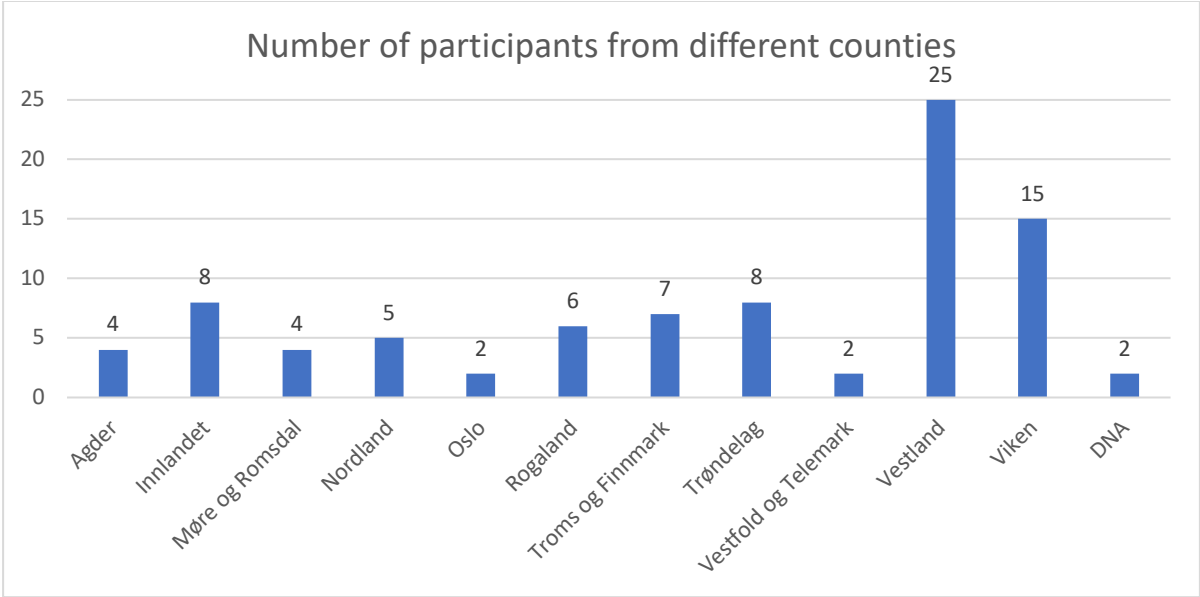
In terms of age and experience, the respondents were distributed approximately normally. In other words, the teachers in this study represented all age groups and all categories of experience, as shown in Figure 2. In terms of age, the low representation of the lowest and highest age groups was to be expected, as these numbers likely reflect the actual age distribution of teachers in Norway²⁶. When it comes to education, Figure 3 illustrates that apart from one teacher who did not answer, all the respondents had relevant educations for their work in lower-secondary schools. Figures 1, 2 and 3 thus illustrate some of the major

²⁶ In order to become a teacher in Norwegian lower-secondary schools today a five-year education with a master's degree is required (Kunnskapsdepartementet, 2014), meaning young teachers will not finish their degree until around their mid-twenties. Also, the age of retirement is 67, though earlier retirement is possible. The lowest and highest age groups are thus likely the smallest among teachers. These age groups were still included in order to include any potential exceptions among teachers.

characteristics of the respondents in this study. For the sake of limiting space, the remaining background data is included in Appendix F.

Figure 1

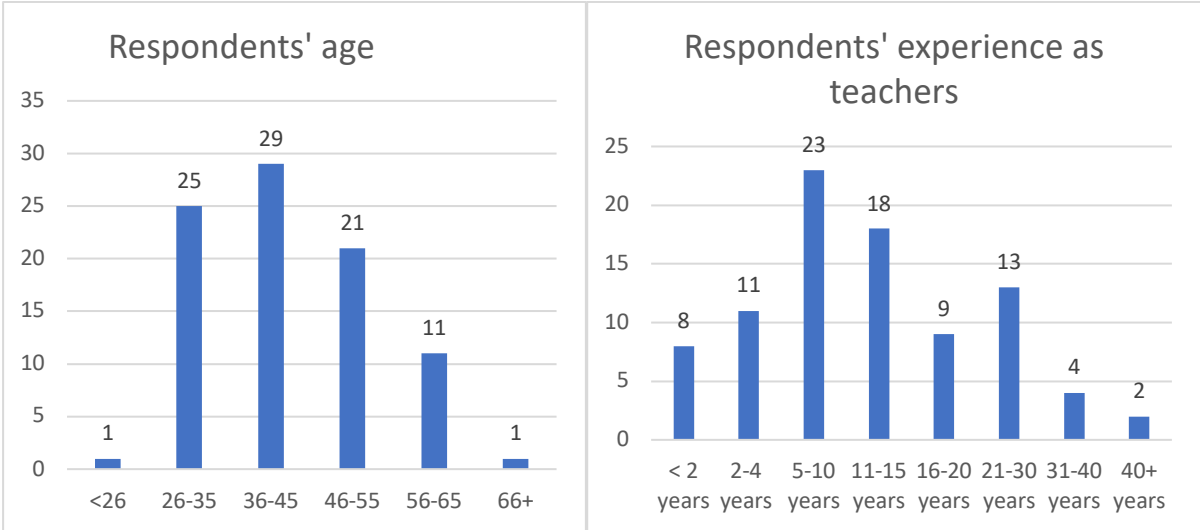
Overview of respondents' geographical belonging



Note. N=88

Figure 2

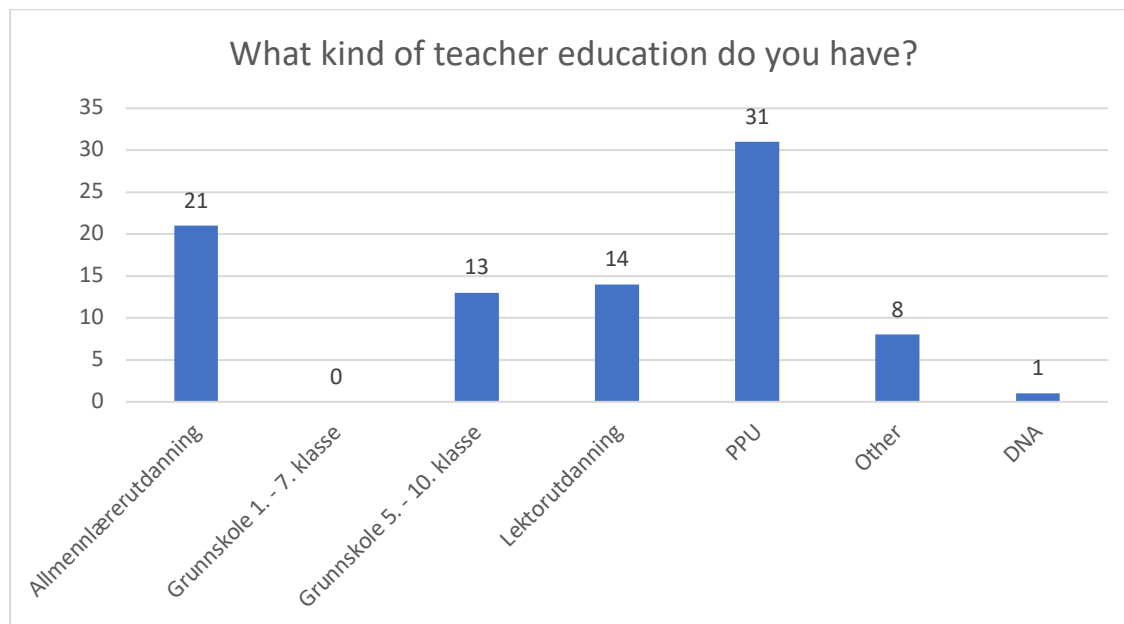
Age and experience of respondents



Note. N=88.

Figure 3

Respondents' teacher educations



Note. N=88.

4.1.1 Notes on background questions

The responses to one of the background questions have been modified. The question was “Have you ever lived in an English-speaking country? If so, please state which country, duration, and reason for stay”, and was intended to shed some light on any relationships between specific countries and attitudes towards oral English. However, some of the responses provided detail which potentially could have indirectly identified respondents. The responses to this question have instead been divided into a binary system: teachers who have lived in an English-speaking country, and those who have not.

It should also be noted that the answers to the question “Was English a part of your teacher education?” have not been used in the analysis of responses to the questionnaire, as it seemed that this question may not have been properly understood by all the teachers. One teacher reported that English had not been a part of their education, but also that they had completed education specifically for the teaching of English for year seven to ten. In retrospect, this particular question could have been worded in a more precise manner, and has been excluded from the analysis due to its somewhat vague nature.

4.2 Questionnaire results

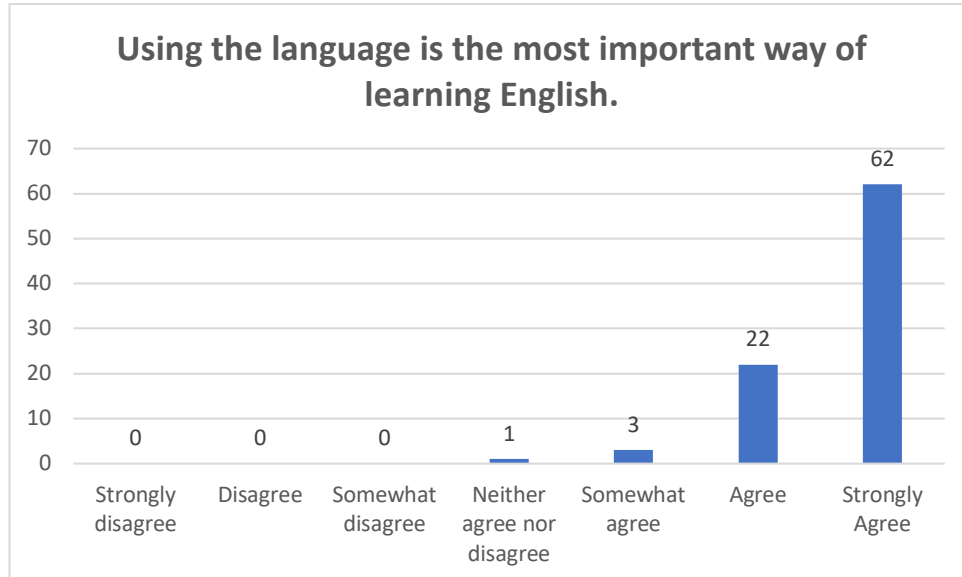
The aim of this section is to present the overall results of the questionnaire. For the full results of the questionnaire, please see Appendix F. The results are presented thematically, and focuses on the responses related to CLT first, and speaker norms after. For both sets of results, the respondents' overall attitudes are presented, as well as any systematic differences in answers between different groups of teachers. Some notable findings are also included, particularly in relation to the responses concerning speaker norms.

4.2.1 Attitudes towards CLT

Using the categories 'disagree', 'neutral', and 'agree' (see section 3.3.7), it becomes apparent that agreement with the CLT-related statements is quite high. The lowest percentage of respondents who reported agreement with a given statement was 66%, and in one case it was as high as 99% (as demonstrated in Figure 4.).

Figure 4

Responses to the statement "Using the language is the most important way of learning English".



Note. N=88.

The average percentage of respondents who reported agreement on the statements regarding CLT was 85,75% overall. In other words, for the statements related to CLT the vast majority of respondents expressed some degree of agreement overall. Moreover, the most common mode for the responses to the CLT-related statements was 7 (Strongly agree), indicating that

this was the most frequently selected alternative for most of the statements (eight out of 13 statements). This means that not only did respondents express agreement with CLT-related statements, but that the most common attitude was that of *strong* agreement. Also, no statements had individual modes of less than 5 (Somewhat agree), which further consolidates that the most common attitude towards the different statements was that of agreement.

The Mann-Whitney U-test indicated that there were only a few cases of significant relationships among different teachers' attitudes towards aspects of CLT, which I will briefly include here. For the statement "I'm not very concerned with students' accents while speaking English", those who had lived in an English-speaking country reported stronger support than those who had not ($p = 0.01928$). The same was found for teachers categorized as less experienced, who also reported stronger support for this statement than more experienced teachers ($p = 0.0455$). Respondents who had lived in an English-speaking country were also slightly more supportive of plurilingualism than those who had not, indicated by their responses to the statement "My students are encouraged to draw on other languages they know in English class if they feel they benefit from it" ($p = 0.0271$). Also, teachers who had selected *Allmennlærerutdanning* as their teacher education reported weaker support for this statement than teachers with other educations ($p = 0.0378$). Concerning the statement "It is important for oral activities to promote communication rather than pronunciation", those who had selected *PPU* as their teacher education reported weaker support than those with other types of teacher educations ($p = 0.00194$). Older teachers displayed less support for the statement "Intelligibility is more important than a 'native' accent in oral communication" compared to younger teachers ($p = 0.03236$). Lastly, for the statements "It is important for students to be exposed to different 'non-native' spoken varieties of English", Post-LK06 teachers reported stronger agreement compared to Pre-LK06 teachers ($p = 0.02852$).

The above instances are noteworthy, yet what might perhaps be more important are the relationships which have *not* been found. There were, for example, no significant differences found between the responses of those with English-speaking family compared to those without. Also, apart from the sporadic significant differences discussed above, there seemed to be little systematic difference between specific dimensions of the respondents' backgrounds and their responses to the CLT-related statements. This means that most teachers, old and young, more or less experienced, with or without ties to English-speaking cultures, and with different educations reported supportive attitudes towards the CLT-related statements overall. Along with the percentages and modes discussed earlier, this might indicate that aspects of CLT are indeed appreciated by the majority of Norwegian lower-

secondary teachers of English. As discussed in chapter 2, aspects of CLT, and most notably communicative competence, have been of great importance in Norwegian English-subject curricula since the 1980s (Fenner, 2020; Skulstad, 2020), and the attitudes reported by the respondents seem to support this fact. The overall support for CLT may thus indicate that teachers to some extent have accepted the communicative approach to language teaching, contrary to the tendencies described by Pajares (1992). However, as will be discussed in the following sections of this chapter, the rest of the findings of this study indicate that while CLT may be endorsed by the teachers in this study, this endorsement may not represent their actual classroom practices.

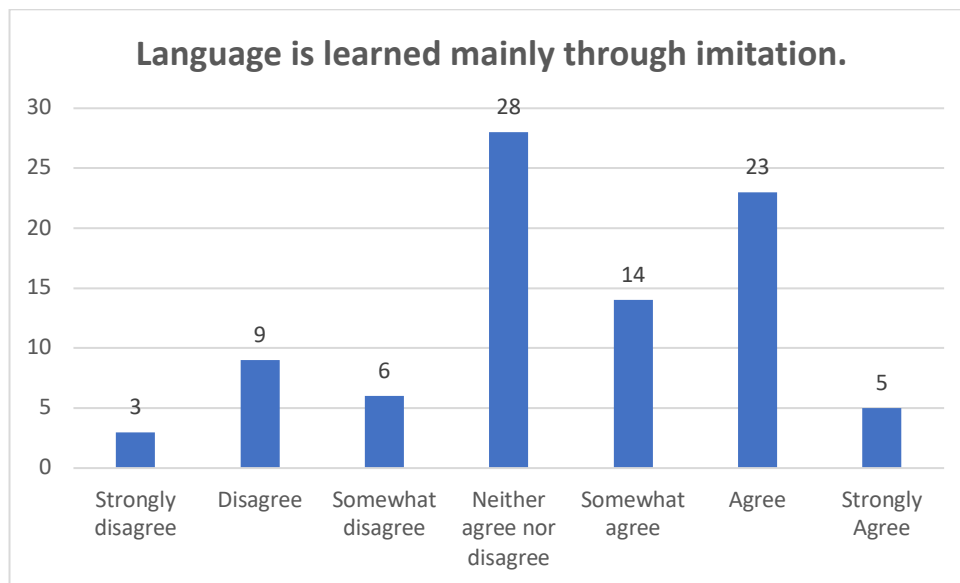
4.2.2 Attitudes towards speaker norms

The overall responses to the statements related to speaker norms showed some variation. By grouping the response alternatives into ‘disagree’, ‘neutral’, and ‘agree’, it is clear that the respondents mostly disagreed with these statements. The average percentage of responses indicating disagreement across all statements was 45%, while the overall percentage of agreement was 37%. In other words, the majority of teachers reported disagreement with the statements overall, but more than one in three actually reported attitudes supportive of the speaker norm approach. The difference between average agreement and disagreement is also relatively small overall, with only a small majority for disagreement. These numbers may indicate that there exists some variation in which attitudes the respondents reportedly hold regarding speaker norms, and that a considerable amount of teachers report attitudes in line with the speaker norm approach.

Also, the amount of respondents who reported the neutral alternative 4 (Neither agree nor disagree) was on average about 17,7% across these statements. For some statements as much as one in four teachers reported a neutral stance. In one case, roughly one in three reported a neutral stance, as illustrated in Figure 5 below. These numbers may be considered surprisingly high, and are much higher than the neutral responses for the CLT-related statements (about 7,5% on average). The fact that so many respondents opted for this neutral alternative on so many cases may indicate that there was some uncertainty among the teachers concerning the topics presented in the statements. It may also be possible that the respondents perceived some of the statements as challenging in some way, causing them to respond neutrally to avoid giving a ‘wrong’ answer.

Figure 5

Responses to the statement “Language is learned mainly through imitation”.



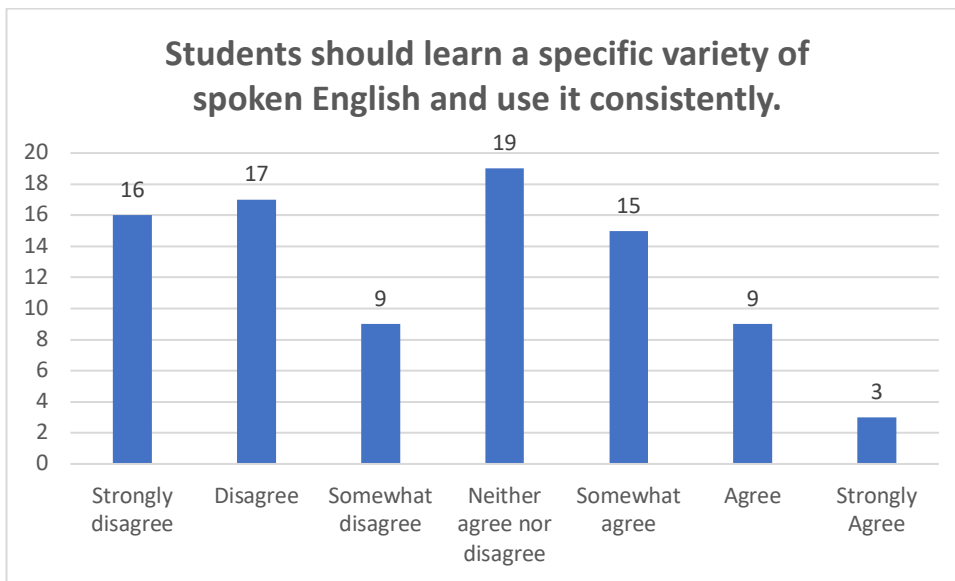
Note. N=88. The neutral alternative 4 makes up about 32% of the total responses to this statement.

The most common mode across the speaker norm statements was alternative 5 (Somewhat agree), which means this was the most frequent response overall for the different statements (eight out of 23 statements). For the individual statements the modes varied between almost all of the alternatives, which represents the variation evident in the overall responses. Out of all the 23 statements, nine had modes on the ‘disagree’ side, while ten had modes on the ‘agree’ side. This further emphasizes that the teachers seemed to have quite different attitudes regarding the speaker norm statements. This variation is particularly apparent compared to the relatively uniform responses to the CLT-related statements.

The responses to the statements concerning speaker norms showed some clear trends. While there was a slight majority for disagreement with the statements overall, several of the individual statements received a large degree of agreement. Most notably, several statements promoting a ‘nativist’ approach to oral language use and learning seemed to be accepted by a large group of teachers. The following figures present speaker norm oriented statements where a large amount of respondents reported agreement overall.

Figure 6

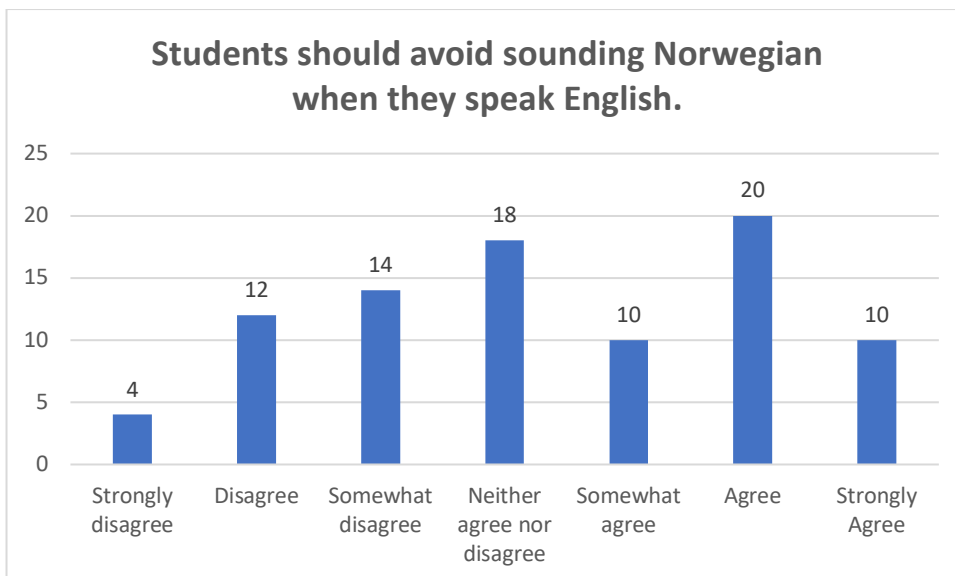
Responses to the statement “Students should learn a specific variety of English and use it consistently”.



Note. N=88.

Figure 7

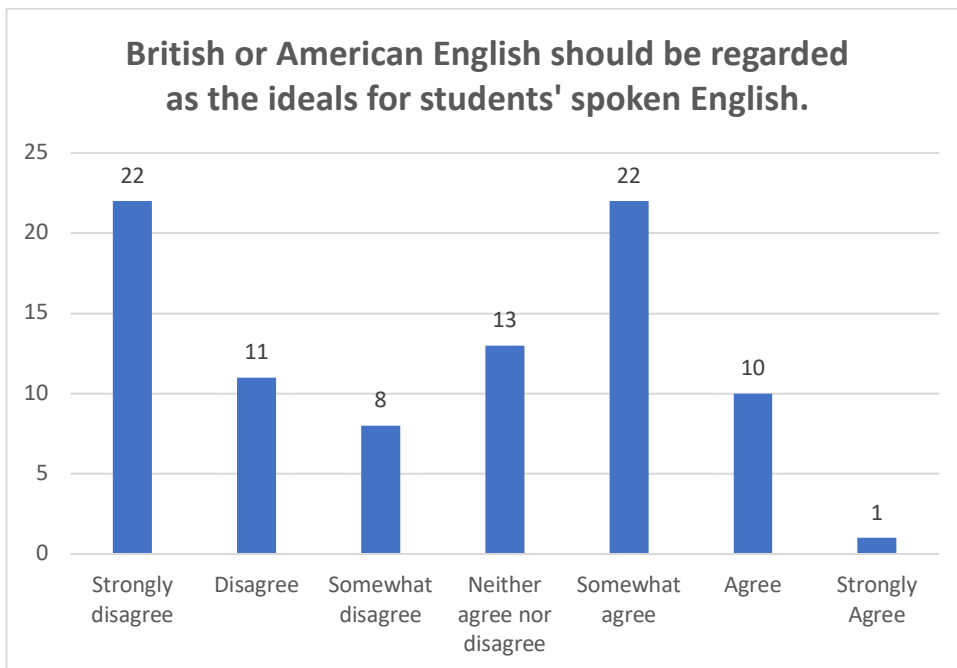
Responses to the statement “Student should avoid sounding Norwegian when they speak English”.



Note. N=88.

Figure 8

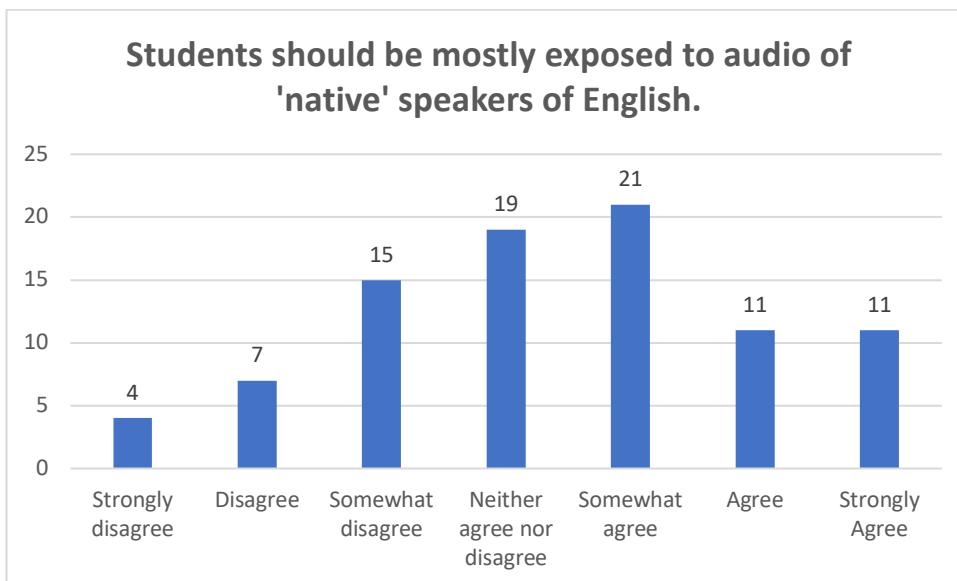
Responses to the statement “British or American English should be regarded as the ideals for students’ spoken English”.



Note. N=87.

Figure 9

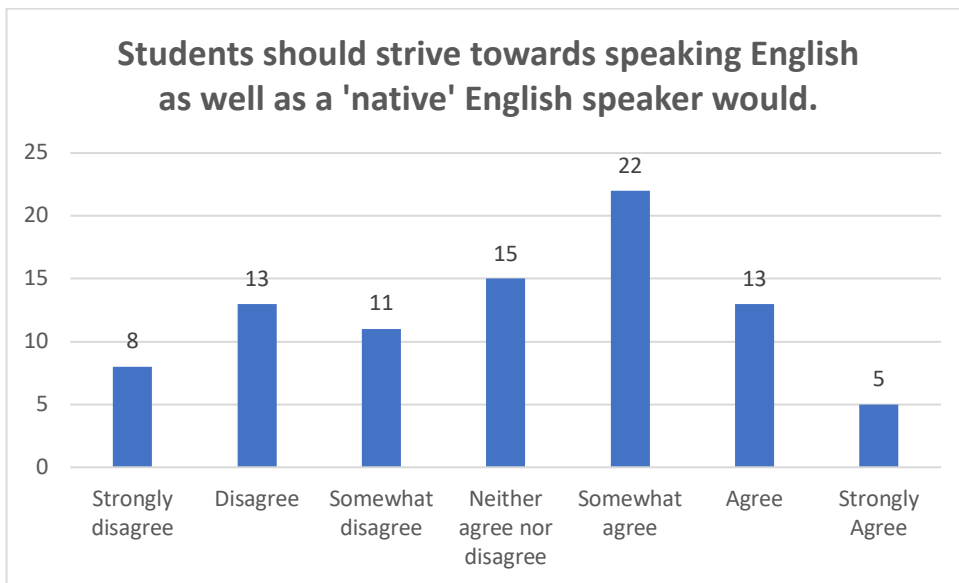
Responses to the statement “Students should be mostly exposed to audio of ‘native’ speakers of English”.



Note. N=88.

