

Norwegian attitudes towards non-native accents of English

A sociolinguistic study of high school students' and teachers' attitudes

Maren Karoline Skuterud



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Department of Foreign Languages

University of Bergen

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Abstract in Norwegian

Denne masteroppgaven omhandler lærere og elever i den norske videregående skole sine holdninger til ulike uttalevarianter av Engelsk og sammenligner resultatene med tidligere studier med tilsvarende fokus. Fokuset i oppgaven ligger på forskjeller mellom kjønn, yrkesfag og studiespesialiserende, språkbakgrunn, reisebakgrunn og hvor mye tid respondentene bruker på engelsktalende medier. Oppgaven er unik i at den setter søkelys på videregående elevers holdninger til varianter av engelsk hvor taleren ikke har engelsk som morsmål.

Studien blant elevene består av en indirekte og en direkte del, hvor den indirekte delen fokuserer på uttalevariantene og den direkte delen fokuserer på respondentenes egen språkbruk og hva de mener om visse uttalevarianter. Totalt fikk jeg inn 96 student svar på spørreundersøkelsen, og disse kom fra tre forskjellige skoler.

Denne studien består av seks ulike uttalevarianter. De kommer fra Russland, Tyskland, Sverige, Saudi-Arabia, Tanzania og Trinidad. Disse er valgt på bakgrunn av hvor de er fra. Tre av uttalevariantene er fra Europa, med Sverige som den nærest relaterte til respondentenes egen uttalevariant. Videre har jeg inkludert en uttalevariant fra Asia, en fra Afrika og en fra Sør-Amerika.

Resultatene av studien viser til en relativt nøytral holdning mot alle uttalevariantene. Den uttalevarianten som stod mest ut var den Svenske, som respondentene viste størst misnøye mot. Denne negative holdningen mot en uttalevariant så lik egen, er noe jeg håper vil bli forsket videre på ved en senere anledning.

Studien så også på lærerens bruk av uttalevarianter i klasserommet og hvorvidt den påvirker elevenes holdninger. Dessverre var det vanskelig å få tak i lærerrespondenter, og jeg fikk samlet inn totalt 14 svar på denne delen av studien. Det største funnet i denne studien, er at om lag halvparten sier at de bruker amerikansk og halvparten britisk. Dette er ulikt tidligere, hvor hovedvekten av lærere brukte britisk i klasserommet.

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1. INTRODUCTION

1.1 Aim and scope of the study

The present study investigates teachers and students of Norwegian high school and their attitudes towards non-native speakers of English. To learn about attitudes towards non-native accents, I conducted a questionnaire with student respondents as well as a digital survey with teacher respondents. The student questionnaire was the most elaborate one, where different non-native varieties were played to learn about their attitudes, as well as a part with direct questions about language preferences. The teacher survey was short and only asked about language use and the exposure of different varieties in the classroom.

The different recordings were chosen, and it consisted of six male voices who all speak a non-native variety of English. The chosen speakers are from Russia, Germany, Sweden, Saudi-Arabia, Tanzania and Trinidad. Three of the speakers are from Europe, while the three others are from Asia, Africa and South America. This opens for a wider understanding of attitudes towards different non-native varieties around the world, as they are geographically quite different.

The reason for choosing this particular study is because of my background in teaching. I wanted to investigate how much exposure the students get to different non-native varieties of English, and how their attitudes towards these varieties were. English has also become a global lingua franca, which means that we meet more and more non-native accents both when travelling but also through social media. There is also a research gap to fill. There have been few previous studies on Norwegian attitudes to English, and close to no previous studies on Norwegian attitudes towards non-native varieties. This study aims to fill this research gap.

96 students from three different schools and 14 teachers from a few different schools have contributed with their answer's through questionnaires. The students are either attending vocational studies or general studies in the first or second year of high school. All the student respondents answered a three-part questionnaire, where the first part uses the indirect approach to learn what attitudes the students have towards the speakers of non-native dialects of English. I used recordings from different speakers, also known as the verbal guise technique. The second part consisted of direct questions about attitudes towards native and

non-native accents, as well as the respondents' own use of accents. The last part of the student questionnaire consisted of questions which placed the students in different respondent groups, based on gender, studies, and language background. All questions in part one used 5-point differential scales, where they rate the speakers from 1 to 5, except the last question to each recording, which asked the students to try to place the speakers geographically. Part two and three consisted of questions with a few different alternatives where one of the alternatives were open for writing their own answer.

The teachers received a different questionnaire with five questions using the direct approach, asking what varieties of English they use in the classroom, and if the students are exposed to different varieties through movies, YouTube, etc. in the classroom. This part of the study was supposed to be larger with more respondents, however, it was very difficult to find teachers who had the time to respond to the survey sent out. The collected data have been analyzed and, where relevant, compared with previous research, to provide new insights to the field of language attitudes.

1.2 Research questions and hypotheses

A few research questions and hypotheses were in place before I started collecting my data, in total I had six research questions and six hypotheses.

The research questions were as follows:

1. Do the respondents have different attitudes towards European accents versus accents from outside Europe?
2. Is there a difference between vocational studies and general studies and their attitude towards non-native varieties of English?
3. Is there a difference between males and females and their attitude towards non-native varieties of English?
4. Is there a difference in attitude towards the different varieties of non-native English between students with a wider background in language than those who have only studied Norwegian and English in school?
5. Do the students who have traveled outside Europe have different attitudes towards the different non-native varieties of English than those who have just traveled within Europe?

6. Do the students prefer American English or British English when listening and speaking English?

Each research question has one hypothesis about the expected outcome. All hypotheses are based on findings from previous research, or on personal experience and observations as a teacher.

The hypotheses are as follows:

1. The students will be more positive towards the non-native varieties of English from Europe because of the geographical and linguistic closeness.
2. Students in general studies will be more negative to the different varieties of non-native English because they care more about “correctness” in spoken English than those in vocational studies.
3. Males will be more positive towards the different varieties of non-native English because they care less about perfecting their own dialect/variety of English.
4. Those with wider language background will be more positive towards the different varieties of non-native English because they know more about other languages.
5. The students who have traveled outside Europe are more positive towards the different non-native varieties of English because they have listened to more languages than those who have only traveled within Europe.
6. The students prefer to speak American because of the influence from movies but prefer to listen to British because they view it as more prestigious.

1.3 Structure of the thesis

In total, the thesis consists of five chapters. Chapter one briefly presents the study and give the research questions and hypotheses of the study. The following chapter, chapter 2, presents theory relevant to the present study. This includes previous studies as well as theory on language attitudes and sociolinguistics. The third chapter presents the methodology used in the study and how it helps analyze the results of the questionnaires. Chapter 3 also presents the questionnaire and the background to the questionnaires and how the survey was conducted in the two different groups. In chapter 4, the results of the study are presented and discussed before I in chapter 5 summarize what the study has been about and conclude on what I have found as well as provide suggestions for further studies.

2. THEORETICAL BACKGROUND

This chapter will present theoretical background for the present thesis. It will be looking at attitudes to language in general, English as a global language, as well as previous studies on the topic. Through using previous studies on attitudes towards non-native varieties of English as well as attitudes towards English.

2.1 Attitudes

Attitudes exist in many forms and have been defined in different ways. According to The Oxford English Dictionary, attitude is “a way of thinking or feeling” (Compact Oxford English Dictionary for Students, Press 2006, "attitude"). We can think and feel differently towards a lot of different things, towards a person, a group of people, a sport, a country, etc. But we can also have attitudes towards a language or a linguistic variety. What we think about a person can be affected by how they speak.

Garret (2010) talks about attitudes to language and how they are held to different aspects of language such as grammar, accent, etc. Some of the levels mentioned are “spelling and punctuation, words, grammar, accent and pronunciation, dialects and languages [and the] speed at which we speak” (2).

2.1.1 What is attitudes?

When looking into attitudes, you can find more than one definition. Many of them describe attitudes as having three different aspects, and those are cognition, affect and behavior. “Attitudes are cognitive insofar as they contain or comprise beliefs about the world, and the relationships between objects of social significance” (Garrett 2010, 23). Furthermore, “Attitudes are affective in that they involve feelings about the attitude object” (23). When it comes to attitude and behavior, Garret says “the behavioural component of attitudes concerns the predisposition to act in certain ways, and perhaps in ways that are consistent with our

cognitive and affective judgments” (23). It is said that these three different aspects all can be seen as causes and triggers of attitudes (23).

According to Allport (1954; in Garrett 2010) we define attitudes as “A learned disposition to think, feel and behave toward a person (or object) in a particular way” (19). When a person listens to another person’s accent, their feelings towards this person can be influenced by their opinion on that person’s accent. This is where prejudices can affect a person’s thoughts, feelings and behavior. According to Oxford Dictionary, a prejudice is a “preconceived opinion that is not based on reason or actual experience” (Compact Oxford English Dictionary for Students, Dictionary 2020a, Accessed: 20.06.20) People’s attitudes can be affected by prejudice, but attitudes are not prejudice. Baker (1992) defines attitudes as “a hypothetical construct used to explain the direction and persistence of human behaviour” and states that attitudes cannot be observed directly (10-11). Therefore, when investigating attitudes, we must observe behavior or ask about thoughts and/or feelings.

Garret (2010) also refers to Oppenheim’s (1982) definition that attitude is a psychological construct (20). He continues to say that constructs cannot be observed, which agrees with Baker’s (1992) statement about how attitudes cannot be observed directly (11).

An attitude is a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through such more obvious processes as stereotypes and beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion; and in 39 various other aspects of behaviour (Oppenheim 1982, 39).

Thurstone (1928) discusses how attitudes can be measured, and his concept of attitude is “used here to denote the sum total of a man’s inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats, and convictions about any specified topic” (531). What this means, is that when we measure attitudes, we measure them within these (and more) categories.

Allport’s (1954; in Garrett 2010, 22) definition tells us that attitudes are learned. We acquire attitudes through observing and noticing other people’s behavior and consequences of it . This would mean that when you observe family, friends or strangers, you can pick up on

their reactions towards a behavior, which is a consequence of an attitude. All around us, we can see attitudes, and we can get affected. This is a part of the aspect of learning. We learn attitudes from what we observe, and we observe those around us. Tesser (1993), claims that hereditary factors can also influence our attitudes. “In spite of the attitude of attitude researchers, there is evidence that at least some attitudes do have sizable heritabilities” (129). I believe this means that we can inherit attitude in the sense that our parents show us their attitudes and pass them on such as an inheritance. In this sense, attitude can be viewed as a sort of hereditary factor as our parents pass on their attitudes to us.

Looking back at the three aspects; cognition, affect and behavior, we know that cognition is thoughts and beliefs, affect is feelings and behavior is how we act. These aspects can affect how our attitudes are towards someone or something. For instance, a belief that RP is the best form of pronunciation, can affect our behavior, so that we choose to use RP in certain context, or treat RP-speakers differently from others.

Within the field of language attitudes, we find several researchers who has conducted several studies, making the number of attitude studies growing rapidly. Back in the 70s, attitude studies began to take off, and one of the first and biggest researchers were Howard Giles. Peter Garret has in his book “Attitudes to Language” referenced to Giles and a lot of his studies. In 1982 he released a book with Ellen Bouchard Ryan called “Attitudes towards language variation: social and applied context”. Furthermore, he has conducted several studies on attitudes to different varieties of English both native and non-native. One more example is “I Don’t Like You Because You’re Hard to Understand: The Role of Processing Fluency in the Language Attitudes Process” written in 2016 with Marko Dragojevic. Another central researcher of attitudes to language is Peter Garret. His book “Attitudes to language has been referenced a lot in this study. Nikolas Coupland has also conducted several studies on attitudes. These researchers mostly focus on either British or non-native varieties, while Dennis Preston is an American researcher of language attitudes, and one of the pioneers of perceptual dialectology.

2.2 Standard language ideology

A standard language is the variety typically viewed as the “most correct and acceptable form” (Compact Oxford English Dictionary for Students, Dictionary 2020b, Accessed: 24.06.20).

This can be interpreted in different ways, but it tells us that other non-native or non-standard varieties are not as acceptable as the standard languages or forms. There are close relations between our language attitudes and our beliefs about correctness. Lippi-Green defines standard language ideology as

a bias toward an abstracted, idealized, homogeneous spoken language which is imposed and maintained by dominant bloc institutions and which names as its model the written language, but which is drawn primarily from the spoken language of the upper middle class. (Lippi-Green 2012, 67)

As Lippi-Green states, Standard Language Ideology is an idealized language and is mostly influenced by the upper middle class. This is the case with most languages. Norwegian broadcast media, for instance, typically use a standard dialect close to the one used in the capital city of Norway. When children grow up, a lot of them play in this Eastern dialect rather than their own dialect, due to the influence from children's television. They are attempting to use more dialect on Norwegian television and radio, but still the majority of speakers in the media use this eastern dialect. Furthermore, Dixon et al. (2002) state that "it is now widely accepted that standard accents are rated more positively than nonstandard accents, especially on traits associated with competence or status" (162). This supports Lippi-Green's statement about SLI, where the idealized homogeneous language is considered the standard in most languages. Dixon et al. say we favor standard accents over nonstandard accents. This study investigates the attitudes towards non-native accents, which must be considered non-standard varieties.

Standard language ideology can also be noticed in teaching, one example of this can be if a teacher uses "correct English" consistently, the students will pick up on it and adapt this way of speaking and writing, eventually developing a "correct English" themselves (Philp 1968, 17). Yet the "proper" dialect may vary depending on where the speaker is from (20). For instance, in Britain, RP can be considered the "proper" way of speaking. Yet, people with low-prestige accents may find "proper" accents e.g. "posh" (27). Whether someone considers his or her own dialect high or low prestige, may vary from person to person (41).

In Norwegian schools, students typically do not speak English outside the classroom. They may speak a few words or phrases but having conversations or speaking full sentences

happens mostly in the classroom or through social media or gaming. Could this mean that standard language ideology is on its way out? When children only speak English while gaming, they will perhaps achieve a more “native” accent as they speak with people from all over the world, but they can also be affected by many different non-native accents of English. The students will listen to different accents and perhaps grow a higher tolerance or liking to different varieties of English, not just native accents. This could mean that the standard language ideology changes, as the students are exposed to different non-native varieties and not just standard, native languages.

Standard language ideology could be affected when speaking with each other across countries and continents. Gaming and social media has opened a whole new world where English is the lingua franca and has been adopted into the native everyday language. When people play games and connect on social media, they can easily do so across the world, meaning that not everyone has the same first language. Because of this, a common language, a lingua franca is needed for people to communicate on different platforms online. This would eventually mean that more and more people know how to speak English and use it in their everyday language.

English has become a global language, a lingua franca, and because of this, the traditional focus on native-like pronunciation is weaker today. “World Englishes” (Melchers, Sundkvist, and Shaw 2019) has become the term used for English. Because of this, we might have a higher tolerance for non-native accents.

2.1.2 The Media’s impact

Williams and Giles (1998; in Garrett 2010, 23) claim media is a big reinforcement when it comes to attitudes. When watching TV, reading the news, listening to the radio, etc., we can see how the media presents, talks about or behaves towards other people or groups of people. Their attitudes reflect and can affect our own attitudes.

In Norway, we gain exposure to English language through TV, movies, radio, social media, newspapers, etc. This is pointed out by Rindal, who states that “Outside school, young people have substantial exposure to English language films, television, series, computer games and music” (Rindal 2010, 242). Today, both adults and children have easy access to

the media, be it television, radio, news, social media, games, etc. In Norway, English television programs and series are not dubbed (242). This could allow Norwegians to get a greater influence from TV-shows and TV-series, as they get to listen to the actual accents of the characters on the TV. Watching television shows, movies, e.g. without dubbing, gives Norwegians the same exposure to attitudes to different varieties and dialects of English as native speakers are exposed to.

Kristiansen (2001) discusses how stereotypes work as distorted images to give us a false image of how a group of people are thought to be like or behave like (136). We divide people into different groups based on their skin-color, their geographical affiliation, their accent, e.g. The present study aims to learn more about what stereotypes we can find towards the different varieties included in the study. Investigating the phenomenon of stereotypes within accents of English, Honey (2017) defines stereotypes as “popular and conscious but imprecise general characterizations of the speech forms of particular social groups” (99). This would mean that stereotypes typically are what the general population believes an accent or variety to be like and how the people speaking similar to that accent or variety should be personality-wise, while it is in fact not a correct interpretation of that accent or variation. We can find several examples of such stereotypes portrayed in different media, not least in movies.

Stereotypical portrayals of characters in movies are typical. To relate more to the audience, stereotypes can typically be used to show humor, seriousness, anger, e.g. Looking at Disney-movies, we can see stereotypes presented in media (Lippi-Green 2012, 113). The bad guys typically have a non-native accent, while the good guys have a standard accent, typically Standard American English. When we watch movies like this in their original language (English), we can adopt these stereotypes and prejudices towards a certain accent. Examples can be “ranging from *Lady and the Tramp*’s cheerful, musical Italian chefs to *Treasure of the Lost Lamp*’s stingy, Scottish-accented McScrooge” (113). Disney-movies are just one place where this happens, we have other movies, TV-series, but also videos on social media which can affect our view on people with a certain accent.

In children’s television programs in general, there has been research conducted, showing that there is a much higher number of male white characters and non-white villains, than female, non-white characters and white villains (Dobrow and Gidney 1998, 106). These stereotypes are transferred through these television shows directly to children, who will then learn these stereotypes from an early age. The portrayal of characters is important for the

children's identity. Hoffner (1996) conducted a study showing that almost all the boys chose a male character as favorite character, while over half of the girls chose a female character as their favorite. Dobrow and Gidney's study further found that characters with foreign accents are typically bad or negative characters.

2.3 Norwegian attitudes to English

A part of this study is to learn whether Norwegian students prefer British English, American English or other accents when speaking themselves and when listening to others speak. Norwegian schools start teaching English in first grade, and it is taught throughout school as a second language.

“In Norway, as in many other countries where English is taught as a second or foreign language, learners of English are presented with two co-existing L2 models, namely British English (BrE) and American English (AmE) (Rindal 2010, 241).

These two accents tend to be the aim for students when speaking English, as those are the main accents taught in schools. In 1980, Dillard stated that approximately 300 million people on four continents, has English as their native language (Marckwardt and Dillard 1980, 3). Since then, the world's population has grown, and so has the English language. We do not have just British or American native speakers, but those are still the two main accents taught in schools around the world. Both these accents will be discussed further below.

Rindal (2014) investigated learner attitudes and L2 choices in Norway, and she found that AmE is the most accessible accent because of television and other media, and therefore it was the preferred accent among Norwegian L2 learners of English. Yet, Standard Southern BrE was considered the most prestigious English accent. This suggests that the students would prefer to use the more accessible accent as it is a part of their everyday life, but that BrE is still considered to be a high-prestige accent. “American” used by Norwegians generally refers to a GenAm accent, and “British” generally refers to a RP accent (324).