Figure 10

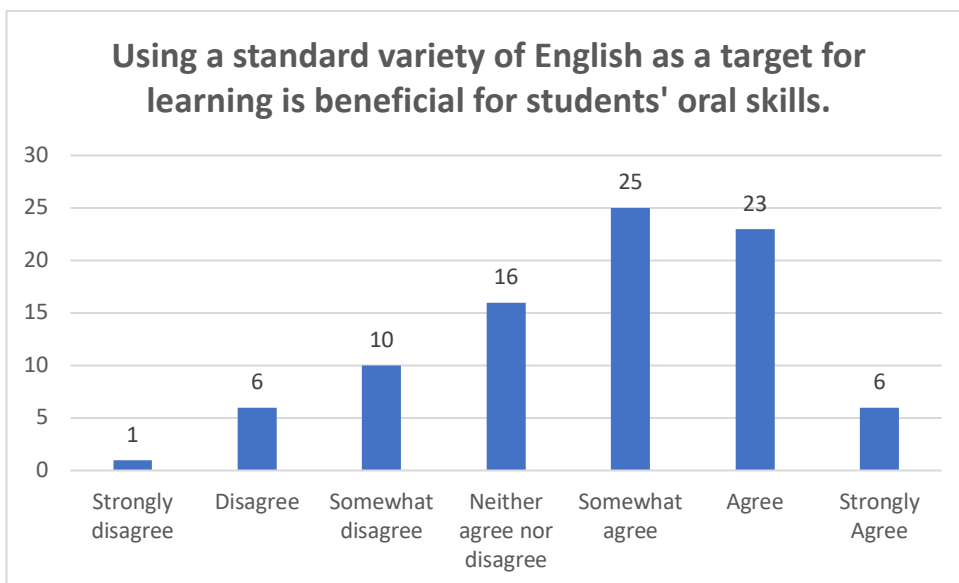
Responses to the statement “Students should strive towards speaking English as well as a ‘native’ English speaker would”.



Note. N=87.

Figure 11

Responses to the statement “Using a standard variety of English as a target for learning is beneficial for students’ oral skills”.

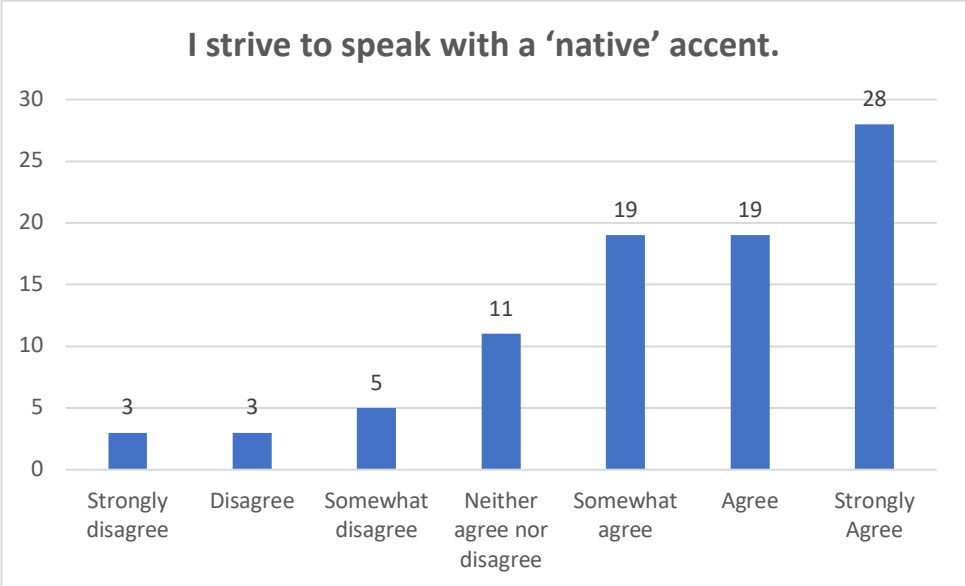


Note. N=87.

Figures 6 to 11 illustrate that a relatively large amount of teachers reported agreement with statements which promote a speaker norm approach to oral language use and learning. In fact, only two of the above statements had a majority of teachers who disagreed (Figures 6 and 8). These responses indicate that ‘nativist’ attitudes were well represented among the respondents, despite the slight overall majority for disagreement with the speaker norm statements. The presence of such ‘nativism’ was further emphasized by teachers’ reported preferences on their own use of ‘native’ varieties of English, as shown in Figures 12 and 13 below.

Figure 12

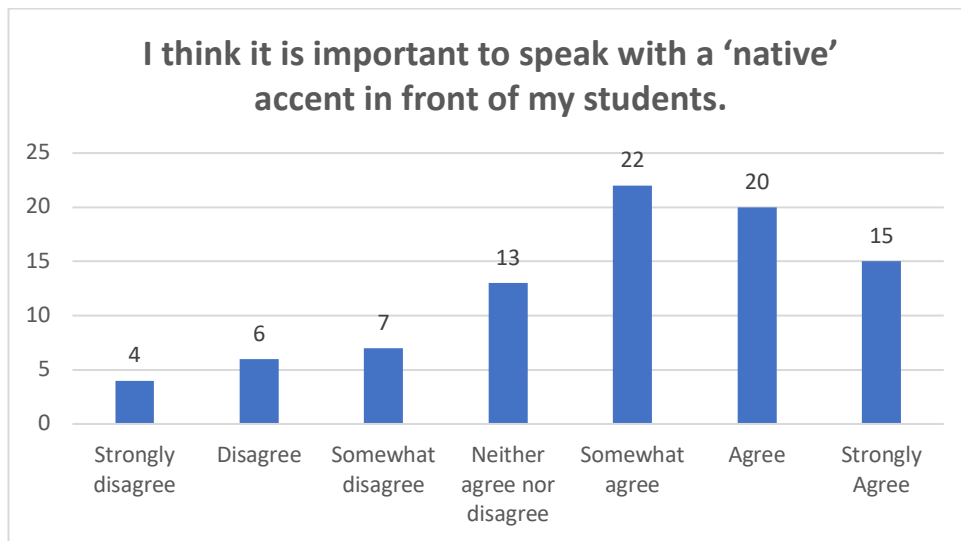
Responses to the statement “I strive to speak with a ‘native’ accent”.



Note. N=88.

Figure 13

Responses to the statement “I think it is important to speak with a ‘native’ accent in front of my students”.



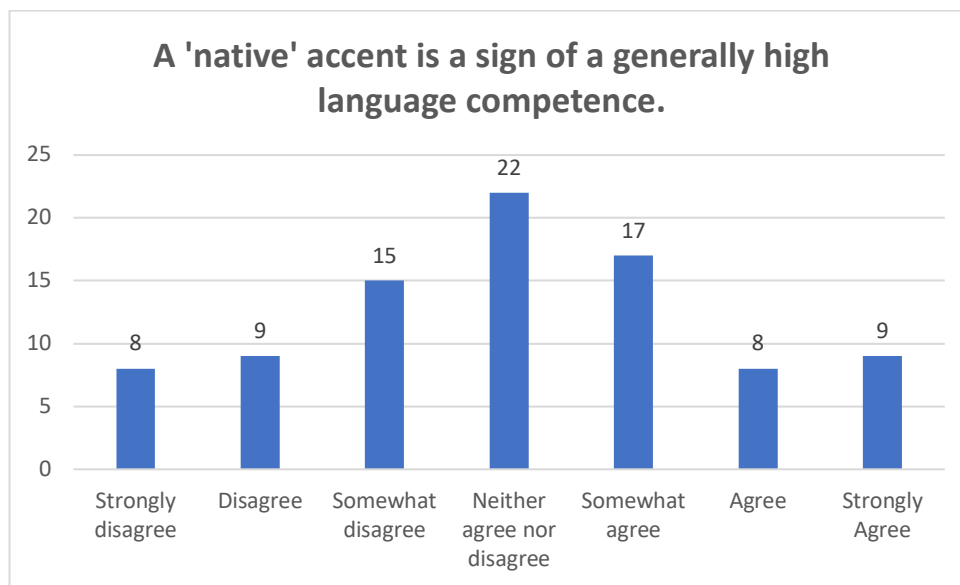
Note. N=87.

Figure 12 shows that 75% of the teachers in this study claimed to speak with a ‘native’ accent themselves, while Figure 13 demonstrates that about 65% also believed it important to speak with a ‘native’ accent in front of their students. These results are noteworthy because there was such a large number of respondents who indicated agreement with these attitudes. The statements regarding students’ accents and language use received more varied responses, but about three in four respondents reported to aim for a ‘native’ accent themselves. In other words, it is clear that most of the respondents had some personal preference for a ‘native’ variety of English, regardless of whether or not they reported promoting such an accent with their students.

Another trend from the responses concerning speaker norms is that the respondents reported inconsistent attitudes on many counts. Not only was there great variation in the responses to individual statements, but responses to some statements also seemed to contradict the responses to other statements. Figure 14 below demonstrates a clear example of opposing attitudes to an individual statement.

Figure 14

Responses to the statement “A ‘native’ accent is a sign of a generally high language competence”.



Note. N=88.

The responses to the statement in Figure 14 present an almost even spread of attitudes: about 36% disagree, and about 39% agree. This means that there were almost as many teachers who believed that a ‘native’ accent indicates high proficiency in English as those who did not. Furthermore, those who were neutral made up 25% of the responses to this statement, i.e. one in four teachers. Results such as these support the overall findings that there are considerable variations in the responses to the speaker norm statements, and that many also report neutral attitudes.

There were also apparent contradictions between the responses given to different statements. Because the statements were aligned with approaches which have different goals and are largely incompatible (as discussed in section 2.5.2), many of the different statements expressed opposing views of the same issues. However, some responses indicated a lack of congruence in the respondents’ attitudes; in other words, the overall attitudes reported to one statement were in some cases in opposition to attitudes reported to another statement. For example, 99% of respondents agreed to the statement “Using the language is the most important way of learning English” (see Figure 1). However, 48% also reported agreement with the statement “Language is learned mainly through imitation” (see Figure 4). This appears as a contradiction, and may indicate that some teachers consider ‘imitation’ as ‘language use’, which is not in line with a communicative approach. In other words, about

one in two teachers seem to hold both of these statements to be true, which arguably represents a mix of both speaker norms and CLT²⁷. Furthermore, the large support for imitation as the most important way to learn a language represents a tendency towards behaviouristic principles for language learning, which was more typical of the Audiolingual Method which arose after World War II (Fenner, 2020). This is opposed to a sociocultural view of language learning, chiefly inspired by the work of Lev Vygotsky, which goes hand in hand with CLT (Skulstad, 2020).

The Mann-Whitney U-test shows that there were some relationships between the responses to the speaker norm-related statements and the respondents' backgrounds. I will here list the relevant groups of teachers and which statements they differed significantly on. For the sake of clarity it is worth reminding that agreement with these statements indicate an inclination towards the speaker norm approach, while disagreement with the statements indicates the opposite.

More experienced teachers reported more agreement with the following statements compared to less experienced teachers:

- A 'native' accent is important for successful communication (p=0.02642).
- In order to achieve a top grade it is important to have a 'native' English accent (p=0.00252).
- Students should strive towards speaking English as well as a 'native' English speaker would (p=0.03156).
- A 'native' accent is a sign of a generally high language competence (p=0.02088).
- I strive to speak with a 'native' accent (p=0.00062).
- I think it is important to speak with a 'native' accent in front of my students (p=0.00158).

Older teachers reported more agreement with the following statements compared to younger teachers:

- A native accent is important for successful communication (p=0.0139).
- In order to achieve a top grade it is important to have a 'native' English accent (p=0.0394).

²⁷ Moreover, despite 99% of respondents agreeing that a language is learned best by using it, Figure 4.1 shows that 32% reported neutrality towards language being learned mainly through imitation. This lack of stance may also be indicative of some confusion or lack of awareness as to the opposing nature of these statements.

- I strive to speak with a 'native' accent (p=0.0198).
- I think it is important to speak with a 'native' accent in front of my students (p=0.00854).

Teachers who had *Allmennlærerutdanning* as their education reported more agreement with the following statements compared to teachers with other types of education:

- A 'native' accent is important for successful communication (p=0.0394)
- British or American English should be regarded as the ideals for students' spoken English (p=0.03).
- A 'native' accent is a sign of a generally high language competence (p=0.00906).
- Language is learned mainly through imitation (p=0.02382).
- In a classroom setting, not all varieties of English are equally desirable (p=0.01078).

Teachers who completed all or most of their education by 2006 reported more agreement with the following statements compared to teachers who had all or most of their education after 2006:

- Students should avoid sounding Norwegian when they speak English (p=0.00714).
- I strive to speak with a 'native' accent (p=0.01314).

Teachers who had *Lektorutdanning* as their education reported more disagreement with the following statements than teachers with other educations:

- Students should strive towards speaking English as well as a 'native' English speaker would (p=0.04444).
- Language is learned mainly through imitation (p=0.02202).

Teachers who had *Grunnskole 5.-10. klasse* as their education reported more disagreement with the following statement compared to teachers with other educations:

- In order to achieve a top grade it is important to have a 'native' English accent (p=0.0198).

Teachers who had lived in an English-speaking country reported more disagreement with the following statements compared to teachers who had not lived in an English-speaking country:

- British or American English should be regarded as the ideals for students' spoken English (p=0.00496).
- Students should be mostly exposed to audio of 'native' speakers of English (p=0.03156).
- Language is learned mainly through imitation (p=0.03846).
- The most important English-speaking cultures for students to learn about are the UK and the US (p=0.0198).

These findings present some similarities. Teachers who were older, more experienced, and who had *Allmennlærerutdanning* as their education all appeared to be systematically more supportive of statements related to a speaker norm oriented approach to the learning and use of oral English than other teachers. When looking at these three groups of teachers there is some overlap in their backgrounds. Firstly, the majority of teachers who had *Allmennlærerutdanning* were older teachers, and all but four were more experienced. Secondly, most of the more experienced teachers (31 out of 46) were also older teachers. Lastly, of the 33 older teachers, all but two were more experienced. Hence, these three variables (older, more experienced, had *Allmennlærerutdanning*) all appear to be linked to some extent in terms of the teachers they apply to. Perhaps more importantly, these variables describe teachers whose beliefs were formed some time ago²⁸. It should be mentioned that these groups did not differ significantly on all or even a majority of the statements related to speaker norms, yet these three groups displayed considerably *more* systematic inclination towards speaker norms than other groups of teachers.

When it comes to disagreement with the speaker norm statements, it appears that the educations *Lektorutdanning* and *Grunnskole 5.-10. klasse* were among the few significant variables. With a few exceptions, those who reported to have these educations were also younger and less experienced. It seems then, in combination with the above findings, that age, experience, and type of education may have some impact on reported attitudes. This observation should be interpreted as a possibility more than a fact, in part because only a few significant relationships were found between disagreeing attitudes and the educations *Lektorutdanning* and *Grunnskole 5.-10. klasse*.

²⁸ *Allmennlærerutdanning* was a type of teacher education available in Norway from the early 1970s until 2010 (Paulsen Hamre & Hamre, 2017) and so the teachers who reported this type of education typically got it some time ago. Also, only a small portion of the respondents in this study reported to have started their *Allmennlærerutdanning* after the implementation of LK06 in 2006.

The teachers who had lived in an English-speaking country appeared to be the sample which showed the most systematic disagreement with the statements related to the speaker norm approach. One might perhaps have expected that those who had lived in an English-speaking country might be somewhat inclined towards the associated variety of the country, but this seems to not be the case. If anything, their responses to the statements they systematically disagree on imply a global, multicultural, and practical approach to learning English. Again, this sample did not display significant relationships in their responses to all or even a majority of statements. However, teachers who have lived in an English-speaking country appeared to be the sample which showed *more* systematic disagreement with the speaker norm statements.

4.3 Interview results

From the coding and analysis of the interview transcripts, a few themes seemed to be integral and recurring in the informants' responses. These themes represent the major findings from the interviews. This section therefore presents and discusses these themes using quotes from the interviews as examples. See Appendix G for the transcribed interviews along with an overview of the transcription symbols used.

4.3.1 Support for a communicative approach

The interviews reinforced tendencies apparent from the questionnaire results, and the informants' responses indicated support for communicative approaches to language teaching in line with CLT. For example, CLT-related attitudes were given by some informants when asked what makes a person a genuine English-speaker:

Teacher A:

To be able to talk about different topics, and to provide information you need, and *to communicate in everyday situations* without feeling uncomfortable about trying to talk and trying to understand when you are not prepared. And also *to be able to use the language* to, you know, *search for information, to have a good time exploring things by just listen or read something you enjoy*. And be able to use it to develop your vocabulary and be comfortable in more and more situations.

Teacher B:

I think, genuine in the sense that you would *not have trouble speaking the language spontaneously*. And also to have- maybe you should also have some knowledge about the culture, because a lot of culture is tied to language as well, and uh.. *But to genuinely speak the language would be to just not have difficulties speaking about a wide variety of topics without being- without preparing in advance.*

Both of these teachers emphasize using the language for practical, authentic situations. The italicized parts of the above quotes indicate that these informants' views of what makes a person a genuine English-speaker rests in the functional aspect of language use; a person who is able to use the language spontaneously and reliably in different communicative situations is a genuine speaker of English. As discussed in section 2.2, the view of language as functional is central to CLT (Richards & Rodgers, 2014). The fact that accent is not mentioned by either informant further reinforces the fact that a functional view of language use is integral to these teachers' views of what makes a person a genuine English-speaker.

The emphasis on the functional aspect of learning English was also evident from other informants, and was in fact a major theme throughout the interviews:

Teacher C:

I try to promote that they actually try and *make themselves understood*, so speak with the language that you actually have at the moment, and then eventually you will kind of be corrected and.. yeah. Make yourself understood. I think that's my main focus. So, the grammar is important, but the most important, especially in eighth grade when they're thirteen, *I think it's more important that they can actually say their opinion and express their feelings, rather than focusing on the grammar.*

Teacher D:

As long as you're able to communicate what you want to communicate, that's good enough for me. Like, (...) as long as [the pronunciation] does not disrupt communication in a meaningful way, it's.. kind of the same, like, how you speak and, uh, honestly.

Teacher F:

I believe that the point to a conversation is to *make yourself understood*. And at the same time, *to understand (...) what the other speaker is telling you*.

The common denominator for these quotes is that the most fundamental purpose of English was seen as the ability to get the meaning across. On a fundamental level, the informants are concerned with using English for the purpose of communication, which is in line with CLT; as mentioned in section 2.2, the negotiation of meaning is the central aspect of a communicative approach (Skulstad, 2020). The statements above also indicate that communication is valued above formal aspects of language; Teacher C mentions how personal expression is valued over knowledge of grammar, and Teacher D believes pronunciation to be acceptable as long as it is intelligible. Both these sentiments reflect the attitude that functional language use is more important than ‘correct’ language use, which is in line with CLT.

In other words, supportive attitudes towards a communicative approach to language teaching was present overall, which reinforces the findings from the questionnaire results. These observations indicate that communicative approaches to language teaching are indeed appreciated by Norwegian teachers of English. It should be noted, however, that this is *reported* support for CLT; because the present thesis has not investigated the actual teaching practices of Norwegian teachers, it is impossible to say whether or not the teachers actually teach this way.

4.3.2 Encouraging students’ oral participation

Another major theme in the informants’ responses was that of encouraging students to participate orally in class. Recurring topics included making students feel comfortable speaking English, motivating oral participation in class, and encouraging students to speak freely with the language they have at the moment. Aspects such as these were in fact mentioned by all the informants, as exemplified by the quotes below:

Teacher B:

I always tell my students it’s better to speak uh.. without a script and to have flaws and errors and accents and stuff, than to be able to read something with perfect accent and a perfect flow, because at the end of the day it’s all about being able to communicate

as freely- and showing that it's *your* language, and that you're able to maybe answer follow-up questions (...).

Teacher D:

(...) generally students are very proficient in speaking English, but they don't.. always have the courage to do so. So being able to, like, use their own English proficiency and see how well they are able to communicate in English, and being able to *try*, and to have the confidence to try to speak English is a big part of what I want to do (...).

Teacher E:

Like, *here*, at school, what I think I need to focus the most on is making them feel comfortable with speaking English in front of others. Some of them are, but many of them, they don't want to say anything, they're afraid to say something wrong, and really nervous about the situation of talking in, like, their second language. So, I think we focus a lot on making, like, safe environments, smaller groups, and speak with persons they feel comfortable with, and also prepare what you are going to say. (...) And also that it's ok to say something wrong, to misspell a word or- grammatical errors doesn't matter. So a lot of focus on that.

The above quotes display attitudes which reflect the apparent support for CLT, seeing as these informants reportedly encourage using the language as an important way of learning English (cf. the importance of oral output in section 2.2 above). As evident from Teacher B's statement, this encouragement is valued over speaking 'correctly' or with a certain accent, which further represents attitudes that are supportive of a communicative approach to language teaching. Teacher E mentions similar aspects by reportedly trying to make students feel comfortable speaking without being too concerned about making errors. These teachers seem mostly concerned with supporting students' confidence to promote language use, which implies a value of functionality over correctness. The informants' encouragement of participation also seems to promote a language learning environment like that advocated by Cook (1999), namely one which is not based on comparison with a 'native' speaker. This promotion is emphasized by statements like "showing that it's *your* language" (Teacher B), "use their own English proficiency" (Teacher D), and "grammatical errors doesn't matter" (Teacher E). This way, the informants also seem to want to motivate their students by making them see themselves as speakers of English in their own right, instead of as "deficient native

speakers” (Cook, 1999, p. 185). These observations seem to demonstrate a distancing from speaker norms, and instead promotes a focus on developing the students’ own English through language use, which mirrors central tenets of CLT.

However, as indicated by the questionnaire results, almost half the respondents report seeing language as mainly learned through imitation (see Figure 4), which appears as a contradiction to the apparent support for learning English through language use. This observation might thus indicate that the teachers interpret “using the language” as any sort of participation in class, and not as a communicative activity. To some degree, then, it seems that the teachers in this study may not have a clear understanding of what constitutes a communicative approach; this will be elaborated on in section 4.4.1.

4.3.3 Clear presence of speaker norms

Despite the reported support for communication, the informants displayed several attitudes in line with a speaker norm approach to language teaching and learning. Most notably, there were several instances where the informants displayed prescriptive attitudes towards certain varieties of English. Following are some quotes which illustrate attitudes which are in line with a speaker norm approach.

Teacher A:

(...) the most globally used English is bad English (hehe), spoken by people who perhaps learnt it as their forth language, that’s not unusual.

Teacher A’s statement about “bad English” being the most common represents a nativist view of the English language. What exactly they meant by “bad English” is not entirely clear, yet it does imply that there exists some variety or varieties of English which are better than others. Teacher A seems to associate “bad” English with those learning it as a foreign language, which in turn implies a negative view of the use of English by people who are not ‘native’ speakers. Seeing as most speakers of English today learns it as a second or foreign language (Crystal, 2012; Kachru, 1996), Teacher A’s statement devalues the proficiency of the majority of English-speakers in the world today. Their use of the term “bad” resembles a ‘nativist orientation towards some form of English which is considered better, and it is hard to understand this as anything else than ‘native’ English. Even though Teacher A does not specify what constitutes “good” or “bad” English, it is clear that these are concepts which the teacher associates with the English language.

The clearest inclination towards the speaker norm approach was evident from one of Teacher B's statements:

Teacher B:

(...) the optimal way to speak is to sound as much as a native speaker as possible, of course. And I do appreciate the aesthetic dimension of speaking English as well, and trying to.. it's an effort thing for many people.

The above quote is an explicit endorsement of the speaker norm approach. Not only does this informant display a clear personal preference for 'native' varieties of English, but "of course" indicates that they also regard the 'native' ideal for pronunciation as something which is taken for granted. Hence, despite 'native' target varieties not being mentioned in the English subject curriculum since M87 (see section 2.6.1), the 'native' ideal is still very much represented by Teacher B. This ideal reportedly factors into the informant's teaching practices as well:

Teacher B:

I mean, you have to choose something, and it's good to have (...) an ideal to work with. Something that you can try to sound as similar as possible to. And so.. I tell [my students] that the best is if they just choose something and try to not change between different accents. Choose one, and then try to work on that, and learn the pronunciation to that particular.. uh.. you know, accent that they choose to speak. So, yes, I.. urge them to find either American or British and to try to copy those.. imitate it as much as possible to the native way of speaking it, I suppose.

Evidently, Teacher B relies on the 'native' speaker as a frame of reference for their students' language learning, with a stated preference for British or American accents. This promotion of specific 'native' accents is problematic not only because it is not warranted by the current English subject curriculum (discussed in section 2.6.2), but also because it implies that students' own accents are inferior, which might negatively impact their motivation (Cook, 1999). Such ideals are in fact very much in line with the speaker norm tradition of earlier curricula, and even contradicts the above noted support for CLT and language use noted in sections 4.3.1 and 4.3.2. Similar attitudes were also evident in some of Teacher F's statements:

Teacher F:

I love British English. So British is for me. Yeah, I'm old-school. I'm old-school, so I introduce British a lot, because that is what I feel most- I feel closest to.

And this is going to be another excellent opportunity for me to introduce to my students the Australian accent, which, may I say, is not one of my favourites and is not a very easy one to understand.

It seems, then, that some of the teachers had quite clear preferences regarding varieties of spoken English, which indicates a considerable presence of speaker norm attitudes. Furthermore, concerning pronunciation, negative attitudes were mentioned by some informants in relation to speaking English with a Norwegian accent:

Teacher B:

If the pronunciation is really- if they have this thick Norwegian accent, and they say certain words, and they keep repeating the same mistakes, then that is something that would pull their grade down.

Teacher C:

And if they have a Norwegian.. *pattern*, if I could say that, whether it's grammar or it's pronunciation, then I would probably take that down, that would reduce their grade, because it- well, if it hinders communication with somebody who is not Norwegian, I would definitely.. yeah, that would definitely have an impact on their grade.

Of course, not all the informants shared these views. For instance, Teacher D provided a different attitude towards speaking English with a Norwegian accent. This teacher spoke with a clear Norwegian accent themselves, and had a positive view of such an accent, which they also provided their rationale for:

Teacher D:

Like, uh, (hehe) obviously I think that is perfectly OK, considering my accent. Uhm.. And, uh, you asked me earlier if my- I think it was if my view of English has changed during my- during my university education or something.. (...) And we read some

research about how Norwegian is- like what.. if it's positive to speak with a Norwegian accent or negative, and it was quite positive. Among all listeners except Norwegian listeners. (...) So after reading that research I was very.. *happy* about not trying to force English in any way, or speak more uh.. (...) like, British or American.

In other words, not all the respondents indicated negative attitudes towards the use of certain accents. However, such attitudes were still well represented across the interviews. Statements which are negative towards the use of certain varieties of English seem almost surprising, because the same informants on other accounts have expressed that the most important aspect of learning English is to be able to communicate in it in different situations, as exemplified above in section 4.3.1. Even though the informants report to mostly focus on the communicative aspects of language learning, some also show clear negative attitudes towards certain ways of speaking. This observation may be indicative of the informants not realizing that negative attitudes towards varieties of English are incompatible with a truly communicative approach.

It should be noted that in the above quote, Teacher D mentions how a specific experience from their education impacted their view on accents related to language learning and teaching. Teacher C also remarked a similar experience:

Teacher C:

(...) when I did the pedagogy I had a teacher who said that- who asked a question: Who actually owns English? So, what English is actually the most important? Or- I mean, we have several countries where English is spoken, so which one is actually the one that can choose which one we should speak? So, that's always kind of in the back of my mind when I speak to my students, and I prefer them to be able to use their language to their best, instead of actually focusing on them having a certain tone or dialect, which is, I think, not important. The most important is that they can communicate well.

The experiences reported by Teachers C and D evidently made an impact on how they relate to different varieties of English in their teaching. These experiences from their respective educations thus appear to have made these two teachers more conscious about what kind of oral English should be promoted in their classrooms. Their reported experiences are noteworthy because these were the two teachers who were *congruent* in their questionnaire

responses (see section 3.4.3), and were selected for the interviews based on their low support for speaker norms. In other words, their reported experiences may indeed have influenced their teaching beliefs to some extent. Their reported experiences distinguish themselves from those of the other informants, and may indicate that it is useful for teachers to explicitly confront their language beliefs. It may also appear, however, that the other informants have not had similar experiences, which might explain why they are more inclined towards speaker norms compared to Teachers C and D.

4.3.4 Inconsistencies

The informants also displayed inconsistencies in their attitudes, meaning that while they reportedly emphasized communicative competence in one place, they reported contradicting ideas elsewhere in their respective interviews. For example, Teacher C indicated that a Norwegian accent might hinder communication and thus lead students to receive a lower grade, yet only a few paragraphs later they also stated the following when asked whether or not they discouraged any varieties of English:

Teacher C:

No, I don't see why. I mean, I've discussed this with teachers as well, before, when we were doing sort of oral exams, and I don't think that's the point. The point is actually if you can speak just as well and have a fantastic English language, but then have the Norwegian kind of tone to it, that does not make you kind of a less of an English-speaker. In my opinion.

Evidently, Teacher C report inconsistencies in their attitudes towards speaking English with a Norwegian accent. The above quote seems odd compared to Teacher C's earlier comment on the Norwegian accent as detrimental for communication and something that "would definitely have an impact on [a student's] grade". This inconsistency might perhaps be indicative of lack of reflection on this topic.

Another case of inconsistencies within an interview is evident from Teacher B's statements. On one hand they report wanting students to use the language they have at the moment, and that participation and communication is more important than accent and correctness:

Teacher B:

(...) what's most important is that they actually feel *comfortable* speaking, that they overcome the shame of speaking another language, because that's what really prevents them from becoming great speakers of English the way I see it.

On the other hand, when it comes to what they emphasize while grading students' oral skills, Teacher B also seems to value a 'nativist' ideal for spoken English, with a large focus on correctness:

Teacher B:

And then, uh, I suppose pronunciation, intonation. To have that, you know, pretty much close to the standard of the.. what they've chosen. Uh, grammar, of course. They need to speak.. as, uh, close to perfect as possible.

Wanting students to speak "as close to perfect as possible" seems incompatible with a learning environment where students are supposed to feel comfortable speaking English. If "perfect" means adhering to a 'native' variety, as how Teacher B indeed seems to define it, then any other variety will be perceived as imperfect. It thus seems like a paradox to want students to feel comfortable speaking while simultaneously expecting them to speak perfectly.

It was noted above that Teacher B quite explicitly promoted a speaker norm ideal for English pronunciation. It is clear that this informant holds personal evaluations of varieties of English, which evidently factors into their professional attitudes. This means that even though Teacher B believes communication to be integral to the teaching of English, they also hold quite clear normative attitudes towards oral English, which are in fact more in line with a speaker norm approach. In other words, Teacher B seems to combine both CLT and speaker norms in their approach to teaching, and does not appear to experience this combination as problematic or contradicting.

4.4 Discussion of findings

The following sections discuss the findings which were presented above in more depth. The discussion first focuses on how the interview results may help explain the questionnaire results, and then move to the overall findings of the thesis.

4.4.1 Questionnaire results in light of the interviews

The questionnaire results clearly demonstrated that there existed some mixed attitudes concerning speaker norms and CLT among the teachers in question; while the average percentage of agreement with the CLT statements was 85,75%, the average percentage of agreement with the speaker norm statements was 37%. The support for speaker norms may be considered surprisingly high, and means that 1) speaker norm attitudes are still present among the teachers in my study, and 2) some of the teachers report support for both CLT and speaker norms to some extent. The questionnaire results may be explained by the perspectives given in the interviews, which indicate that the teachers' alignment with CLT or speaker norms seemed to depend on the individual beliefs and experiences of the different teachers (in line with Borg, 2003).

As discussed in section 2.6, the Norwegian English subject curricula after 1974 have not presented a clear-cut shift away from speaker norms to CLT. Arguably, this paradigm shift of the past curricula has not taken teachers' cognitions into account to a sufficient degree, and the mixing of speaker norms and CLT over several curricula may thus have contributed to the continued perception that target varieties are still viable in the classroom. The informants' responses concerning LK20 (which is being implemented at the time of writing) made for some noteworthy insights into how teachers' cognitions influence their interpretation of and adaption to a new curriculum. This is exemplified in the following responses to whether or not the informants believed they would have to change their teaching practices in any way due to the new English subject curriculum (LK20):

Teacher B:

No. Not really. I just do my thing, and I've done the same thing for eight years, and that's what I do. So I don't think it's going to have a lot of importance.

Teacher F:

Honestly, no. This is the wrong thing to say, I'm not supposed to say this really, but honestly no. I do my English classes the same way I have always done it, I use the same amount of energy and the same amount of resources.

The above quotes indicate that these teachers attach more value to their personal teaching experience than to the new curriculum. It is noteworthy that these informants admit to this resistance so openly, and their belief in their existing practices seems quite strong; Teacher F

even acknowledges that “this is the wrong thing to say”, but holds on to their conviction nonetheless. This reluctant approach to the new English subject curriculum supports the observations made by Pajares (1992), most notably that teachers’ beliefs are formed early on and that they are resistant to change. This means that not all teachers may be inclined to accept a new curriculum, which supports that teachers’ beliefs indeed may function as a “filter through which new phenomena are interpreted” (Pajares, 1992, p. 325). This filtering effect is problematic; for instance, LK20 includes important changes for the English subject compared to the previous curriculum, like the removal of numeracy as a basic skill, a greater focus on assessment as part of teaching and learning, an emphasis on deep learning, and the introduction of cross-curricular topics (Burner, 2020). In other words, the filtering effect described by Pajares may have serious consequences.

The continued presence of speaker norm attitudes among the teachers in this study may similarly indicate a limited impact from previous, communicatively based curricula. Teacher E provided a useful reflection on this phenomenon when talking about how teachers may go about dealing with the implementation of a new curriculum:

Teacher E:

Since we have been working with this old [curriculum] for so many years it’s sort of natural that you’re sort of using the same things that you have, but you’re trying to renew them, in a way, to make them fit into an existing pattern. That might also be because of time issues.

Teacher E seems to acknowledge the observations made by Pajares (1992), and indicates that teachers may face a new curriculum by adapting their existing practices to it. The relatively high support for speaker norms in the questionnaire may thus indicate that the teachers to some extent keep and adapt their teaching beliefs, which appear grounded in personal teaching and learning experiences. The fact that the teachers’ cognitions appear so integral to how they approach changes in educational policy is supported by Borg’s (2003, p. 91) observation that “teachers’ cognitions (...) emerge consistently as a powerful influence on their practices”. Hence, the teachers in my study seem somewhat reluctant towards change in their teaching practices, which, combined with the gradual paradigm shift of the past curricula, may explain why so many still report support for aspects of the speaker norm approach.

The importance of teachers' cognitions was further evidenced by the results of the Mann Whitney U-test. As discussed in section 4.2.2, the test indicated that some groups of teachers displayed more systematic support for the speaker norm statements in the questionnaire compared to other teachers. These groups of teachers were those who were older, more experienced, and who had *Allmennlærerutdanning*. In other words, these teachers are those whose teaching beliefs have been formed some time ago. These teachers have therefore likely had more of their schooling and teaching experience influenced by older curricula compared to other teachers, which means they may have had more influence from speaker norms on the formation of their professional beliefs and practices. The fact that teachers who are older, more experienced, and who had *Allmennlærerutdanning* displayed more systematic support towards the speaker norm statements thus supports the above observation that teachers' beliefs seem resistant to change, and that early, personal experiences seem to heavily influence their continued professional views. Moreover, the results to the Mann Whitney U-test also suggested that curricular changes may have had limited impact on active teachers' beliefs, since the support for speaker norms seem to have remained among teachers who have been teaching for some time.

The interviews also indicated that some of the teachers may have had unclear theoretical understanding of CLT, which might help explain the inconsistencies demonstrated in the responses from the questionnaire. For example, informants were asked whether or not they were familiar with CLT. As discussed in section 2.4, this is a teaching approach which has factored heavily into the Norwegian English subject curricula since the 1980s. However, four out of the six informants claimed to not have heard about CLT before. Only teachers B and D expressed some familiarity with the approach, although to a limited extent:

Teacher B:

It's been a while. I think I've heard about it and it may have been a part of my studies, but I can't really remember what it is.

Teacher D:

I've not heard like those words you used for it, but it kind of sounds like the idea that was taught when I went to school, like.. uh, at university I mean, like, what is- what do we want in an English classroom, and it's all about communication and that sort of thing.

With the importance of CLT for the Norwegian English subject curricula in mind, the lack of knowledge about the approach among the informants seem striking; on a conceptual level, it appears mostly unfamiliar to them. Also, when asked how they interpreted ‘communicative competence’ the informants gave mostly vague and uncertain answers, as exemplified below:

Teacher A:

That means to.. be able to have, uh.. yeah, to have a communication where you can ask and answer things, to explain things to others, to give information, to interpret it. And also, like we’re doing now, to not only use it face to face, but to be able to use digital things and- *how* do you communicate in phones and.. situations. Yeah, and for different *purposes*.

Teacher E:

Yeah, maybe like I mentioned earlier, that it’s also a technique of how to participate in a conversation, it’s more than just your language, but also how you respond and how you interact in a conversation. If that could be, like, communication skills (hehe).
Yeah.

These statements seem to support Skulstad’s (2020) observation that many teachers lack a clear understanding of communicative competence, due to its many different and technical specifications over the years. It does indeed seem like CLT and communicative competence were not understood clearly by all the teachers in this study. Such a lack of understanding among the teachers may have two important implications for the results of the questionnaire. Firstly, the strong support for CLT indicated by the questionnaire responses may be due to different understandings of what constitutes a communicative approach among the teachers in question. If the teachers have unclear understandings of CLT and communicative competence, then they might believe their teaching to be communicatively oriented, even if it is not. The large support given to the CLT statements might therefore be due to the respondents interpreting the statements differently. Secondly, a lack of understanding of CLT and communicative competences may cause teachers to continue promoting certain accents over others, because they do not recognize that aspects of speaker norms and CLT are incompatible. As noted by Rindal (2020, p. 34) key aspects of a communicative approach like “intelligibility” and “appropriateness” may easily be interpreted as “intelligible and appropriate *for native speakers*”. In other words, if the teachers do not know what constitutes

a truly communicative approach, then they might not be able to identify the problems related to promoting speaker norm aspects within such an approach. The mixed results of the questionnaires and interviews along with the informants' vague understandings of CLT thus indicate that the teachers in this study lacked some knowledge of this important approach, despite the communicatively oriented curricula of the past few decades.

4.4.2 Overall findings

All in all, the findings of the present thesis indicate that most of the teachers asked report to be in favour of a communicative approach to the teaching of English. As mentioned in chapter 2, Skulstad (2020) stated that communicative competence is the most important concept in the teaching of foreign languages. This observation is supported by the fact that attitudes in line with CLT was so apparent in the results from both the questionnaires and the interviews. A communicative approach to language teaching seems to be an agreed-upon, fundamental part of teaching English for most of the teachers in question. This is evident from the high percentages of agreement with the CLT-related statements from the questionnaire, and supported by the fact that all the informants emphasized functional aspects of language use and the importance of output in their respective interviews. In other words, it appears that the decades of communicative influence on the teaching of English in Norway have had noticeable effect.

Despite the general support for CLT, however, the above results also demonstrate that speaker norms are still very much present among teachers of English in Norwegian lower-secondary schools. The questionnaire results perhaps demonstrated this best; on average, 37% of teachers reported attitudes that were supportive of a speaker norm approach to language teaching. Several individual speaker norm statements also received relatively high numbers of agreement, most notably in relation to target variety ideals. In the interviews, informants expressed preferences for certain spoken varieties of English. Moreover, some spoken varieties of English seemed to be devalued by some of the informants. These observations present somewhat of a contradiction to the results concerning CLT. On the basis of the results from both the questionnaire and the interviews there seems to be a clear trend of attitudes in line with both CLT *and* speaker norms among a considerable portion of the teachers in question. This combination of approaches is not entirely unproblematic; as discussed in section 2.5.2, the two approaches are largely incompatible, seeing as they have different views of what a language is, how it is learned, and to whom it belongs. Consequently, to some extent the teachers in this study had different ideas of what is considered “ideal” oral English.

The mixed findings of the present thesis appear to be in line with the findings of Bøhn and Hansen (2017). Their study focused on Norwegian teachers' orientations towards intelligibility and 'nativeness', both of which are closely linked to CLT and speaker norms respectively²⁹. Their results indicated that while the teachers in question seemed strongly oriented towards intelligibility, they differed on the importance of 'nativeness'. In other words, the findings of Bøhn and Hansen mirror those of my own; it may appear that teachers of English in Norway might still incorporate 'native' ideals into their teaching to some extent, while also promoting communicative aspects.

Overall, the findings of the present thesis indicate that the communicative paradigm has been adopted by the teachers in question only to a limited extent. Despite the curricular paradigm change from speaker norms to CLT over the past decades (see section 2.6) it seems that speaker norms continue to factor into the beliefs and reported practices of the teachers in this study. The results of the present thesis thus mirrors the findings by Vilà (2018), who found that there was an implementation gap between the intended aim of LK06/13 and the teaching practices of Norwegian teachers of Spanish. As such, the teachers in Vilà's study "perceived language, and language teaching and learning from the former language paradigm stance" (p. 18). Similar results were also presented by Eisenstein-Ebsworth and Schweers (1997). Their study on teachers from New York and Puerto Rico indicated that the teachers' beliefs were influenced by their personal experiences within the teaching tradition in which they have found themselves, and that these influences appeared to stay with the teachers in some form. These findings thus support my own; elements from the speaker norm approach have continued to exist among the teachers in my study, which indicates that the beliefs of Norwegian teachers to some extent may be influenced by past teaching traditions in Norway.

The findings discussed in section 4.4.1 may help explain why speaker norms remain so prevalent among the teachers in this study. First of all, it seems that the teachers in question were somewhat resistant to change in their beliefs and practices, and had a tendency to keep teaching "the same way [they] have always done it" (Teacher F). This resistance towards change may have been supported by the fact that the changes in past curricula have been slow and, arguably, unclear. As discussed in section 2.6, speaker norm aspects were only gradually removed over the course of several curricula, which means that aspects of speaker norms and CLT have been promoted alongside each other within the same curricula (e.g. as in

²⁹ "The nativeness principle states that it is both feasible and desirable for L2 learners to achieve nativelike pronunciation; the intelligibility principle holds that these learners simply need to make themselves understood" (Bøhn & Hansen, 2017, p. 56).

Reform 94). Also, no curriculum has communicated that ‘native’ varieties should *not* be an aim in the teaching of English; instead, more recent pronunciation aims, like that in LK06/13, have been stated in non-specific terms which are open for interpretation (Bøhn & Hansen, 2017). The slow curricular changes may thus have reinforced teachers’ tendency to continue their existing practices, because the curricula have not communicated their aims and intentions sufficiently. In other words, teachers’ cognitions may not have been sufficiently accounted for in the development of the past Norwegian English subject curricula.

Section 4.4.1 also indicates that the teachers in this study to some extent lacked a clear understanding of CLT and communicative competence. This observation questions how well the communicative paradigm has actually been adopted by Norwegian teachers. Despite CLT likely being the most influential approach to the teaching of foreign languages today (Skulstad, 2020; Spada, 2007), the interview informants mostly reported being unfamiliar with the concept. They also presented different and vague definitions of communicative competence, and some reported advocating a focus on the functional aspects of language use while also promoting certain ‘native’ varieties of English as accent ideals, thus mixing speaker norms and CLT. It seems, then, that the past curricula have been somewhat unsuccessful in consolidating CLT among the teachers in question. Again, the open nature of the recent curricula may play a part as to why CLT seems to be only partly recognized by the teachers in my study, because it may allow teachers to continue relying on “old” beliefs and practices. For example, LK06/13 lacks specificity related to teaching methods and materials (Fenner, 2020), which arguably leaves room for interpretation by teachers. According to Skulstad (2020, p. 57), with the exception of Reform 94, Norwegian English subject curricula have not explicitly mentioned the concept of communicative competence, in order to avoid confusing terms for parents and students. The mixed attitudes evident from the results of the questionnaire, and the informants’ overall lack of familiarity with CLT, thus indicate that recent curricula may have been unable to consolidate the communicative paradigm among the teachers in question, which may have contributed to the continuation of speaker norms.

5.0 CONCLUSIONS

This final chapter sums up the main findings and conclusions in relation to the thesis' research questions. First off, a brief summary of the study is provided, before answers to the three research questions will be proposed based on the findings reported above. The chapter also outlines the didactical implications of the findings, and provides suggestions for future research.

5.1 Summary and conclusions

This study set out to investigate English teachers' attitudes towards oral English use, learning, and teaching in Norwegian lower-secondary schools, in order to examine how the relevant teachers positioned themselves with regards to CLT and speaker norms respectively. As discussed in Chapter 3, an Explanatory Sequential Mixed Methods Design (Creswell & Creswell, 2018) was employed in order to answer the research questions of the present thesis, in order to give a relatively full picture of the relevant teachers' reported attitudes. As such, questionnaires were administered to 88 teachers of English in Norwegian lower-secondary schools from all over the country, and subsequent interviews were conducted with six out of the 88 questionnaire respondents. In other words, data was collected in two phases, and the selection of interview informants and the design of the interview guide were both guided by the questionnaire results. Through this MMR design the thesis thus aimed to shed some light on what the relevant teachers considered ideal oral English use and learning.

This thesis constitutes a study of teacher cognition, a field of research which is concerned with "what teachers know, believe and think" (Borg, 2003, p. 81), and how such cognitions influence teaching and learning. The study looked at the relevant teachers' reported attitudes in order to answer three research questions:

RQ1: What are the teachers' reported attitudes towards CLT?

RQ2: What are the teachers' reported attitudes towards speaker norms?

RQ3: To what extent do the teachers' reported attitudes represent the communicative focus of the post 1974 English subject curricula?

Because speaker norms and CLT promote different and incompatible goals for language learning and teaching, the present thesis was aimed at uncovering how teachers related to these two approaches attitudinally. The Norwegian English subject curricula post 1974 were

used as a point of reference in order to see how the teachers' reported attitudes compared to the intended curricular shift from speaker norms to CLT over the past decades. The following sections will sum up and present how the findings of this study have answered the three research questions.

5.1.1 The teachers' reported attitudes towards CLT

The results from both the questionnaire and the interviews demonstrated that the teachers in this study were largely supportive of CLT. The responses to the questionnaire statements indicated that very few teachers reported disagreement with central aspect of CLT, and the support was quite high overall. A few significant relationships were found between certain background variables and the responses to the CLT statements, but no group distinguished itself as considerably more or less inclined towards CLT. In other words, the different groups of respondents reported support for CLT overall, meaning that support for the communicative paradigm is present to some extent among all the teachers regardless of background variables. The interviews displayed that all the informants mentioned functional language use, and also seemed to view language use as an important part of learning English. These findings indicate that the curricular paradigm shift towards CLT over the past decades have had noticeable impact, in the sense that the teachers in question mostly reported appreciation for a communicative approach to the teaching of English.

However, it also seems that the teachers in question may have unclear understandings of CLT. This is evident by the fact that the questionnaire responses also showed relatively large support for the speaker norm statements. Also, the responses to some speaker norm statements appeared to directly contradict the responses to opposing CLT statements, indicating attitudinal inconsistencies among the teachers. Furthermore, the interview informants' reported little familiarity with CLT on a conceptual level, and provided different and vague definitions of communicative competence. This means that the teachers in my study may have different interpretations of what constitutes a truly communicative paradigm. Consequently, the teachers in this study may have reported support for the communicative paradigm regardless of whether or not their practices actually reflect this support.

5.1.2 The teachers' reported attitudes towards speaker norms

The perhaps most notable finding of this study is the fact that speaker norm attitudes seemed relatively well represented among the teachers in question, which indicates that the speaker norm tradition continues to be a noteworthy influence on the teachers' reported beliefs and

practices. The questionnaire results demonstrated that a considerable portion of the teachers reported support for the speaker norm statements overall, and several individual statements oriented towards a speaker norm approach received a majority of agreeing attitudes. Also, a relatively large amount of teachers gave neutral responses to many speaker norm statements overall, indicating a large degree of uncertainty towards the relevance of speaker norms. The fact that so many respondents reported agreement or uncertainty towards the speaker norm statements implies that this approach is not recognised as outdated or problematic by the majority of teachers in question. However, it is important to note that two of the least speaker norm oriented teachers (Teachers C and D) described specific experiences from their teacher training which had challenged the traditional ‘native’ speaker goal for English learning and teaching, and thus reportedly influenced these teachers’ reported attitudes in disfavour of speaker norms.

Furthermore, teachers who reported to be older, more experienced, and who had *Allmennlærerutdanning* as their education all displayed more inclination towards speaker norms compared to other teachers. Teachers who had lived in an English-speaking country appeared to be the group with the most systematic disagreement with the speaker norm statements. In other words, some background variables appeared to be related to an orientation towards speaker norms; most notably, teachers whose beliefs have been formed some time ago seemed to be more in favour of this approach. Several interview informants also reported preferences for or against certain spoken varieties of English, and some even reported promoting ‘native’ ideals for their students’ oral English use. The interviews also reinforced findings from the questionnaires which indicated that some teachers seem to view imitation as an important part of language learning. This observation indicates that some teachers’ views on language learning may be more in line with behaviourism than with a socio-cultural view of learning.

5.1.3 Teachers’ reported attitudes compared to the communicative focus of the post 1974 curricula

From the conclusions regarding teachers’ reported beliefs about CLT and speaker norms it appears that there is somewhat of a distance between the intended aims of LK20 and the teachers’ reported attitudes towards oral English use, learning, and teaching. In other words, the curricular paradigm shift from speaker norms to CLT appears to not have been fully realised among the teachers in this study. The teachers in question, while reporting considerable support for aspects of CLT, also reported relatively large support for aspects of

the speaker norm approach. This indicates that while the teachers reported to mostly having accepted the communicative paradigm, to some extent they also reported teaching in line with the previous language teaching paradigm.

The interview results may in particular help explain the apparent distance between curriculum and teachers. The informants displayed a notable degree of resistance towards change in their practices and beliefs; one informant even acknowledged that this resistance was problematic, yet explicitly stated that they would nonetheless keep teaching how they were used to. Another informant reflected that it might indeed be easy for teachers to continue their existing beliefs by adapting them to new “patterns”, i.e. curricula. The teachers thus seem to have a tendency to continue their existing practices, despite new influences or guidelines. The fact that speaker norms continue to be relatively prevalent among the teachers in this study thus indicates that the post 1974 curricula have had limited impact in facilitating a shift towards CLT among the teachers in this study. This limited impact is further reinforced by the informants’ lacking understanding of CLT and communicative competence, concepts which have been integral to Norwegian curricula ever since 1987. The fact that the overall attitudes reported in this study are so mixed further reinforces that there is some uncertainty among the teachers as to what constitutes a communicative paradigm, and how it is different from a speaker norm approach. All in all, the findings of this study indicate that the post 1974 Norwegian English subject curricula may not have sufficiently accounted for the impact of teachers’ cognitions; these curricula may thus have indirectly allowed for the continuation of the speaker norm tradition despite a fundamental (yet perhaps understated) orientation towards CLT.

5.2 Didactical implications

The findings of this study has clear implications for the teaching of English in Norwegian lower-secondary schools. Perhaps most noteworthy, it appears that there is a need for teachers to become more conscious of their own teaching beliefs and practices. As the findings demonstrated, there was a considerable mix of attitudes among the teachers in this study, and there was also an apparent uncertainty among many as to the relevance of speaker norm aspects (for instance, see section 4.2.2). However, as noted in section 4.3.3, two of the informants (Teachers C and D) reported that specific experiences from their educations in which the ‘native’ speaker goal was challenged had influenced their perspectives on what kind of oral English they believed should be taught. This reported change in perspective were supported by these teachers’ responses to both the questionnaire and the interviews. In other

words, making teachers conscious of their beliefs and practices may indeed be fruitful for language teaching. In line with these teachers' statements, Haukås (2020, p. 371) claims the following:

(...) if teachers and student teachers are to develop and be receptive to new knowledge, they need to become aware of their own beliefs. In teacher education, it is important that student teachers have the opportunity to discuss their own beliefs, but they should also be encouraged to reflect on these issues on their own.

On a similar note, Borg (2003) mentions that teacher training programmes that do not take teachers' prior beliefs into account are less influential on teachers' cognitions. It thus appears that making teachers conscious of their own beliefs is paramount for how they approach new knowledge and perspectives, and such consciousness should arguably be promoted more heavily both in teacher education and for in-service teachers. To this end, Haukås (2020, pp. 371-372) proposes an approach which can facilitate a consciousness-raising process for English teachers, which is displayed in Table 4.

Table 4

Haukås' (2020) suggestion for a consciousness-raising process for teachers of English

Phase 1	The teacher examines his or her beliefs about one or several issues related to English didactics and reflects over where these beliefs come from.
Phase 2	The teacher discusses and shares his or her own beliefs with other teachers.
Phase 3	Comparing one's own beliefs with research findings.
Phase 4	Testing and developing one's beliefs through classroom research.

Haukås' suggestion provides a useful approach for teachers to challenge and develop their own teaching beliefs and practices. By going through phases one to three teachers can challenge their existing beliefs, which in turn allows them to explore and test new ones in the classroom in phase four. The suggestion by Haukås therefore provides an approach that teachers can use to continuously challenge and develop their teaching beliefs over their careers.

However, it might not be enough to leave the solution to the teachers alone. Teacher education programmes have a certain responsibility to equip student teachers with the tools and resources they need in order to teach languages adequately. The experiences described by Teachers C and D in section 4.3.3 may present some elements which teacher educations arguably could draw on in order to promote awareness concerning language and teaching beliefs. Teacher C described how a discussion on “Who really owns English?” had shaped their view of oral English teaching, and Teacher D mentioned how they had read a piece of research which had made them more supportive of speaking English with a Norwegian accent. These experiences may indicate that there is potential for teacher training programmes to affect teachers’ beliefs, a possibility which is also mentioned by Borg (2003). Therefore, such programmes may for instance benefit from courses that explicitly address questions of ownership and identity related to the English language. Based on the finding of this study there may be a need for consciousness-raising among Norwegian teachers of English concerning what should be “ideal” oral English, and so relevant training programmes could benefit from including research-based courses focusing on topics such as English as a global language or English as a lingua franca, or courses which in some way discusses questions of ownership and identity related to English. This is not to say that existing teacher educations do not include such courses, but there may be a need for this type of courses to be more prominent in the education of English teachers.

Also, because LK20 promotes communicative competence to a greater extent than before (Burner et al., 2019) this central concept requires more attention in the teaching of English in the Norwegian context. As noted a few times in this thesis, CLT and communicative competences suffer from issues of misinterpretations and misunderstandings (Skulstad, 2020; Spada, 2007), and the mixed results of this study appear to support this fact. Again, teacher training programmes may need to re-evaluate how CLT is communicated to student teachers, and may need a greater emphasis on how this approach does *not* rely on ‘native’ speakers as the ideal for language use. Introductions of CLT in teacher training programmes could for example be coupled with consciousness-raising discussions and tasks in line with Haukås’ suggestion above. This way student teachers could reflect on their own experiences as learners through the lens of a communicative approach, in order to challenge and develop their own teaching beliefs.

Furthermore, future English subject curricula should also provide clearer parameters for the goals of oral English learning and teaching. As noted above, previous curricula have been subject to interpretation (e.g. Bøhn & Hansen, 2017; Fenner, 2020), meaning teachers

have been able to approach teaching and assessment somewhat differently. Also, specific competence aims for pronunciation have not been included in the English subject curricula after M87 (as discussed in section 2.6), yet teachers seem to take pronunciation into account for assessment (Bøhn, 2015). For these reasons, and particularly for the sake of assessment, the implementation of future curricula should devote more attention to providing clearer pronunciation aims for teachers in all of Norway, so that the intended, communicative goals of language learning are more readily apparent.