Loftheim (2013) wrote a master's thesis on Norwegian attitudes to English varieties but focused on different native-English varieties. His study showed that RP was the most favored accent, with GenAm in a second place (46-47). This goes against what Rindal (2014) said about GenAm being the preferred accent because it is more accessible. Yet, both studies

found RP to rank the highest when looking at status and prestige (Loftheim 2013; Rindal, 2014). Trømborg (2019), in her study on native accents, found the respondents to overall favor RP, with General American was rated 4th out of all 6 accents.

2.4 Attitudes to non-native varieties of English

The present study focuses on Norwegian attitudes to non-native varieties of English investigates whether there is a difference between accents closely related to the informant's own accents and accents from different continents of the world. The study investigates whether the student respondents have been affected by their teachers or whether they have been affected by other factors such as media, language background, travel background, etc.

When investigating attitudes to non-native varieties of English, we can see a lot of negative attitudes, especially when it comes to the aspect of educatedness. Kathleen Bailey (1983) discusses foreign teaching assistants at US Universities, and she brings up an example from a lot of classrooms. When the teaching assistant speaks with a non-native English accent, a lot of the students leave and change class. This happens despite the teaching assistant speaking nearly fluent English (308).

Coupland and Bishop (2007) investigated thirty-four different accents, both native and non-native, with native speakers as respondents. They found that native accents were favored over non-native accents, and non-standard accents were rated lower than standard accents. Most of their accents were native, but they did include Afro-Caribbean, Asian, South African and Spanish, which are similar to the varieties used in the present study. They also found females to have more positive evaluations of the different accents than males.

One study done in Deutschland and Germany was divided into two and investigated Dutch attitudes on one side, and German on the other. The analysis of Dutch people's attitudes to their own non-native varieties of English showed that only 7% of the Dutch informants either extremely like or dislike English, while 80% found both their native language and English to be important (Edwards and Fuchs 2018, 655). In addition, both Dutch and Germans found English to be equally enriching to their L1 (first language) (661). The study showed clearly that both countries had a positive look on English, even with their own non-native accent. The biggest difference between the present study and the one by Edwards

and Fuchs are that their study focuses on adult's attitudes to language, while mine looks at high school students' attitudes to language. The difference in age can make a difference in attitudes.

Lindemann (2005) investigated US native speakers' attitudes towards non-native accents of English. Her study included Jamaica, Russia, India and twelve other accents. She had four different dimensions; familiar, correct, pleasant and friendly. Within all four dimensions, she found US to be the most favored accent, with other native accents following with the highest ratings. Russia was the least favored accents overall, while Jamaican had quite a high score. Both these accents are included in the present study.

2.5 Norwegian attitudes to English with a Norwegian accent

There are not a lot of studies focusing on Norwegian attitudes, and fewer about attitudes to English with a Norwegian accent.

Herseth (2009) wrote a newspaper article discussing a speech by Torbjørn Jagland, a Norwegian politician. Jagland gave a speech in English to President Obama when he won the Nobel Peace Prize, and his language was grammatically correct, but his pronunciation was greatly affected by his Norwegian accent. Among other things, he pronounced "peace" as "peas. Herseth argues that the speech should be used in Norwegian schools to show the students how important it is to speak good and proper English. Yet, despite Jagland's pronunciation being non-native, it seemed Obama understood what he said, as his grammar and vocabulary was good. Herseth argued the speech should be used in teaching English in Norway but using non-native accents in Norwegian classrooms are a part of the curriculum (UDIR 2016, Accessed: 04.02.20). By this, I mean that the speech should not be used as an example of how not to speak English, but rather as an example of a Norwegian, non-native, accent. Criticizing a non-native accent or any accent and using it as a warning as to how not to speak is unreasonable. Herseth's argument of using the speech as a bad example, show us that Norwegian's may have a predisposed negative attitude to non-native varieties of English, and especially towards their own accent. One example of this, is the Norwegian race-car driver Petter Solberg. He is constantly used as a joke and bad example for how to speak English. His accent is very much affected by Norwegian.

2.5.1 English in the classroom

In Norway, children begin school at the age of 5 or 6. Prior to this, many children have access to TV-shows for children or online viewing sources such as YouTube. Norway has implemented language learning in TV-shows for children, and they start learning English before entering school. Yet, when they start school, are when they for the first time start to learn English more actively. The Norwegian curriculum focuses more and more on children learning English, as it has become a lingua franca.

In the Norwegian curriculum, we find several competences aims involving listening to and understanding several accents of English. Pupils should be able to “Lytt til og forstå sosiale og geografiske varianter av engelsk fra autentiske situasjoner” (“Listen to and understand social and geographical variants of English from authentic situations”) (UDIR 2016, Accessed: 04.02.20). This competence aim is for English in High School, the years which my respondents are attending. The competence aims are important for the teachers, as they show the teachers what they should teach the students through the year and what is the goal for the students to learn. This competence aim is related to non-native varieties of English, as it tells the teacher to teach the students about other geographical varieties of English using authentic situations. Having worked as a teacher for a while, I know from personal experience that teachers do use other, non-native varieties of English in the classroom, even if this competence aim doesn't specify that it has to be non-native varieties, only that it should be varieties from different geographical locations. Using a speech such as the one by Jagland, would allow the students to listen to a real and authentic situation where the speaker has a Norwegian accent of English (Herseth 2009).

2.6 Previous studies

There have been several studies related to the topic of my study. One of these studies was a master's study written by Areklett in 2017 with the title “Norwegian attitudes to English Varieties – a sociolinguistic study”. Her study used teenagers between 17 and 20 and adults between 40 and 60 as informants. She used the same methods; direct and indirect questions to different recordings of people reading a text. The biggest difference is that her study is about native varieties of English. Her questionnaire had the same evaluative dimensions as the

present study; status, social attractiveness and linguistic quality. Her study investigated attitudes towards RP, GA, IrEng, AusEng, SAmEng and InEng, with IrEng getting the lowest score all over the three dimensions, and RP receiving the highest score overall (42). Even so, she found more of the respondents claiming to speak GA rather than RP (41). Despite this, only 22 of the respondents wanted to speak similar to the GA speaker, while 33 claimed they do speak GA (41).

Another similar study is the one by Loftheim called “The Younger the Yankee? – A sociolinguistic study of Norwegian attitudes to English varieties” from 2013. His study also looked at native varieties of English, but different ones than the one Areklett used. His study investigated the attitudes of three different age groups; adolescents, post-university and adults, and all the respondents are Norwegian, similar to the present study. His study learned that RP was the favored accent, with GA ranked second (48), same as Areklett found in her study. His study also focused on three different aspects, some similar, but mostly different from the present study; demography, status and institutional support (14).

A third study was done by Trømborg in 2019 and is called “Norwegian attitudes to English varieties – a sociolinguistic study of students and teachers in lower secondary school”. Her study looks at native varieties, unlike the present study, but her respondents are students and teachers. One difference in her and my respondents are that hers are from lower secondary school from different parts of Norway and mine are from high school in and around Bergen. She found, same as the others, that RP is favored the most overall by all the accents, while GA is ranked fourth in her study (43). Her study uses the same three evaluative dimensions as the present study; status, social attractiveness and linguistic quality. RP scores highest in two out of three dimensions, but when investigating the results of social attractiveness, AusEng scores just a bit lower, which means it is more favored by the respondents. Another thing I notice about Trømborg’s study, is the results of GA. When it comes to status and linguistic quality it scores in third and fourth place out of six accents, while within social attractiveness, it has the highest score, making it the least favored accent (45).

Haarstad, in 2015, conducted a study on attitudes towards Arabic and Chinese English, focusing on the aspects of competence, comprehensibility and fluency. His study is much like the present one in the aspect of what accents it focuses on as well as the respondents. He investigates attitudes towards non-native accents of English and his respondents attends

Norwegian high school (1). His focus was mostly on whether one or another of the two varieties were more likely to sound like a terrorist or tourist.

2.7 General studies versus vocational studies

The present study focuses on differences in attitude between the two types of studies in Norwegian High School; Vocational studies and General studies. Vocational studies are more practical studies with work-training, while General studies are more theory-based studies.

Vocational studies are when the first two years of high school happen in school, and the last two years of high school the students work as trainees (Børhaug, Fenner, and Aase 2005, 215). The first two years in school are work-related and the subjects are more practical. All their subjects aim for them to be better prepared for their future professions. When you finish two years of high school and two years of traineeship with a practical exam at the end, you receive a certificate of apprenticeship and your education is done.

General studies focus more on the theoretical subjects and is a good basis for higher education (vilbli.no 2020, accessed 22 February 2020). When you take general studies, you have three years of high school and you achieve education entrance qualification and can choose to find a job or do further studies at universities, college, etc.

Brevik (2016) wrote a paper on English in vocational studies where she discusses the myth that vocational students are poor readers and theoretically weak and do not consider English to be important in their daily life (83). Her study used a previous test conducted by her and two other researchers. It was conducted on 10 331 students testing their reading skills. The tests used were “kartleggingsprøver” (mapping tests) in the first year of High School (Brevik, Olsen, and Hellekjaer 2016, 161). Using this previous study along with other studies, she discussed the myth of vocational studies having a lower reading and theoretical level. What she found was that, when looking at the big picture, the myth is true. A lot of vocational students have a lower reading level and are theoretically weak. A possible reason for this, is that the motivation for reading theoretically irrelevant texts is lower for the students of vocational studies, since they have already decided what they want to become, and everything else can seem irrelevant (Brevik 2016, 84). An interesting finding was that five boys from vocational studies scored lower than 20% in Norwegian reading but also scored over 60% in

English reading. These five boys spent a large amount of time watching movies, using social media and gaming, all in English (87). Brevik argues that gaming is an important resource in language learning, and that is why I included a question about how much time the students spend using English speaking media, trying to see if it also affects their listening skills as well as reading skills.

The reason for choosing to have respondents from both studies are to compare their attitudes and accent preferences. Do the two different groups of studies differ from one another, and are the myths about vocational students true also for the present informants?

2.8 Gender

Numerous studies have found a difference between male respondents and female respondents, both when it comes to language use, language preferences and language attitudes.

The basis for hypothesis 3 is the growing concept of “generation achievement” (Nor: generasjon prestasjon) (Bakken, Sletten, and Eriksen 2018). This has been observed to be more present among girls, making them more concerned with “correctness” and the use of standard languages and forms. I have observed this search for achievement during my work as a teacher, where the girls work hard to achieve higher grades and more prestige in all subjects. These observations were the basis of my hypothesis.

Trudgill (1972) conducted a study on “Gender, covert prestige and linguistic change in the Urban British English of Norwich”. He found that women tend to use linguistic forms associated with the prestige standard more than men (179). He argues that one reason for this could be that women are more status-conscious than men because women have a less secure social position and men are rated by their occupation, earnings or abilities (182-183). Furthermore, the female informants “perceive their own speech in terms of the norms at which they are aiming rather than the sound actually produced” (187-188). This would mean that they aim to or believe they are speaking a high-level or high-prestige dialect or accent, when they in fact speak in a lower-level or lower-prestige dialect or accent. The present study does not aim to learn what accent the students or teachers use, but it does aim to learn what they believe to speak.

3. METHODOLOGY

This chapter presents the methodology used in the present study. The main part of the data is collected in classrooms with students using a paper questionnaire, but I have also carried out a digital survey where teachers were the respondents. The present study is unique as it is the only study on Norwegian attitudes to non-native varieties of English. In the previous chapter, similar studies were presented, but there is still a huge gap to fill. Attitudes are difficult to study or measure, as they cannot be observed directly. In this chapter, the techniques developed for these kinds of studies will be presented and I will explain how they are used in the present study.

I will be discussing the methods used for collecting the data, as well as arguing for why I made the methodological choices I did. I will also give a brief presentation of the respondents as well as the speakers of each of the recordings.

3.1 Approaches

Within attitude studies, there are three main approaches to elicit people's attitudes. First there is the direct approach, secondly, we have the indirect approach, and lastly, we have societal treatment studies. The direct and indirect approach uses respondents, while societal treatment studies use movies, books, etc. that are already out there to investigate attitudes portrayed. The direct approach is when the respondents are asked direct questions about their attitudes and their preferences, etc. (Garrett 2010, 39). The indirect approach aims to study language attitudes more subtly by having respondents evaluate speakers, but not explicitly asking them about attitudes (41). The last approach is societal treatment studies, and it "involves analysing the content of various sources in the public domain, such as prescriptive (or proscriptive) texts, language policy documents, media texts and various kinds of advertisements" (51). Societal treatment studies aim to learn about attitudes and values within a society by studying language use and the "treatment" of linguistic varieties. By conducting a societal treatment study, one can learn more about how society perceives varieties and how the values of the

society are reflected in public sources (143). I will look closer at the indirect approach and direct approach, as these are the approaches used in this study.

Thurstone (1928) used opinions as a means for measuring attitudes (532). This is what has been used in this thesis as well. The respondents are asked to answer a question with their honest opinion about the person who just read a text in a clip they listened to. What does the respondent think about the speaker's status/competence, solidarity/social attractiveness and linguistic quality?

When conducting an attitude study, you have different questions that relate to the traits. An indirect or direct study will categorize the traits into different dimensions. The present study uses three dimensions often used in language attitude studies; status, social attractiveness and linguistic quality. Baker (1992) mentions cognition, affect and action as a construct of attitude (13). These three aspects are part of the definition of attitude. As mentioned, dimensions consist of different traits. These traits often use a scaling, for instance a five-point scale as used in the present study.

Questionnaires with the semantic differential scale ask the respondents to rate a speaker along a scale, in comparison to Likert-scales which asks the respondents to answer statements within a scale, but the scale consists of different descriptive words rather than numbering along a scale (Garrett 2010, 55-56). The present study uses three different dimensions; status/competence, solidarity/social attractiveness and linguistic quality. These three dimensions are the most commonly used in attitude studies. To learn more about the attitudes to each dimension, we ask questions about different traits within the dimensions. Typical traits can for instance be income, educatedness, humor, understandability. It is normal to use evaluative scales to measure the traits/dimensions, typically, studies use 1-5 or 1-7 in their questionnaire, as it should be an odd number to give the respondents' the possibility to give a neutral meaning.

3.1.1 The direct approach

The direct approach is one of the most used approaches in attitude studies, along with the indirect approach, and part two of the questionnaire in the present study uses this technique. When conducting a direct approach study, the questions given to the respondents are direct

and aims to let the respondents explicitly state their opinions. This method is often used, but is not unproblematic, as the questions can be misunderstood or misinterpreted. These direct, explicit questions asked, are typically about attitudes to different language varieties. Quite a few studies have used the direct approach, and I will mention some of them.

Hyrkstedt and Kalaja (1998) conducted a study on Finnish college students and their attitudes towards English. Their study uses direct and indirect method to compare and contrast the answers with one another. Combining the two methods is quite common in language attitude studies. Hyrkstedt and Kalaja used three methods to collect their data. They did a content analysis of existing documents, interviews and questionnaires, which used the direct and indirect method with the matched guise technique. Another study which used the direct method is the one conducted by Garret, Bishop and Coupland (2009). Their questionnaire used direct questions and the focus was on the three dimensions: knowledge, affiliation and practice. Knowledge was about the respondent's knowledge of Wales, affiliation about feelings and a sense of belonging to Wales and lastly practice was about Welsh things the respondent does. The questions were divided into three main categories with both open-ended questions and seven-point scale questions. A few examples of direct questions from their study are: "How much prestige do you think is associated with this accent?" and "How pleasant do you think this accent sounds?" (77). These two questions ask directly about the accent in question and what the speaker thinks of it. Often, evaluations are made on 5- or 7-point scales with a neutral mid-point.

The direct approach has several strengths and weaknesses. Its greatest strength is its efficiency. A direct study is not very time-consuming to prepare, and questionnaires can quickly be distributed to a large number of respondents, e.g. online. Another strength is its straightforward nature, which makes it easy for the respondent to understand what the question is asking of them.

On the other side, we have the weaknesses of the direct approach. The main weakness here is the social desirability bias. "This bias is the tendency for people to give answers to questions in ways that they believe to be 'socially appropriate'" (Garrett 2010, 44). This means that the respondents may be scared to give a true, authentic answer, and rather answer what they think they should or what they think the researcher wants to hear. Another weakness is the use of labels (e.g. British English, American English, Irish English, London English). Different respondents may have different understandings of what the labels mean, and the results could differ depending on how the respondents understand the labels. Also,

variety labels typically refer to a region or city, and the respondents may give their opinion of the regions and the people who live there, rather than the variety spoken there.

3.1.2 The indirect approach

The present study uses the indirect approach in part one of the questionnaire. This means that the questions in part one are subtle and do not ask directly about their attitudes. This part of the study asks about evaluations of speakers, but it really investigates attitudes towards varieties.

The indirect approach includes two different techniques typically used in attitude studies. Both involve respondents listening to recordings of different accents. The first one is the matched guise technique where the recordings are all recorded by the same speaker, using different accents in the recordings (Garrett 2010, 41). The other technique is the verbal guise technique which is when different speakers record a reading of the same text (42). The latter is used in the present study.

The indirect method also has its strengths and weaknesses. A strength of the matched guise technique is using one reader, which excludes the tone of voice and speed in which the speaker talks. Furthermore, matched guise is likely to provoke more private emotional and conceptual reactions (Lambert, Anisfeld, and Yeni-Komshian 1965, 90). The weaknesses of the matched guise technique are through Garret (2010) known as “the accent-authenticity question” and “the mimicking-authenticity question” (58). The accent authenticity question focuses on how features such as intonation and speech rate are held constant, which might not be authentic, as these features vary between different accents. Because of this, the accent might not be entirely authentic. Meanwhile, the mimicking-authenticity question is a weakness which occurs when there is more than two accents produced by one speaker. This reduces the accuracy of the renderings (58)

One of the weaknesses of the verbal guise technique is that the tone of voice, speed, etc. differs in the recordings and can affect the respondents’ answers (Garrett 2010, 42). Another one of the negative traits is the possibility that one would not understand what the respondent is really evaluating. As the questions are not asked directly, they can be interpreted differently. Another weakness within the indirect approach is the possibility of

slanted or loaded questions, however, this is mostly problematic when using Likert scale. However, the Likert scale is typically used when respondents agree or disagree with statements in direct studies. Asking a loaded question such as “Is this speaker nice?” rather than “What do you think of this speaker” tells the respondent that they should say that the speaker is nice rather than giving their full, true opinion of the speaker.

I will now present the strengths with the indirect method. One strength can be that it is less vulnerable to the social desirability bias where the respondents give the answers they believe to be expected. This is because they do not know that the questions aim to elicit their attitudes. Another strength is that there is no accent labels, meaning they do not answer questions about London English or American English, etc. but rather answer questions about an accent they hear. This excludes the confusion around labels discussed in 3.1.1. The indirect method could potentially give results closer to the “real” attitudes because informants do not think about attitudes and it is not the focus of the questions, which will allow them to reveal more private attitudes. Another strength comes with the verbal guise technique. It uses different readers speaking in their native accent or dialect, making it an authentic listening experience.