5.3 Suggestions for future research

As discussed in section 1.3, there was ample reason to believe that the speaker norm tradition may still be present to some extent among Norwegian teachers of English. For this reason there appeared to be a need to investigate how these teachers aligned themselves with CLT and speaker norms, in order to identify which language teaching paradigm, and thus which conception of ideal oral English, was represented among them. The present thesis has addressed this research gap by investigating which attitudes a sample of the relevant teachers hold towards CLT and speaker norms. An important issue concerning research on teacher cognition is that it is important for such research to investigate teachers' *actual* practices (Borg, 2003). Because of limitations of scope and time, this thesis has only concerned itself with the *reported* attitudes of the teachers in question. However, this investigation has laid an important foundation, and suggests that teachers' beliefs and practices to some degree may reflect a past language teaching paradigm. Future research should attempt to investigate Norwegian teachers' practices through for example classroom observations, in order to ascertain whether or not the results of this study represent actual classroom practices.

Based on the findings of the present thesis it is also of interest to examine how teachers' beliefs may affect other aspects of their work. Because this study has indicated that teachers may value different aspects of oral English, there may be a need for further research into how these teachers assess speaking skills. Bøhn and Hansen (2017) have conducted such a study with teachers in Norwegian upper-secondary schools, but attention should also be directed at teachers in lower-secondary school. Such investigations might take the shape of classroom observations as noted above, but these may also be supplemented by qualitative inquiries into how teachers reflect about their assessment practices. This way it may be possible to investigate not only whether teachers' assessment practices are in line with the communicative focus of LK20, but also to identify potential tensions between the teachers' beliefs and practices.

Because teachers whose beliefs were formed some time ago appear to be more systematically inclined towards speaker norms compared to other teachers, it seems that changes are harder to implement on long-lasting, early beliefs (cf. Pajares, 1992). There might thus be a need for future research to investigate which opportunities teachers have for professional development while in service, and how many teachers actually opt for professional development courses. Furthermore, inquiries could be made into the nature of such courses, as well as how well they aid teachers in their continued professional development. Future research may not only investigate the content and approaches of professional development courses, but may also examine which new implementations could potentially help teachers develop their professional beliefs and practices. For instance, would teachers instructed with consciousness-raising approaches like that suggested by Haukås (2020) (see Table 4) display more receptibility towards changes in their beliefs and practices over time compared to other teachers?

Lastly, this thesis may hopefully inspire further research into teacher cognition in relation to the teaching of English (or other languages) in Norway. As mentioned in section 2.3.1, teachers are often “encouraged to take an eclectic approach based on their specific teaching and learning situations” (Skulstad, 2020, p. 56). Also, as evident from the discussion on issues related to CLT (see section 2.3.1), and as reinforced by the findings of this study, teachers individual beliefs and experiences appear to be integral to how they interpret key aspects of their profession, as well as how they approach their teaching. It is therefore of great interest to examine how and what teachers (and teacher students) of English think about other central aspects of their work. Another issue for research could be which cognitions seem to be more important for language teachers compared to others. In other words, are there any particular type of beliefs that language teachers see as the most central to the teaching of English, and are such beliefs harder to change? Borg (2003) also mentions that contextual factors may be powerful influences on how well teachers are able to teach the way they want, and so the continued research into teacher cognition related to the teaching of English in Norway would likely benefit from investigations into which contextual factors seem most influential for the Norwegian context.

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APPENDICES

Appendix A – NSD Evaluation

6.5.2021

Meldeskjema for behandling av personopplysninger

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjektittel

Hva er engelsklæreres oppfatninger av 'god' engelsk?

Referansenummer

622183

Registrert

12.10.2020 av Ottar Tveisme - Ottar.Tveisme@student.uib.no

Behandlingsansvarlig institusjon

Universitetet i Bergen / Det humanistiske fakultet / Institutt for fremmedspråk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Aud Solbjørg Skulstad, Aud.Skulstad@uib.no, tlf: 93893371

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Ottar Tveisme, otv002@uib.no, tlf: 95004907

Prosjektperiode

17.08.2020 - 15.05.2021

Status

17.12.2020 - Vurdert med vilkår

Vurdering (3)

17.12.2020 - Vurdert med vilkår

Vi viser til endringene du meldte inn 02.12.20 og 08.12.20, og avklaringen i din melding 14.12.2020.

Vi registrerer at du vurderte å bytte databehandler, samt knytte epostadresser til alle spørreskjema, men at du likevel ikke vil foreta disse endringene.

Per 17.12.2020 kan vi ikke se at det er foretatt noen oppdateringer i meldeskjemaet eller vedlegg som har innvirkning på NSD sin vurdering av hvordan personopplysninger behandles i prosjektet.

Vår vurdering med vilkår datert 26.10.2020 gjelder fortsatt.

6.5.2021

Meldeskjema for behandling av personopplysninger

"Behandling av personopplysninger"

- slette denne formuleringen i spørreskjema-skrevet: «men vil utover dette være helt anonymt. Du vil ikke bli bedt om å oppgi navn eller annen identifiserbar informasjon, og dine svar vil ikke kunne knyttes til deg.»

(Sistnevnte anbefaling er fordi Google iflg. personvernerklæringen deres registrerer identifiserbar informasjon om avsender ved bruk av alle Google-apper, enten respondenten er logget på eller ikke.)

Når du har oppdatert de to informasjonsskrivene med alle punktene over laster du det opp i meldeskjemaet (under hhv. «utvalg 1» og «utvalg 2») og trykker på «Bekreft innsending» på siden «Send inn» i meldeskjemaet.

IKKE OPPLYSNINGER OM TREDJEPERSON

Datainnsamlingen skal gjennomføres slik at det ikke samles inn identifiserende opplysninger om tredjeperson (ledere, kollegaer og elever etc.).

Vi minner om at ikke bare navn, men også identifiserende bakgrunnsopplysninger må utelates om tredjeperson. Det gjelder for eksempel alder, kjønn, stilling, klasse, avdeling, spesielle hendelser eller andre forhold som gjør det mulig å gjenkjenne enkeltpersoner.

Vi anbefaler at informantene er forsiktede med å bruke eksempler, og heller gir generell informasjon om sine erfaringer. Det gjelder både i spørreundersøkelsen (åpen felt) og under intervju.

Vi anbefaler at du minner deltagerne om dette før datainnsamling.

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Siden du vil bruke Zoom og Google som databehandlere i prosjektet, må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådforet dere med behandlingsansvarlig institusjon (UIB). Det gjelder også bruk av databehandlerne Zoom og Google.

NSD SIN VURDERING

NSDs vurdering av lovlig grunnlag, personvernprinsipper og de registrertes rettigheter følger under, men forutsetter at vilkårene nevnt over følges.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Forutsatt at vilkårene følges, er det NSD sin vurdering at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personverforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Forutsatt at vilkårene følges, vurderer NSD at den planlagte behandlingen av personopplysninger vil følge prinsippene i personverforordningen om:

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

DE REGISTRERTES RETTIGHETER

6.5.2021

Meldeskjema for behandling av personopplysninger

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet i tråd med meldeskjema.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: [REDAKERT]

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

03.11.2020 - Vurdert med vilkår

NSD bekrefter å ha mottatt et revidert informasjonsskriv. Vi gjør oppmerksom på at vi ikke foretar en vurdering av skrevet, og vi forutsetter at du har foretatt de endringene vi ba om. Dokumentasjonen legges ut i Meldingsarkivet og er tilgjengelig for din institusjon sammen med øvrig prosjektdokumentasjon. Vurderingen med vilkår gjelder fortsatt.

26.10.2020 - Vurdert med vilkår

NSD har vurdert at personvernulempen i denne studien er lav. Du har derfor fått en forenklet vurdering med vilkår.

HVA MÅ DU GJØRE VIDERE?

Du har et selvstendig ansvar for å følge vilkårene under og sette deg inn i veiledningen i denne vurderingen. Når du har gjort dette kan du gå i gang med datainnsamlingen din.

HVORFOR LAV PERSONVERNULEMPEN?

NSD vurderer at studien har lav personvernulempen fordi det ikke behandles særlige (sensitive) kategorier eller personopplysninger om straffedommer og lovovertrедelser, eller inkluderer sårbare grupper. Prosjektet har rimelig varighet og er basert på samtykke. Dette har vi vurdert basert på de opplysningene du har gitt i meldeskjemaet og i dokumentene vedlagt meldeskjemaet.

VILKÅR

Vår vurdering forutsetter:

1. At du gjennomfører datainnsamlingen i tråd med opplysningene gitt i meldeskjemaet
2. At du følger kravene til informert samtykke, laster opp oppdaterte informasjonsskriv og sender inn meldeskjemaet inn på nytt
3. At datainnsamlingen gjennomføres slik at det ikke samles inn opplysninger som kan identifisere tredjepersoner eller avsløre annen taushetsbelagt informasjon.
4. At du følger retningslinjene for informasjonssikkerhet ved den institusjonen du studerer/forsker ved (UIB), herunder bruk av databehandlerne Zoom og Google.

Se mer om disse punktene under.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2021. Lydopptak, koblingsnøkkel og andre personidentifiserende opplysninger skal da slettes. Det gjelder både spørreskjema- og intervjuundersøkelsen. Opplysninger hos databehandler skal også anonymiseres.

Ingen deltagere skal kunne gjenkjennes i publikasjon, verken direkte eller indirekte.

KRAV TIL INFORMERT SAMTYKKE

De registrerte (utvalg ditt) skal få informasjon om behandlingen og samtykke til deltakelse.

For at informasjonsskrivene skal bli i tråd med personverneverket, må du:

- presisere at Universitetet i Bergen er behandlingsansvarlig
- tilføye at deltagerne har rett til innsyn, retting, sletting og begrensning (i tillegg til dataportabilitet og klage til Datatilsynet)
- tilføye at hhv. Google og Zoom vil ha tilgang til opplysningene som gis i spørreundersøkelsen (under

6.5.2021

Meldeskjema for behandling av personopplysninger

Forutsatt at informasjonen oppfyller kravene i vilkårene nevnt over, vurderer NSD at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

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

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

Vi minner også om at hvis personopplysninger rettes, slettes eller begrenses, har behandlingsansvarlig plikt til å underrette mottakere (her: Zoom og Google) om dette (art. 19).

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix B – Project invitation



UNIVERSITETET I BERGEN

Hva tenker du om muntlig engelsk?

Kjære engelsklærer i ungdomsskolen,

Mitt navn er Ottar Tveisme, og jeg er en lektorstudent ved Universitetet i Bergen. Som siste trinn av utdanningen min skriver jeg en masteroppgave i engelsk fagdidaktikk. **Prosjektet mitt undersøker hvilke tanker og holdninger engelsklærere har til muntlig engelsk og undervisning av dette.** Det finnes lite data på dette i Norge, og dine svar vil være av stor verdi.

Jeg vil derfor invitere deg til å delta i en kort spørreundersøkelse, og jeg håper du har anledning til å svare! Spørreundersøkelsen forventes å ta rundt 10 minutter.

[Lenke til spørreskjemaet](#)

Mer om spørreskjemaet:

I undersøkelsen vil du hovedsakelig bli bedt om å ta stilling til en rekke påstander. Du vil også bli spurt om å delta i et kort digitalt intervju på et senere tidspunkt. Dette er helt frivillig. Dersom du kan tenke deg å stille på intervju, svarer du på dette i spørreskjemaet. Intervjuet vil gå dypere inn på holdninger og tanker knyttet til muntlig

engelsk og undervisning. Det er fullt mulig å ta spørreundersøkelsen uten å stille til intervju.

Deltakelse er frivillig:

Du kan når som helst trekke dine svar uten å oppgi grunn helt frem til prosjektets slutt, som er planlagt 15. mai 2021. Prosjektet er ikke tilknyttet din skole eller ledelse, og vil ikke påvirke ditt forhold til skolen, uansett om du velger å delta eller ikke.

Behandling av personopplysninger:

Spørreskjemaet vil spørre deg om noe bakgrunnsinformasjon knyttet til alder, erfaring, utdanning, og forhold til engelsk. Dersom du samtykker til intervju må du oppgi en e-postadresse for at jeg skal kunne kontakte deg. Universitetet i Bergen er behandlingsansvarlig for dataene, men personopplysninger vil kun bli behandlet av meg og min veileder, og blir slettet ved prosjektets slutt. **Alle opplysninger om deg anonymiseres, og du vil ikke kunne identifiseres i oppgaven.** Jeg vil ikke bruke annen informasjon enn den du selv oppgir i spørreskjemaet, og informasjonen vil ikke brukes til formål utenfor masteroppgaven.

Google og Zoom vil ha tilgang til opplysningene som gis, da disse leverer tjenestene jeg benytter for henholdsvis spørreskjema og intervju.

Samtykke og dine rettigheter:

Ved å delta i prosjektet samtykker du til behandling av opplysninger om deg:

- Du har rett til innsyn, retting, sletting og begrensning i/av dine personopplysninger.
- Du har rett til å be om å få utlevert alle personopplysninger om deg for personlig lagring og bruk (dataportabilitet). Du kan med dette overføre opplysningene dine til et annet formål om du skulle ønske det. Dette medbringer ikke automatisk sletting av dataene i prosjektet.
- Du har rett til å klage til Datatilsynet. Du finner informasjon om dette her: <https://www.datatilsynet.no/om-datatilsynet/kontakt-oss/hvordan-kan-jeg-klage-til-datatilsynet/>
- Ved behov kan du også kontakte UiBs personvernombud: personvernombud@uib.no.

Kontakt Ottar Tveisme på mailadressen under ved spørsmål eller for å benytte deg av dine rettigheter som beskrevet ovenfor.

På forhånd takk for dine verdifulle innspill!

Med vennlig hilsen

Ottar Tveisme

Student

Ottar.Tveisme@student.uib.no

Aud Solbjørg Skulstad

Professor/veileder

Aud.Skulstad@uib.no

Appendix C – Interview invitation



UNIVERSITETET I BERGEN

Kjære engelsklærer i ungdomsskolen,

Tusen takk for dine verdifulle svar på spørreskjemaet om holdninger til muntlig engelsk! Du mottar denne mailen fordi du i spørreundersøkelsen samtykket til å stille til intervju.

Jeg ønsker gjerne å snakke med deg. Vennligst svar på denne mailen om du fremdeles ønsker å delta på intervju eller ikke.

Tidspunkt avtaler vi dersom du ønsker å delta.

Intervjuet gjennomføres digitalt:

Vi benytter tjenesten Zoom for å gjennomføre intervjuet. Dersom du ikke har lastet ned Zoom kan du finne det her: <https://zoom.us/download>

Intervjuet forventes å ta 20 til 30 minutter, og vil foregå på engelsk. Intervjuet vil ta for seg samme tematikk som spørreskjemaet. Hensikten er å snakke mer i dybden om muntlig engelsk og engelskundervisning, samt hvordan du som lærer tenker og resonnerer rundt dette. Intervjuet er ikke en test av deg eller dine evner som lærer, og ønsker kun å forstå engelsklæreres holdninger til muntlig engelsk.

Deltakelse er frivillig:

Du kan velge å ikke stille til intervju selv om du samtykket i spørreskjemaet. Ved å benytte kontaktinformasjonen nederst kan du når som helst trekke dine svar uten å oppgi grunn helt

frem til prosjektets slutt. Prosjektets planlagte sluttdato er 15. mai 2021. Prosjektet er ikke tilknyttet din skole eller ledelse, og vil ikke ha noen påvirkning på ditt forhold til skolen, uansett om du velger å delta eller ikke.

Behandling av personopplysninger:

Det vil bli tatt taleopptak av intervjuet. Dette er kun for at jeg skal kunne ha tilgang til samtalen i etterkant for å nøyaktig kunne gjengi informasjon. Selve lydopptaket vil ikke benyttes i oppgaven, og slettes ved prosjektets slutt. All informasjon vil anonymiseres ved bruk av pseudonym. Personopplysninger vil kun bli behandlet av meg og min veileder, og blir slettet ved prosjektets slutt. Det vil ikke brukes annen informasjon enn den du oppgir selv, og informasjonen vil ikke brukes til formål utenfor masteroppgaven.

Zoom vil ha tilgang til opplysninger om deg, da de leverer tjenesten vi benytter for å gjennomføre intervjuet.

Samtykke og dine rettigheter:

Ved å delta i prosjektet samtykker du til behandling av opplysninger om deg. Du har rett til innsyn i dine opplysninger, samt retting, sletting og begrensning av disse. Du har rett til å be om å få utlevert alle personopplysninger om deg for personlig lagring og bruk (dataportabilitet). Du kan med dette overføre opplysningene dine til et annet formål om du skulle ønske det. Dette medbringer ikke automatisk sletting av dataene i prosjektet.

Du har rett til å klage til Datatilsynet. Du finner informasjon om dette her:

<https://www.datatilsynet.no/om-datatilsynet/kontakt-oss/hvordan-kan-jeg-klage-til-datatilsynet/>

Ved behov kan du også kontakte UiBs personvernombud: personvernombud@uib.no.

Ta gjerne kontakt dersom du har spørsmål knyttet til prosjektet.

Med vennlig hilsen

Ottar Tveisme

Student

Ottar.Tveisme@student.uib.no

Aud Solbjørg Skulstad

Professor/veileder

Aud.Skulstad@uib.no

Appendix D – The Questionnaire

6.S.2021

Perspectives on Oral English

Perspectives on Oral English

Thank you for taking the time to fill out this survey!

The last question will ask you to participate in a short interview at a later time. If you are willing to be interviewed, you need to give a valid e-mail address in order to be contacted. This is voluntary, and your address will not be used for any other purpose.

If you have any questions regarding the questionnaire, please contact Ottar Tveisme at Ottar.Tveisme@student.uib.no.

*Required

1. I have received and read the e-mail informing me about the project, and I agree to take this survey. *

Mark only one oval.

Yes

Background

2. What is your age?

Mark only one oval.

<26

26 - 35

36 - 45

46 - 55

56 - 65

66 +

3. In which county do you teach?

Mark only one oval.

- Agder
- Innlandet
- Møre og Romsdal
- Nordland
- Oslo
- Rogaland
- Troms og Finnmark
- Trøndelag
- Vestfold og Telemark
- Vestland
- Viken

4. What kind of teacher education do you have?

Mark only one oval.

- Lærerhøyskolen
- Lektorutdanning
- PPU
- Grunnskole 1. - 7. klasse
- Grunnskole 5. - 10. klasse
- Other: _____

5. Was English a part of your teacher education?

Mark only one oval.

- Yes
- No

6. When did you get your education? (From year started to year finished)

7. How long have you been working as a teacher?

Mark only one oval.

< 2 years

2 - 4 years

5 - 10 years

11 - 15 years

16 - 20 years

21 - 30 years

31 - 40 years

40+ years

8. Have you lived in an English-speaking country? If so, please state which country, duration, and reason for stay.

9. Do you have any English-speaking family?

Mark only one oval.

Yes

No

Section
1/2

For each question, please select the number that best corresponds with your own views.
The numbers on the scale indicate the following:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

10. Students should learn a specific variety of spoken English and use it consistently.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

11. Students should avoid sounding Norwegian when they speak English.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

12. A 'native' accent is important for successful communication.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

13. British or American English should be regarded as the ideals for students' spoken English.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

14. In order to achieve a top grade it is important to have a 'native' English accent.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

15. Students should be mostly exposed to audio of 'native' speakers of English.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

16. Students must learn to speak correctly before being able to communicate properly.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

17. Students should strive towards speaking English as well as a 'native' English speaker would.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

18. People who are not 'native' speakers of English can never be perfect English speakers.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

19. Using a standard variety of English as a target for learning is beneficial for students' oral skills.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

20. Non-standard grammar should be discouraged in students' speech.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

21. A 'native' accent is a sign of a generally high language competence.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

22. I strive to speak with a 'native' accent.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

23. I think it is important to speak with a 'native' accent in front of my students.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

24. Language is learned mainly through imitation.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

25. Errors in students' spoken English are mainly due to influence from their first language.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

26. Use of other languages than English should be avoided at all costs in English class.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

27. It is more important that students' speech can be understood by 'native' speakers of English than by 'non-native' speakers.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

28. The most important English-speaking cultures for students to learn about is the UK and the US.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

29. In a classroom setting, not all varieties of English are equally desirable.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

30. In English class, the typical English-speaking cultures (e.g. the UK, the US, Australia, Canada) should be prioritized over other cultures where English is being used.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Section
2/2

For each question, please select the number that best corresponds with your own views.
The numbers on the scale indicate the following:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

31. In oral assessment, I focus mostly on students' ability to communicate meaning.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

32. Students should be encouraged to get their meaning across, even if it means speaking incorrectly in some way.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

33. Learning to be an effective communicator is the most important aspect of learning English.

Mark only one oval.

1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

34. Learning the rules of use (appropriateness, formality, etc.) is just as important as learning the rules of grammar and pronunciation.

Mark only one oval.

1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

35. It is important for students to be exposed to different 'non-native' spoken varieties of English.

Mark only one oval.

1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

36. Intelligibility is more important than a 'native' accent in oral communication.

Mark only one oval.

1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

37. It is more important to be able to adapt to different speaking situations than to speak without errors.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

38. It is important for oral activities to promote communication rather than pronunciation.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

39. Students benefit mostly from oral exercises which rely on real communication.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

40. I'm not very concerned with students' accents while speaking English.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

41. Using the language is the most important way of learning English.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

42. My students are encouraged to draw on other languages they know in English class if they feel they benefit from it.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

43. English is today mainly a global language.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Interview

44. Would you be willing to be interviewed later on in the project? If so, please write your e-mail address.

Appendix E – Interview guide

Background

- How was your experience with learning to speak English yourself?
- What would you say was the most important factor for making you proficient in speaking English?
- Do you feel that your own teaching is different from how you were taught English? How/to what extent?
- In your opinion, how important was your education for how you teach spoken English?
- Why did you choose to become a teacher of English?

Teaching oral English

- What do you think are students' main benefits from learning English?
- How much of your lessons is focused on oral language use?
- What do you work on the most with your students when it comes to learning to speak English?
- What do you consider good pronunciation?
- Some of the competence aims of the *Knowledge Promotion* (LK06/13 and LK20) state that students should learn to “**use key patterns of pronunciation in communication**”. What does this mean to you?
- Do you explicitly discuss different varieties of English with your students?

Assessment:

- When you are grading students on their oral English skills, what do you emphasize?

Speaker norms:

In Norway, we have historically had a ‘speaker norm’-approach to teaching English, which means focusing on trying to use and speak the language as close to how ‘native’ speakers would as possible. This has included encouraging students to speak with a British or an American accent.

- Does this approach sound familiar to you? How?
- Do you think it is important to speak English the way its ‘native’ speakers do?
- What kind of English should students learn to speak? Why?

- Are there any varieties of English you discourage with your students?
- What do you think about speaking English with a Norwegian accent?

Communicative Language Teaching:

- Are you familiar with Communicative Language Teaching (CLT)?
- What does **communicative competence** mean to you?
- In your teaching, do you use tasks and activities that promote oral communication?
Which? Why?

Plurilingualism:

- How do you feel about using other languages than English in your classes?
Benefits/drawbacks?
If positive:
 - (In what situations might other languages be an advantage?)
 - (Do you see any advantages of using other languages for oral language use?)

Curriculum:

- Do you rely on the curriculum often in your work? How?
- Have you read up on the new curriculum for the subject of English (LK20/Fagfornyelsen)?
If positive:
 - What are your thoughts about it?
 - Do you think you will have to teach any differently because of it?

Culture:

- Which English-speaking cultures do you include in your teaching?
- Are there any English-speaking cultures you consider more important to know about for students than others?
- In your view, what does it take for a person to be considered a genuine English-speaker? (i.e. a true user of the language)
- There is no mention of the UK or the US in LK20, as there has been in earlier curricula. Do you have any thoughts about this change?