3.2 The present study

The present study uses the two approaches mentioned in 3.1.1 and 3.1.2 as well as recordings from different speakers, making it verbal guise. The questionnaire is divided into three different parts, one using the indirect method, one using the direct method and one asking questions about the respondents, giving different groupings of the respondents. I also conducted a teacher survey online, with a few direct questions.

In part two, the questions were direct, and this part was also shorter, with only 5 questions. They focused around what the students preferred to listen to and speak when it comes to native or non-native accents, as well as what their view on Norwegian-English pronunciation and other non-native English varieties were. The background for these questions, was to compare the answers to the students’ answers in part one. Did those who like Norwegian-English also like the European varieties from the recordings, did those who preferred to speak a native accent have a different attitude than those who preferred to speak in a non-native accent? All these questions had two or three options, but the first two

questions about what the respondents preferred to listen to and speak also had an open option where they could fill out the answer. In total, the student's questionnaire contained 71 questions.

The questionnaire given to the teachers was very short, and only contained 5 questions, all using the direct method. The aim of this questionnaire was to see whether the teachers have attitudes affecting the students. The problem with this questionnaire, like the others, is the social desirability bias, where the teachers may answer what they believe they should answer, and not correct. Especially when asked if the students are exposed to other varieties than BrE and AmE in the classroom. The questions included asked about their accent and if they corrected the students when they had pronunciation mistakes. All questions in the teacher questionnaire are included in Appendix 3-4.

3.3 The recordings

In the research done for this thesis, sound clips have been played to the respondents using the verbal guise technique. The content of these sound clips is all the same, but how the speaker talks differs a lot. Accent, pronunciation and speech tempo are the most prominent differences. When choosing these accents, I have tried to find as similar as possible speakers. They are all male and close in age, except for one speaker who is older than the others. There are six different speakers, three speakers from Europe, one from Asia, one from Africa and one from the Caribbean. The three from Europe are from Sweden, Germany and Russia, the one from Asia is from Saudi-Arabia, the one from Africa is from Tanzania and the one from the Caribbean is from Trinidad. All the accents have been found on The Dialects Archive site (www.dialectsarchive.com) and all the speakers read the same text in English; "Comma Gets a Cure" (Honorof, McCullough, and Somerville 2000). I chose to stop the recordings after the second paragraph which is halfway, making sure not to spend too much time, to not make the students bored. The recordings were played long enough for the students to get an impression of each speaker's accent. All recordings were approved by the supervisor.

The first recording is the speaker from Russia. He is 23 years old at the time of the recording, born in 1993. He was born in Voskresensk in Russia, close to Moscow. He was a student, working on a college degree, and he studied English, making him better than average at English.

The second recording was a 20-year-old male from Germany, born in 1993. He is from Bad Gandersheim, an area in the middle of Germany. At the time of the recording, he was a student with a major in advertising design.

The third recording was the Swedish speaker. He was 22 years old, born in 1984 in Mölndal just outside Gothenburg. At the time of the recording, he was attending college in the United States, but just for a month at the time.

The fourth recording was a 28-year-old male from Saudi Arabia, born in 1982. He was born in Qatif on the east coast. He was at the time a student with a bachelor's degree in business, working towards a master's in computer science. At the time, he had been living in the United States for two years, and previously he had studied American English for five years in Saudi Arabia.

The fifth recording was a 49-year-old male from Tanzania born in 1960, making him the oldest speaker. He was from Zanzibar, an island just east of the Tanzanian coast. At the time of the recording, he worked as a graduate teaching assistant at the University of Kansas, working on his PhD. He lived in Australia for a few years, but at the time of the recording he lived and worked in Kansas, United States. His second language is Arabic, making English his third language.

The sixth and last speaker was a 19-year-old male from Trinidad born in 1989. He was born in Kelly Village, in the north-west of Trinidad. At the time of the recording, he was a student in secondary school and working as a musician.

The six speakers all have non-native accents, reflected in segmental and suprasegmental features. None of the speakers have strong foreign accents, but all display a certain influence from their first language. To give a clearer understanding of the six non-native varieties of English, I have collected a few phonetic features of all the varieties.

3.3.1 Russia

His /h/ is realized as a palatal or velar fricative and his /r/ is occasionally pronounced as a tap or trill. The KIT vowel is realized as a close and sometimes long [i:]. His /p/ is occasionally unaspirated and he has an occasional palatalization of /n/. He sometimes mispronounces words, e.g. *bathe* with /aɪ/. In the word *diagnosis* he has a spelling pronunciation /dia-/. He

also has incorrect stress placement in the word *penicillin*. Lastly, his rhythm when speaking is a bit choppy and hesitant with occasional “wrong” nucleus placement.

3.3.2 Germany

He uses /v/ for /w/. The vowel /æ/ is realized as [e] and syllabic /l/ is pronounced as a clear [l]. He also occasionally uses /d/ for /ð/. He has a vocalised /r/ which results in centring diphthong in e.g. *more, form, force*. In GOAT words he has a monophthong, and he has incorrect stress placement in the words *deserted, lunatic, penicillin*. He has occasional spelling pronunciation (e.g. *confirmed* /kɒn-/ , *official* /ɒf-/) and occasional mispronunciations, e.g. *rare* with /ɑ:/, *cloth* with /oʊ/, *course* with /ɜ:/ . The reading is a bit choppy and hesitant.

3.3.3 Sweden

He uses /s/ for /z/ and /ʃ/ for /ʒ/ as well as /j/ for /dʒ/. On occasion he uses /d/ for /ð/. He has a retroflex [t, d] in words spelt *-rt, -rd*. Another feature is his dental realization of /n, d, t/. Also, he has an occasional spelling pronunciation (lack of vowel reduction) (e.g. *confirmed* /kɒn-/) and occasional mispronunciations, e.g. *Sarah* with /ɑ:/, *goose* and *cloth* with /oʊ/, *unsanitary* pronounced “unnecessary”. His reading is a bit choppy and hesitant.

3.3.4 Saudi-Arabia

He occasionally use /t, d/ for /θ, ð/ and has unaspirated /p/. When speaking, his /r/ is occasionally pronounced as a tap or trill. The GOAT vowel is a monophthong /ɔ/ and he has occasional “wrong” nucleus placement. He has occasional mispronunciations, e.g. *work* with /ɔ:/, *Duke* with /ɑ:/, *rare* with /eɪ/, *foot* with /u:/, *goose* as /gouz/, *futile* as /fʌtɪl/, *lunatic* as /lʌntek/ and occasional spelling pronunciation (e.g. *effort* /-fɔt/, *confirmed* /kɒn-, *treatment* /-ment/). The reading is a bit choppy and hesitant.

3.3.5 Tanzania

The Tanzanian speaker has the NURSE vowel realized as [a] and his FACE and GOAT vowels are monophthongs /e/, /ɔ/. His /p/ is occasionally unaspirated and /r/ is occasionally pronounced as a tap or trill. He has an occasional spelling pronunciation (e.g. *official* /ɔf-/, *effort* /-fɔt/, *diagnosis* (/dia-/)) and an occasional mispronunciation, e.g. *stressed* and *ether* with /e:/, *bath* with /ɜ:/). He has an incorrect stress placement in *superb*, *lunatic*, *penicillin* and occasional “wrong” nucleus placement. The reading is a bit choppy and hesitant.

3.3.6 Trinidad

He is the only one from a native speaking area, but the Caribbean has a history of a lot of non-native influence in their language. He frequently uses /t, d/ for /θ, ð/ and his FACE and GOAT vowels are monophthongs /e:/, /o:/. His syllabic /l/ is pronounced as a clear [l] and the vowel in BATH, PALM, START is a front [a:]. He has an incorrect stress placement in *penicillin*. He has occasional spelling pronunciation (e.g. *around* /ar-/, *administer* /ad-/, *a* /a/, Sarah /sɑ:-/, *treatment* /-ment/) and an occasional “wrong” nucleus placement. The speech rhythm is characterized by syllable timing.

3.4 The questionnaire

The data for the present study was collected through a paper questionnaire and a digital survey.

The complete questionnaires can be found in Appendix 1-4. Appendix 1-2 consists of the student’s questionnaire, both the Norwegian version given to the students, and the translated one. Appendix 3-4 consists of the teacher’s questionnaire, also both the Norwegian and English version. The student questionnaire consists of three parts. Part one uses the verbal guise technique where recordings are played, and the students evaluate speakers within three different dimensions. The questions in part one are indirect. Part two consists of direct questions about the student’s use of accent and their preferences regarding Norwegian and

other non-native varieties. Part three consists of questions about the students. This is for the analysis to see differences between gender, studies, language background, etc.

The questionnaire avoids questions about age and which school they attend, to ensure the respondents' anonymity. I informed the students that there would be several schools and two classes in each school, so their information would blend with the others, making it more anonymous.

The questions chosen were divided into three different evaluative dimensions; speaker's status/competence, solidarity/social attractiveness and linguistic quality. These three dimensions were chosen because I wanted to learn more about attitudes towards these and they are typically used in attitude studies. I also chose to have three questions representing different traits for each dimension, making the questionnaire shorter, preventing the students from losing their focus.

The questions in part one (except question 10) are all answered with a scale from 1 to 5, with 1 being the negative and 5 being the positive. The adjectives chosen for these scales will be discussed further below.

To further explain the three dimensions this study focuses on, I will use the questions from the questionnaire. Status/competence has three questions, first about education, then about wealth and lastly about intelligence. This dimension focuses on the speaker's intelligence, social status and theoretical competence. The second dimension, solidarity/social attractiveness has three questions about likability, honesty and humor and it focuses on how the speaker is as a person and if he is someone the respondent would like. The last dimension, linguistic quality, investigates what the respondents think about the speaker's accent. This is done through three questions about correctness of pronunciation, if it is easy or hard to understand the person, and aesthetics, whether the speaker's accent is pretty or not.

In this thesis, I have used a five-point semantic differential scale (Garrett 2010, 53). This scale is typically used for measuring social attitudes within a scale. This scaling is usually used within linguistic and social psychology studies (Al-Hindawe 1996, 1). I used different adjectives for each question, for instance 1=poor, 5=rich or 1=difficult, 5= easy. All the labels I used, had 1 as the negative value, while 5 was the positive value.

Because I wanted to see whether the student's attitudes to a closely related accent was somewhat similar to what their attitude towards a Norwegian accent of English, I chose to ask

a question about what they think of Norwegian-English accents. The study compares the results of the indirect and the direct part of the questionnaire.

In part one, I had the same 10 indirect questions to each recording. This was to avoid any difference in the questions, as well as the questions being slanted or loaded. The questions were thoroughly formulated to avoid this as best as possible. The questionnaire was in Norwegian to make sure all the students would understand the questions and what they asked, and because of this, all the answers were in Norwegian. Yet, I avoided, for the most part, open-ended questions and chose to use 5-point scale questions instead. The questions in part one of the questionnaire, ask what the respondents think about the person in the recording according to status/competence, solidarity/social attractiveness and linguistic quality. The first dimension can be found in Appendix 2, and question 1 to 3 investigates the dimension of status/competence. Questions 4 to 6 investigates solidarity/social attractiveness and question 7 to 10 investigates linguistic quality. The respondents were in part one given questions about the speakers that did not have to do with their language directly, but about the speaker's personality. The only question in part 1, to each of the recordings, that were open-ended was the last one, where I asked the respondents to give a short answer as to where the speaker is from.

3.4.1 Sampling and data collection

The present study includes 96 student respondents and 14 teacher respondents. The students attend Norwegian high school (videregående skole) and the teachers work in high school. I will present the respondents more closely in 3.2.1.

Having worked as a teacher, and studying to become a teacher, I had a few contacts in the school system which I used when trying to find my respondents. I emailed the schools I had worked at and had my teacher training at, as well as some other schools in and around Bergen. As no one replied to my email, I called all the schools and most of them were positive. Within the next day, I had made appointments with three different schools and one teacher in each school to gather data in two classes in each school. The other schools I contacted did not have time for the study to be conducted. In total, I visited three different schools and two classes in each school. The teachers, however, are from these three schools

and probably some other high schools in and around Bergen. I do not know exactly where because it is anonymous and was sent out to several schools.

As soon as I had made appointments with the schools, I went to the schools and the data collection was carried out. However, because the informants had to consent, it was necessary to give some information about the survey beforehand. This information was given, then they read information themselves about the questionnaire on the first page (see appendix 1 and 2). Ideally, the respondents should not know what the survey is about, if possible, but they did know it was a study of non-native accents because of the information that was necessary to give before consent to participate. The questionnaire was anonymous, and the students did not write their name or which school they attend.

The student questionnaire was the most elaborate one, with three different parts. Part one contained indirect questions about each of the recordings, part two consisted of direct questions about their preferences about accents and varieties of English and the third part collected information about their background such as gender, study, travel, etc. The teacher questionnaire aims to find whether all teachers use just British or American English, or if some teachers use Norwegian-English. This is to find what accents or varieties the students are exposed to in the classroom. The aim is also to learn whether the students are exposed to other varieties than the ones the teacher uses, through different media.

In each of the schools, I gave one questionnaire to each of the teachers, but in order to collect more teacher data, I decided to send out a digital questionnaire to different schools. When I messaged the teachers I had visited and asked them to share, I doubled my teacher responses.

The challenges I met were few. I originally made the student questionnaire digital using SurveyXact and collected data from one class. Unfortunately, when using SurveyXact in anonymous mode, it is not possible to correlate the answers from each student. This was necessary for a detailed analysis of the data, which is why I switched to paper. I chose to exclude the responses I got through the digital survey.

3.4.2 Respondents

I have collected 96 student responses from 3 different schools, and 15 teacher respondents from a few more different schools. As the teacher survey did not ask for what school the teachers worked at, and it was sent out to several schools, I do not know how many different schools had teachers respond, but I do know I at least have answers from the three schools where I collected my student responses. The student respondents were in first and second year of high school, making them between 16 and 18 years old. The sample consists of 47 boys and 49 girls from both general studies and vocational studies. Eight of the student respondents were excluded from the data due to them not having Norwegian as first language. This is because the study is about Norwegian students' attitudes towards non-native varieties of English.

There are 57 respondents in the general studies, and 39 respondents in vocational studies. I visited four different vocational studies classes and two different general studies classes. The number of respondents here is not as equally divided as for gender, but there are still a sufficient number of respondents in each group.

Furthermore, 55 of the respondents had visited more continents, not just Europe, while 41 had only ever been in Europe. Only 17 students had only ever studied Norwegian and English in school, while 79 had studied additional languages in school.

The teacher sample originally consisted of only three answers, which is why I chose to collect data through a digital survey instead, as I didn't need to correlate the answers from the teachers. The reason for not needing correlated answers is because the teacher answers were a supplement for what background the students have in the classroom and what accents they might be exposed to. Through the 11 or 12 years of school these students had at the time, they would have changed English teacher several times, which is why I wanted a general collected answer from all the teacher respondents.

3.4.3 Evaluative traits

When making a questionnaire, it is common to use three different evaluative dimensions; status/competence, solidarity/social attractiveness and linguistic quality. I will discuss how

these evaluative dimensions are used in the present study, and what traits I have used to investigate these dimensions.

In total, the study used nine different traits presented through nine different questions. The traits were chosen to capture the three evaluative dimensions. They describe different aspects of the dimensions and can be said to be representative of the dimensions.

Within status/competence, typical traits are educatedness, income and intelligence. Within solidarity/social attractiveness, I wanted to learn what they thought other people thought of the person, how honest he was and how funny the person sounds. Typical traits within this dimension are likability, humor and honesty. Within linguistic quality, I wanted to learn what they thought of the correctness of the accent, and if they found it pretty or ugly and difficult or easy to understand. Typical traits within this dimension can e.g. be correctness, comprehensibility and aesthetics.

In addition to these dimensions, I had a question about where they thought the person was from. This was to see whether the students were able to place the speakers geographically, and to see if there was a difference between the attitudes towards each country or continent.

In part one, questions 1 through 9 all use different adjectives in the scale. I will be discussing these adjectives within the three dimensions. The picture below shows an example of a question used in the study. It shows the five-point scale and how it presented the evaluative traits.

1. How educated does this person sound?

1 Low 2 3 Medium 4 5 High

Status/competence was the first dimension and can be found in question 1 to 3. Question 1 is “How educated does this person sound” and I wanted to use low-high instead of not educated-educated. This is because low-high allow the students to evaluate more freely based on their opinion. Some might think educated is an university degree, while others might think high school is educated. This could also be a weakness that I must consider when analyzing my data. The second question is “how well-off do you think this person is” with the scaling poor to rich. I chose this to give the students an idea of what I was looking for when using the phrase well-off. Again, their opinion of rich and poor can differ, so this must be

taken into consideration. The last question in the status/competence dimension is “how intelligent do you think this person is” and the scale ranges from little to very

Knowing exactly how the respondents understand a word such as e.g. “intelligent” or “well-off”, is impossible. This is a weakness of this type of study. Giving the different dimensions and traits different labels, opens up for the respondents to give their own interpretation of what they understand by “intelligent” or “well-off”. I cannot give them a deep description of what each trait means in my own opinion. The data in the present study will therefore consist of the respondents’ own interpretation of each trait and what they mean, which may vary.

4. RESULTS AND DISCUSSION

This chapter will present the results from the analysis of the questionnaires handed out to the students and teachers. As each of the findings are presented, I will discuss the results and implications. I have discussed the data separately to best answer the research questions presented in chapter 1. I will begin by discussing part one of the student questionnaire before I move on to part two. Lastly, I will present the results of the teachers' questionnaire and discuss the answers and how the teachers affect the students through classroom activities such as teaching, discussions, movies, etc. It should be noted that the present study uses the rating 1 for the lowest score and least favored, while the rating 5 is the highest, most favored score.

4.1 Results part one of questionnaire

Part one of the questionnaire dealt with the accents the students listened to and used the verbal guise technique. In this section, I will present the average score of each non-native variety, but I will also investigate the answers from each respondent group divided according to gender, studies, language studies, etc. in order to answer the research questions presented in 1.2. The different figures and tables presented in this chapter, give an overview of the average scores of each dimension of the questionnaires were.

4.1.1 Accent evaluation

In the verbal guise part of the questionnaire, each evaluative dimension had three questions, which relate to different traits. In this section, I will give a quick overview of all the varieties' average score according to all the respondents. All accent evaluations are made on a scale from 1 to 5, where 1 is the least positive and 5 is the most positive rating (cf. 3.4).