Appendix F – Questionnaire Data

Responses to background questions:

RESPONDENT	Q1	Q2	Q3	Q4
1	Yes	56 - 65	Viken	Universitet, 321 study points
2	Yes	46 - 55	Vestland	Faglærer
3	Yes	46 - 55	Viken	Lektorutdanning
4	Yes	36 - 45	Oslo	Grunnskole 5. - 10. klasse
5	Yes	46 - 55	Vestfold og Telemark	PPU
6	Yes	36 - 45	Innlandet	Lærerhøyskolen
7	Yes	36 - 45	Innlandet	PPU
8	Yes	36 - 45	Rogaland	PPU
9	Yes	46 - 55	Vestland	PPU
10	Yes	26 - 35	Viken	Lektorutdanning
11	Yes	56 - 65	Vestland	Lektorutdanning
12	Yes	26 - 35	Viken	PPU
13	Yes	56 - 65	Innlandet	Lektorutdanning
14	Yes	26 - 35	Vestland	Allmennlærer 1.-10. klasse
15	Yes	26 - 35	Rogaland	PPU
16	Yes	56 - 65	Troms og Finnmark	Lærerhøyskolen
17	Yes	26 - 35	Trøndelag	Lektorutdanning
18	Yes	36 - 45	Trøndelag	PPU
19	Yes	46 - 55	Vestland	Lærerhøyskolen
20	Yes	26 - 35	Vestland	Grunnskole 5. - 10. klasse
21	Yes	56 - 65	Trøndelag	PPU
22	Yes	46 - 55	Trøndelag	PPU
23	Yes	46 - 55	Troms og Finnmark	PPU
24	Yes	26 - 35	Trøndelag	Grunnskole 5. - 10. klasse
25	Yes	46 - 55	Troms og Finnmark	PPU
26	Yes	26 - 35	Nordland	Grunnskole 5. - 10. klasse
27	Yes	36 - 45	Rogaland	Lærerhøyskolen
28	Yes	36 - 45	Vestland	Lærerhøyskolen
29	Yes	56 - 65	Vestland	Lærerhøyskolen
30	Yes	46 - 55	Vestland	Lærerhøyskolen
31	Yes	36 - 45	Troms og Finnmark	Lærerhøyskolen
32	Yes	36 - 45	Vestland	PPU
33	Yes	36 - 45	Nordland	Grunnskole 5. - 10. klasse
34	Yes	26 - 35	Trøndelag	Lektorutdanning
35	Yes	36 - 45	Rogaland	PPU

36	Yes	26 - 35	Agder	PPU
37	Yes	56 - 65	Agder	8. - 13. klasse
38	Yes	26 - 35	Innlandet	Grunnskole 5. - 10. klasse
39	Yes	36 - 45		
40	Yes	36 - 45	Vestland	PPU
41	Yes	56 - 65	Viken	Lærerhøyskolen
42	Yes	36 - 45	Viken	PPU
43	Yes	46 - 55	Trøndelag	PPU
44	Yes	46 - 55	Møre og Romsdal	Lærerhøyskolen
45	Yes	66 +	Agder	Lærerhøyskolen
46	Yes	36 - 45	Innlandet	Lærerhøyskolen
47	Yes	46 - 55	Viken	PPU
48	Yes	56 - 65	Nordland	Lærerhøyskolen
49	Yes	26 - 35	Vestland	Lektorutdanning
50	Yes	46 - 55	Viken	Lærerhøyskolen
51	Yes	46 - 55	Troms og Finnmark	Lektorutdanning
52	Yes	36 - 45	Vestland	PPU
53	Yes	36 - 45	Agder	PPU
54	Yes	36 - 45	Møre og Romsdal	PPU
55	Yes	26 - 35	Viken	PPU
56	Yes	46 - 55	Viken	PPU
57	Yes	36 - 45	Vestfold og Telemark	Adjunkt med opprykk
58	Yes	26 - 35	Trøndelag	Lektorutdanning
59	Yes	26 - 35	Vestland	Grunnskole 5. - 10. klasse
60	Yes	<26	Møre og Romsdal	Lektorutdanning
61	Yes	56 - 65	Vestland	Utdannet i USA
62	Yes	36 - 45	Nordland	PPU
63	Yes	26 - 35	Vestland	Lektorutdanning
64	Yes	36 - 45	Vestland	Bachelor engelsk
65	Yes	36 - 45	Vestland	PPU
66	Yes	26 - 35	Oslo	Lektorutdanning
67	Yes	26 - 35	Troms og Finnmark	Allmennlærer; adjunkt med opprykk
68	Yes	36 - 45	Viken	Lærerhøyskolen
69	Yes	26 - 35	Viken	PPU
70	Yes	36 - 45	Vestland	Lektorutdanning
71	Yes	36 - 45	Vestland	PPU
72	Yes	36 - 45	Innlandet	PPU
73	Yes	26 - 35	Møre og Romsdal	Grunnskole 5.-10. klasse
74	Yes	46 - 55	Vestland	Lærerhøyskolen + Lektorutdanning
75	Yes	26 - 35	Troms og Finnmark	Grunnskole 5. - 10. klasse

76	Yes	26 - 35	Vestland	Grunnskole 5. - 10. klasse
77	Yes	26 - 35	Innlandet	Grunnskole 5-10 med master i engelsk
78	Yes	36 - 45	Vestland	Lærerhøgskolen
79	Yes	46 - 55	Viken	Lærerhøgskolen
80	Yes	56 - 65	Viken	Lærerhøgskolen
81	Yes	46 - 55	Innlandet	PPU
82	Yes	36 - 45	Vestland	PPU
83	Yes	36 - 45	Vestland	University
84	Yes	26 - 35	Troms og Finnmark	Grunnskole 5. - 10. klasse
85	Yes	46 - 55	Viken	PPU
86	Yes	46 - 55	Rogaland	Lærerhøgskolen
87	Yes	26 - 35	Rogaland	Lektorutdanning
88	Yes	46 - 55	Nordland	Barnehagelærer; pedagogisk arbeid på småsk.trinnet; eng 7.-10.trinn

RESPONDENT	Q5	Q6	Q7	Q8	Q9
1	Yes	1980-1984 2007-2008	31 - 40 years	No	No
2	No	1997-1999	16 - 20 years	No	No
3	Yes	1989-1996 og 2018-2020	21 - 30 years	Yes	No
4	Yes	2012-2014	5 - 10 years	Yes	No
5	No	1985-90, 2003-2008	16 - 20 years	No	No
6	No	1996-2000	16 - 20 years	Yes	No
7	Yes	2000-2008	5 - 10 years	No	No
8	Yes	2004-2009	5 - 10 years	No	No
9	Yes	2004-2010	5 - 10 years	No	No
10		2009-2015	5 - 10 years	Yes	Yes
11	Yes	1990 - 1993 + 4 år m master	21 - 30 years	Yes	No
12	Yes	2019-	< 2 years	No	No
13	Yes		21 - 30 years	No	Yes
14	Yes	2007-2011	5 - 10 years	Yes	No
15	Yes	2014-2020	2 - 4 years	No	Yes
16	Yes	83-84 87-90	21 - 30 years	Yes	No
17	Yes	2012-2017	2 - 4 years	Yes	No
18	Yes	2017	11 - 15 years	Yes	No
19	Yes	2008-2012	11 - 15 years	No	Yes
20	Yes	2014-2020	2 - 4 years	No	No
21	Yes	1981-1996	31 - 40 years	No	Yes
22	Yes	1997-1998	21 - 30 years	No	Yes
23	No	1990-2019	16 - 20 years	No	No
24	No	2014-2021	2 - 4 years	Yes	No

25	Yes	2007-2016	11 - 15 years	Yes	No
26	Yes	2013-2017	2 - 4 years	No	No
27	Yes	2009-2012	11 - 15 years	No	No
28	No	2002-2006	11 - 15 years	No	No
29	Yes	83-86	31 - 40 years	No	No
30	Yes	1990-1991	21 - 30 years	Yes	Yes
31	Yes	2009-2015	16 - 20 years	No	No
32	Yes	2002-2013	5 - 10 years	No	Yes
33	Yes	2014-2018	5 - 10 years	No	No
34	Yes	2012 - 2017	2 - 4 years	Yes	No
35	Yes	2011	5 - 10 years	No	No
36	Yes	2013-2020	< 2 years	No	No
37	No	2018-2020	16 - 20 years	No	No
38	No	2013-2017	2 - 4 years	No	No
39		2002-2006	11 - 15 years	No	No
40	No	1990-2021	5 - 10 years	Yes	Yes
41	Yes	1979	40+ years	No	No
42	Yes	2000-2007	11 - 15 years	No	Yes
43	Yes	1990 - 1996	21 - 30 years	No	No
44	Yes	1993-1998	21 - 30 years	No	No
45	Yes	1975 - 1979	31 - 40 years	No	Yes
46	Yes		5 - 10 years	Yes	No
47	Yes	1995-2001 + ppu 2011	11 - 15 years	Yes	No
48	Yes		11 - 15 years	No	No
49	Yes	2015-2020	< 2 years	No	No
50	Yes	1989-1990	21 - 30 years	No	No
51	Yes	2006-2008	11 - 15 years	Yes	No
52	No	2002-2008	5 - 10 years	No	No
53	Yes	1999-2005	11 - 15 years	No	Yes
54	Yes	2007-2008	11 - 15 years	No	No
55	Yes	2010-2013	5 - 10 years	No	No
56	Yes	2009-2011	16 - 20 years	Yes	Yes
57	No	1996-97	5 - 10 years	No	No
58	Yes	2013-2018	< 2 years	No	No
59	Yes		5 - 10 years	Yes	Yes
60	Yes	2015-2020	< 2 years	No	No
61	Yes	1982- 1986 + etterutdanning seinere	16 - 20 years	Yes	Yes
62	Yes	2009	11 - 15 years	No	No
63	Yes	2014-2019	2 - 4 years	Yes	No
64	Yes	2001-2005	5 - 10 years	No	No

65	Yes	2004-2009	11 - 15 years	Yes	No
66	Yes	2012-2017	2 - 4 years	No	No
67	Yes	2007-2011	5 - 10 years	No	No
68	Yes	2004-2009	11 - 15 years	Yes	No
69	Yes	ppu: 2018-19	< 2 years	No	No
70	Yes	2001 - 2005 og 2007 og 2015	11 - 15 years	Yes	No
71	Yes	2001-2006	11 - 15 years	Yes	No
72	Yes	2003-2010	5 - 10 years	No	No
73	Yes	2014-2018	< 2 years	No	No
74	Yes	1989-1993 + Master finished 2015	21 - 30 years	No	No
75	Yes	2010-2015	2 - 4 years	No	No
76	Yes	2014-2018	2 - 4 years	No	No
77	Yes	2014-2020	< 2 years	Yes	No
78	Yes	2007-2011	5 - 10 years	No	No
79	Yes	1994-1998	21 - 30 years	No	No
80	Yes	1979	40+ years	No	No
81	Yes	1990-1995	21 - 30 years	No	No
82	No	2005 - 2011	5 - 10 years	No	No
83	Yes	2000-2004	11 - 15 years	No	No
84	No	2014	5 - 10 years	Yes	Yes
85	Yes	In the 90's and some in the 2000's	16 - 20 years	Yes	No
86	No	1991 - 1992	21 - 30 years	No	No
87	Yes	2011-2016	5 - 10 years	No	No
88	No	2015-2017	5 - 10 years	No	No

Responses to the speaker norm statements:

RESPONDENT	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
1	1	7	5	1	7	4	1	7	7	5	7	2	7	7	7	7	1	7	7	1	1
2	4	6	4	5	1	5	2	2	1	5	4	5	7	6	4	4	1	1	6	5	5
3	5	7	4	5	3	3	2	4	6	5	3	4	7	7	2	5	5	6	5	4	6
4	6	6	3	3	5	6	3	5	4	4	6	5	6	6	5	3	1	3	2	2	1
5	2	1	2	1	2	3	1		1	4	3	1	7	6	7	1	3	1	1	2	3
6	2	2	1	3	2	5	2	5	1	4	5	6	7	6	6	5	2	1	3	5	3
7	1	4	1	1	1	5	1	2	1	2	3	1	3	2	3	3	3	1	2	1	2
8	6	5	3	4	2	5	1	4	2	7	4	4	5	4	5	5	2	2	3	5	5
9	3	4	1	1	2	2	2	4	2	4	3	3	4	4	4	5	3	3	5	1	1
10	5	6	3	2	4	7	2	4	3	5	4	2	5	5	4	3	7	4	3	2	1
11	1	5	2	3	2	7	1	7	1	7	4	4	7	6	5	5	5	4	1	4	4
12	4	3	1	4	3	3	1	5	2	3	5	3	5	4	4	5	3	1	3	5	5
13	5	4	2	1	4	3	2	2	2	2	2	2	6	6	2	3	2	4	2	1	1
14	2	6	2	4	4	5	1	6	2	3	6	5	1	2	6	5	2	2	6	6	6
15	4	2	2	6	2	4	3	3	1	5	6	3	6	3	4	5	2	2	2	5	4
16	1	4	1	1	1	1	1	7	1	6		7	7	7	1	1	5	5	5	1	1
17	6	2	1	1	1	2	1	2	1	6	3	1	4	1	6	4	2	2	1	3	2
18	6	3	2	4	5	3	2	4	2	5	4	4	5	5	4	5	4	2	3	4	4
19	4	4	2	4	2	4	1	3	1	4	3	2	6	3	3	6	5	1	1	5	2
20	5	5	2	5	3	3	3	5	1	6	5	4	6	6	1	4	2	3	5	3	5
21	4	5	5	5	5	4	2	5	2	4	3	4	6	6	4	2	2	4	3	2	3
22	4	7	5	6	6	7	2	6	1	7	5	5	7	7	4	7	4	4	5	7	6
23	7	3	3	5	6	4	2	6	1	6	4	4	4	6	6	5	1	1	2	5	4
24	2	3	1	1	1	3	3	1	1	2	2	2	4	2	4	5	1	2	2	2	2
25	6	1			7	3	1	2	1	5	2	5	7	7	5	3	1	2	2	2	2
26	5	4	2	4	2	5	1	5	5	6	4	4	5	4	3	4	3	4	5	5	5
27	3	7	5	4	5	7	3	6	6	4	5	4	6	6	7	3	4	3	5	1	5
28	4	6	3	6	5	6	4	5	5	6	5	6	5	5	5	4	4	3	5	5	5
29	5	3	5	6	5	6	5	4	2	5	6	5	6	6	6	3	4	4	6	5	5
30	6	6	4	5	4	5	2	5	6	5	3	3	5	5	5	5	4	7	5	4	5
31	3	3	1	6	2	5	2	4	3	3	6	5	7	5	2	6	5	3	1	6	2
32	2	4	3	5	4	5	4	5	3	6	3	6	6	5	4	4	3	2	5	3	5
33	3	6	1	2	1	4	3	6	1	6	7	3	6	6	6	5	5	2	2	4	2
34	2	3	2	2	2	2	2	2	2	3	4	3	4	4	2	5	3	2	3	3	4
35	7	5	5	4	4	6	3	6	1	5	4	5	7	7	6	6	6	4	6	4	4
36	4	7	5	7	4	7	1	4	1	7	7	7	7	7	5	2	2		2	1	6
37	7	2	1	1	2	7	1	6	1	2	1	3	4	5	3	3	2	1	2	2	1
38	5	3	6	5	2	5	2	6	1	5	5	2	4	3	6	2	4	5	5	5	5
39	5	6	3	5	4	3	3	5	2	5	5	4	6	5	6	5	4	4	5	4	5
40	6	4	2	2	2	2	5	4	1	5	5	2	7	4	6	5	3	4	1	2	2
41	2	7	4	4	5	5	3	6	4	6	4	7	7	7	7	4	6	4	5	4	3
42	2	5	1	2	6	4	1	6	1	6	5	5	7	7	5	5	1	6	5	5	4

43	2	3	2	6	4	7	2	4	2	6	3	5	6	4	2	4	4	3	5	2	3
44	5	6	5	5	4	6	4	5	1	6	4	5	7	6	6	6	5	3	5	2	2
45	4	6	4	5	5	5	4	4	3	4	4	4	4	4	5	5	2	1	2	3	3
46	1	2	1	1	1	1	1	1	1		2	1	1	1	1	3	1	1	1	1	1
47	2	2	1	1	1	4	1	2	1	4	6	2	7	4	4	6	2	2	1	1	1
48	4	4	2	5	2	5	1	5	4	5	2	4	5	5	6	5	2	4	2	4	2
49	4	6	2	5	4	5	1	6	1	6	6	6	7	7	7	2	6	2	2	3	3
50	2	6	4	1	6	5	1	5	5	3	5	7	7	7	6	2	4	1	6	5	4
51	1	3	3	3	2	2	2	3	3	3	3	4	5	5	4	3	4	3	4	2	4
52	1	6	2	2	3	5	2	4	2	5	3	3	5	5	4	3	2	1	3	3	2
53	4	7	3	6	7	7	4	7	1	5	4	4	7	5	5	5	3	2	6	4	5
54	1	4	1	1	1	3	1	3	1	4	4	6	5	5	5	5	6	1	4	4	2
55	1	6	3	1	3	7	1	7	1	7	5	3	7	7	4	5	4	1	1	1	1
56	4	4	4	1	3	4	1	3	1	7	4	3	7	6	4	4	1	4	1	1	1
57	4	6	4	4	2	4	1	5	1	3	5	5	5	4	6	6	1	3	3	1	3
58	4	2	1	2	2	3	2	2	5	5	3	3	3	3	4	3	1	1	4	1	3
59	2	4	2	1	1	6	1	5	1	3	6	4	4	3	4	5	6	6	2	1	1
60	3	2	2	5	5	3	1	3	1	6	3	1	3	2	2	6	2	2	2	6	5
61	2	6	4	5	5	5	2	4	2	4	6	6	6	6	4	4	5	3	4	4	5
62	4	4	3	3	3	1	1	5	4	3	5	4	4	4	4	4	1	1	4	2	2
63	2	3	2	2	2	2	2	2	1	6	5	3	6	5	2	3	5	2	2	2	2
64	6	7	2	6	1	6	1	5	7	6	7	1	6	6	6	6	2	1	6	2	7
65	4	4	4	2	4	6	5	6	6	6	6	7	7	7	4	5	5	2	2	1	4
66	1	1	1	1	1	3	3	1	1	2	5	1	1	1	2	4	1	1	4	1	3
67	5	5	4	4	1	4	1	1	1	4	4	5	5	5	4		1	4	1	1	2
68	3	3	5	4	2	4	6	5	1	5	6	3	4	4	5	6	3	2	1	6	5
69	4	6	3	5	3	7	4	6	3	5	5	4	5	5	5	6	5	6	7	5	7
70	5	3	1	2	1	6	2	4	1	6	3	5	5	4	4	5	5	6	5	4	4
71	1	6	2	5	4	4	1	5	3	6	1	7	7	7	4	4	2	4	3	1	7
72	5	4	1	5	1	6	2	2	3	5	2	2	2	2	4	4	3	1	5	3	3
73	1	4	1	1	2	7	1	1	1	6	4	7	7	7	6	6	7	4	1	3	1
74	2	4	2	3	2	4	2	4	1	4	4	3	5	5	3	3	4	1	1	3	2
75	4	5	5	5	2	4	1	2	1	6	6	4	5	5	6	3	3	5	3	4	4
76	3	2	1	1	2	1	1	1	1	3	2	3	2	1	3	3	1	1	1	2	2
77	5	2	2	2	2	2	4	3	3	4	4	4	7	5	4	6	4	2	3	4	4
78	1	7	3	5	5	4	3	2	2	5	1	7	6	6	6	4	6	5	6	6	5
79	6	7	5	6	4	4	2	5	4	6	6	5	5	5	6	5	4	5	5	5	3
80	1	5	5	4	6	4	4	3	1	5	4	5	6	6	6	5	5	4	2	5	2
81	2	2	1	1	1	5	1	1	1	5	5	4	3	3	4	6	2	4	2	2	5
82	1	3	2	1	2	5	1	1	2	2	2	5	3	3	6	6	1	4	7	2	6
83	5	2	2	5	5	5	7	3	1	4	5	4	7		6	7	2	1	1	7	4
84	1	1	1	1	1	3	1	3	1	1	4	1	2	5	2	4	1	1	1	1	1
85	5	6	3	3	3	4	1	5	2	5	6	4	6	6	4	3	4	4	3	2	4
86	3	6	2	6	2	5	1	2	1	6	3	6	7	2	6	6	2	3	6	4	5
87	2	4	1	3	3	6	1	3	1	5	4	7	5	5	4	4	5	1	5	1	2
88	3	5	3	5	5	3	2	5	6	4	6	6	6	6	5	4	3	4	5	3	6

Responses to the CLT statements:

RESPONDENT	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43
1	7	7	7	5	1	4	7	7	7	1	7	4	7
2	4	5	4	3	5	6	6	4	6	3	7	7	4
3	6	7	6	5	6	6	7	7	7	4	7	6	5
4	6	6	6	4	5	5	7	4	3	5	7	7	7
5	6	7	6	6	6	7	7	6	6	2	7	7	7
6	7	7	7	6	5	7	7	7	7	7	7	7	7
7	6	7	7	6	6	7	6	5	7	6	6	7	6
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Appendix G – Interview transcripts

Transcription symbols:

- I: interviewer
- T: teacher (informant)
- #...#: overlapping
- (hehe): laughing
- (...): omission
- (inaudible): inaudible word(s)
- *Italics*: emphasis
- [...]: substituted word or phrase
- - : interrupted word or sudden change in phrasing
- .. : short pause
- (pause) : longer pause
- "...": Norwegian word or phrase

T: I. Well, it's not easy to find examples. I tell them sometimes that- not only geographical things but, like, level of style is very often more problematic than the regional differences, because they would use slang language from game chats and so, and the put that into some kind of more formal use. And I would say: ok, in this- just this topic and this kind of communication now what you said may be not as good a choice as something more formal. Yeah. So I would rather- largely say that I use more time giving advice orally when they write, pointing at differences in style level than what is British, American, Australian... Mhm.

I: Do you also discuss different varieties of English? Accents and dialects.

T: Yes. We do that, so- when we focus on special regions, the British isles, Australia, India, Northern America, we will also have listening files where I can say 'ok, this is Scots (hehe), can you hear any differences, can you (inaudible). How can we tell this is Australian? Listen carefully to this and see if you can..'. So, yeah, we do that as part of the language teaching, that that's- to know about this, and to be conscious about it so that they can accept that there is a great variety in the language. That's much more important than telling them what to do in their own language use, because it's very difficult. It's difficult for us as English users on many levels to decide which vocabulary to use, how to say things, did I put stress on the right places? (hehe) And if you make ten years or fifteen years of.. reflect on those things all the time, I think perhaps they.. perhaps they will reject some of their activities. I'm afraid of that.

I: Some of the competence aims of the Knowledge Promotion, or "Kunnskapsfjernet", from 2006 and 2013, but also from the new one from last year, state that students should learn to use 'key patterns of pronunciation in communication'. What does that mean to you?

T: Can you please repeat, uh..

I: The phrase?

T: Yeah

I: It says that 'students should learn to use key patterns of pronunciation in communication'.

Teacher A:

I: What do you think are students main benefits from learning English?

T: To be sure of themselves. To know that they communicate, and they can show that they have understood something that others try to inform them. They can.. be in contact with people they meet in the digital world and the physical world, so they will not back away from situations where they need it.

I: So when you work with students on oral English, what do you work on the most?

T: To be able to tell about things they have.. they know something about before. And it's something from daily life, or situations that may be coming forth if they.. do everyday things. Or things we have read about and texts I know they have in their background, and the vocabulary and subjects and so, so that we can talk about topics. So I'm very interested in teaching them to respond to what other say, and to add information and to be able to adjust to the situation. So, yeah. So the communication and the willingness to take part in a dialogue is *number one*.

I: What do you consider good pronunciation?

T: It's important that it is understood, easy to hear. But, uh, when it comes to things you asked about in your questions, I don't tell them that British pronunciation is good and American is bad, or that English varieties with Australian or Indian or Pidgin English versions are examples of bad English. I try, when I pick listening texts for instance, to tell that there are many different varieties, and the most used ones would be the British and American, that there are many different, and sometimes I will show the differences and make them choose one.. way of saying things, but not very often, because I say it's not very important for me what you choose to do, but beware of this. And perhaps when they get older they can listen to different speakers and say 'oh, I can hear that this is American'. Yeah.

I: But so you said that you sometimes tell them to choose one, what do you mean by that? Like, over a certain time, or as a default kind of way?

T: Mhm. Key patterns, uhm.. then.. I think of ways you build sentences, the syntax, of how you express yourself politely, and how you use words that are suitable in the situation. And to be able to address the people you talk to, what is the aim of that communication? What is the competence level of those you talk to, and so.

I: When you are grading students on their oral English skills, what do you emphasize?

T: I emphasize their willingness to take part in dialogues, to convey key information and their own reactions to that, ability to listen to what other people say, and give meaningful reactions to that. And their ability to use new words they have met through their work and projects and reading and so, and to make their vocabulary active.

I: In Norway, we have historically had a speaker norm approach to teaching English, and that means focusing on trying to use and speak the language as close to how native speakers would as possible. And that has included encouraging students to speak with either a British or an American accent. Does this approach sound familiar to you in any way?

T: Yes, uhm.. I remember from my own education, and I can see now still many of the resources are based on British pronunciation, and books and articles with a British spelling. But most of the pupils' activity consuming English that's chat English, very influenced by American English and low-level style English (hehe), from movies, TV, and games, and.. when I listen to them- cause I visit the lessons now, from the other teacher, where many of the dialogues and so are practiced now, and I can hear from year to year that both the teachers, myself (hehe), and the pupils have more American influence. Vowels get broader, vocabulary is found from other sources than before, and still the modelling through.. yeah, books and digital resources are still very British. So, I don't know if this is all a very conscious process in a way, it's not very much discussed or brought to surface, it just happens.

I: Do you think it is important to speak English the way that its native speakers do?

T: To a degree.. I'm not sure, because- of course, one of the aims should be that people understand what you are saying, and it shouldn't be very far from what a standard British or standard American user would understand. But that is a wide range. And it's much more

important that students *like* to speak English, and are able to follow spontaneous communication, and that their vowels have a certain quality.

I: What kind of English should students learn to speak do you think?

T: I don't care much about the choice between British or American, if they have a background or experiences that means they have Australian or any- so it doesn't. I would say that's not important. In a way it seems logical that we should meet a lot of British English still in Norway, because they are a neighboring country we have some... educational, tourist, economical connections that way so. I'm not content with the cultural choices from Hollywood, on the unconscious choice there, because- it's like when more than half of the pupils now choose to learn Spanish as their third language, 'because we go there on holiday, ok'? (hehe) Is that the only background of choice? Yeah, I would rather say I'm getting to know many varieties and to be conscious about the European version, because we are there. But then I'm also interested in the fact that many English-users now actually live in Asia, and I try to teach students that English is a primary language for people in different places, and the third or the *fifth* language for many people. And we are not only talking British Isles or the USA, for instance, the Indian subcontinent and so, you'll find many well educated English-speakers, and... yeah. And that the most globally used English is bad English (hehe), spoken by people who perhaps learnt it as their fourth language, that's not unusual.

I: Are there any varieties of English that you *discourage* with your students?

T: (pause) Well, of course, if you go (hehe)... pidgin varieties of English, so that you don't use grammar on... or other examples like that. I think that's not a good model for speaking or writing. Because it will also be considered wrong by many English-speakers themselves. So I don't encourage them to use that, and... but the most important is I discourage them from using very low-style level language in ordinary, formal- in letters or articles or so, and try to make them more conscious about... it's more important in English than in Norwegian, that most English-users will *feel* those differences more than Norwegian users do.

I: How do you feel about speaking English with a Norwegian accent?

language without being able to talk- to meet a language of learning language, and it's- when you have come past the first primary vocabulary and reading small texts and so, you have to talk about a variety of sentences, what choice of words, about idiomatic expressions and so. And to a certain degree they have to understand input that's not just giving them words, but telling them what can they think out to make other types of sentences? (inaudible) of sentences in other ways to express yourself with, yeah, more like idioms that native speakers would do.

I: So, just a few topics left. How do you feel about using other languages than English in your classes?

T: Other languages?

I: Yeah, for example Norwegian, or other languages that your students might know. And that they use other languages sort of to help them in English class?

T: OK. Yeah. From an early age I want the pupils to be used to using English as the basic language in their lessons, so that we can give instructions and ask questions in English. Of course, you will have to look at how much the pupils understand, individual varieties, age varieties, so at least until they are about ten we'll use Norwegian to explain things more. And later after that you can find Norwegian parallels to explore the meaning of things, and we also have some pupils with background from other languages. And that may be important for me as a teacher to know what's special about the other languages they know, because that can be a way to explain what's the difference between English and other languages you know. Yeah, it's Wednesday today, and Monday I had a lesson where we looked at making definite nouns. That's very different in Norwegian, how is it in other languages? Well, I gave them examples of languages which don't use any definite nouns at all. One student in the class told that that's not part of the grammar in their language at all, and then we discussed: OK, what kind of languages have that, and we talked about the Indo-European language family and everything, and then- it was really nice to hear that they had understood and saw which languages are related to each other, and so..

I: Have you read up on the new curriculum for the subject of English, from "Fagformyelsen"?

T: I think that is a natural stage in your learning. When you haven't heard much spoken English, and you haven't practiced much yourself, then I can't see that there's a problem early in your learning process that you try to say the thing as you read it or think they are said. And I think they must have reached an age of, yeah, perhaps lower-secondary school or something before you start saying to them 'don't say this anymore' (hehe). And it's a first stage of *trying* things, and you shouldn't discourage students from trying to say things. But then if you know they are more fluent, they can make sentences themselves, they can express themselves, then I can say ok, that's a good idea, perhaps you can try a little about sentence melody. How do we end the sentences? Where do we put stress, and so on..

I: Are you familiar with the approach known as Communicative Language Teaching?

T: I'm not sure if there is something special you mean..

I: It's a language teaching approach, in which the aim of learning a language is to be able to communicate in it, and to develop what is called 'communicative competence'. So- well, I could ask you, communicative competence, what does that mean to you?

T: That means to.. be able to have, uh.. yeah, to have a communication where you can ask and answer things, to explain things to others, to give information, to interpret it. And also, like we're doing now, to not only use it face to face, but to be able to use digital things and- *how* do you communicate in phones and.. situations. Yeah, and for different *purposes*.

I: Do you feel that you use a lot of tasks and activities that promote oral communication?

T: I think, overall, when we see all of the subjects that the group of students it- I think it's much more focused than it was in my own years at school. And I see from the new competence aims also that English as a school subject has developed more in the direction of communicative competence. That's.. Both when you are listening, talking, and writing, it's more about getting the content through, and understanding the situation, and understand the people you are talking to in- not only in language but in situation, and cultural understanding. That's much more important, and I feel it's less (inaudible) to have knowledge about literature and language itself. They use language not exactly to talk about language. But I see there's a conflict there, because pupils tend to be unable to go very far in development of their

T: I have used some time together with the other teacher that I share teaching with in English to look at the differences in the.. how the competence aims are centered, and what they focus most on. And we found- either way the most important thing is to plan the students' activities and what they are going to be trained at, to try. And it's not very important what kind of books you have or what licenses you buy, because your idea of how pupils will be working with projects, texts, practice situations, drama, singing, anything.. It's more important than your choice of teaching material.

I: So what is your general opinion on the new curriculum?

T: I think it's- it's very good that they have found fewer focus points, and that there are some core things they want to convey through each subject. I think sometimes the competence aims are very general so it's still left very much to each teacher to have the ideas of how you can do this. And it favors teachers who want to plan things themselves and have much experience, so I think it's very beneficial if the schools encourage teachers to cooperate and share ideas and ways of doing things.

I: So, the final topic. Which English-speaking cultures do you include in your teaching?

T: Most of the time it will be Northern American and British Isles, also Australian and, which I said, Southern Asia. And we also sometimes read and listen to some varieties that are not very mainstream, like Alice Walker language (hehe), Pidgin English, because I think one of the most important things with English is that it meets other languages all the time. So English is about cultural meetings and how people try to communicate and build varieties of language that can function for their purpose. I don't use much time to do this, but I try to make sure that they, each group, has met different varieties during their education.

I: Do you think that there are some English-speaking cultures that are more important for students to learn about than others?

T: Yes, I think it's wise to focus most on English-speaking countries nearby. And that you can't avoid focusing on American English and.. yeah, to tell them that what they hear from those regions also perhaps is just some of the things you can meet if you really travel in the US or travel on the British Isles, you will hear very many different things. Not only

regionally, but it's also a matter of class and groups. So, English is one of the good subjects to use to make that understanding of.. we're belonging to different cultural groups, inside and outside languages, and this global focus and.. they want to.. to be interested in, to ask questions about other people, and see what can be important. It's to go out and explore the world, and it's not really easy to put people and places and languages just in their boxes, because there are lots of things that fit in, and that should encourage our interests, and asking...

I: What would you say it takes for a person to be considered a genuine speaker of English?

T: A *genuine*? (hehe)

I: (hehe) Yeah, like, a true language user.

T: Wow, true language user. Uhm.. To be able to talk about different topics, and to provide information you need, and to communicate in everyday situations without feeling uncomfortable about trying to talk and trying to understand when you are not prepared. And also to be able to use the language to, you know, search for information, to have a good time exploring things by just listen or read something you enjoy. And be able to use it to develop your vocabulary and be comfortable in more and more situations. Yeah, I think that's the most important things.

I: OK, so my final question: There is no mention of the UK or the US specifically in "Fagformyelsen", as there has been in earlier curricula. Do you have any thoughts about that change?

T: I'm not sure if that will change very much in what really happens in schools, because that.. I think the cultural influence from those regions will anyways influence the choice of what you use and what you hear and read. And I have no problem with it. No.

they're interested in. So, I'm very, uh.. I'm very keen on them finding something that they can- that they feel they can express themselves.. to a great extent, and some issue that.. that they choose themselves. And also I think it's very important to talk about events that are unfolding right now, to keep, like, the education needs to be kind of fresh. And then I always urge them to watch the news, and we always talk about what's going on in the United States or in Great Britain and stuff- that they find something that is happening right now.. And talk about that.

I: And what do you consider good pronunciation?

T: Uh.. I used to- I used to be- to pay more attention to the way that they pronounce words before, and lately I have just realized that to me, good pronunciation would be to be able to communicate without making an error, like, if I can understand what they are trying to say, then that to me is- that's enough. But of course, I mean, uh.. If they choose between General American or Received Pronunciation, (inaudible), then- like basic standard UK or standard American, that's uh.. the ideal, so to speak. If they choose to speak with other accents, or.. from other parts of the world, I'm just.. Uhm.. I used to pay more attention to it, but now it's- if the communication work, and I understand *everything*, and uh.. then it's not a problem.

I: Ok, yeah.

T: Although, I say that if you watch movies and try to copy the accent of the native speaker, try to keep it most in line with the native speakers. But, you know, it's.. it's #about communication#.

I: #So you..# Yeah. So- But you would advocate the.. you know, the ideal that you #speak# of, if possible?

T: #Yes#. That's why I keep telling them to watch and to listen and to be exposed to English as much as they can, and try to mimic, you know, the native pronunciation.

I: So, some of the competence aims of the Knowledge Promotion, or uh.. "Kunnskapsløftet" from 2006 and 2013, and also from the new one from last year, state that students should learn to use 'key patterns of pronunciation in communication'. What does that mean to you?

Teacher B:

I: So, in your opinion, how- how important was your education for how you teach spoken English? And by education I mean uh- in your case "PPU".

T: Well, uh.. I would- to be frank, I don't think it had any effect. I don't think it's- I.. I mean it's- it was a good.. university was great, the classes were fine, I guess. But I can't say that I remember anything that I apply in my teaching today. It's just more of.. No, I wouldn't say it's had anything at all, to be honest with anything, in regards to the way I teach or.. so- I mean it's a fine school and everything, but I can't honestly say that I've learned anything or that I use any of that as part of my teaching.

I: And what do you think are students main benefits from learning English?

T: Well, uh.. I.. That's what I keep telling them, it's.. most languages will disappear over time, and then we're left with like five or six languages, according to the sources that I've read. And Norwegian will disappear, and Norwegian is becoming more and more English, the words are sneaking in all the time. This is.. just, essential for their ability to communicate with people in other countries, and to find information on the internet, and- just, in a global world, which is turning more global all the time, this is just.. very important, and I- I consider it to be one of the most important subjects in school. And I think that my students also realize that, and.. Yeah, I mean, it' uh- just, a means of communication to understand other cultures, to.. all that stuff, you know. It can be.. to avoid conflict even, just by knowing a couple of lines, and by being able to express yourself and what you feel. Especially oral English, uh.. is very important.

I: And what do you work on the most with your students when it comes to learning to speak English?

T: Well, I like the kind of exercises where they are.. invited to uh.. have an open, like, a class discussion maybe to express their own opinions on different subjects, and I like them to find different subjects from maybe, if they.. if they have learned something in social science or in religion studies and stuff, and just do the interdisciplinary, the.. "tværfaglighet", and to make sure that- I think the most important thing for me is that they actually talk about something

T: Uh.. Key patterns, I'm not really sure what that.. what that means. I mean there is a couple of stuff- a couple of things as far as pronunciation- that I repeat to them a lot, and then, that's the common errors that Norwegians make. Like, v/w. And the TH-sound. If they say 'one, two, tree' then I tell them that tree is another thing, and that could actually disrupt the flow of communication. Uh, 'key patterns'.. Uhm.. I don't really know how to interpret that, but there's uh.. there are some basic pronunciation mistakes that I keep telling them to work on. And, uh, yeah. That's the way that I understand that.

I: And do you explicitly discuss different varieties of English with your students?

T: Yes, Uh, I like to show them YouTube-clips from uh.. different- both dialects and sociolects and uh.. American accents, and just to show them the variety of dialects and accents that exist in the English world. So.. Definitely, I mean, I don't spend a lot of time working on- we don't talk about what makes *Scottish* accents distinct from others, it's just- I like them to *listen* to it, and.. you know, to form up their id- to give them an expression of how.. varied it is.

I: So when you are grading students on their oral English skills, what would you say you emphasize?

T: Uhm.. On their oral- I would say it's.. If they speak freely, and they aren't tied to a script- because I always tell my students it's better to speak uh.. without a script and to have flaws and errors and accents and stuff, than to be able to read something with perfect accent and a perfect flow, because at the end of the day it's all about being able to communicate as freely- and showing that it's *your* language, and that you're able to maybe answer follow-up questions, and to make sure that there's a.. you know, they- of course, showing articulation and having a rich vocabulary. Also grammar, uh.. plays a part in pronunciation. If the pronunciation is really- they have this thick Norwegian accent, and they say certain sounds, and they keep repeating the same mistakes then that's something that would pull their grade down. But uh.. the most important thing to me would be that they actually show that they're able to communicate without, you know, a written support of some sort. That's what I value the most when I grade my students.

I: So, in Norway we have historically had a 'speaker norm' approach to teaching English, and that means focusing on trying to use and speak the language as close to how native speakers would as possible. Uh, and that has included encouraging students to speak with a British or an American accent. Is this an approach that sounds familiar to you?

T: Uhm, yes. I mean, you have to choose something, and it's good to have... uhm... a sort of an ideal to work with. Something that you can try to sound as similar as possible to. And so... I tell them that the best is if they just choose something and try to not change between different accents. Choose one, and then try to work on that, and learn the pronunciation to that particular... uh... you know, accent that they choose to speak. So, yes, I... urge them to find either American or British and to try to copy those... imitate it as much as possible to the native way of speaking it, I suppose.

I: Would you say it's *important* to speak English the way that a native speaker does?

T: Uhm... I used to say yes, because... I really love languages, and I find this... the aesthetics of the sound and everything, and the closer to the original as possible, the better it sounds. But, you know what, I don't... I can't really say that it's as important as... I used to think, because if you can communicate... freely and perfectly and everyone understands you, then it's just a matter of aesthetics. So- I like it, very much, when they do speak, uh... fluently with a perfect pronunciation, but I can't really say that I think that that's very important... in, you know, in the world today.

I: So, you sort of mentioned it already, but what kind of English *should* students learn to speak?

T: Uhm, just- I would say that they should learn to speak an English that is understood by most people in the world. So... American English would probably be the ideal, because, you know, it's a big country- 350 million people, and Canadian sounds the same, and people watch it through television. It's something that most people I think maybe... this is just my impression... and I think maybe people have... I think it's easier to understand American English than British English in certain cases, depending on- if you have a really clear RP, could maybe be easier, but uh... they have a lot of dialects in Britain, and... I think most people understand the type of English that they are most exposed to. So that's why I like to speak

appreciate the aesthetic dimension of speaking English as well, and trying to... it's an effort thing for many people.

I: Are you familiar with Communicative Language Teaching?

T: Well, it rings a bell. I can't really... #It's uh..#

I: #It's a-# What?

T: It's been a while. I think I've heard about it and it may have been a part of my studies, but I can't really remember what it is.

I: I can just give you a quick recap. It's a language teaching approach in which uh... the aim of learning a language is to be able to... develop the sort of competences that you need to be able to communicate in a language. And so it's all about fostering what's called 'communicative competence'. And so the next question is what that means to you, communicative competence?

T: Well, communicative competence, uhm... I suppose being able to communicate with uh... a variety of people, and also to take into consideration that there are certain... situations where you need to moderate your language. Formal, informal, also intercultural competence, maybe take that into consideration, and to understand communication as something that depends very much on the situation, the context, and the people with whom you're speaking. I suppose I interpret it as something in a... something like that.

I: And which criteria do you have for assessing oral communication?

T: Uh, typical criteria would be to... uh, to be script-independent, to be able to talk without a script or notes. I sometimes tell them it's good to have keywords so that you don't forget what you are going to talk about. And then, uh, I suppose pronunciation, intonation. To have that, you know, pretty much close to the standard of the... what they've chosen. Uh, grammar, of course. They need to speak... as, uh, close to perfect as possible. So, grammar, pronunciation, intonation, and *fluency*, you know, whatever that means. That they're able to not stop, and they can find the words, and sometimes if they can't find the word that they find something

with an American accent, because I know that's probably the way that most people would understand in the world today.

I: Are there any sort of varieties of English that you *discourage* with your students?

T: Uhm... Not really. I mean... Sometimes there are places, there are sociolects and stuff in English that are... flawed, I mean, they are grammatically incorrect. You know, it could be from a minority... some sort of... just- I try to tell my students to speak as correctly as possible, and that there are certain oral expressions, like- What I really like is when they say 'wanna' and 'gonna', all the time. 'Going to', that sometimes they make the effort to actually speak... as... clearly and properly as possible. And that they beware that sometimes uh... certain... sociolects or dialects can actually be very flawed and that there might be people who don't understand it. So, you know, a standard would be the best, but I like all kinds, you know- as long as they're comfortable speaking... what's most important is that they actually feel *comfortable* speaking, that they overcome the shame of speaking another language, because that's what really prevents them from becoming great speakers of English the way I see it. So... Apart from that I'm just- I don't really care how they speak. As long as I can understand, as long as they have a good, fluent, and- vocabulary, and I can understand everything they say, it's... pretty much fine to me.

I: And, well you sort of touched on this as well, but what do you think about speaking English with a Norwegian accent?

T: Uh... Depending on the degree, uh... Yeah, I mean, I... You know, I want them to make an effort, and try... like, right now we're doing a project where they are to pick a scene from a movie that they like, and they are going to perform the scene, like, as close to the original as possible. So, part of the aims for this exercise will actually be to copy the accent, and try to sound as much as possible as the person in the film. To work on the- being able to adapt another accent. And, uh, I think it is important to make the effort, but I understand how some students can really struggle with this. It might even be a... genetics thing. Some people have it easier to copy other accents than others, and so I tell them *try*, but I don't really, you know, put that too much into when I, you know, grade them. It depends on the situation. That's- the optimal way to speak is to sound as much as a native speaker as possible, of course. And I do

else to describe what they're trying to say. And instead of, you know, just falling off the wagon or speaking Norwegian, or whatever. So, speaking freely, that would be, like, my main criteria. To be free, and to be able to answer a follow-up question.

I: How do you feel about using other languages than English in your classes?

T: Uhm... The- What, like, Norwegian?

I: Yeah, for example. Any other language that students might know.

T: Yeah, I mean, I also- we talk a lot about uh... transparent words, words that sound the same. I also teach Spanish, so there are many words that are very similar. And sometimes I use examples from Spanish or Norwegian to illustrate how closely linked many of these languages are. And when I explain grammar, I often speak Norwegian, especially in- depending on the- if I'm in the eighth grade then I might use Norwegian to explain certain grammatical things that I might not do in a tenth grade. In the tenth grade I like to communicate everything in English. So, it depends, but I usually speak English all the time in class.

I: Do you rely on the curriculum often in your work? The English subject curriculum.

T: Well, uhm... Not as much as maybe I should (hehe). But I use the competence aims, and then I build something around that. I mean, we have this plan that we're... that we follow, but uh... it depends on what's happening. Like, with the election last year, we had to, like, suspend a lot of the things that were on the curriculum and just focus on this, because we were watching history in its making. And so, I may shift a lot, depending on what's happening in the world, or... yeah. I like to keep it fresh, in a way.

I: Have you read up on the new curriculum, "Fagformyelsen"?

T: Uh, a little bit. There's some differences in the competence aims, they seem to be a little more wide and open for interpretation, which I like, because it gives us more freedom to structure our lessons and focus on the things that we as teachers find important. Uhm, so... But, yeah. Nothing more than that, really.

I: Yeah, but you have, like, a general impression?

T: Yeah, a general impression.

I: Do you think it's going to change how you teach in any way.

T: No. Not really. I just do my thing, and I've done the same thing for eight years, and that's what I do. So I don't think it's going to have a lot of importance. I used to openly interpret the competence aims to the way that I- things that I felt were more important before, so it's.. yeah. The, how.. "Tverrfaglig"- I don't know what it's called, the.. Sustainability, and.. focus on the climate and stuff, and the social health, the- "folkhelset og livsmestring". All these three- democracy and citizenship, I don't know how you..

I: I don't remember what to call them in English either, but I know what you mean, yeah.

T: I try to imply- I tried to use some time to see if I could find a way to focus on that, because I find those things really important. So.. yeah. To the extent that I can focus on mental health in my English teaching, I do that. Tied to some topic that they might have on their curriculum.

I: There are just a few more questions here. Which English-speaking cultures do you include in your teaching?

T: Uh, it's usually the ones that are in the.. teaching book, I mean there's.. We talk about the four countries of the united kingdom. Talk a little bit about Wales, Scotland, England, so on. And then, uh.. We may also.. I think, in this book there's a chapter on India, and Nigeria, just to show that it's a global language. And cultures- it really depends. I focus a lot on the United States, and the differences between the states, and uh.. But, yeah. English-speaking nations, for the most part, and their cultures. But then primarily UK and US.

I: So, I guess you would say that there are some English-speaking you consider more important to know about than others?

Teacher C:

I: How important was your education for how you teach spoken English would you say?

T: Hmm. Well, quite.. It's made an impact, because when I did the pedagogy I had a teacher who said that- who asked a question: Who actually owns English? So, what English is actually the most important? Or- I mean, we have several countries where English is spoken, so which one is actually the one that can choose which one we should speak? So, that's always kind of in the back of my mind when I speak to my students, and I prefer them to be able to use their language to their best, instead of actually focusing on them having a certain tone or dialect, which is, I think, not important. The most important is that they can communicate well. And I try to refer to different kinds of languages, different kinds of dialects, and then we could discuss how big kind of the- how big English has actually become in Norway. How important is English in Norway now? And should we- could we actually at some point maybe call it our own in a way? With Norwegian tone? I don't.. yeah. But I think it's interesting.

I: How much of your lessons is focused on oral language use?

T: I'm not entirely sure. So.. I mean I focus on them doing work that is supposed to be sort of handed in, as kind of an oral work. But I've stepped away from the PowerPoints, and standing before the class, and trying to give them different tasks, so as to make them more comfortable. So they can hand in videos, make books, or.. doing the oral bit in a different way so that they can actually kind of get rid of the audience. Not always having the audience there. But I could probably work a bit more on actually making them play and speak in class. But I think quite a few of my students, after a while they dare to speak English when I speak it, because it has- there's something kind of- it feels a bit strange to speak a foreign language in a classroom where you have your friends who you normally speak Norwegian to, you kind of have to go into a role. So, I think being a role model in that way, and actually just continuing speaking English I think gives them the opportunity to try. Yeah. But I could probably do more.

I: And what do you work on the most with your students when it comes to learning to speak English?

T: Yeah, I would say that the bigger the culture, the more influence that they have on the world, the more important it is to know about them. That's why I think countries like India also have- deserve to be mentioned, that- it's a, you know, country where many people speak English. And, uh, talking a little bit about how it came to be an English-speaking country, and that's uh.. yeah. But it's.. UK, US would be the ones that we focus the most on.

I: In your view, what does it take for a person to be considered a genuine English-speaker?

T: Well, that's a tough question. Uhm.. I think, *genuine* in the sense that you would not have trouble speaking the language spontaneously. And also to have- maybe you should also have some knowledge about the culture, because a lot of culture is tied to language as well, and uh.. But to genuinely speak the language would be to just not have difficulties speaking about a wide variety of topics without being- without preparing in advance. And just to.. It comes natural to you, I suppose. That would be the highest level of achievement as far as genuinely mastering the language, so to speak.

I: In "Fagfornyelsen" there is no mention of the UK or the US specifically, as there have been in earlier curricula. Do you have any thoughts about that change?

T: No, not really. But, uh.. I mean, I would- Because I remember the old aims specifically mentioned these two, and so- But I have no problem with that, I would probably just- to me it would be natural to focus on the UK and the US, because of its, you know, obvious importance as far as the language and everything. So- but I- "Fagfornyelsen"- I like the fact that they're open, and that you can interpret them the way that you want, and uh- I know many people have- don't like that, they want it more specific, because they don't really know where to start and what to do, but it's- so, I have no problem with that, I think it's great, and it's.. yeah.

T: That's a difficult question, I don't know if I have a direction.. I try to promote that they actually try and make themselves understood, so speak with the language that you actually have at the moment, and then eventually you will kind of be corrected and.. yeah. Make yourself understood. I think that's my main focus. So, the grammar is important, but the most important, especially in eighth grade when they're thirteen, I think it's more important that they can actually say their opinion and express their feelings, rather than focusing on the grammar. They can do that higher up. So when they're in tenth grade, I have more focus on that part. Even if- I mean, it is part of the grading, but it's still not my main focus. My main focus is to actually get them to speak.

I: What would you say you consider good pronunciation?

T: Yeah. Again, that's pronouncing the words correctly so that they come out in the correct way, so that you don't confuse it with other words that can kind of look the same but are pronounced differently. And then not as much on the actual dialect, as I said. So, intonation and tone is important, but I always tell my students that you use the English that you have. As long as you speak, that's the most important of all.

I: Some of the competence aims of the Knowledge Promotion, or "Kunnskapsloftet", both the previous one and the new one from last year, state that students should learn to use 'key patterns of pronunciation in communication'. What does that mean to you?

T: I think it's important to actually.. well, obviously, teaching them where to stress and how to, as I said, to use the right intonation, and to make themselves understood again, is the most important.. can you repeat the questions, because I can't remember.

I: Yeah, the phrase is 'key patterns of pronunciation in communication'.

T: Mhm. Yeah, I would definitely show them different dialects or different kind of languages in different parts of the world as well, so that they can actually make an active choice whether they want to go in that direction, and maybe make a choice where they want to.. if they want to choose one or the other, instead of.. instead of forcing them in a certain direction. Yeah.

I: And you sort of answered my next question as well: do you explicitly discuss different varieties of English with your students?

T: Yeah. Definitely. Yeah. Definitely. I think it's - I think that's an important point, because as I've said the whole time is - I think it's an important point for them to actually make their own choice, and to be able to talk. Because I think if we stress it too much, that you have to speak in a certain way, it can hold them back. And that's not the whole point, is it? The whole point is to get them to speak and to be able to communicate. And if we *pressure* them in the wrong direction I think that they will just hold back and maybe not get to where we want them to be.

I: When you are grading students on their oral English skills, what do you emphasize the most?

T: (hehe) Communication (hehe). Yeah. Definitely. That they actually - and that they answer the tasks, the tasks that is the question at hand. So, that they - that I can actually understand what they mean. So.. And if they have a Norwegian.. *pattern*, if I could say that, whether it's grammar or it's pronunciation, then I would probably take that down, that would reduce their grade, because it - well, if it hinders communication with somebody who is not Norwegian, I would definitely.. yeah, that would definitely have an impact on their grade. But other than that, I.. it's communication, and definitely if they have a lot of *words*, and they can their.. I mean, the ways to express themselves, and they can do that in several ways, then they would get a higher grade. That would - yeah. That would definitely impact their grade, that they can - yeah, that they can say things in more ways than one.

I: In Norway we have historically had a speaker norm approach to teaching English, which means focusing on trying to use and speak the language as close to how native speakers would as possible. And that has included encouraging students to speak with a British or an American accent. Does that approach sound familiar to you at all?

T: Yeah, probably. But I think most - when I grew up, I think most people were sort of.. spoke with an American accent, because that was basically what you heard most. And I think it still is. (...) And I think it was definitely a choice whether to do one or the other when I grew up. And I think - I don't know, more diversity, within schools possibly as well, has given me a lot more of a focus on.. *not* sort of speaking British or American. Yeah.

I: Yeah.

T: So, I do tend to use Norwegian because I don't want to lose anyone. So, if I'm giving a.. important information I think it's important that everybody knows what to do. But I tend to say it both - in both languages. Yeah. 'Cause, we do at times also have, sort of, English-learners in our class who are not that good in English, and who are - possibly have Norwegian as their second language as well, and.. it's important that they are also part of the class. So I try to use it, not too much, but I will add it when needed.

I: Yeah. But it's, then, Norwegian you would use in any way?

T: Yeah, well.. I don't have, sort of, the knowledge of other languages - well, I can sort of reference to other languages as well, but I don't do it as much. I do it if it's.. if it makes sense. But I do it the other way around, though. I use English a lot in my language classes.

I: Yeah, for Spanish and..

T: Yeah. So, just to make - because they've got a deeper, sort of, a, understanding of English than they do for Spanish, so..

I: Do you rely on the curriculum often in your work?

T: I mean, it's.. I am within the curriculum, I teach within it to make sure that everything I teach is sort of.. is taught within the three years that they're here, so that they are able to do their exams properly. But other than that, I search the net a lot. So I like not using, sort of.. books, sort of teaching books (inaudible). So I tend to try to find teaching materials from other sites.

I: And so the new curriculum for the subject of English, have you read up on that?

T: Yeah, briefly. Because I teach both. So, I must say that my main focus is, at the moment, on tenth grade, which is still on the old curriculum, but then I do have one class in eighth grade that I think I can easily cover within.. I mean, I look at it, because my plans are

I: So you wouldn't say it's important to speak English the way that native speakers do?

T: No. I think it's important to have, as I said earlier, I think it's important to have the stress and the intonations, so that you speak the language correctly, but not to speak it in a certain dialect or a certain language as such.

I: Alternatively, are there any varieties of English that you would discourage with students?

T: No.. No.. No, I don't see why. I mean, I've discussed this with teachers as well, before, when we were doing sort of oral exams, and I don't think that's the point. The point is actually if you can speak just as well and have a fantastic English language, but then have the Norwegian kind of tone to it, that does not make you kind of a less of an English-speaker. In my opinion.

I: Are you familiar with the approach known as Communicative Language Teaching?

T: Possibly. Not entirely sure.

I: It's a language teaching approach, in which the aim, much as you've said, is to learn how to communicate efficiently in a language. And the central idea is to develop what they call 'communicative competence'. So the next question is what does communicative competence mean to you? What does it take to be able to communicate in a language?

T: *Make yourself understood*. Yeah. (pause) I mean, you have gestures as well, right? And understanding the cultural impact as well is important when you're actually speaking, and may sound strange. But it's important to understand what.. Use of irony, even a Brit can be misunderstood by an American, because they don't understand the, kind of, the sarcasm and irony they use in the UK, for instance. So, some of the cultural aspects as well, but I think it's definitely sort of being able to express what you mean is the most important, and to.. yeah.

I: How do you feel about using other languages than English in your classes?

T: In my English classes?

supposed to be in connection with them. But, uh, yeah. And we do work on it continuously, obviously.

I: Do you have, like, a general impression of the new curriculum for English?

T: It's been a long time since I've looked at it, to be honest. And because we've made plans.. I can't remember - I can't remember it being that much different from the previous one. There's a lot of the same in it, in a way. I mean, they've added the Sámi culture, which I think is a good thing. It makes sense to teach that as well as the.. in connection with the other indigenous people. So..

I: So, do you.. I mean, do you think you will teach any differently at all because of the new curriculum?

T: No. Not a lot, no. I will definitely - I try to, if I can, to teach across, kind of, subjects. So, if I can use religion or social science in my language class, then I will try to do that, because I think it makes sense. And it makes it more.. I don't know.. Well, interesting in a way. And then we get two in one, right? (hehe) And besides, I think that's what sometimes they need as well, that they don't necessarily have the language to move ahead, to go further into university if they haven't got the basics of language from other subjects as well. So I think it's quite important to try to merge other subjects into the English class, if possible. Yeah. So that's probably one thing that we will try to do more. I don't think schools at times are very, kind of.. they're in *blocks*, so that you're a language teacher, or you're a religion teacher, or you're some kind of - we're kind of pushed apart. So it's how to actually connect those, which can be difficult. Unless you actually teach at the same - the other subjects yourself.

I: So there's just a few more questions left. Which English-speaking cultures do you include in your teaching?

T: Which cultures.. Well, I must say that in.. I have added the obvious ones, so.. sort of Asian, and the UK, obviously, and then the US, but then try to speak about history and colonies and colonization, and how English has actually spread. So it's natural to go around the world, in a way. Yeah. And it's natural to speak about English in Norway as well, and how it actually became such a big part of our culture. Which I think it is.

I: Are there any English-speaking cultures that you consider more important to know about for students than others?

T: Well... Not as such, but I think it is, obviously, important to know where it originates from, and that's basically one place, isn't it? So... But I think you should learn the history, and if you learn the history then there is one basis, and then you go from there. But it's, yeah... connected with history as well.

I: In your view, what does it take for a person to be considered a genuine English-speaker?

T: *Genuine*? Hmm. To be able to communicate, to understand authentic literature, and authentic sounds or sound-files or news, probably. Yeah. Communicate and understand. Yeah.

I: And so the last question I have for you: There is no mention of the UK or the US in the new iteration of "Kunnskapsløftet", as there has been in earlier curricula. Do you have any thoughts about that change?

T: Yeah. I think it's good. I think it's good that a teacher can actually focus on whatever they think is important, and I think it will be natural to bring them in anyway. Because, I mean, as I said, at some point you need to... talk about the historic sides of English, and it would be strange not to bring them in I think. Yeah. So in a way I think- I mean, it gives... Yeah, you could look at it as strange, but at the same time I think it's more a case of actually- given the teachers ability to make their own choices within the subject, and, sort of, learning to communicate and understanding the English language, does not necessarily mean that you have to learn about the UK and the US. It would be natural to speak about the cultural sides and the history, but I think... yeah. You would do that because it's- it would make sense. But why not focus on Australia instead? There's no reason why I think. Yeah.