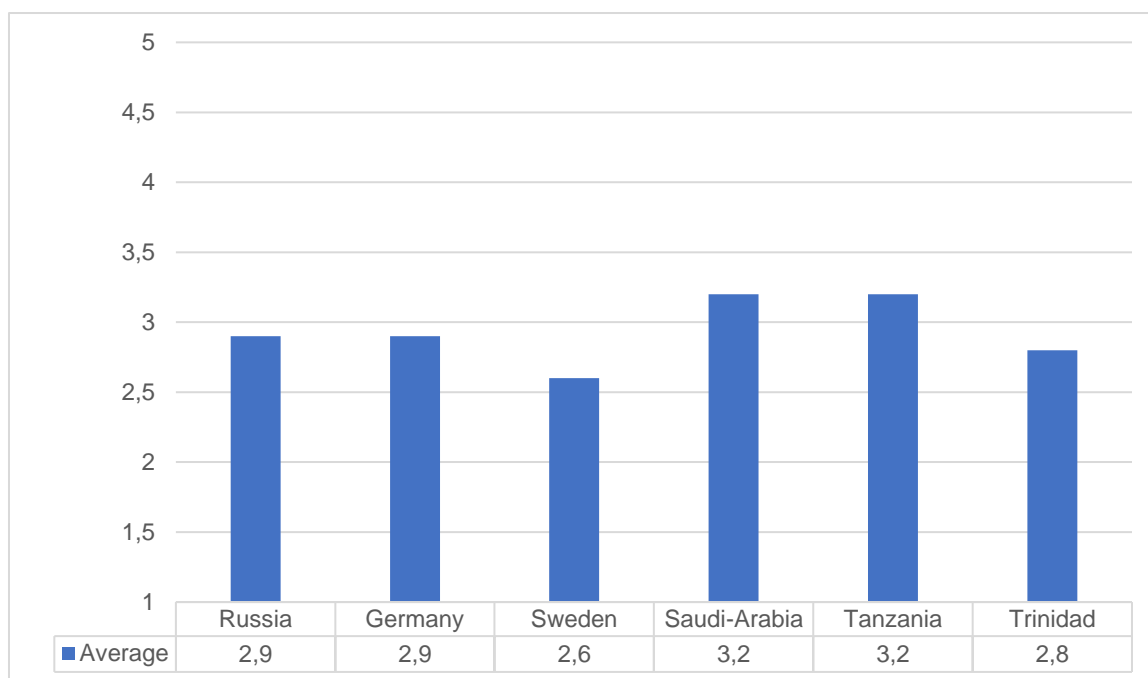


Figure 4.1 Total average of each non-native variety of English.

Figure 4.1 gives a basic overview of how each accent is rated. The lowest rated accent is the Swedish accent, with an average of only 2.6, while the accent of Trinidad is rated second lowest with a score of 2.8. The Russian accent and the German accent are both rated at 2.9 placing both in the middle. The two highest rated accents are Saudi-Arabian and Tanzanian, both with a score of 3.2. I will discuss each of the non-native varieties further in 4.1.1.1 through 4.1.1.6.

One thing that should be noted with all the results is the very small differences. The average for each dimension is close to the middle, which is the rating 3. Most of the respondents gave evaluations between 2 and 4, while only a few gave the more extreme ratings of 1 and 5. For each dimension all varieties have ratings between 1 and 5, but the number of 1 and 5 ratings varies. Table 4.1 gives an overview of the most extreme evaluations of each variety.

Table 4.1: Number of extreme answers to each variety.

	Russia	Germany	Sweden	Saudi-Arabia	Tanzania	Trinidad
Rating: 1	88	101	175	50	62	109
Rating: 5	33	25	12	44	61	30

As Table 4.1 shows, the number of extreme answers correlates to the average to each variety in Figure 4.1. Sweden has the highest number of the lowest rating, with a total of 175, while Tanzania has the most positive ratings with a total of 61 rating it with a 5. Saudi-Arabia has the fewest low ratings and Sweden the fewest high ratings in total. Sweden has the most negative ratings in both senses, with it receiving the most negative ratings and fewest positive ratings. Saudi-Arabia and Tanzania have the highest scores in Figure 4.1, and this is further supported in Table 4.1 where they have the fewest numbers of low ratings and highest numbers of high ratings. All these extremely positive and extremely negative answers did differ between the three dimensions. Linguistic quality had the highest number of negative responses, which explains the results in Figure 4.2.

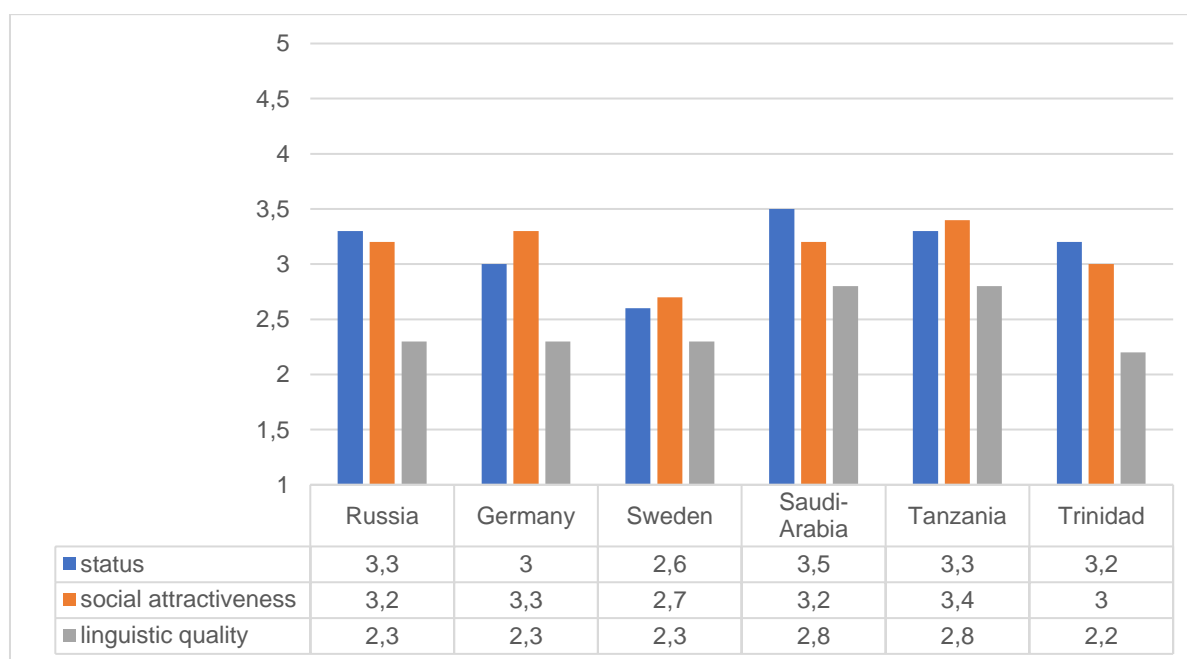


Figure 4.2: Average of each dimension to the non-native varieties.

In Figure 4.2, we see a more detailed presentation of the ratings according to each dimension. In this figure, we can see that Swedish is rated lowest in all dimensions except linguistic quality, where it has only 0.1 points higher score than Trinidad. Germany and Russia have the same score in linguistic quality but differ somewhat in the first two dimensions. The same can be observed for Saudi-Arabia and Tanzania, they score the same in linguistic quality, but differ a little bit in the first two dimensions. We can still see that the differences are not big, and all evaluations range from 2.2 to 3.5 which is close to the middle rating of 3.

Another interesting thing to note is that linguistic quality is the only dimension where none of the non-native varieties scores 3 or higher, they all score below 3 while the two other dimensions, status and social attractiveness, the two first dimensions have a higher score than the other dimension the same number of times, and both dimensions scores higher than 3 within all the varieties, except for the Swedish accent. Why the respondents do not like the varieties' linguistic quality, but still rate them high when it comes to status and social attractiveness are interesting. It could be that the student's opinion on the speakers are positive and they believe the speakers are both smart and nice, but they can still be unappealing to listen to. Why they think the speakers are smart and nice can be based off personal experience with people with similar accents, or from movies where the characters have a similar accent. In the following sections, I will discuss each non-native variety and their rating and the thoughts around these ratings.

4.1.1.1 Russia

The first accent that was presented to the students was the Russian accent. The first three questions focus on the dimension of status/competence. Questions 4-6 focus on the dimension of solidarity/social attractiveness and questions 7-9 focus on linguistic quality. As shown in Figure 4.2, the Russian speaker is ranked fairly in the middle on the first dimension, while the second dimension has just over medium in likability. But the last dimension, linguistic quality has a low score. To sum up, status and social attractiveness have almost identical scores, while linguistic quality scores a little lower. Figures 4.1 and 4.2 show the results of question 1 through 9 to each variety, but I also included a question 10, where the respondents were to guess where the speaker was from. Figure 4.3 presents the guesses done by the students about the Russian variety. Question 10 to each variety asked where the speaker was from. This was

to better understand what the respondents believed they were rating. Answers that have been classified as correct are Russia, Europe, Eastern Europe and the countries bordering Russia.

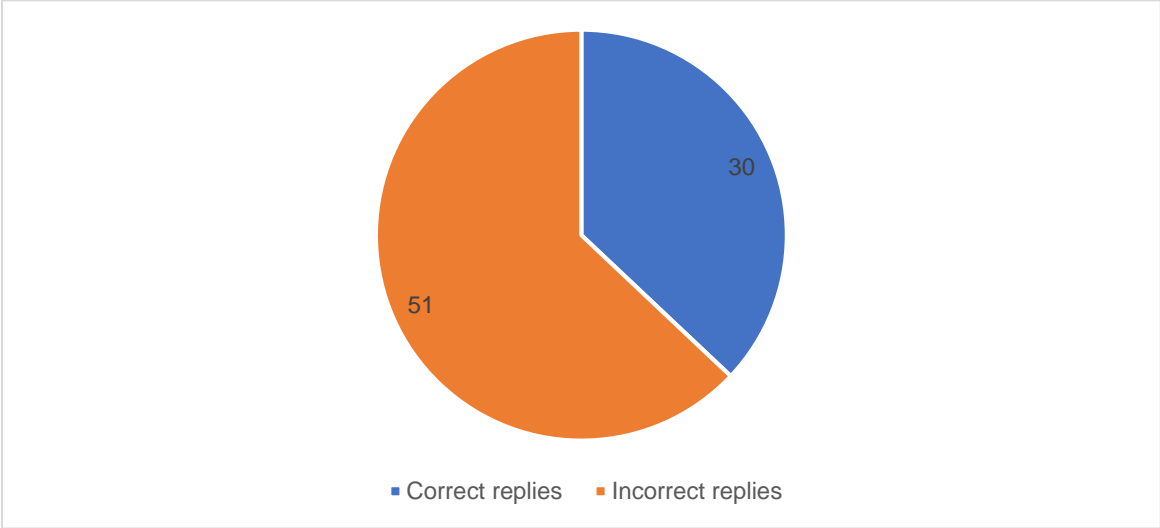


Figure 4.3: Identification of the Russian accent. Total replies: 81.

30 students guessed the accent either was from Europe, Russia or a country bordering Russia. 51 replies were wrong, and a lot of those replies believed the accent to be from Germany. See Appendix 6 for full list of guesses.

The respondents’ replies as to where the speaker is from, tells me that while many have an ok understanding of where the speaker is from and who they are rating, most of the replies are incorrect. The prejudices towards a country or culture the respondents believe the speaker is from, can affect the overall evaluation of the speaker.

As mentioned previously and shown in Figures 4.1 and 4.2, Russia was rated equal to the accent from Germany. Their geographical location is one of the closest, along with Sweden, as they are all from the same continent, Europe. Research question 1 asks whether the accents from Europe would be rated higher than the accents from other continents. My hypothesis before conducting the study was that the European varieties would be rated higher, because the students had a closer attachment to the accents as they would be more similar to their own accent. What I did not consider, is that many students do not like their own accent and prefer other non-native accents over their own. This will be discussed further in 4.1.1.3.

Few other attitudinal studies have studied Russian English, but Lindemann (2005) has conducted a study on non-native accents that includes Russian. Her respondents found Russian English to be “harsh” and “guttural” (187). In her study, the accents are evaluated on the traits “familiar, correct, pleasant, and friendly” (192). Russian has the lowest score in all traits but correctness. In this trait, China and Japan are the only ones with lower scores. In Lindemann’s study, both Germany and Jamaica (close to Trinidad) are included, both with higher scores than the Russian English variety. But one thing to note, is that Lindemann used native speakers as respondents, while the present study used non-native speakers as respondents.

4.1.1.2 Germany

The second accent was the German one, and it has a slightly lower score in the first dimension; status/competence, while it scores higher on solidarity/social attractiveness. When it comes to linguistic quality, it scores the lowest in this dimension, same as all the other non-native varieties. The German English accent had a lot of geographical guesses on question 10. These guesses are presented in Figure 4.4 which shows us one very consistent guess as to where geographically the speaker is from.

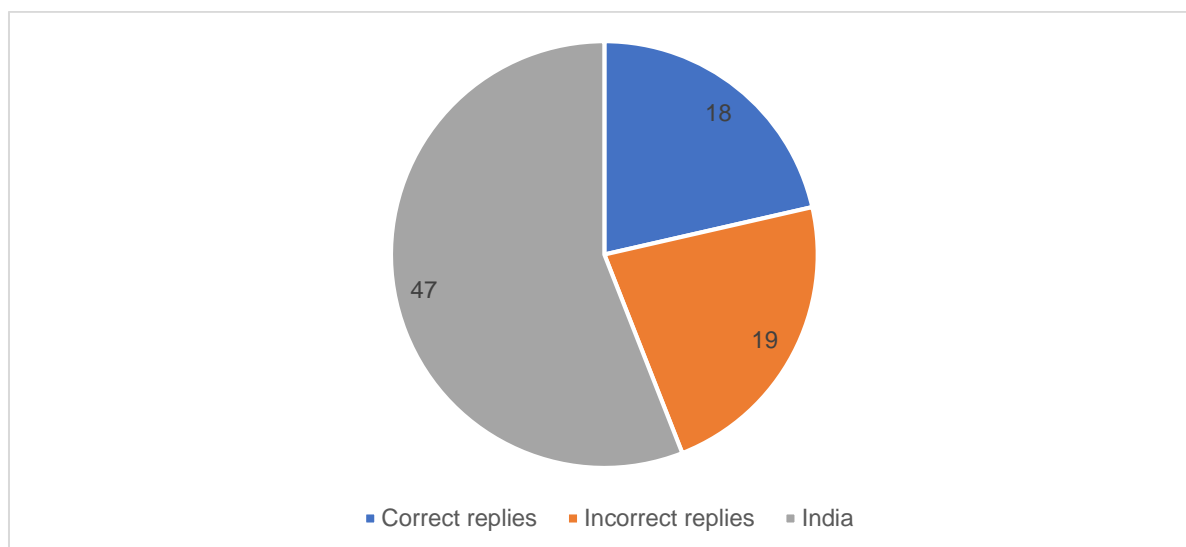


Figure 4.4: Identification of the German accent. Total replies: 84

The most interesting part about the German accent is the replies. Over half of the students (47 out of 84) from different schools and different studies guessed that the accent was from India. This might be because of the German speaker's mix of /v/ and /w/, a feature mentioned in 3.3.2 which is also found in Indian English. In addition to this, the somewhat choppy rhythm and the monotonous intonation can resemble syllable timing, which is characteristic of Indian English. From my own experience, I also know that a lot of students know about Indian English as a foreign accent, and perhaps they expected it to be a part of the study.

The German speaker was rated equal to the Russian speaker in an overall average, but within the first two dimensions, German scores lower when it comes to status/competence and higher within solidarity/social attractiveness. My expectation before looking into the results, was that the German accent would be rated lower within the dimension of solidarity/social attractiveness due to German history and the stereotypical associations of German. Lindemann (2005) in her study, found German to be ranked in ninth place out of 15 accents, and the lowest scores were in pleasantness and friendliness (192). Another study that looked at German, was conducted by Coupland and Bishop (2007). Their respondents were not non-native, but from the UK. They found that German was ranked very low within the dimension of social attractiveness (80). The present study found a different result, as social attractiveness has the highest score of the three dimensions. The result is somewhat surprising in view of the often villainous portrayals of Germans in Hollywood films, but one explanation may be that they do not recognize the speaker as German. Also, the German accent was believed to be from India by over half of the respondents, which might affect their evaluation of the speaker and how that is shown through the results.

4.1.1.3 Sweden

The Swedish accent was the one most similar to a Norwegian-English accent and is therefore perhaps the most relatable one for the students. As their guesses will show, a lot of them guessed it was Norwegian or Scandinavian. Because of this, we can presume that a lot of the respondents gave a rating according to how much they like their own English accent. As we can see, the Swedish accent is the lowest rated of all the accents, but when it comes to linguistic quality, it is rated the same as Russian and German.

Figure 4.5 shows the replies as to where the speaker is from. A lot of respondents guessed Norway, which I consider to be correct as they are close geographically. This would mean that 55 out of 84 of the guesses were correct, which is the highest percentage out of all the replies to where the non-native speakers are from. A full list of guesses can be found in Appendix 6.

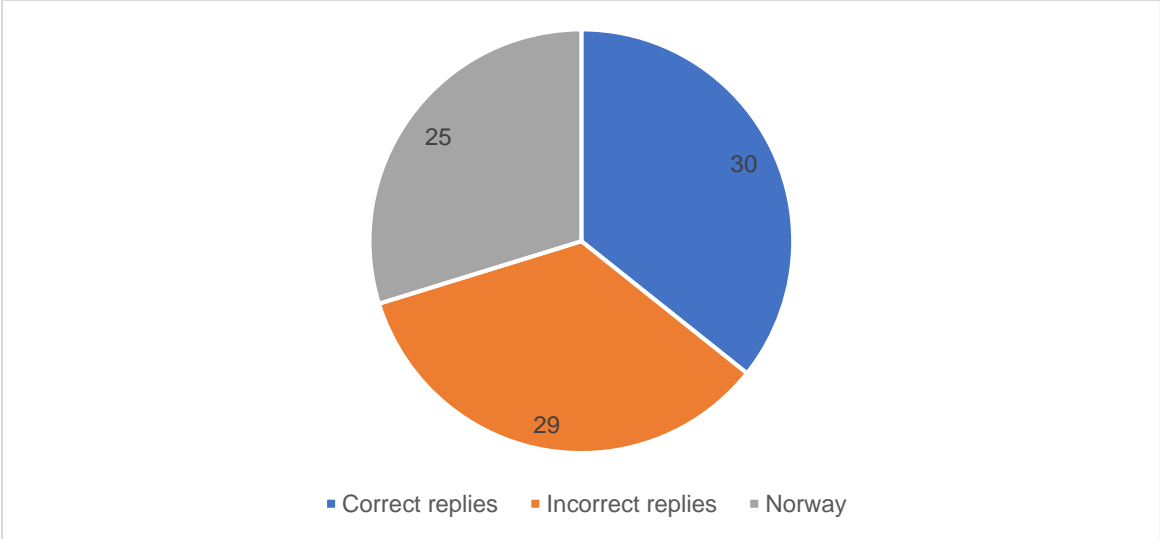


Figure 4.5: Identification of the Swedish accent. Total replies: 84.

The fact that the Swedish accent scores the lowest of all accents, disproves my hypothesis 1, that the students will be more positive towards the non-native varieties of English from Europe because of the geographical and linguistic closeness. Upon studying the results of the questionnaire, I find that more than twice as many students say they do not like a Norwegian-English variety, than those who say they do not like other non-native varieties. This will be discussed further in 4.2 where I present the results from part two of the questionnaire.

The rating of the Swedish speaker presumably reflects what the students think of their own accent. One student wrote in their answers that they liked to both listen to Norwegian-English and speak Norwegian English. This student is the only one of all the respondents who mentioned Norwegian-English as a preference when listening to someone speak English. The student identified the Swedish accent as Norwegian, yet the student rated the variety to be in the middle for all except three traits. For question three, “How intelligent do you believe this person is?”, the answer was 5 Very, while in question eight and nine, both about linguistic

quality, the answer was; 1 Difficult and 1 Ugly. It seems as this student claims that they like Norwegian-English, although when answering questions about a similar variety which they believe to be Norwegian, they do not like it as much.

The phenomenon of the low rating of a similar accent to their own, is something that I believe should be investigated further. It would be interesting to explore why they do not like the accent similar to their own and whether there is a difference between e.g. Norway and Sweden. As presented in 4.2 we see that most of the students believe they do not have a Norwegian accent, as only four respondents said they use a Norwegian variety of English. But one of the factors, I believe, is media's impact, as presented in 2.1.2. The students get exposed to native accents from an early age and aim to speak as close to a native variety as possible. This will be further discussed in 4.2.

4.1.1.4 Saudi-Arabia

The fourth accent is from Saudi-Arabia. This accent scores the highest together with the variety from Tanzania, which is interesting, considering it is an accent from outside Europe. This also contradicts my hypothesis about the accents closest related geographically and linguistic to the respondent's own accents would be most favored.

Figure 4.6 gives a quick overview of the correctness of the replies to question 10 for the Saudi-Arabian variety. A full list of guesses can be found in Appendix 6. As the figure shows, under a quarter of the replies were correct.

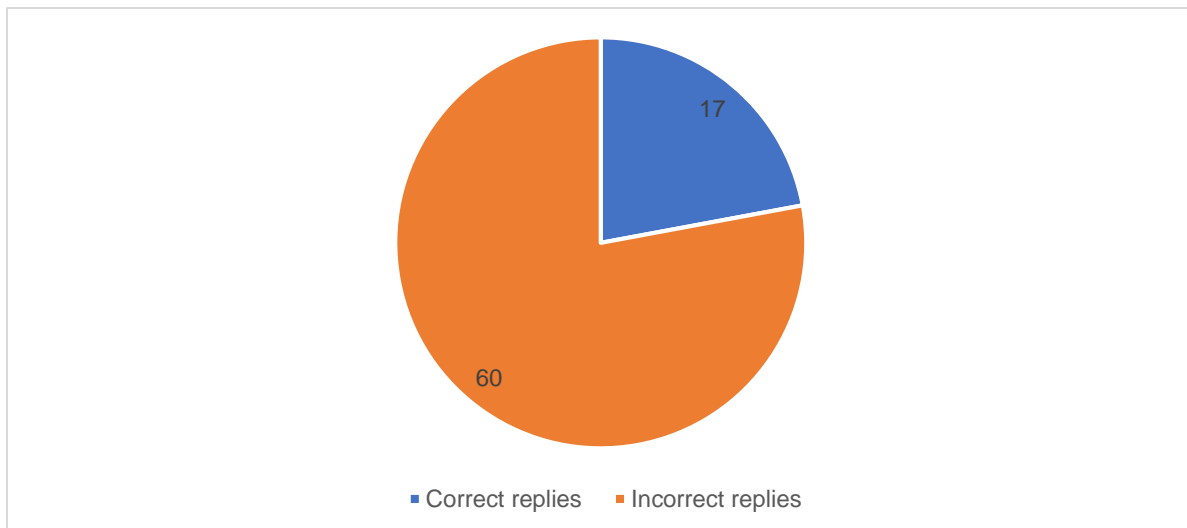


Figure 4.6: Identification of the Saudi-Arabian accent. Total replies: 77.

Even if the Saudi-Arabian accent scores high, very few managed to guess where it was from, and no one mentioned Saudi-Arabia directly. The correct guesses were Asia and the Middle East, while the wrong guesses mostly were Europe, Russia, India or Africa. Saudi-Arabia was also the accent with the fewest total guesses, which amplifies the assumption that it was an accent the students found hard to place, perhaps because they haven't been exposed to this accent before.

This accent's high rating is interesting when looking at how Middle Eastern accents often are portrayed in the media. There are a lot of conflicts and turbulence in the Middle East, and Arabs are often portrayed by the media as being terrorists and a part of ISIS. I know from experience in school that these assumptions and prejudices can vary between not only the individual students, but also between schools. Some schools have a huge variation in culture, while others mainly consist of white, middle-class, Norwegian children. This along with attitudes the students are exposed through in their homes and in the media, will presumably affect their own attitudes. The evaluations to this non-native variety of English, gives me great hope for the attitudes of young students today. Yet, it must be considered that most of the respondents do not know that the speaker is Arabic, as shown in Figure 4.6. This might be one reason for the high rating compared to most of the other varieties.

A study conducted by Kraut and Wulff (2013) shows us the same results. The Middle Eastern accent was the highest rated accent in the study within all evaluative dimensions (255). Their study investigated the middle eastern accent, Hispanic and Asian, all with

different countries and genders presented. This is also the result in Jaber and Hussein's study (2011), which investigated a Jordanian accent which is closely related to Saudi-Arabian. In their study, they compared the Jordanian study to French English and Japanese English. This tells us that the present study is not the only study where a Middle Eastern accent is favored out of all the accents in the studies. It should still be considered that both Kraut and Wulff and Jaber and Hussein used native English speakers as respondents, while the present study uses non-native speakers as respondents.

4.1.1.5 Tanzania

The fifth accent was from Tanzania, and this is the accent which most respondents guessed correctly, as illustrated in Figure 4.7. However, none of the respondents guessed Tanzania, but the majority placed the speaker in Africa, Southern Africa or countries bordering Tanzania. It was also, as mentioned, the highest ranked accent along with the one from Saudi-Arabia.

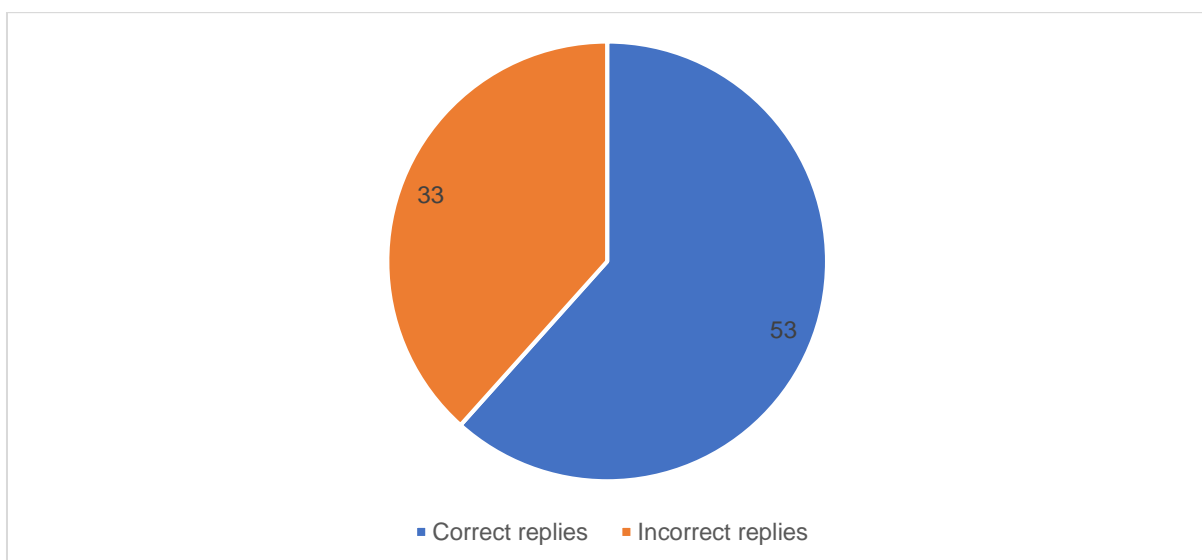


Figure 4.7: Identification of the Tanzanian accent. Total replies: 86.

A lot of the students guessed Africa as the geographical origin of the speaker. This guess is somewhat vague, yet, the phonological features in a lot of the African English accents are

similar to one another (Melchers, Sundkvist, and Shaw 2019). The phonological features, as mentioned in 3.3.5, tells us he has some pronunciation mistakes as well as wrong stress placement. The speaker lived a few years in Australia but grew up in Tanzania and lived there at the time of the recording. In addition, he was the oldest of all the speakers. It is interesting to see how he is rated a little higher on social attractiveness, but a little bit lower on status than the speaker from Saudi Arabia. Their linguistic quality is rated the same, with a score of 2.8 with the others having a score of 2.3 and 2.2. This is one of the biggest differences in rating between all the varieties and tells us that the students found the two speakers from Tanzania and Saudi Arabia easier to understand and thought their accent were prettier than the four others.

Coupland and Bishop (2007) investigated South-African and 33 other accents of English. This is the one closest related to a Tanzanian accent. Overall, the study showed South-African to be ranked 28th within social attractiveness, but 16th in prestige. This difference is quite big when considering how they are placed in ranking, but the scores are quite similar with 3.51 in social attractiveness and 3.34 in prestige which is similar to the Tanzanian speaker's score on the dimension of status. What these numbers mean, is that the two varieties are quite similar in rating and South African in Coupland and Bishop's study also has a middle ranking that is not very high or very low.

4.1.1.6 Trinidad

Out of all the different varieties, Trinidad is the one with least correct guesses as well as the second lowest score of all the varieties. Trinidad is also the only one of the countries where English is an official first language, but with their own variety; Trinidadian English. Yet, their history shows a lot of influence from different continents and languages. Trinidad-English has been defined as an inner circle country (Melchers, Sundkvist, and Shaw 2019). As we can see from Figure 4.2, Trinidad-English is the variety with the absolute lowest score within the dimension of linguistic quality. This might be due to the geographical distance from the respondents' own accent, yet Saudi Arabia and Tanzania scores higher than the three closest accents. Another factor might be the speaker's speech rhythm (the use of syllable-timing) and voice quality. Trinidad received the lowest correct guesses out of all the accents as shown in Figure 4.8.

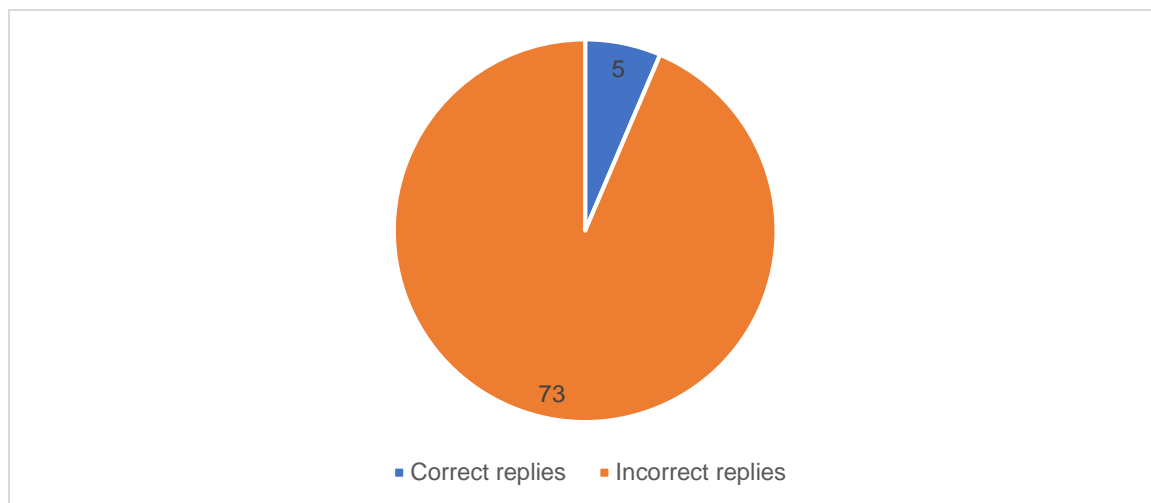


Figure 4.8: Identification of the Trinidad accent. Total replies: 78.

Only five of the guesses were somewhat correct. Those guesses were Brazil, South America, Spanish speaking countries, Jamaica and indigenous people. Trinidad and Tobago have several native languages, with Spanish being one of them along with Trinidad-English. The guess about the speaker being from a Spanish-speaking country is interesting I think, because it shows that the student recognized the speaker as being a Spanish-speaker. Also, the guess to it being an indigenous accent is vague, but as it is not incorrect, I have approved it as a correct guess.

One last interesting thing about this variety is how it is rated second lowest, only beat by Sweden. I do not know why it gets these low ratings, as English is one of the native languages of Trinidad, but it might be because this accent is not often portrayed in media, and therefore the students have not heard this or any similar accents which makes it new and unrecognizable for the students. It might also be because of the speakers' voice quality, which can affect the results negatively.

Coupland and Bishop (2007) also investigated Afro-Caribbean in their study, and it shows a similar ranking and score to South African as mentioned in 4.1.1.5 (79). The only difference is that within Social attractiveness, Afro-Caribbean has a few points more giving it a better score than South African, while within prestige, Afro-Caribbean has a few points less, giving it a lower score. But these scores also show a ranking fairly in the middle of the scale, with no extreme averages, the same as in the present study.

4.1.2 Gender

The present study aims to learn about the difference in attitude between the two genders. In this section, I will present the average scores for each gender as well as discuss the results of the hypotheses and research questions.

In Figure 4.9, we find the average scores for each variety divided between the two genders.

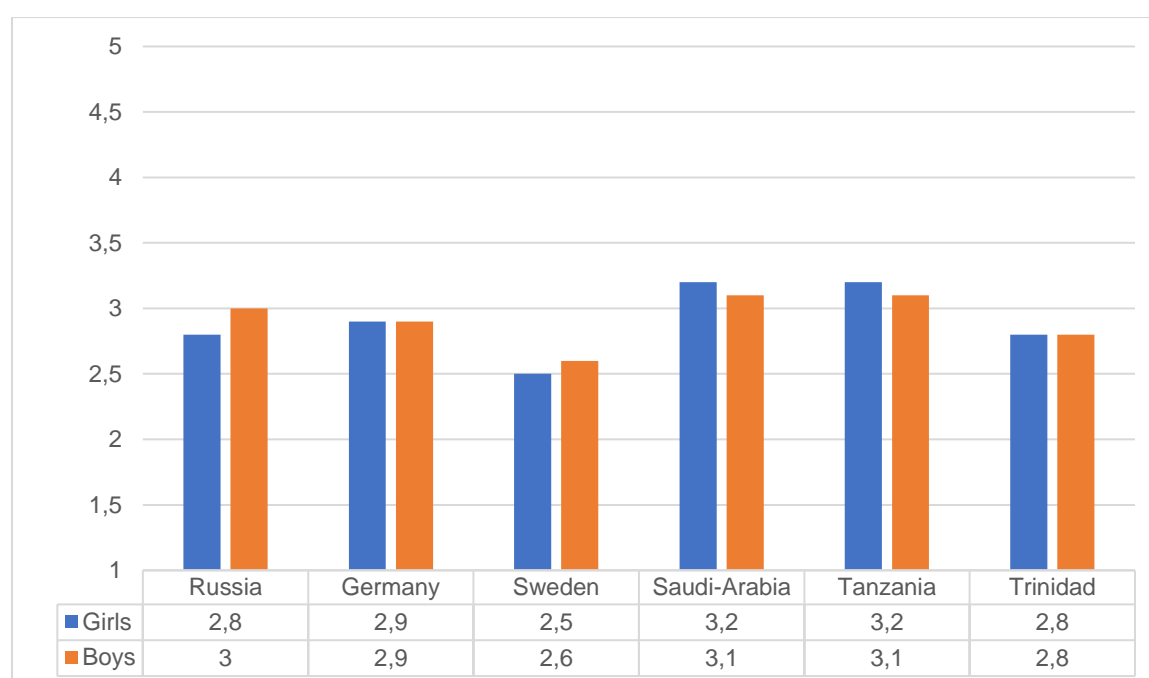


Figure 4.9: Accent evaluation according to gender.

As we can see from Figure 4.9, the males and females' ratings of the different varieties are very similar, as two are rated the same, two are rated slightly higher by the girls and two rated slightly higher by the boys. The biggest difference is the Russian variety, with 0,2 points differentiating them, where the boys have a more positive rating. Research question 3 aims to learn whether there is "a difference between males and females and their attitude towards non-native varieties of English" with the hypothesis "males will be more positive towards the different varieties of non-native English because they care less about perfecting their own dialect/variety of English". Overall, there is no difference in attitude between the two genders.

The differences in average scores are so minimal, they do not show a real difference. The gender hypothesis is thus not supported. This might be because Norway is a very gender-egalitarian society, where the two genders largely share the same attitudes and values, or it could be that the girls' preoccupation with "correctness" does not extend to the speech of others.

Trømborg (2019) found in her study that there were few differences between the attitudes of the two genders, but the males had a tendency to favor the accents slightly more than the females. Loftheim (2013) also found the males to mostly favor the accents presented in his study, but only by a slight margin. However, Areklett (2017) found the females to favor the accents slightly more, but again with no major difference.

Even if the average scores are quite similar, there is another thing to consider when comparing males and females, and that is the extreme answers. In Table 4.2, I have presented the number of "extreme" ratings given in total by the boys and girls.

Table 4.2: Extreme ratings given by boys and girls.

Boys		Girls	
Answer: 1	Answer: 5	Answer: 1	Answer: 5
594	273	299	77

Even though the girls have two more respondents, the boys have a clear lead when it comes to extreme ratings both positive and negative. The reason for this difference can only be speculated on, but I believe the girls might be a bit more scared to give extreme answers as it would make their attitudes more visible, having them feel judgmental one way or another. Still, both boys and girls were most extreme towards the rating 1, which was the least positive answer out of all 5 possibilities. Even if the genders have almost identical answers when looking at the average, the results in Table 4.2 show us the real difference in attitude between the two genders, i.e. the boys seem to have stronger opinions.

As mentioned, there is not a big difference, but I will look closer at each of the genders and their attitudes within each dimension. Firstly, I will present the girls' attitudes towards non-native varieties of English. My hypothesis predicted that the girls would be less positive than the boys. Russian has 0,2 points rating lower and Sweden with 0,1 lower rating

by the girls. This disproves the hypothesis, as the results are so close there is no real difference in score. Also, Germany and Trinidad are rated the exact same, and Saudi-Arabia and Tanzania are rated 0,1 higher by the girls. But how is it within the different dimensions? My hypothesis about males being more positive towards the different varieties of non-native English based on the belief that they care less about perfecting their own dialect/variety of English is also one of the reasons for expecting lower scores from the girls for linguistic quality.