T: So, it's very different from one student to another student. But I would say confidence in their own ability to speak English. Because, generally students are very proficient in speaking English, but they don't... always have the courage to do so. So being able to, like, their own English proficiency and see how well they are able to communicate in English. And being able to try, and to have the confidence to try to speak English is a big part of what I want to do, and making them confident to... take part of... both conversations in class, but also outside of the classroom, like, when you go, I don't know, on the internet back home, like, they are able to say what they want to say, to understand news, and use other sources of information, like being able to take part of all the information that is in English. Like, being proficient internet users, I would say.

I: Okay, so a little more over to the spoken aspect; what do you consider good pronunciation in English?

T: As long as you're able to communicate what you want to communicate, that's good enough for me. Like, having... if it- as long as it does not disrupt communication in a meaningful way, it's... kind of the same, like how you speak and, uh, honestly.

I: So, some of the competence aims for the 'Knowledge Promotion', you know, "Kunnskapsløftet", both from, you know, 2006 and 2013, and also from the new one, state that students should learn to use what they call 'key patterns of pronunciation in communication'. What does that mean to you?

T: It means that there are some... some ways of speaking that are more correct, or more understandable when you speak to other- when you use English as a language of communication. And being able to understand and use those patterns, that's a big part of, like- when I say you should speak with your own accent, or not your own accent, but the accent you've- or speak English the way you feel, eh, like you are yourself is what I mean. At the same time, the listener should be able to understand what you're trying to say. Though, when it's- when we talked about 'key patterns' for me it's about talking in a way that makes sense to another English-speaker, no matter where they are from. So, using some, like, agreed upon patterns that is the English language, to be able to communicate what you want to communicate... is the essence of, like, that competence.

Teacher D:

I: In your opinion, how important was your education for the way that you teach spoken English?

T: It was very important, because of, uh... getting the perspective, like, we had some subjects called, like, global English and... and these circles of English. You know what I mean when I talk about the circles of English?

I: #Yeah, the concentric circles, Kachru.#

T: #Like, the inner circles... yeah#

I: Kachru, yeah.

T: Yeah. So I had never heard of them, those, before I started to study English. I know they are taught now, but it was not (hehe) in our curriculum, so... Those perspectives really changed my view on what English is, and how it is used today, and that has changed my opinion of what should be taught in an English classroom, and how it should be taught. So it has changed my opinion and how I teach English in quite a substantial way.

I: So what do you think are students main benefits from learning English?

T: I don't think you can give a single answer to that, the question, it's all about the student, like, that person and his or her life. But I think no matter what you can always be a bigger part of the international community. You can- if you are traveling it's very easy to communicate with others in English. And if you work in Norway there are a lot of... you meet English, not everywhere, but in some jobs you meet English, so it's very difficult to give, like, a clear-cut answer to the question. But in general, I would think, like bigger, like uh, entrance ticket to the international stage. If that is what they wish.

I: What would you say you work on the most with your students when it comes to learning to speak English? What's the main issues?

I: Do you explicitly discuss different varieties of English with your students?

T: Yes. Like, we use examples from different, like, accents. And we try to- often we, we have like a vote on what accent, like once a year, we do like a what accent would you like to... we have like different examples and try to guess where this person is from, and then we choose one accent and we try to learn it, like, imitate that accent, like, for example, last year we had Australian English. We would look at some- some intonation that they use in Australia, and some ways of talking that had typical Australian... And we compared that to... to... for example... American English, which is more, like, *known* often in my class, if it was a different English that was more... unknown we would use that type of English, but we try to... and we often- when we watch movies we try to watch some examples of for example Indian English, and uh... And South African or other, like, major and different types of English, and we talk about like some- when they say *this word* what does that mean? What kind of, uh, patterns are they using that is different from what we're used to.

I: So, when you are grading students on their oral English skills, what do you emphasize?

T: I emphasize, like, uh... the first thing that comes to my mind is they are able to say and communicate what they want to communicate? Are they able to... to... say what they have in their mind? And... And... like, with what- with what kind or how much precision are they able to communicate what they want to communicate. That is the first thing that comes to my mind, like, how precisely can they convey the thoughts and ideas that they want to express.

I: And by *precisely* you mean..?

T: Like, for example, do they use uh... idiomatic uh... (hehe) uh...

I: Language, #for idioms#?

T: #Yeah, yeah, for# example do they use... do they use... the right word? Are they able to pronounce the word so correct that it's easy to understand what they're trying to say? And, uh, is the vocabulary big enough for them to use or to convey the ideas that they have in mind? So, like, at first, like, that is the first thing that com- what was the question? What was like the main...

I: How are you grading students on their oral English skills. Or, like, what you emphasize.

T: So, depending on like how.. how good they are at conveying their ideas it's easier to try to figure out, like, what is this student's English proficiency in oral English?

I: So, in Norway, we have typically and historically had a 'speaker norm'-approach to teaching English, which means focusing on trying to use and speak the language as close to how 'native-speakers' would as possible, like you sort of mentioned earlier. And that has included, as you said, encouraging students to speak with a British or an American accent. So, I- Does this approach sound familiar to you? I mean-

T: Yes, it sounds very familiar to me.

I: How so?

T: No, that was when we were taught English we had to.. we didn't have to choose, we all got chosen.. the teacher had chosen British, RP English. And that was the standard for our class. And we all, or at least I felt very.. *posh*, because we all had watched enough television to know that that kind of English was upper-class and we (inaudible), so speaking like that- with that accent was very fa- it did not feel- I did not- I was not comfortable when I was speaking with others, like when I was abroad, it was no way I was going to speak with that accent when I met new people.

I: Uhm, so do you think it's important to speak English the way 'native' speakers do?

T: Uhm.. No, but I think it's important to know how they speak English. Know about different types of native-speaking, like, it's not just British and not just American, and American- what is American? Like, all the varieties within. And have that meta-awareness of English language, I think it's very important. To know about what- also know about what uh.. status the different accents have within the English world. And, uh.. to know about when you speak with your accent what- how can- how does the listener perceive you when you speak like this and how does the listener perceive you when you speak like that. And have some conversations about uh.. about what they think when they hear *this* accent, what do they think

T: I've not heard like those words you used for it, but it kind of sounds like the idea that was taught when I went to school, like.. uh, at university I mean, like, what is- what do we want in an English classroom, and it's all about communication and that sort of thing.

I: So, Communicative Language Teaching, which is called CLT by the way, is uh.. is all about fostering what is called 'communicative competence'. So, what would you say that- what does that mean to you, in a way, communicative competence?

T: So it means like being able- like, preciseness in what kind of words you use, pronunciation in a way that is the listener is able to understand what you're trying to convey, and using, like, different degrees of, like, using idiomatic language. And also being able to adapt the way you speak to the listener, like, being proficient is not speaking.. uhm, like, the most complex English you can possibly imagine when you're talking to.. someone who is not very proficient in English.

I: How do you feel about using other languages than English in your English classes?

T: Uh, I think that's perfectly fine to a certain extent. Like, uh, there is no need to- to speak English *all* the time- or it really depends on the class and the proficiency of the class, of course. So, it's kind of hard to give, like, a single answer to the question. But, like, in general, I am all for using more languages in English class as well. If the level requi- If they are not very proficient in English. Or if they are proficient in English, as well. It kind of depends. But I have nothing against it.

I: No, I see, yeah. So, there's only a couple of topics left and then uh- then we're through. Do you rely on the curriculum often in your work?

T: Uh, Yeah.. We have, like, at my school, the English teachers make a.. uhm.. we call it "årshjul", like uh, *these* different topics are touched and these competence aims at this time of the year, and we make a general idea of what we should do different weeks. This week we should do these activities and have this competence aim covered, and next week like this, and next week this.. Uh, yeah, it's the same.

when they hear *that* accent. Maybe hear an interview with what an American thinks when he hears this and that accent, so they just have some awareness of what uhm.. what perceptions are related to different accents of English.

I: So are there any varieties of English that you would discourage with your students?

T: Hmm.. Not re- I have never had that- not at the top of my head. I wouldn't know if, like- if you talk about examples of you know, like, super- super, like, Petter Solberg English. I don't think that is a problem of accent, I think that's a problem of English proficiency. Like, he is not very proficient in English. So, I would say like if he improved, like, better vocabulary, choosing the rig- like, understanding that some metaphors only work in Norwegian and not in English, I think that is a bigger problem than his accent.

I: So what do you think about speaking English with a Norwegian accent?

T: Like, uh, (hehe) obviously I think that is perfectly OK, considering my accent. Uhm.. And, uh, you asked me earlier if my- I think it was if my view of English has changed during my- during my university education or something.

I: Yeah.

T: And we read some research about how Norwegian accent is.. is- Like what.. if it's possible to speak with a Norwegian accent or negative, and it was quite positive.. among all listeners except Norwegian listeners. So after reading that research I was very.. *happy* about not trying to force English in any way, or speak more uh.. more authentic, I would—like a, like uh, target lang- target.. like, British or American. Yeah.

I: Are you familiar with the approach known as Communicative Language Teaching?

T: Mmm.. Not at the top of my- like, can you quickly tell #me the idea#

I: #It's uh#, it's- it's a language teaching approach in which, uhm, the aim of learning a language is to be able to communicate in it, and to develop the sort of competence that is required to communicate efficiently in a language.

I: Have you read up on the new curriculum, you know "Fagfornyelsen", for English?

T: Yes.

I: Do you have any thoughts about it, or do you think it's going to change how you teach in any way?

T: I think the new curriculum is more in line with what I was taught when I was an English teacher student. So, I just feel like it's a step in the right direction. And, uh, I agree with a lot of the new competence aims, especially about not having a target language when you speak. I don't know if that was in the old one- I don- I don't think it was. I think that was the even older one. (...) And also, about like uh.. reading. I think there is one if- I don't remember like the *exact* wording, but something 'read books or texts of their own choice', something along those lines, I'm very for those. And, uh.. it's more an international focus, a global language focus than a.. chm.. English, like, it's- English is America- the US, and.. but, uh, of course, it's important to learn about the UK and US and the history of English as well. It's not just to forget about it, but have a broader horizon.

I: Yeah, yeah. Are there any- any types of English-speaking cultures that you feel are more important to- to learn about for students than others?

T: Uhm.. I- I think.. American.. like, learn about- I think it's easier to talk about American English because the students have more.. uh.. they already have a lot of, uhm, knowledge about American English, so it's easier to talk about. But I don't- I don't *value* it more, but it's.. it's more useful to use that in my classroom with my current students, it's easier to use that as a starting point for conversation. And there is no reason to *not* use American English as a starting point for many discussions about language, and..

I: Yeah, I definitely see your point. What would you say it takes for a person to be considered a uh.. *genuine* English-speaker, like, a *true* user of the English language?

T: Uhm.. in.. Being able to communicate what you want to communicate. With.. uh.. like, a preciseness that is- that is.. so clear that you are able- with preciseness to- to be able to communicate, yeah, what you want to.

I: So, my final question: In "Fagformyelsen", for the English subject, there is no mention of the UK or the US, uh... as there has been, like, in the previous "Kunnskapsløftet" and even earlier curricula. Do you think- Do you have any thoughts about, you know, that change- that the UK and the US are not mentioned any more, specifically?

T: It's kind of, like, it's a double-edged sword, in the way that... we can... like, I think everyone will still talk about them in their classroom, like, if you talk about the history of the English language and why English has become the global language, there is no way to not talk about the UK and not talk about uh... not talk about the US. So, it will be mentioned no matter what, if you have like a certain... so, like the double-edged sword, I mean, like, there's a lot of talk about uh... I don't know if this is the correct word, but 'competence' in English teaching, like, the English teachers. So, in a way, like, when you don't mention it explicitly, maybe some of those historical things that should be mentioned when you talk about English, in English, is *missed* in a way that- but at the same time you also give credit, like, every, in my opinion, competent English teacher should still mention the UK and US in a way. Though, like, if they're able to... like, for me it's no different if they mention it or don't mention it, it will still be important. And I like the idea of having a more international focus, but hopefully it doesn't affect all, like, it doesn't affect the teaching- I like the idea behind it, but I'm not certain about how it will be implemented in practice.

them make sure that what they're going to say won't embarrass them in any way (hehe). Because I think that's what they're afraid of. So we're trying, like, to make it a safe thing. And also that it's ok to say something wrong, to misspell a word or- grammatical errors doesn't matter. So a lot of focus on that.

I: What do you consider good pronunciation?

T: Hmm, yeah. That's a hard question. (hehe) I don't know.

I: (hehe) It is a hard question I guess, yeah.

T: Yeah. It doesn't have to be, like... it doesn't have to be, like, perfect British or perfect American, or, like, any accent. That's not something that I connect to pronunciation. But... at least you can tell if they don't know the word, they will pronounce it wrong. And if they know this word, and know what it means and how to use it, they, most of the time, pronounce it correctly. When they're talking English and I can hear that they're not pronouncing it right, or the, like, stress is on the wrong place of the word, I think often that means that they don't know what the word really means (hehe). Need to work out, or listen to it, and find out what it means (inaudible). But I'm not, like, searching for perfect British or perfect American, or any other dialects, it doesn't have to be like that.

I: Some of the competence aims of the Knowledge Promotion, or "Kunnskapsløftet", from both the previous one and the new one from last year, state that students should learn to use 'key patterns of pronunciation in communication'. What does that mean to you?

T: Key patterns of pronunciation... No, I don't know what that means, really. I think... Maybe it is, like, skills in... When you're in a communication, where we are communicating with someone, that you can take part in the conversation by listening, and talking, and participate, and show interest. Maybe that could be something about basic skills, it doesn't... have to be like the language itself, but how you use it, and how you interact in a conversation with other people, and we can learn basic skills about that. If that makes sense (hehe).

I: (hehe) I think it does, yeah. Do you explicitly discuss different varieties of English with your students?

Teacher E:

I: How important would you say your education was for how you teach spoken English?

T: I think- yeah, I think, my education when I was at the university... we did a lot of the same exercises that I still do in class now. Because we did a lot of practical methods to, sort of... yeah, we thought a lot about how we could teach English, and we did that ourselves, in groups, same way that I do it in groups with my students. So I think that- part of it was very practical and useful. But there was also a lot of things that I don't use at all now. Maybe that's because I'm at this level, so if I had been teaching at a higher level, maybe then I would have used other things, so...

I: What do you think are students' main benefits from learning English?

T: I think it gives them a lot, because... a lot of the time- it's a more international world now, and they communicate a lot in English, and there is more communication, like, across the globe. In all kinds of situations. For your daily use by traveling, but also in work. In many different jobs you need to know how to speak English, because you communicate and work together with people from all kinds of- parts of the world. Especially now when everything is so digitalized. Yeah, so maybe that (hehe).

I: What do you work on the most with your students when it comes to learning to speak English?

T: Like, *here*, at school, what I think I need to focus the most on is making them feel comfortable with speaking English in front of others. Some of them are, but many of them, they don't want to say anything, they're afraid to say something wrong, and really nervous about the situation of talking in, like, their second language. So, I think we focus a lot on making, like, safe environments, smaller groups, and speak with persons they feel comfortable with, and also prepare what you are going to say. Because I often use, like, when we're talking about different topics, that in the end of the class they are going to say- or mention one thing that they've learned this class. And then they prepare that first. Sometimes alone, sometimes together with others. And for those students I know that are most afraid of this, I'm always, like, visiting them, and seeing what they have thought, and can sort of help

T: Different?

I: Varieties of English.

T: Varieties of English, what do you mean with varieties?

I: A variety is any sort of- well, different language, if you will. Like, different dialects, different accents, you know...

T: Not much. We have- not much, but... sometimes we study, like, differences between American English and British English, and how they use different words for the same thing. But I don't know... I don't do it a lot, because I don't know if I think it's that important. That's my personal opinion, because I don't know how I... Yeah. Compared to other things, I don't think that it's so important to work with that. But that's just my opinion (hehe).

I: In Norway, we have historically had a speaker norm approach to teaching English, which means focusing on trying to use and speak the language as close to how native speakers would as possible. And that has included encouraging students to speak with a British or an American accent. Does this approach sound familiar to you at all?

T: Not *now*, but when I was at school we had to speak British English. We weren't allowed to speak American English, but I don't think it's like that today. I don't practice it at all myself at least. I don't think that... 'cause, as long as they can make themselves understood, they have- write your language, and it doesn't matter if it's a dialect, or if it's RP or... That's not important at all.

I: So, do you think in any way that it's important to speak English the way its native speakers do?

T: No. (hehe) Not really. Because we're not English native speakers. And, like, speakers of English all around, they do it differently. So why should we, like- why is the perfect thing to do just the same as them? It must be more important to be able to communicate, I think.

I: Yeah. Are there any varieties of English that you *discourage* with your students?

T: No. Or, only- no, no, maybe, like, kind of ghetto-speaking English (hehe). Because a lot of their influences are from films with really *rough* language, so we want them to use a school-friendly language (hehe).

I: What do you think about speaking English with a Norwegian accent?

T: Many students do that... or not many, but some do. They have, like, you can hear where they're from. Like, if they're from Oslo or Bergen, or maybe also if they are from here where I live, they have the "skarre-R". And you can hear that a lot. But in some English dialects you have that also. So.. No, I haven't really focused much on trying to change the way- if they communicate well in their way, I haven't tried to change that. Or, 'you can make it sound more American', I haven't done that.

I: Are you familiar with the language teaching approach called Communicative Language Teaching?

T: No, that's new to me.

I: So, it's a language teaching approach, in which the aim of learning a language is to learn what makes you able to communicate in it efficiently. And so the aim of the approach is to develop what's called 'communicative competence', which is, exactly, what you need to know to be able to communicate efficiently. So what would you say communicative competence means to you?

T: Yeah, maybe like I mentioned earlier, that it's also a technique of how to participate in a conversation, it's more than just your language, but also how you respond and how you interact in a conversation. If that could be, like, communication skills (hehe). Yeah.

I: How do you feel about using other languages than English in your classes in any way?

T: In English classes?

youngsters cultures are. And native people, to explore that, both in Norway and other countries in the world. And I think there's also a lot more focus on communication. So it's more important to be able to communicate, more important than to know a lot about Great Britain or to know a lot about- facts about America. So that has changed. So, it's communication, and be able to express yourself has higher value now, maybe, than in the previous plan. I think. And as a teacher you're more free to choose what subjects you want to focus on. And that in a way makes it easier for us to connect to other classes, so that we can sort of work together on the same topics.

I: Do you think you're going to teach any differently because of the new curriculum?

T: Yes.

I: How so?

T: We, like, have these- I don't know the word in English, "tverrfaglig"?

I: Yeah, "tverrfaglige emner".

T: Yeah, so you have that, there is a bigger focus on that in the new plan. So English is- at the moment we're having like this "tverrfaglig" work with Sámi people, English is a part of that. So I think more of the teaching is.. it's sort of changing a bit, and we also have, like, these new digital tools- it's very popular at the moment makes podcasts at this school, that is something that has changed (hehe). So I think we're trying- at least I am trying to be more creative in my teaching. I think the new plan leads us to that, they want us to teach in different ways, use all your senses and experience things from different.. media, so different ways or.. yeah. I think it has changed. Yeah.

I: So, just one topic of questions left here. Which English-speaking cultures do you include in your teaching?

T: Yeah, so far we have.. 'cause we were talking about native people, that still is an important part of the curriculum. So we focus on Australia and the aboriginals. We also focus on the United States and the native people there. Norway and the Sámi people, but we also talk about

I: Yeah.

T: I mostly speak English, but sometimes when I find- sometimes when I'm explaining things, I find it hard to explain it in a good way myself. And then, at times, I repeat it in Norwegian just to make sure that they understand me. But most of the time it's only English in.. In all classes, I also teach, like, in- I have group teaching for students who need extra help, and even in those classes I speak English all the time, because I- they understand a lot, because they're used to being in, like, English media and stuff. So they can understand almost everything I say, even if I'm (inaudible) a group. So maybe they struggle a bit more with writing or speaking themselves, but they understand a lot. So you don't need to speak Norwegian at all, really. But sometimes, when I feel like I don't explain things very well I just have to make sure that they understand, so then I can repeat it in Norwegian. But not that often.

I: Do you rely on the curriculum often in your work? The English subject curriculum.

T: We have to (hehe).

I: (hehe) I suppose, yeah.

T: But I think our new curriculum now is very- is more open than the one we had. There is- you're very free to- you have skills you need to work with, but what kind of information or what kind of topics you choose, you're very free. More free now than you were earlier I think. But of course, we need to follow that, it's.. yeah. That's my job (hehe).

I: Have you read up on the new curriculum for the subject of English, from "Fagfornyelsen"?

T: Yeah.

I: Do you have, like, a general impression of it and how it's different, or..?

T: Yeah, one thing is that in, like, the old one, there were more, like, you had to learn about the societies in Great Britain and in the United States, that's not sort of pointed out anymore. Now it's more.. to learn about how English-speaking people live in countries, and how, like,

India a lot. Uhm, yeah. So I think that would be like mainly- Great Britain, United States, Australia, and India. Those are like the countries that are- we dig deeper into. But I'm- that might change, I'm not sure. But that is how we have traditionally done it (hehe).

I: And why these countries specifically?

T: Because they are connected to other subjects. Especially India, when they're learning about Gandhi and everything that was going on there, that has been like a natural connection between the English class and social studies and "KRLE". And the USA and Great Britain because that has been a part of the plan, we have been told to teach about these countries. And I think Australia, that might be- I think maybe just because it was in the book that we had (hehe) at the time. So it has been, like, a topic that has been included. But, in a way, we work with these topics over the years, but in year ten we sort of connect everything and draw the lines, because they have a lot of things in common. So we're sort of exploring, like, in year eight we explore Great Britain and Australia, in year nine we dig deeper into America and also Great Britain and India, and then we have, like, a big dig into the United States in year ten, and then in the end of year ten we tie everything together.

I: Well, I guess you sort of touched on that, but are there any English-speaking cultures you consider more important to know about for students than others?

T: Yeah, the three of those that I mentioned, sort of. Because you're touching these countries in our other classes too, and I think it's a good- we're trying to in- like, dig into the topics. And it's a nice thing that we can connect to, like, countries and things that they work with in other classes too. So that is the main- yeah. I don't- I forgot the question (hehe), can you repeat it?

I: (hehe) Yeah, if there are any English-speaking cultures or countries that you see as more important to learn about?

T: Nah- I. I don't know, but I think we have chosen these because- maybe also because these are countries that I know more about *myself*. So if I was going to choose, like, different- we also touch different countries, but not in the same- like, we're talking about Jamaica and.. Nigeria. We have some topics- because they have been topics on previous exams. So we're

touching them. But it's also about teaching about countries and cultures that you know a lot about yourself. So I know a lot about Australia since I've been there, and Great Britain and America we- as a teacher you know a lot about those countries, no matter what class you teach, I think. It was also about that, teaching about countries that you know a lot about yourself. That makes it easier to pick out the good things (hehe), the important things for students.

I: So the countries you mentioned were the UK, the US, Australia, and India? That you focus on the most?

T: Yeah.

I: In your opinion, what does it take for a person to be considered a genuine English-speaker?

T: What do you mean with *genuine* English-speaker?

I: Like, a person who is.. how do you say, a *real* speaker of the language. Like- you would probably argue that a British person is an English-speaker, but at what point does a person become an English-speaker?

T: Do you mean if you have English as your second language, at what point do you become.. that you can consider a student an English-speaker, or?

I: Yeah, for example. #*Cause.# Yeah.

T: #Yeah#. Yeah, I think when they can express themselves naturally, with a natural flow, but doesn't have to be perfect though. You can still sort of- doesn't matter- at times you might look for words, or take a walk around to get to where you want to go, but.. you are still an English-speaker as long as you can communicate, and there is a certain flow in your language, which doesn't.. you don't have to use Norwegian words, for example, to support yourself. So as long as you can express yourself, like, in a natural flow, and you can take part in conversations, and you can understand what is being said, then you're an English-speaker, I think.

Teacher F:

I: So, as a teacher, what do you think are students' main benefits from learning English?

T: Uh, I think the students benefit.. more from other cultures, more from other points of view. They also benefit another way of thinking, and another way of using their brain, and to make connections between their own language and English as a second language. And other languages if they choose to study, if they are interested, and if they have teachers who can inspire them into being even more proficient in those languages. They can do great things, and they learn how to make a connection. I believe that English, and any other foreign language other than your own native language, is like math in a way. So, you- in order for you to learn English and to learn grammar for example, because that's something that you need to have in place, you need to work with a pencil and paper. That's what I say, like, the *old-fashioned* way. *Yes*, we use the technology, yes we use all the tools that modern days have to provide, but it's something that you really have to work with. Yeah.

I: What do you work on the most with your students when it comes to learning to speak English?

T: What I work on the most with them is for- is to teach them, and to get them used to, not saying things the wrong way. Like, for example, one of the biggest focuses that I have this year with my two eighth grades was the fact that they said 'me and my mom', 'me and my friends', 'me and my family', 'me and my best friend', and so on. And I try to explain to them that this is OK to say in spoken English, but it's not OK in written English. And, because there is a big connection between the way you speak English and the way you write English, they as students maybe do not have in place this ability to make the difference between spoken and written English, and they write the way they speak. Like I do in Norwegian: I speak bad Norwegian, so I write bad Norwegian. So I try to focus a lot on teaching them and to getting used to them into saying things the right way. Because if they learn to say it the right way, then it's easier for them to write it in a right way. And this was one of the biggest focuses that I had this year. We do not say 'me and my friends', even though this is acceptable in.. normal spoken English, but we say 'my friends and I', because if you remember to say it correctly then you will also write it correctly.

I: OK, so, my last question. You sort of mentioned it already, but.. as you've said, there is no mention of the UK or the US, as there was in earlier curricula. What are your thoughts about that change?

T: I think it.. I think that the new curriculum is.. it gives us more freedom, as teachers, to choose what to focus on. Since we have been working with this old one for so many years it's sort of natural that you're sort of using the same things that you have, but you're trying to renew them, in a way, to make them fit into an existing pattern. That might also be because of time issues. And also because we have experienced that it is useful for the students to learn about these countries. But in sort of a way it can be less stressful (hehe), because when you have, like, all these aims that are sort of set for you, you feel like you need- have to come through everything, and you need to focus on everything, and then it might- you might hurry a bit to make sure that you have touched everything. But now in this new plan you have the chance to go more in-depth, because there is nothing, like- you don't have to chase anything the same way as you did in the old plan. So I think it's better. But at the same time I think we sort of try to adapt old things into the new (hehe) system.

I: And what do you consider good pronunciation?

T: Good pronunciation- well, pronunciation is a personal thing. And pronunciation is something that you learn. It takes a lot of time for you to practice and to learn pronunciation. *Now*, in eighth grade and even in ninth grade, I focus on my students first of all feeling comfortable when speaking, and even though their pronunciation does not sound maybe the way that I would like it, I do not point that out to them, but I repeat the way that I would like them to sound, so they pick it up. So they learn by doing, and they learn by copying. If I had a 100% British accent, probably my students would pick that up too. If I had a 100% American accent, they would also pick it up too. But I think that pronunciation is mostly influenced by the kind of English that you hear around you, the kind of English that you have access to, and this is where I speak about television and all sorts of media, and the teacher at school also has an impact and an influence on your later pronunciation. But the point is that they- first of all they have to feel comfortable when speaking, and after that that they are- that they make themselves understood. And I have another example here. Many of my students mispronounce the word 'were'. And they pronounce it 'where'. And in this way, it was very difficult for them to make the difference between, let's say 'you were at school yesterday', 'you where at school yesterday', which doesn't sound right at all. Even though they write it as in the word 'where', they would mispronounce it, and often in the written texts I could see that they did not have control between these two words, because they mispronounced it. So, every chance I get, I point it out again and again and again. One of them we pronounce it 'were' and the other one is 'where'. So that if they have these two different kinds of pronunciation in place, they will not confuse the two words. In terms of spelling, right?

I: So, some of the competence aims of the Knowledge Promotion, or "Kunnskapsløftet", both the old one and the new one from last year, state that students should learn to use 'key patterns of pronunciation in communication'. What does that mean to you?