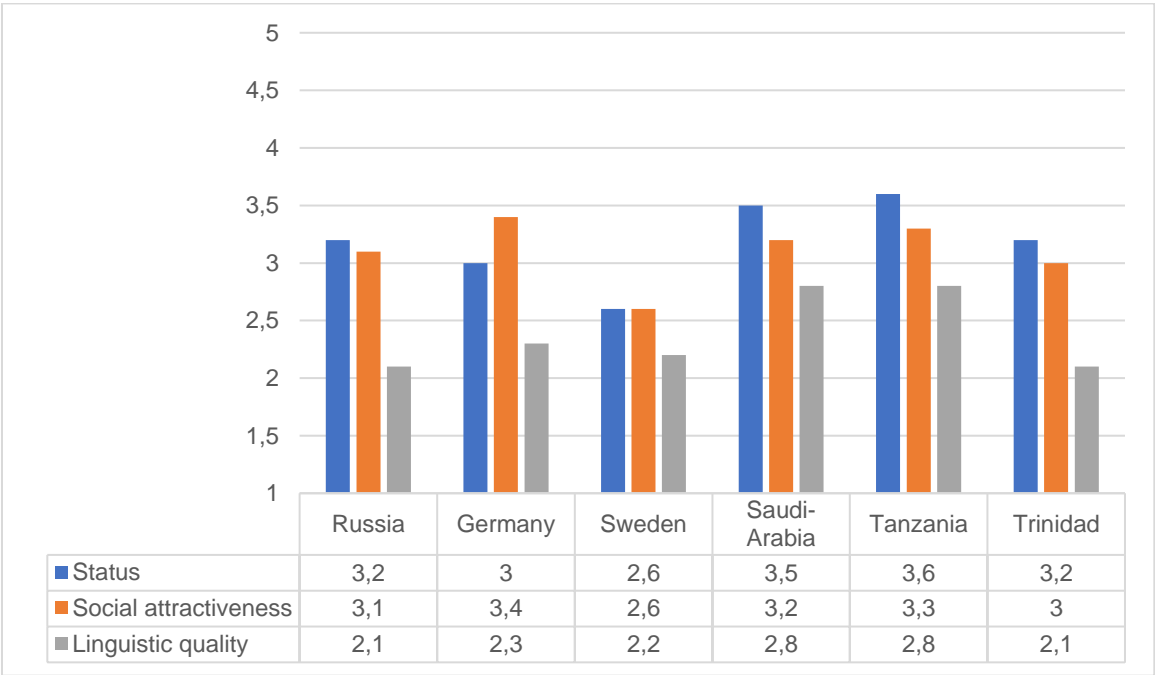


Figure 4.10: Girls average to each dimension to all the non-native varieties.

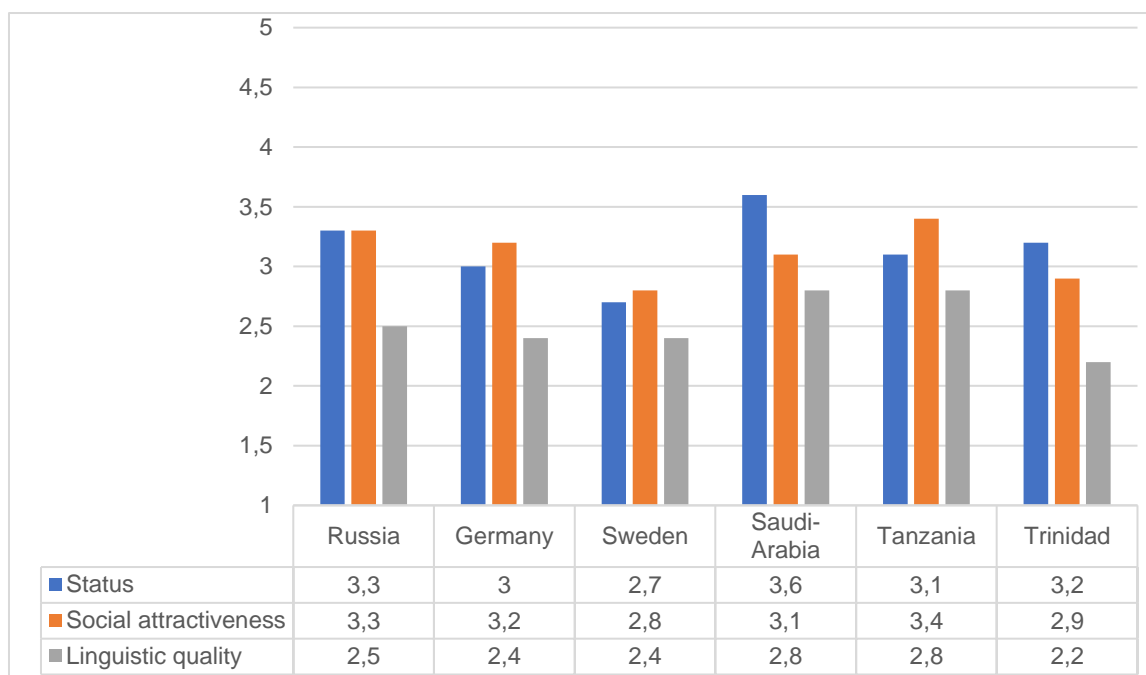


Figure 4.11: Boys average to each dimension to all the non-native varieties.

When looking at the dimensions as presented in Figures 4.10 and 4.11, we see a few different things. Russia is rated a little bit more positive by the boys than by the girls within all three dimensions. Meanwhile Germany is rated the same by the two genders in the first dimension, and the second dimension has a higher rating by the girls, while linguistic quality is rated higher by the boys than the girls. Then, Sweden is, like Russia, rated higher by the boys within all three dimensions. Saudi Arabia is rated higher by the boys within the first dimension, a little higher by the girls in the second dimension and the same when it comes to linguistic quality, the last dimension. Tanzania is the only variety where status/competence is rated a lot higher by the girls, but solidarity/social attractiveness is rated a little higher by the boys, then linguistic quality is rated the same by the two groups. Lastly, we have Trinidad, where the girls rate it higher within solidarity/social attractiveness, but the same within status/competence, and boys rate its linguistic quality a little higher.

Comparing the results from the boys and girls in Figures 4.10 and 4.11, tells us that the boys are overall slightly more positive to all the varieties than the girls, however, the different ratings are very slim and do not prove hypothesis 3. Still, this small difference can arguably be because of what I state in my hypothesis; “because they care less about perfecting their own dialect/variety of English”. As presented in 2.8, we have something called

“generation achievement”, which is more present among girls, meaning they work harder to achieve high results and want to achieve high grades and do good in school.

Based on the strive for a native accent or close to standard accent, the girls might not be as exposed to non-native accents. Because of this, the boys might be better at guessing the geographical origin of the speakers than the girls. Figure 4.12 presents the percentage of correct guesses done by the two genders.

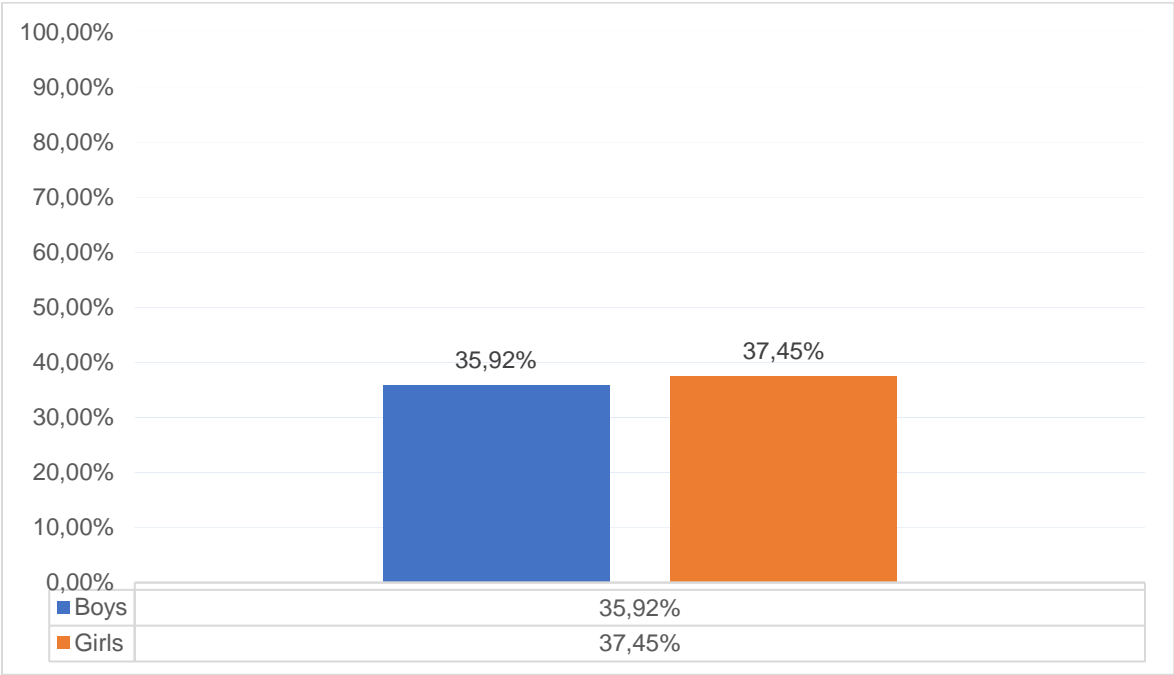


Figure 4.12: Percentage of correct guesses by boys and girls.

As Figure 4.12 shows, the percentage of correct guesses are quite similar, but the girls have 1.53 percentage points more correct guesses, which is very few. Trømborg (2019) found males to have a higher number of correct guesses, opposite to the results of the present study (57).

In Areklett’s (2017) study, differences between genders were also investigated. She found the females to be more positive towards her native varieties, but only slightly. Four out of six varieties were rated higher by females, while one was rated the same by the two. The differences she found were small, like the present study. The reason for the great similarities between the two genders might be that they have all received the same education throughout

their upbringing. Yet, they are from different families which could be the reason behind the differences between separate answers and not the average in total.

4.1.3 Studies

Another angle in this study focuses on the two different studies in Norwegian high schools and how the two student groups’ attitudes differ. Research question 2 asks: “Is there a difference between vocational studies and general studies and their attitude towards non-native varieties of English?” I am going to discuss the results according to studies and answer the research question presented.

Figure 4.13 shows the results from the verbal guise test according to the studies the respondents are attending; general or vocational. This figure shows little to no difference between the two studies, but we will look more closely at it.

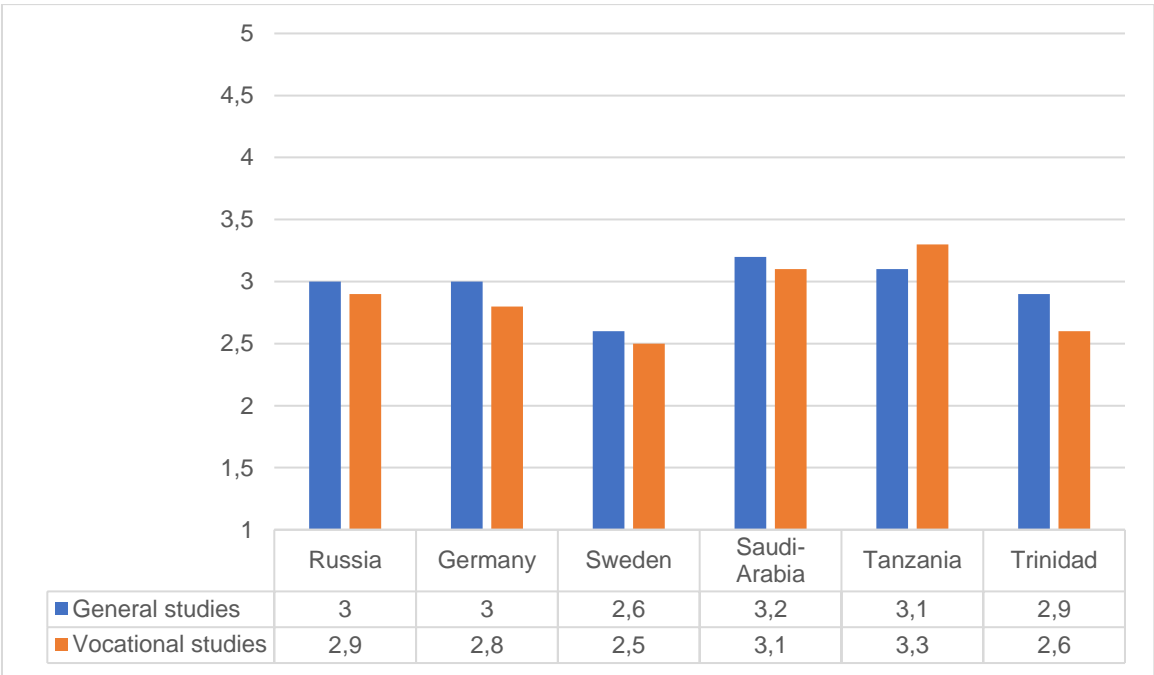


Figure 4.13: Average evaluative scores according to studies.

Figure 4.13 show us that for all but one variety, the students from general studies are slightly more positive, and only for the Tanzanian variety, does the students attending vocational

studies give a higher score. Despite this, like the rest of the results presented, the differences are very small, do not provide the basis for stating that there is a difference in attitude. To look closer at how these ratings are, I will look at the varieties in light of the dimensions and see if there is a bigger difference in who rates the accents higher here. Figures 4.14 and 4.15 present the two different studies and their attitudes, separated into the three dimensions.

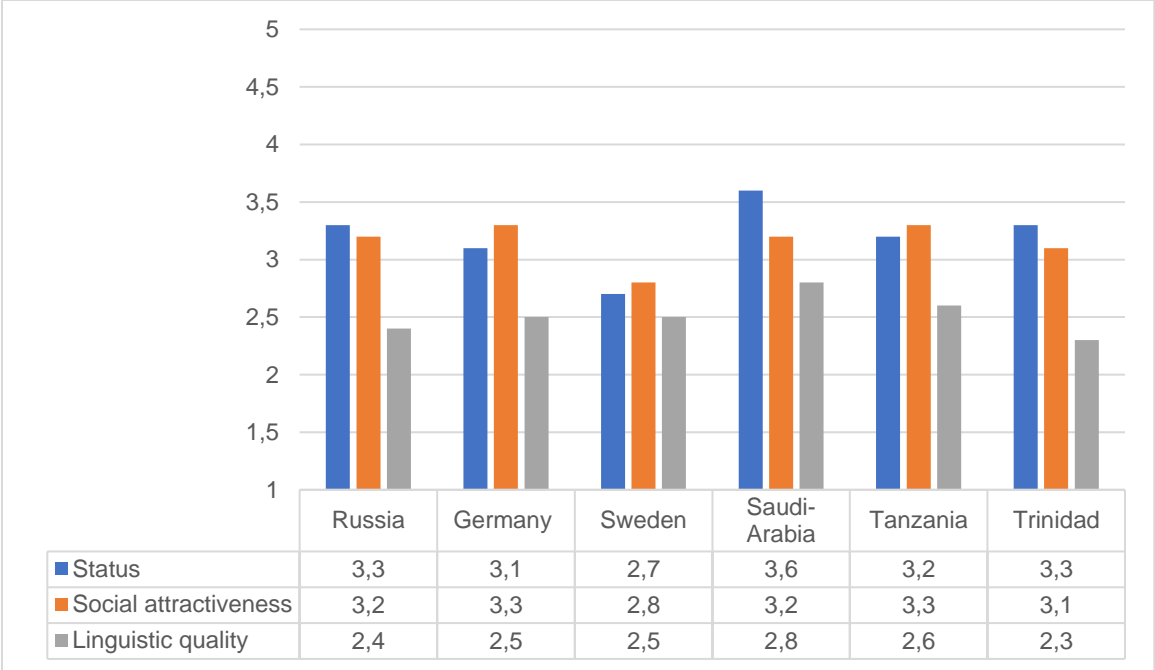


Figure 4.14: General studies' average to each dimension to all the non-native varieties.

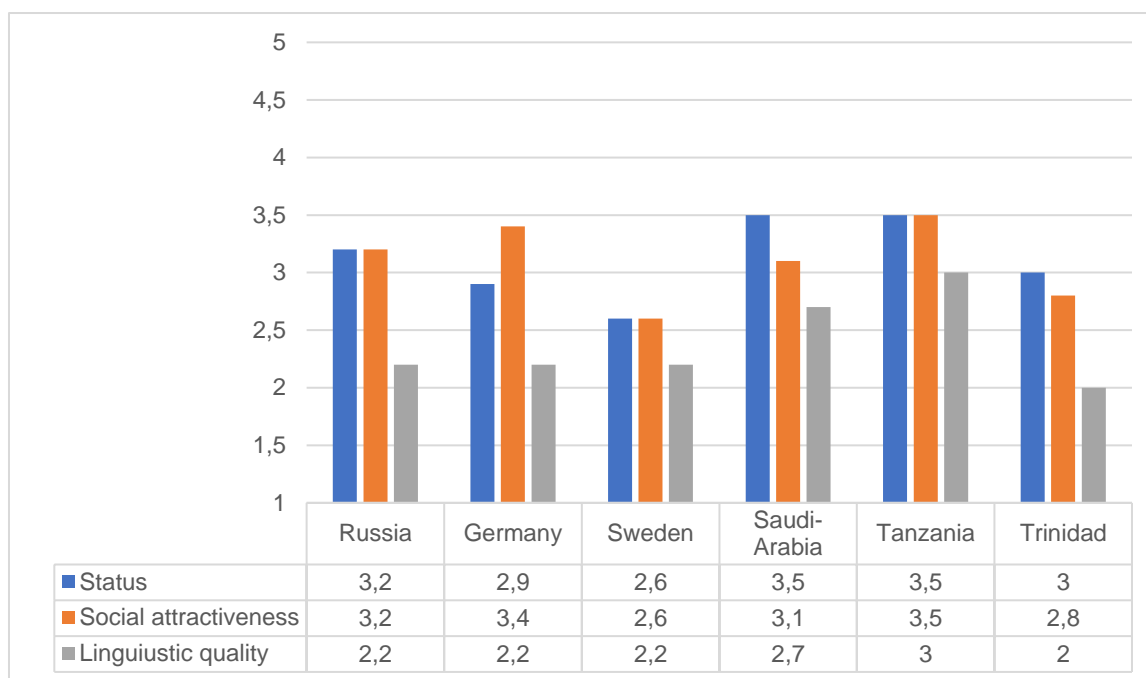


Figure 4.15: Vocational studies' average to each dimension to all the non-native varieties.

Hypothesis 2 in the present study states that “Students in general studies will be more negative to the different varieties of non-native English because they care more about “correctness” in spoken English than those of vocational studies.” This hypothesis was not supported by the overall results, which revealed that the average from each of the studies are almost the same. Still, when we look closer at the results presented in Figures 4.14 and 4.15, we notice slightly more difference than the results presented in Figure 4.13. The average for Tanzania shows a larger difference within some of the dimensions, especially within linguistic quality where there is a 0.4-point difference. Overall, the data presented in Figures 4.14 and 4.15 show us that the average for the dimension of linguistic quality pulls down the total average quite a bit. This has been shown in data presented previously in the present study; linguistic quality has the lowest scores of all three dimensions overall. However, vocational studies have rated the Tanzanian variety’s linguistic quality to an average of three. Tanzania and Saudi-Arabia are the only two where linguistic quality has this rating, all other groups have rated linguistic quality to all varieties below three.

As far as I know, there are no other studies that have investigated the difference between vocational studies and general studies. I decided to investigate it, as I thought I would find interesting differences, but unfortunately, I have not found any big differences. Despite there being no real difference in the language attitudes, it was still interesting to

investigate whether or not there was a difference. The motivation for investigating the difference between the two studies was their difference in level of knowledge within the common subjects. I hope there will be more studies looking into these two groups and their language attitudes.

4.1.4 Languages studied

Another focus of the present study is the difference between how many languages the respondents have studied throughout school. I have divided them into two groups; those who have only studied Norwegian and English, and those who have studied Norwegian, English and one or more extra languages. Research question 4 asks “Is there a difference in attitude towards the different varieties of non-native English between students with a wider background in language than those who have only studied Norwegian and English in school?”

Figure 4.16 gives an overall look at the average to the two groups and what their attitudes are.

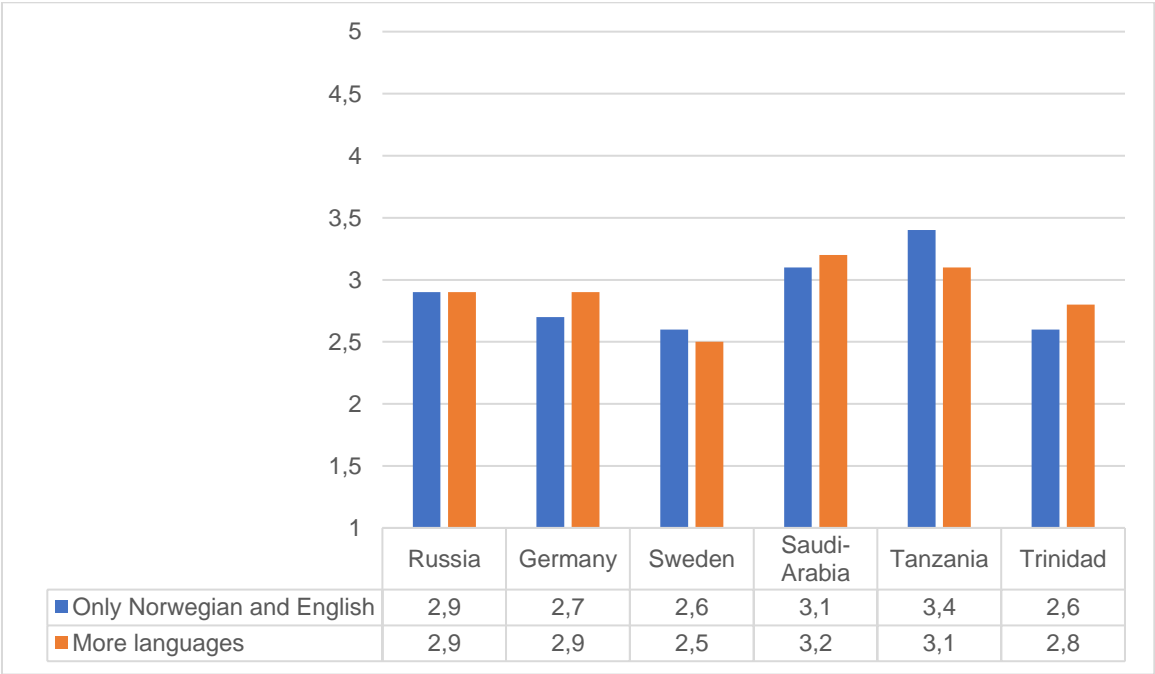


Figure 4.16: Average verbal guise scores according to how many languages the respondents have studied.

Hypothesis 4 states “Those with wider language background will be more positive towards the different varieties of non-native English because they know more about other languages.” The results show no notable differences between the two groups, and hypothesis 4 is thus refuted. As Figure 4.16 shows, there are a few small differences, but it varies who favors the most or the least out of the two groups of respondents.

I have not found any other studies where this grouping of how many languages studied have been used in attitude studies, which is why I do not have any other studies to compare my results to. It is still interesting to see that also in this group there is few to no difference in attitudes, even though the respondents of the two groups have different backgrounds in language knowledge. This suggests that increased language knowledge does not necessarily affect attitudes towards linguistic varieties.

4.1.5 Continents visited

Research question 5 asks; “Do the students who have traveled outside Europe have different attitudes towards the different non-native varieties of English than those who have just traveled within Europe?” To answer this question, I asked the students which continents they had visited, and divided them into two groups; those who had only ever been in Europe, and those who had been outside Europe. Figure 4.17 gives an overview of the verbal guise ratings from the two groups of respondents. The biggest difference here is found in the rating of Sweden, where those who have only ever been in Europe favor the Swedish variety less with a 0.6-point difference in score. I do not know why this is the result within this group of respondents, but it is still an interesting finding which could be investigated on further.

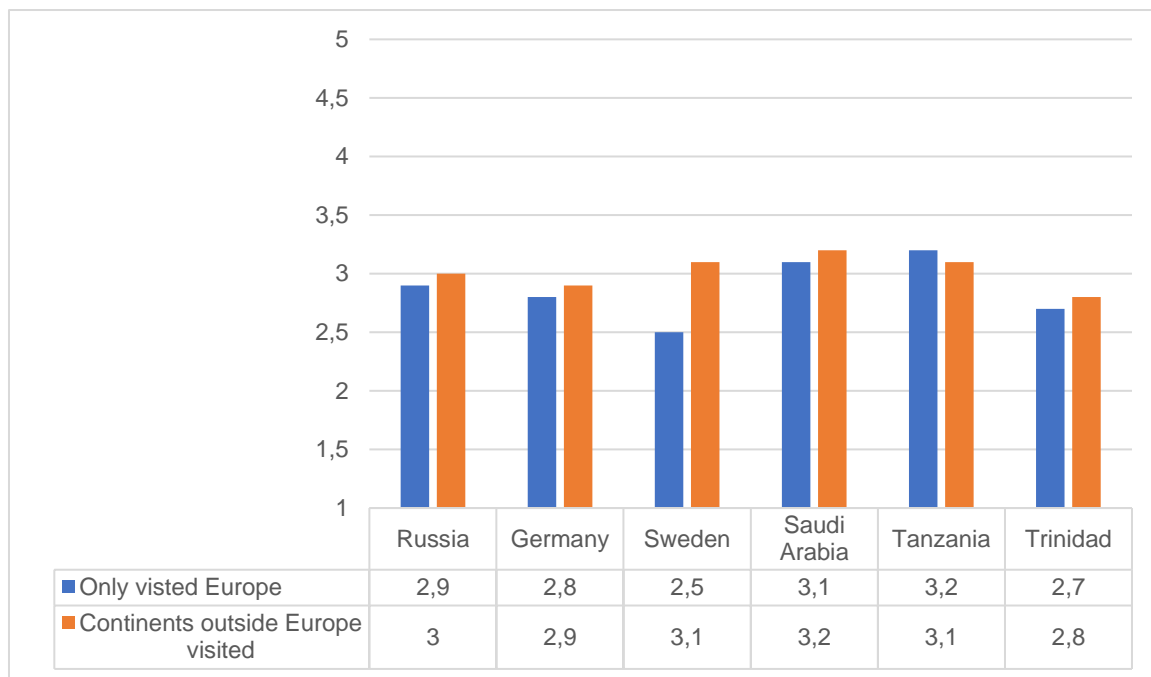


Figure 4.17: Average verbal guise scores according to how many continents they have visited.

Hypothesis 5 states “The students who have traveled outside Europe are more positive towards the different nonnative varieties of English because they have listened to more languages than those who have only traveled within Europe.” This hypothesis has been disproved through the results presented in Figure 4.17. However, there are a few slight differences where those who have traveled outside Europe seem to favor the different accents more. This could be because they have been exposed to more accents and therefore the accents are not necessarily new to them. However, the biggest difference is within the Swedish variety where those who have only traveled within Europe favors the Swedish variety more. There is no obvious reason to why these differences or lack of differences occur within these groups of respondents.

This variable has not been investigated before, to my knowledge. It is however interesting to see if there is a difference in attitudes between those who have traveled more and therefore probably seen more cultures and heard more languages. I believed the group who had only traveled within Europe would be more positive towards the European varieties than those who had traveled outside Europe. This is because I believed they would have a belonging to Europe, and therefore like the European varieties more. They also seem to like Saudi-Arabian and Tanzanian varieties more than the European varieties, which shows that they do not favor the accents close to their own even though they have never traveled outside

their own continent. The fact that there were no systematic differences between the two groups, just like there were no notable differences for the other group variables, suggests that language attitudes are mainly related to other factors. These factors could be gaming, social media, other exposures to English speaking media, etc.

4.1.6 How many hours on social media

Another aim of the present study was to learn whether there is a difference between the students who spend a lot of time on English speaking social media and those who spend less time on English speaking social media. This can be Facebook, YouTube, TikTok, gaming, etc. I divided the groups into those who spends twenty hours or less and those who spend more than twenty hours on these different English-speaking media. Figure 4.18 gives an overview of the ratings given by the two groups of respondents. My hypothesis was that those who spend more time on English speaking media would be more positive as they are more exposed to English and perhaps different varieties of English.

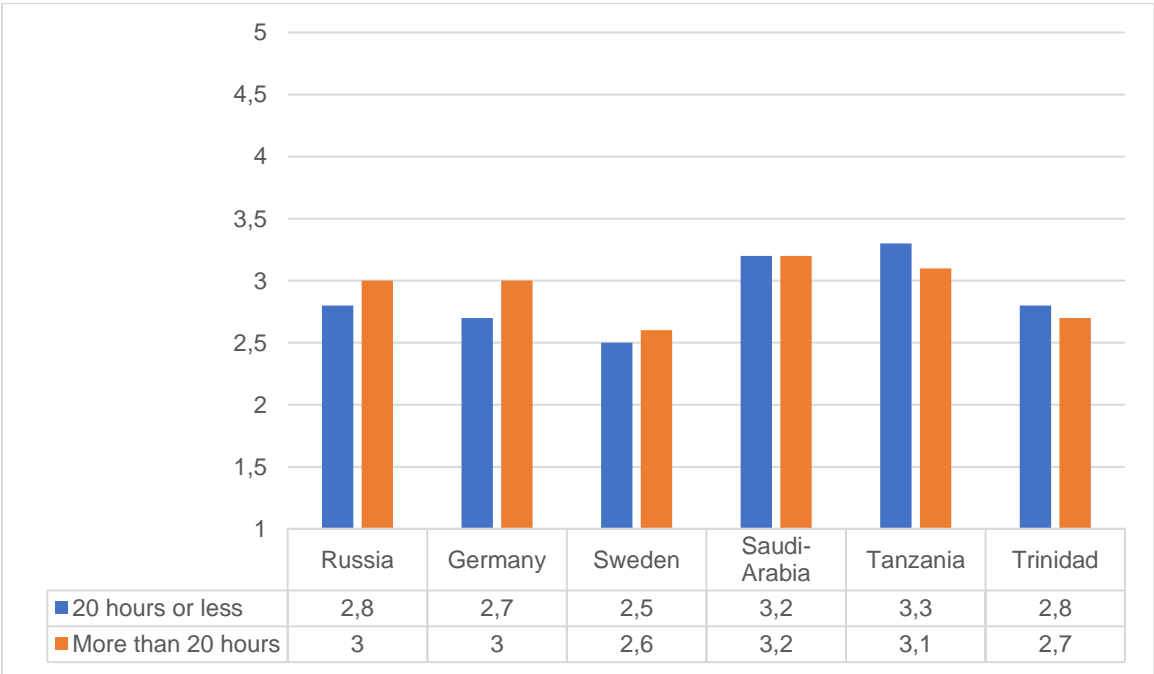


Figure 4.18: Average verbal guise scores according to how many hours they spent on social media.

As Figure 4.18 shows, the European varieties are rated slightly higher by those who spend twenty hours or less on social media, while the three other varieties from outside Europe are rated the same or higher by those who spend more than twenty hours on social media. This might be because of the latter group’s exposure to different varieties of English and English in general. However, there is again no real difference in rating, and the tiny differences that occur are not systematic.

Hours spent on media has been a factor in previous studies. Loftheim (2013), Trømborg (2019) and Areklett (2017) all included this variable in their study. They did however not find any big differences either. There have also been a few studies towards social medias impact in general. From personal experience, I do know that a lot of students learn a lot of their English from gaming, especially boys. They speak with other players from different parts of the world, and English becomes a lingua franca. Through this, the respondents would have been exposed to different varieties which can affect their attitude towards that variety or similar varieties of English.

Another interesting thing we could investigate within this aspect, is gender difference between the two groups. Are there more boys than girls that spend more hours on social media or not?

Table 4.3: Gender difference between hours on English speaking media.

	1-20 hours on English speaking media	21-45+ hours on English speaking media
Boys	31	59
Girls	69	41

As Table 4.3 shows, there are more boys than girls whom spend more than twenty hours on English speaking media. This might be because of gaming which a larger number of boys plays active than girls. When this study was conducted, TikTok was a social media platform which had not yet become popular, but some people used it. If it had been more popular, number of girls spending more than 20 hours on social media might have been higher, as more girls use TikTok than boys.

If the results had shown a bigger difference in attitude between the two groups, it might have been interesting to compare those results with the results found between the two

genders in general, as presented in 4.1.2. However, as none of the groups show any major difference in attitude, I have excluded a comparison between the two.

4.2. Results part two of questionnaire

Part two of the questionnaire used direct questions aiming to learn about what the students say they prefer both when speaking and when listening. Research question 6 asks: “Do the students prefer American English or British English?” I asked the students two different questions about this, one about what they prefer to listen to and one about what they prefer to speak themselves. There was also an open option where the students could fill out other answers than British or American. Tables 4.4 and 4.5 presents the answers to these two questions.

Table 4.4: Which accent do you prefer to listen to? Total answers: 96

Which accent do you prefer to listen to?	Number of answers
American	57
British	44
Australian	2
New Zealand	2
Scottish	1
Norwegian-English	1
Don't know	1

Table 4.5: Which accent do you prefer to speak? Total answers: 96

Which accent do you prefer to speak?	Number of answers
American	76
British	34
Norwegian-English	4
Don't know	1

As Tables 4.4 and 4.5 show, American is the most favored accent both when listening and speaking. A few of the respondents also said they prefer to speak Norwegian English, while only one said they liked to listen to it. However, the student who said they liked to both speak and listen to Norwegian English had a negative rating of Swedish English, which is quite similar to Norwegian English. This is very interesting and should be further investigated in another study.

Hypothesis 6 states that “The students prefer to speak American because of the influence from movies, but prefer to listen to British because they view it as more prestigious.” The first part of this hypothesis is supported, a majority of the respondents prefer to speak American English. However, more respondents also prefer to listen to American rather than British. This might be because of America’s big influence in the movie industry as well as social media. There are more Americans in the world than British people, which is why they have a higher influence within movies and media. Ladegaard and Sachdev (2006) conducted a study on Danish students’ attitudes towards native English varieties. Their study found American and British to achieve the most positive scores. However, as similar studies have found, American was rated highest within social attractiveness, while British was rated highest within status and linguistic quality (100).

Rindal (2010) found in her study that the Norwegian students preferred to speak American English (246-247). This is the same result as presented in Table 4.5. She states that British is viewed as more prestigious while American is considered more informal. Children today use a more informal speech both in informal but also formal settings, which might be why American is the more preferred accent of the two. It is also interesting to notice the difference between Tables 4.4 and 4.5. The number of respondents who preferred to listen to British English is higher than those who preferred to speak it, which provides a little support for supports hypothesis 6.

Furthermore, Tables 4.6 and 4.7 tell us if the respondents like Norwegian English and if they like other non-native varieties. I wanted to compare the results from these two tables to the responses in part one of the questionnaire.

Table 4.6: What do you think of English with a Norwegian accent? Total answers: 96

I don't like it	57
I am neutral	38
I like it	5

Table 4.7: What do you think of English with another non-native accent? Total answers: 96

I don't like it	26
I am neutral	66
I like it	8

As Tables 4.6 and 4.7 show, most of the respondents do not like the Norwegian English variety, while more students are neutral to other non-native varieties. This correlates with the results in part one of the questionnaire where Swedish was the lowest rated variety while Saudi-Arabia and Tanzania are rated the highest. As mentioned in 2.5, Jagland's speech was used as an example of how Norwegian people should not speak. This is further supported by the results presented in Table 4.6, where a Norwegian English variety is not preferred amongst the respondents in the study.

4.2.1 Gender differences

Part two of the questionnaire also presented some gender differences. However, I will only present these briefly, as there are only a few.

When it came to what accents the respondents preferred when listening and speaking, the results were almost identical. However, the respondent who said they liked to listen to Norwegian-English were male, and three out of four respondents who said they spoke Norwegian English were male.

One interesting finding was the attitudes towards Norwegian accent and other non-native accents. No females responded that they liked either, all the positive replies to these two questions were male. The females were more neutral within these two questions, same as presented in 4.1.2.

Table 4.8: Gender difference in attempt to speak native accents.

	Males	Females
Yes	27	36
No	20	12

Table 4.8 shows the difference between males and females and their attempt to speak native English. In 2.8 I spoke about “generation achievement” and how it has a higher occurrence amongst females. This is supported in Table 4.8, where the number of females who attempt to speak with a native accent is much higher than the number of males who attempt to speak with a native accent. As previously mentioned, I also found that a majority of the respondents who liked listening to and speaking Norwegian English were male. This supports the idea of “generation achievement”.

4.3 Results teacher questionnaire

Another part of the present study aimed to learn more about the teachers and their influence on the student’s attitudes towards different varieties of English. To find out more about this I asked five questions about how the teacher teaches the students and about their own and their students use of varieties of English in the classroom. Figure 4.19 presents the teachers’ teaching technique; if they correct their students’ pronunciation mistakes.