T: Key patterns.. key patterns. This is a bit difficult to say, it really is a bit difficult to say. I think that we have to focus most and- foremost we have to make the students willing to speak. Because I can see that this is something that we struggle with, and I do struggle with my students a lot, because they are- many of them are.. not afraid, but quite preoccupied about what the others in the classroom would think about (inaudible) knowledge of English. So, the patterns, they come gradually, and me, as a teacher, I think that this is one of my roles to

teach them how to pronounce things correctly, as in- in an understandable way. And making them to feel comfortable when speaking, this is my main focus now.

I: Do you explicitly discuss different varieties of English with your students?

T: Yes and no. The students that I have are.. and the students that any teacher has, they are very different. But we can discuss varieties of spoken English when it comes to different texts that we have in the book. Like, for example, we have just had a chapter about Britain in eighth grade. So we had the possibility to both learn about the culture and, uh.. sightseeings and everything- even history and a bit of geography, and food, related to Britain. And this was a good opportunity for me to work with the.. "tverrflaglige tema"? "Er det det?" Yeah?

I: Mhm.

T: And also, it's been a good- it's been a good.. opportunity for me to *show* my students, and to practice even, a bit with my students, the British pronunciation, because I believe that British pronunciation is a bit understated, underestimated. And it's not very, very often that we watch it on television since the USA has taken over, one way or another, everything that we can see on TV and over the media. So, I think it's my job to make them aware that there are so many kinds of English. And not to mention that they were so *surprised* and many of them were absolutely *shocked* to learn about the British Empire, and to see how many countries around the world were- used to be a part of the English Empire and the Commonwealth. So this is- this was by showing them a map of the former British Empire, they understood a bit better *why* is English such a- why is English an international language, and why do so many people around the world speak English? In ninth grade, we are soon going to start a chapter about Australia and New Zealand. And this is going to be another excellent opportunity for me to introduce to my students the Australian accent, which, may I say, is not one of my favorites and is not a very easy one to understand. But again, it is going to be an opportunity for me to introduce them to another kind of English, not to mention culture, food, and so on. So basically, I introduce new- I introduce- I think that's a bit overstated. I speak and I mention about other kinds of spoken English according to the textbooks that we have and according to the year and- that we follow.

or like that'. It's something that they should develop on their own. And like I said before, pronunciation, I believe, it is developed and it is influenced by the surroundings: we learn from the things that we hear around us, and school also has a major impact in building and in forming your pronunciation.

I: So you don't think it's important to speak English the way native speakers do?

T: Not necessarily. I believe that the point to a conversation is to make yourself understood. And at the same time, to understand what your- what the other speaker is telling you. Yes, at school we follow some patterns, we are focused- as teachers, we are focused on structure, and- but I think that in real life, when you get to use English in different walks of life, the main point is to make yourself understood. I don't think that it's very, very important to sound British or American or Australian, even though you go and live in that country. Yes, it- maybe it's an accent that you pick up after some years, after living there.. after hearing the same language around you for quite some time. But I will not focus on.. *pushing* my students into sounding one particular way. (pause) I don't know if it's right or wrong. I have no idea, but this is the way I feel. I teach with my heart, first of all, and I try to tell them that you have to be comfortable when speaking, you have to make yourself understood. And yes, at school you have to- you need to follow some patterns. But in *real* life, the main purpose of *any* conversation in *any* language is to understand and to make yourself understood.

I: But are there any varieties of English that you would *discourage* with your students?

T: I would not do that. I would never discourage them into looking more into the Welsh kind of English, or the Scottish accent. I would never discourage them. I *would* discourage, however, how should I say this.. "Tullespråk", in a way. I don't know how to explain- I have some students that, even though they are extremely good at speaking in English, they *murder* the English language on purpose. So they sound, uh.. *bad*, just bad, but on purpose. It's not because they don't know how to speak correctly, but just because they think it's funny. And there is a danger in this situation, the fact that they can get used to speaking English that way, in a broken way. And it would be difficult for them to come back, or to even pick up or to catch up with the others who speak correctly, and the way that you *should* speak.

I: OK. Are you familiar with Communicative Language Teaching?

I: So when you grade students on their oral English skills, what would you say you emphasize?

T: I emphasize fluency, I emphasize the fact that they are or are not willing to speak freely. Like, for example, we have just had some presentation, some PowerPoint presentations about Great Britain in eighth grade. The students were able to choose from different topics. And they decided for themselves what kind of topic to write about in their presentation. So, I told them that this time, because we are only getting started, they are only learning how to make a presentation and so on, the main focus in written English this time was for them to have good structure of the PowerPoint. And, of course, we learned together what a good structure was, and when they stood in front of the classroom they were allowed, this time, to have a manuscript. And I was very happy to see that there were quite a few students who chose to make their presentation without the script. And that just impressed me, and it made me even happier to see their efforts and to see the fact that they *are* willing to stand in front of a crowd, which is not easy, it's not easy at all to do. But they did it. They did it. So I emphasize fluency, I emphasize pronunciation, I emphasize if they speak on point about the subject that they have chosen to speak about, and I also emphasize their ability to connect their topic with other topics. So, if they are- if they have the ability to be critic about their own work, and correlate some information in their work with other topics.

I: In Norway, we have historically had a speaker norm approach to teaching English, and that means focusing on trying to use and speak the language as close to how native speakers would as possible. And that has included encouraging students to speak with either a British or an American accent. Does this approach sound familiar to you?

T: I can't say that it does, but me, as a teacher, I do not try to influence my students into choosing one of the accents. 'You should either speak British or you should either sound American'. I think that pronunciation is something every person, every human being develops for itself. It's like a personality trait, it becomes like a personality trait. It is true that you can recognize after a while, and after some time- after you have gained some experience, you can recognize for example a Russian speaking English, or an Indian speaking English, or an, even- I can recognize now, after some years in Norway, a Norwegian speaking English. So- and not to mention the French speaking English. So there are particularities, right? But I do not try to, and I will not try to uh.. impose to my students 'you should *either* sound like that

T: I don't know? Can you explain to me?

I: Absolutely. It's a language teaching approach that aims to- or in which the aim of learning a language is to be able to communicate in it efficiently. So it's all about fostering what's called 'communicative competence'. So the next question is, what does communicative competence mean to you?

T: It's exactly what the definition says: to be able to communicate in a language efficiently. Even though, as a grown-up, after you have finished school and you are in the field of work, you are in situations where you have to speak English, which- maybe you don't remember all the grammar rules or all the vocabulary that you have gained as a student. So I think that a *good* communicative competence is to make yourself understood. What is the purpose of your communication? What is the message that you have to send? Is the message that you send being received by the receiver the way that you intended it to be? Or is it perceived in the wrong way? So, communicative competence would be: make yourself understood in the way- and make sure that you send out your message the way that you intended it to be. And that it is of course received by the receiver in the way you wanted it to be.

I: How do you feel about using other languages than English in any way in your classes?

T: Uhm (hehe). I learned that- as a student, I learned that in order to be an English teacher, you are supposed to speak in English from hello and until goodbye. So English language is to be used 100% in the teaching process. However, I did this at the beginning, some years ago when I had just moved to Norway, and I couldn't speak Norwegian at a good level, so I was basically *forced*, one way or another, to only use English in the classroom. *That* I think it worked as an advantage, both to me and both to my students. Because I did not have the ability to speak in Norwegian to them, I could only exchange just a few simple words with them, and just a few short, short sentences. But as time went by, I became a bit more confident in Norwegian, so I started using Norwegian also in my English classes. I'm not sure, I'm still not sure that that's the best idea. Maybe it is a good idea, because there are some students who have to.. who struggle, I do have students who struggle with the English language, and so using Norwegian, which is a familiar and safe language for them, makes them keep up with what we do, actually, in the English classroom. So, I would say that

theoretically, the principle works: you have to use English from the first second the English lesson starts and until the end. But in theory, uh- but in practice, in real life, I think that it has to be a balance somehow. Yes, English has to be the dominant language in the English lessons, but sometimes, with some students, and with some classes, I think that Norwegian has to be used also. Just to keep- to give them safety, and the idea that they can keep up with what we are doing in the classroom.

I: Have you read up on the new curriculum for the subject of English, from #Fagformyelsen?#

T: #Yes, we have to-# we use it in eighth grade and ninth grade.

I: Do you feel that the new curriculum makes you, or will make you, teach any different from what you've done before?

T: Honestly, no. This is the wrong thing to say, I'm not supposed to say this really, but honestly no. I do my English classes the same way I have always done it, I use the same amount of energy and the same amount of resources. I think that I change- what we change is the- maybe a bit of greater focus on the "verrfaglige tema". We have three big topics that, may I say, it's a bit difficult to work with, with all three topics during a school year. And I have another kind of focus when it comes to evaluation.

I: So there's just one topic of questions left. What English- or which English-speaking cultures do you include in your teaching?

T: British. British- I love British English. So British is for me. Yeah, I'm old-school. I'm old-school, so I introduce British a lot, because that is what I feel most- I feel closest to. And I believe that the students do not know a lot about the British kind of English, with everything related to the culture, civilization. Because this is not what they have most access to. What they most have access to around them in their daily life is American English, so I think it's only my job and my duty to show them something else too. They don't have to decide which one they like best. Absolutely not, this is not even the point. But my job there is to show them that there is another kind of English, and they can decide for themselves after that. And it's not even a matter of which one they like best, absolutely not. But it's just for them to gain

T: In time, with work, and depending on the purpose that you have. What is your purpose? Do you want to sound British? Is this your purpose, to sound British? Then you have to work extra, and to- probably to eliminate everything American around you, so this is just an example, just theoretically. I have never thought about it, but I think it's all about focusing into that direction, and eliminating other distractions around you, and just focus on your goal. If you want that, if it's something you are looking for.

I: My final question: There's no mention of the UK or the US in the new curriculum, as there has been earlier curricula. Do you have any thoughts about that change?

T: I think that the new curriculum leaves a bit of freedom, maybe, to the teachers to decide, in a way, which way to go. I do not believe that any of the teachers should choose either of the directions, but I think that it's our job to show our students both of them. To introduce them both to British English and culture and civilization, and also both to American English, culture, and civilization. And not only those, we are also going to speak about Australian English and New Zealand English and so on. So I think it's our job to introduce our students as many kinds of English as possible. And it's up to them after that with what kind of accent they pick up, what kind of language they decide to choose. This is said in the wrong way, because they don't choose what to speak. It's the way they build themselves, what to speak, considering all the influences around them.

more knowledge of the general- of the world around them. There's more out there than American English and what we watch on TV. There's so much more out there.

I: And you say that they have most of their influence from American English; do you feel that the students try to speak American English the most?

T: I think they copy it without even realizing it. They don't even have a point, they don't even have a purpose in copying it. But they do, because this is the main influence that they have around them. And whether we like it or not, this is how we also grew up, with mostly American influence around us, and whether we like it or not, this is what influences us most. As we grow older we find out by ourselves or with help that there is more out there than just American English, but there is also British English, there's all of Australian English, even Indian English. Yes, listen to it, and just for you to have an idea of what it sounds like.

I: Do you think that there are some English-speaking cultures that are less important to know about than others?

T: No. There is no- nobody is less. But what I think is that.. we are not used to hearing about other speaking cultures. We are not used to hearing about the scots, for example, so often, because we are just not used to doing that. And this is why I have to underline one more time how important is our role as teachers to introduce to our students varieties of English, "rett og slett".

I: In your opinion, what does it take for a person to be considered a genuine English-speaker?

T: Years of practice and experience. Just years of practice and experience. I do believe that there is something that either you have it or you don't have it. You have, like, "språkore", right? You have it or you don't have it. It's easy for you to learn a new language, or it's not easy. Luckily, I like to believe that I have it, and this is why I learned English naturally. But for other people who don't have it, they have to double the amount of work, or even triple the amount of work. So it's about work, work, work, and experience. Years behind you, of practicing the language.

I: But, so then anyone could become a true English-speaker, in a way?

Appendix H – Example from the coding process

BE-inclined, formality and style, "low-level style", mentions global aspects, mostly based on BE/AE

Teacher A

I: How was your experience with learning to speak English yourself?

T: I think I started out being a little shy, as most people do (hehe). Uhm, but I started early reading English, and so... I built a vocabulary which made it more interesting to have English in school. I didn't use it much orally at an early age, that was more when I started studying. So... I think the entrance for me was reading, and I can't remember from my own education that instruction in oral use or oral communication was really focused on.

I: What would you say was the most important factor for making you proficient in speaking English?

T: Uhm... I think it was a large amount of reading, both fiction and factual texts.

I: Do you feel that your own teaching is different from how you were taught English?

T: Yes, I think so, in many ways. I think, uh... The most important difference perhaps is that I try to focus on different things in the same project. So, we may have something about pronunciation of words, grammar, vocabulary, reading, and writing skills in the same project. And I felt in my own education that we had one thing at a time. 'Ok, we will have some reading now, we will have three weeks of grammar' (hehe), yeah. I think that's the biggest difference.

I: How important would you say your education was for how you teach spoken English?

T: I think the tradition in Norway to have books in British English have had a great influence. I think also that... uh, we have had a lot in recent years about pupils activity in the lessons. Not in my experience from English as a subject, but my education as a teacher, it has formed some of my concepts, or... Yeah.

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Authenticity

T: To be able to tell about things they have... they know something about before. And it's something from daily life, or situations that may be coming forth if they... do everyday things. Or things we have read about and texts I know they have in their background, and the vocabulary and subjects and so, so that we can talk about topics. So I'm very interested in teaching them to respond to what other say, and to add information and to be able to adjust to the situation. So, yeah. So the communication and the willingness to take part in a dialogue is number one.

Functionality

I: What do you consider good pronunciation?

T: It's important that it is understood, easy to hear. But, uh, when it comes to things you asked about in your questions, I don't tell them that British pronunciation is good and American is bad, or that English varieties with Australian or Indian or Pidgin English versions are examples of bad English. I try, when I pick listening texts for instance, to tell that there are many different varieties, and the most used ones would be the British and American, that there are many different, and sometimes I will show the differences and make them choose one... way of saying things, but not very often, because I say it's not very important for me what you choose to do, but beware of this. And perhaps when they get older they can listen to different speakers and say 'oh, I can hear that this is American'. Yeah.

Minimum Exposure

I: But so you said that you sometimes tell them to choose one, what do you mean by that? Like, over a certain time, or as a default kind of way?

T: I... Well, it's not easy to find examples... I tell them sometimes that- not only geographical things but, like, level of style is very often more problematic than the regional differences, because they would use slang language from game chats and so, and the put that into some kind of more formal use. And I would say 'ok, in this- just this topic and this kind of communication now what you said may be not as good a choice as something more formal'. Yeah. So I would rather- largely say that I use more time giving advice orally when they write, pointing at differences in style level than what is British, American, Australian... Mhm.

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I: But you don't have, like, any direct thoughts about how your teacher education has shaped how you teach oral English for students?

T: Yeah.. To a degree, but... My teacher education in English was not classroom-based, and I took that after I had finished my education as a teacher. So it was not much of modelling, or what you do in a classroom, no.

I: So why did you choose to become a teacher of English?

T: I think the most important is- I'm very interested in languages myself. So I have started on many language courses in many different things, and... like, Irish or Arabic or (hehe) just because I have this linguistic interest. Second thing is I knew, rather early, that I would have most of my professional life in a small place. I have been in different schools, different parts of the country, but I knew that it would be important for me to have the basic subjects myself, so I had to study Norwegian, mathematics, science, English (hehe). Yeah, so... It was one of the subjects I wanted to have a basic competence in.

I: What do you think are students main benefits from learning English?

T: To be sure of themselves. To know that they communicate, and they can show that they have understood something that others try to inform them. They can... be in contact with people they meet in the digital world and the physical world, so they will not back away from situations where they need it.

I: How much of your lessons is focused on oral language use, would you say?

T: Uhm... The situation just now is that we have in fact divided the subject. So that we are planning the subject together, two teachers, and I am doing most of written instructions and grammar teaching. And so, just now, but... One third of the time would be some oral activity and teaching normally, and also now when we divide lessons between us.

I: So when you work with students on oral English, what do you work on the most?

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I: Do you also discuss different varieties of English? Accents and dialects.

T: Yes. We do that, so- when we focus on special regions, the British isles, Australia, India, Northern America, we will also have listening files were I can say 'ok, this is Scots (hehe), can you hear any differences, can you (inaudible). How can we tell this is Australian? Listen carefully to this and see if you can...'. So, yeah, we do that as part of the language teaching. That that's- to know about this, and to be conscious about it so that they can accept that there is a great variety in the language. That's much more important than telling them what to do in their own language use, because it's very difficult. It's difficult for us as English users on many levels to decide which vocabulary to use, how to say things, did I put stress on the right places? (hehe) And if you make ten years or fifteen years of... reflect on those things all the time, I think perhaps they... perhaps they will reject some of their activities. I'm afraid of that.

I: Some of the competence aims of the Knowledge Promotion, or "Kunnskapsløftet", from 2006 and 2013, but also from the new one from last year, state that students should learn to use "key patterns of pronunciation in communication". What does that mean to you?

T: Can you please repeat, uh...

I: The phrase?

T: Yeah

I: It says that 'students should learn to use key patterns of pronunciation in communication'.

T: Mhm. Key patterns, uhm... then... I think of ways you build sentences, the syntax, of how you express yourself politely, and how you use words that are suitable in the situation. And to be able to address the people you talk to, what is the aim of that communication? What is the competence level of those you talk to, and so.

I: When you are grading students on their oral English skills, what do you emphasize?

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Evaluating resources
Functionality

T: I emphasize their willingness to take part in dialogues, to convey key information and their own reactions to that, ability to listen to what other people say, and give meaningful reactions to that. And their ability to use new words they have met through their work and projects and reading and so, and to make their vocabulary active.

I: In Norway, we have historically had a speaker norm approach to teaching English, and that means focusing on trying to use and speak the language as close to how native speakers would as possible. And that has included encouraging students to speak with either a British or an American accent. Does this approach sound familiar to you in any way?

Influences
Prescriptive

T: Yes, uh... I remember from my own education, and I can see now still many of the resources are based on British pronunciation, and books and articles with a British spelling. But most of the pupils' activity consuming English that's chat English, very influenced by American English and low-level style English (hehe), from movies, TV, and games, and... when I listen to them - cause I visit the lessons now, from the other teacher, where many of the dialogues and so are practiced now, and I can hear from year to year that both the teachers, myself (hehe), and the pupils have more American influence. Vowels get broader, vocabulary is found from other sources than before, and still the modelling through... yeah, books and digital resources are still very British. So, I don't know if this is all a very conscious process in a way, it's not very much discussed or brought to surface, it just happens.

I: Do you think it is important to speak English the way that its native speakers do?

T: To a degree... I'm not sure, because of course, one of the aims should be that people understand what you are saying, and it shouldn't be very far from what a standard British or standard American user would understand. But that is a wide range. And it's much more important that students like to speak English, and are able to follow spontaneous communication, and that their vowels have a certain quality.

Naivism
Evaluating materials

I: What kind of English should students learn to speak do you think?

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Inclined towards BE

T: I don't care much about the choice between British or American, if they have a background or experiences that means they have Australian or any - so it doesn't. I would say that's not important. In a way it seems logical that we should meet a lot of British English still in Norway, because they are a neighboring country we have some... educational, tourist, economical connections that way so... I'm not content with the cultural choices from Hollywood, on the unconscious choice there, because - it's like when more than half of the pupils now choose to learn Spanish as their third language, 'because we go there on holiday, ok?' (hehe) Is that the only background of choice? Yeah, I would rather say I'm for getting to know many varieties and to be conscious about the European version, because we are there. But then I'm also interested in the fact that many English-users now actually live in Asia, and I try to teach students that English is a primary language for people in different places, and the third or the fifth language for many people. And we are not only talking British Isles or the USA, for instance, the Indian subcontinent and so, you'll find many well educate English-speakers, and... yeah. And that the most globally used English is bad English (hehe), spoken by people who perhaps learnt it as their fourth language, that's not unusual.

Dr. E bias

Global Eng.

Correctness prescriptive

I: Are there any varieties of English that you discourage with your students?

T: (pause) Well, of course, if you go (hehe)... pidgin varieties of English, so that you don't use grammar on... or other examples like that. I think that's not a good model for speaking or writing. Because it will also be considered wrong by many English-speakers themselves. So I don't encourage them to use that, and... but the most important is I discourage them from using very low-style level language in ordinary, formal- in letters or articles or so, and try to make them more conscious about... it's more important in English than in Norwegian, that most English-users will feel those differences more than Norwegian users do.

Style very relevant
Prescriptive

I: How do you feel about speaking English with a Norwegian accent?

T: I think that is a natural stage in your learning. When you haven't heard much spoken English, and you haven't practiced much yourself, then I can't see that there's a problem early in your learning process that you try to say the thing as you read it or think they are said. And I think they must have reached an age of, yeah, perhaps lower-secondary school or

Long learning

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Naivise
Development = more naive

something before you start saying to them 'don't say this any more' (hehe). And it's a first stage of trying things, and you shouldn't discourage students from trying to say things. But then if you know they are more fluent, they can make sentences themselves, they can express themselves, then I can say ok, that's a good idea, perhaps you can try a little about sentence melody. How do we end the sentences? Where do we put stress, and so on...

I: Are you familiar with the approach known as Communicative Language Teaching?

T: I'm not sure if there is something special you mean...

I: It's a language teaching approach, in which the aim of learning a language is to be able to communicate in it, and to develop what is called 'communicative competence'. So - well, I could ask you, communicative competence, what does that mean to you?

Lack of understanding

T: That means to... be able to have, uh... yeah, to have a communication where you can ask and answer things, to explain things to others, to give information, to interpret it. And also, like we're doing now, to not only use it face to face, but to be able to use digital things and - how do you communicate in phones and... situations. Yeah, and for different purposes.

I: Do you feel that you use a lot of tasks and activities that promote oral communication?

T: I think, overall, when we see all of the subjects that the group of students it - I think it's much more focused than it was in my own years at school. And I see from the new competence aims also that English as a school subject has developed more in the direction of communicative competence. That's... Both when you are listening, talking, and writing, it's more about getting the content through, and understanding the situation, and understand the people you are talking to in - not only in language but in situation, and cultural understanding. That's much more important, and I feel it's less (inaudible) to have knowledge about literature and language itself. They use language not exactly to talk about language. But I see there's a conflict there, because pupils tend to be unable to go very far in development of their language without being able to talk - to meet a language of learning language, and it's - when you have come past the first primary vocabulary and reading small

Comm. comp.

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Norwegian accent ok for beginners but should ideally be left behind eventually. Norwegian has somewhat Norwegian accent themselves.

Naive of Eng.

but based on BE/AE
Functionality

Vague

Comm. important but not enough!

Naivism

texts and so, you have to talk about a variety of sentences, what choice of words, about idiomatic expressions and so. And to a certain degree they have to understand input that's not just giving them words, but telling them what can they think out to make other types of sentences? (inaudible) of sentences in other ways to express yourself with, yeah, more like idioms that native speakers would do.

I: So, just a few topics left. How do you feel about using other languages than English in your classes?

T: Other languages?

I: Yeah, for example Norwegian, or other languages that your students might know. And that they use other languages sort of to help them in English class?

T: OK. Yeah. From an early age I want the pupils to be used to using English as the basic language in their lessons, so that we can give instructions and ask questions in English. Of course, you will have to look at how much the pupils understand, individual varieties, age varieties, so at least until they are about ten we'll use Norwegian to explain things more. And later after that you can find Norwegian parallels to explore the meaning of things, and we also have some pupils with background from other languages. And that may be important for me as a teacher to know what's special about the other languages they know, because that can be a way to explain what's the difference between English and other languages you know. Yeah, it's Wednesday today, and Monday I had a lesson where we looked at making definite nouns. That's very different in Norwegian, how is it in other languages? Well, I gave them examples of languages which don't use any definite nouns at all. One student in the class told that that's not part of the grammar in their language at all, and then we discussed: OK, what kind of languages have that, and we talked about the Indo-European language family and everything, and then - it was really nice to hear that they had understood and saw which languages are related to each other, and so...

I: Do you rely on the curriculum often in your work?

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Global yet naive = Culturalism

For oral communication (?)

T: (hehe) Uh.. I use very many different sources in the teaching, yeah. So for reading texts I have a basic book for each group where we pick some of the text, but then we also pick from other books and from other texts and papers and things that are happening just now. I like to have some of the grammar teaching from.. books or digital resources that the pupils know, so there's some system, and they know their progress and can see what has happened since last autumn, or something. Apart from that we use very many different spoken and written texts.

Minorschool curriculum!

I: Have you read up on the new curriculum for the subject of English, from "Fagformyelsen"?

T: I have used some time together with the other teacher that I share teaching with in English to look at the differences in the.. how the competence aims are centered, and what they focus most on. And we found- either way the most important thing is to plan the students' activities and what they are going to be trained at, to try. And it's not very important what kind of books you have or what licenses you buy, because your idea of how pupils will be working with projects, texts, practice situations, drama, singing, anything.. It's more important than your choice of teaching material.

I: So what is your general opinion on the new curriculum?

T: I think it's- it's very good that they have found fewer focus points, and that there are some core things they want to convey through each subject. I think sometimes the competence aims are very general so it's still left very much to each teacher to have the ideas of how you can do this. And it favors teachers who want to plan things themselves and have much experience, so I think it's very beneficial if the schools encourage teachers to cooperate and share ideas and ways of doing things.

Curriculum

I: So, the final topic. Which English-speaking cultures do you include in your teaching?

T: Most of the time it will be Northern American and British Isles, also Australian and, which I said, Southern Asia. And we also sometimes read and listen to some varieties that are not very mainstream, like Alice Walker language (hehe), Pidgin English, because I think one of

Culture

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I: OK, so my final question: There is no mention of the UK or the US specifically in "Fagformyelsen", as there has been in earlier curricula. Do you have any thoughts about that change?

T: I'm not sure if that will change very much in what really happens in schools, because that. I think the cultural influence from those regions will anyways influence the choice of what you use and what you hear and read. And I have no problem with it. No.

Change

I: OK. So those were the questions I had. Thank you very much for your time.

T: Thank you for asking. It's very nice to have contact with students, to tell how life is in schools, I've been here for twenty years, thirty years (hehe).

I: I really appreciate it. It's definitely an insight!

T: I wish you good luck with your masters and your teaching in the future.

I: Thank you, and yours as well.

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Global Eng.

Varieties

the most important things with English is that it meets other languages all the time. So English is about cultural meetings and how people try to communicate and build varieties of language that can function for their purpose. I don't use much time to do this, but I try to make sure that they, each group, has met different varieties during their education.

I: Do you think that there are some English-speaking cultures that are more important for students to learn about than others?

i.e. the UK, Ireland?

Mainstream

Culture

T: Yes, I think it's wise to focus most on English-speaking countries nearby. And that you can't avoid focusing on American English and.. yeah, to tell them that what they hear from those regions also perhaps is just some of the things you can meet if you really travel in the US or travel on the British Isles, you will hear very many different things. Not only regionally, but it's also a matter of class and groups. So, English is one of the good subjects to use to make that understanding of.. we're belonging to different cultural groups, inside and outside languages, and this global focus and.. they want to.. to be interested in, to ask questions about other people, and see what can be important. It's to go out and explore the world, and it's not really easy to put people and places and languages just in their boxes, because there are lots of things that fit in, and that should encourage our interests, and asking...

Multi-cultural approach

I: What would you say it takes for a person to be considered a genuine speaker of English?

T: A genuine? (hehe)

I: (hehe) Yeah, like, a true language user.

Functionality

T: Wow, true language user. Uhm.. To be able to talk about different topics, and to provide information you need, and to communicate in everyday situations without feeling uncomfortable about trying to talk and trying to understand when you are not prepared. And also to be able to use the language to, you know, search for information, to have a good time exploring things by just listen or read something you enjoy. And be able to use it to develop your vocabulary and be comfortable in more and more situations. Yeah, I think that's the most important things.

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