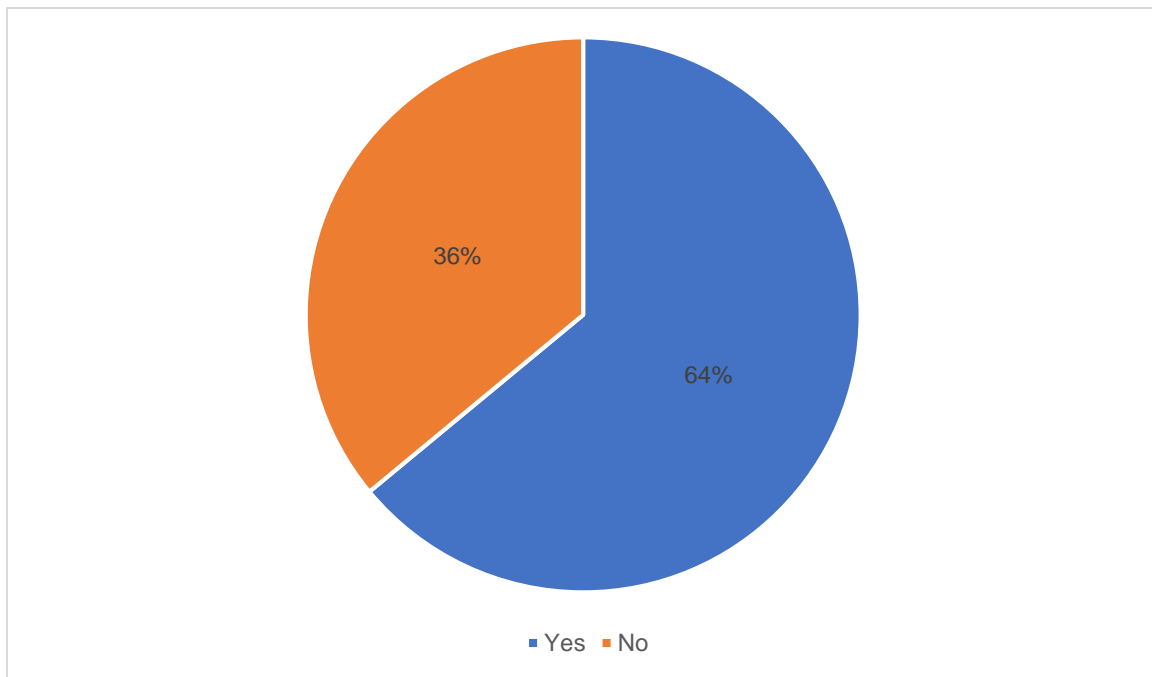


Figure 4.19: Correction of pronunciation mistakes. Total respondents: 14

As Figure 4.19 shows, most of the teachers correct their students. However, I received a few comments on this question from the teachers I visited during the collection of student data. They told me they correct the student's pronunciation if the students speak so unclearly that it is not possible to understand, and if the pronunciation is very wrong, but never if it sounds more Norwegian than e.g. American. We can assume that this pertains to most teachers as well, despite not having comments from all the teachers. I know from own experience that colleagues and myself included only corrects if the words are wrong or it is impossible to understand the student.

I then asked the teachers whether their students used other varieties in the classroom, and the results are presented in Figure 4.20.

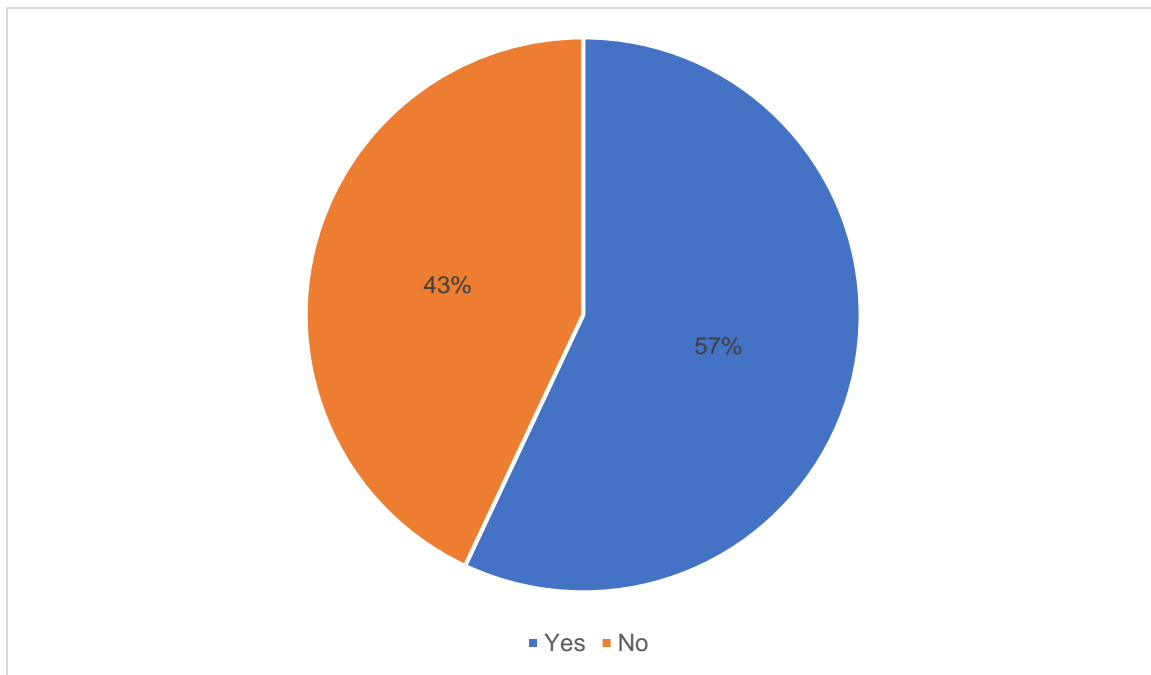


Figure 4.20: Other accents than American or British present in classroom. Total respondents: 14

The responses to the question about the student's use of other varieties in the classroom were almost divided in equally many answers. Those who responded yes to the question, also specified which varieties the students use in the classroom. It ranged from Norwegian English to other varieties that the students have from their native language. I excluded the students who were not native speakers of Norwegian, but they are still in the classroom where they speak and affect their classmates through their speech. Based on the results in Figure 4.20, the students' responses to what variety they use when speaking (Table 4.4) might not be entirely correct. They might aim for a native accent such as American English and they might believe they speak very similar to a native accent, but the truth is far from it. Based on the teacher's answers, far more students should have given a different answer to the question presented in Table 4.4. Ladegaard and Sachdev (2006) found in their study that many of their respondents aimed to speak with an American accent, while in reality more respondents spoke with a British accent.

The students' accents might be affected by their teacher's accent. Figure 4.21 shows what varieties the teachers use in the classroom.

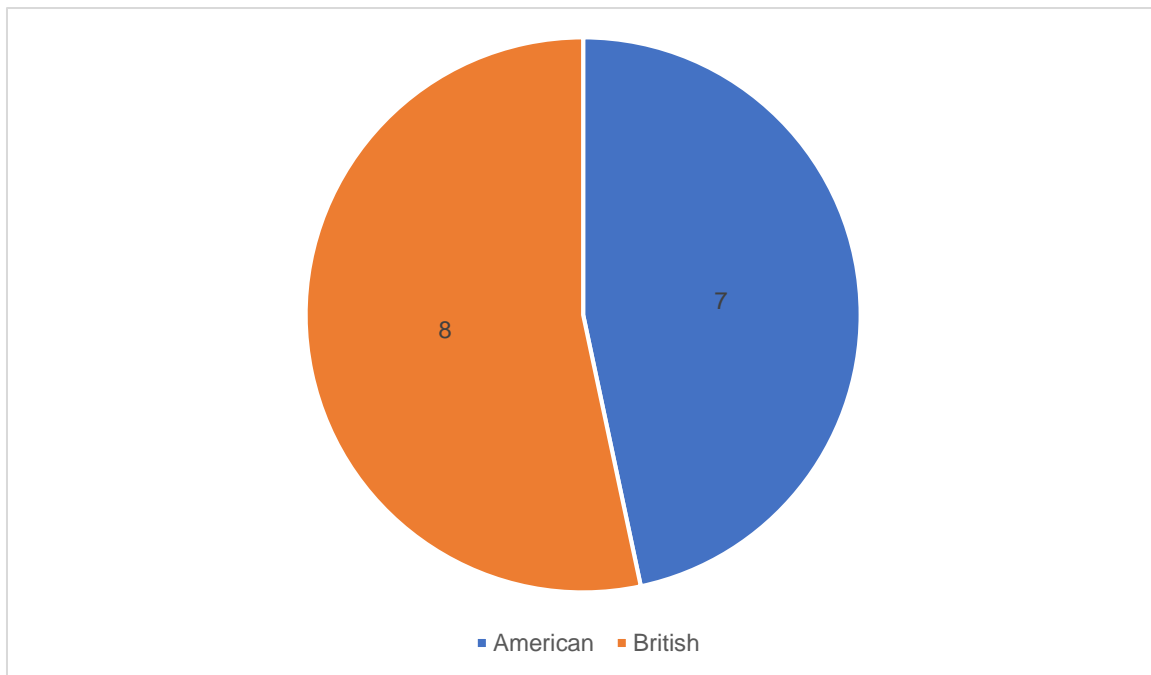


Figure 4.21: American or British use by teachers. Total respondents: 15

As you can see from Figure 4.21, eight of the teachers use British while seven use American. Previously, British has been the most commonly used accent amongst teachers, and the students' have been told to use a British accent as well as British language when writing. However, the results presented in Figure 4.21 show that there might have been a change in the last couple of years, where American has been introduced into the classroom more and more. It is still interesting to see that the student respondents mostly use American themselves, as presented in Table 4.5, and they also prefer to listen to American as presented in Table 4.4. The results presented in Figure 4.21 could suggest that the students are not affected by their teacher and their accent in the classroom, which would mean that their preferences would come from outside the classroom, e.g. the media.

5. CONCLUSION

This chapter presents a summary of what the prior chapters have found before providing a conclusion based on the research questions and hypotheses presented in 1.2. The chapter ends with a few suggestions for further research.

5.1 Summary

The present study has collected many student answers, which has given a new insight into young people's attitudes to non-native varieties of English, based on empirical data. However, the number of teacher answers have been limited, which also makes this part of the study limited. The student-part of the study has been quantitative, while the teacher-part of the study has been qualitative. I will now present the results found in both parts of the students' questionnaire and the teachers' survey before I conclude on the results in 5.2.

5.1.1 Results part one: indirect questions

Part one of the student questionnaire, which used the verbal guise technique, was the most elaborate. The average ratings did not differ a lot and showed mostly neutral evaluations of each variety and on each dimension. However, some of the results stood out a little, and I will now give a brief summary of these results.

Firstly, the Swedish variety, which was the accent most similar to their own, was the lowest rated accent, which means it was the least favored accent of all six accents. Hypothesis 1 predicted that the European accents would be favored more due to the geographical and linguistic closeness, but it seems that this closeness has a different effect. As presented in 4.1.1.3, and in Table 4.6, the students do not like an accent similar to their own. As the results show, two of the accents furthest from their own was favored. It would be interesting to explore more deeply the students' attitude to their own accent and the background for why they do not like a variety close to their own.

A second interesting result of the study is the extreme answers given by the respondents. In 4.1.1 and Table 4.1 the extreme answers are presented. It shows more extreme negative answers than positive answers. Because the overall results show a fairly neutral attitude towards the accents, that would mean that the second most extreme answer on the positive side, a rating of 4, would have more answers. However, it was interesting to see whether all the respondents gave neutral answers or if there were more extreme answers. I also investigated the extreme answers divided between the two genders in 4.1.2 and Table 4.1. These results show a clear difference in extreme answers given by the two genders. While females have few extreme positive and negative answers, the males have much higher numbers of extreme answers, both positive and negative. This could be because the males are not as afraid to give extreme answers, while females care more about how they present themselves, and are perhaps more affected by the social desirability bias.

The guesses about the geographical origin of each variety was another interesting finding. Especially the guesses about the German variety, where over half of the respondents believed it to be from India. This could be a factor which influenced the results, as the respondents might have been showing their attitudes towards Indian rather than towards the speaker, who was German. However, the accent with the most correct guesses, or close to correct, was the accent most similar to their own, where the respondents believed it was from Norway when it was from Sweden. The close to correct guesses versus the wrong guesses towards German are very curious, as they are the two closest accents to their own based on geographical and linguistic closeness.

The different groups of respondents had very similar results, and the differences were mostly divided where half of the varieties were ranked a little bit more favorably by one group and the other half of varieties were favored a little bit by the other group of respondents. The group which was the most consistent was where I divided the respondents by studies. There is no marked differences between the two groups. This disproves hypothesis 2; Students in general studies will be more negative to the different varieties of non-native English because they care more about “correctness” in spoken English than those in vocational studies. The students of general studies were a little bit more positive towards all but the variety of Tanzania. Overall, the difference was so small, there is no real difference. This was also the result in the two gender groups. Females and males ranked the different varieties very similar, with only some slight differences.

One thing I noticed, was the rating of the three different dimensions. Within all groups and towards all varieties, linguistic quality had an overall lower rating than the two other dimensions; status and social attractiveness. This would mean that the respondents do not like the speakers' accents and find them hard to understand, while they are more positive towards the speakers' status and likeability.

An important note to all the results in the verbal guise test, is the neutral evaluations. Within all varieties and all dimensions as well as all the groupings of the respondents, I could not find any other results than an average rating around 3 which is neutral. This means that none of the varieties were uniformly strongly disliked or favored. There could be many reasons for this, but I do believe it is partly because the respondents have been exposed to a large variety of accents through the media. It should also be noted that Rindal (2014) talks about the language ideology in Norway, where dialect diversity is embraced and encouraged. This would mean that the students are encouraged to use their own variety or a variety they are comfortable with, not just a native variety.

5.1.2 Results part two: direct questions

Part two of the questionnaire used direct questions to find what accents the students preferred and whether or not they liked Norwegian-English or other non-native accents. Hypotheses 6 presented what I believed would be the results in part two; The students prefer to speak American because of the influence from movies but prefer to listen to British because it tends to be viewed as more prestigious.

What I found, was that over half of the respondents preferred to speak American, and over half also preferred to listen to American. However, the number of respondents who preferred to listen to American was lower than those who preferred to speak it and the number of respondents who preferred to listen to British were higher than those who preferred to speak British. Even though the number of respondents who preferred to listen to American was higher than British, there is still a sufficient difference between preferences about their own spoken language and towards what they listen to.

Another finding regarded the attitudes towards Norwegian English versus attitudes towards other non-native accents of English. While most of the respondents disliked Norwegian-English, a much higher number were neutral rather than negative towards a

different non-native variety of English. This goes against hypothesis 1; which predicted that the students will be more positive towards the non-native varieties of English from Europe because of the geographical and linguistic closeness. As the students' own accent is an accent their surround themselves with in school, e.g., it would, considering hypothesis 1, be natural for the students to favor their own accent. However, the results showed otherwise, disapproving hypothesis 1. This is further supported by ratings of the Swedish accent, discussed in 4.1.1.3.

5.1.3 Results teacher survey

A survey was conducted amongst the teachers in the three high schools I visited, as well as (probably) some other schools. In total, I received 14 teacher responses, which is not the high number of responses I hoped to receive. However, the responses gave some fascinating data.

The teachers were asked whether they use British or American English when speaking in class. Previously, British has been the main focus in Norwegian classrooms, while the present study found that it was only one more teacher who used British than American. This could mean that there is a change in schools, where more and more teachers use American. It would be interesting to see whether this would be the result in a bigger study with more teacher respondents.

The study also found that over half of the teachers say the students use other varieties of English than American or British in the classroom. A few of the teachers in the classrooms I visited said that a lot of the students use a Norwegian-English variety or a variety native to their home-country. The latter was not included in the study, as the study focuses on Norwegian students, but they are still in the classroom and expose their classmates to their English variety.

The teachers also said they correct their students, however, they also told me that they only correct their students if their words are wrong or the grammar is incorrect, and not when the pronunciation does not sound native. This is further supported by my own experience. Through observing other teachers as well as teaching myself, I have found that other teachers and myself accept the students non-native accents, but rather attempt to have the students use correct words and grammar when speaking.

5.2 Conclusion

The present study has given me a new view on teaching, as I see that different accents should be introduced in the classroom to give the students a wider understanding of English as a lingua franca.

To conclude on the results, it must be said that, as previous studies have found, there is overall no extreme results, and the average rating is fairly neutral for all varieties and all dimensions and all respondent groups. It should still be noted that there are a few results which differ slightly from the rest slightly. One of these results is the attitude towards the Swedish variety of English. The respondents seem to not like their own accent or accents similar to their own. This has been proven in both the direct and indirect part of the study.

Furthermore, we see that males have a tendency to give more extreme answers than females both positive and negative. This could be interesting to investigate further on, to see if it reflects deeper gender differences. However, as the study found, as males have extreme answers in both ends of the scale, we do not have an extreme average, but rather a neutral average, similar to the rest of the study.

Lastly, it should be noted that despite the dislike towards the non-native varieties' linguistic quality, the respondents still seem to like the speakers. This is evident from the more positive evaluations of the speakers' status and social attractiveness.

5.3 Further research

The present study has filled a research gap in the field of attitude studies both within Norwegian attitudes as well as within attitudes to non-native varieties of English. There is still a huge gap to fill, as this along with other studies do not fill all possible gaps.

One research gap left to fill concerns the research of teachers' attitudes and their impact on the students' attitudes. It would be interesting to see a study with a larger sample of teacher respondents. This would allow for a closer investigation into how the teachers affect their students in the classroom.

Another possible study could focus more closely on the students' attitudes towards their own accent. As the present study found, the students do not systematically like or dislike

any of the foreign accents, but are overall more neutral. However, they were the least positive towards Swedish, an accent similar to their own. I also found that most of the students said they dislike Norwegian-English, as presented in Table 4.6.

The difference between gender and studies could also be interesting to look closer at with a larger respondent group and with different accents. It would also be interesting to see whether there would be a difference between these two groups in attitudes towards their own accent.

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APPENDIX 1

Teachers' and students' attitudes to English variants

This research project has as purpose to learn what attitudes exists among teachers and students in High schools in and around Bergen towards non-native variants of English.

As a student, you will receive a questionnaire, consisting of three parts and time spent will be around one school class to answer all questions. In the first part, I will play six recordings of different people reading the same text. You will answer questions to each of the recordings, so please do not answer the questions for the next recording before I have played it. The first part has numbers in the corner, this is the number of the recording I will play.

I ask you to be as honest as possible. No answer is wrong. After you hand in your questions, it won't be possible to take back your questions, but all answers will stay completely anonymous.

If you answer the questions, you consent to participate in this questionnaire.

Part 1

1

1. How educated does this person sound?

1 Low 2 3 Medium 4 5 High

2. How well-off do you think this person is?

1 Poor 2 3 Medium 4 5 Rich

3. How intelligent do you think this person is?

1 Little 2 3 Medium 4 5 Very

4. How well liked do you think this person is?

1 Badly liked 2 3 Medium 4 5 Very well liked

5. How honest do you think this person is?

1 Dishonest 2 3 Medium 4 5 Very honest

6. How good sense of humor do you think this person has?

1 Not good 2 3 Medium 4 5 Very good

7. How correct do you think the pronunciation of this person is?

1 Incorrect 2 3 Medium 4 5 Correct

8. Was this person easy or difficult to understand?

1 Difficult 2 3 Medium 4 5 Easy

9. Does this person speak pretty or ugly?

1 Ugly 2 3 Medium 4 5 Pretty

10. Where do you think this person is from? (City, country, continent or area) (Only short answers)

11.

1. How educated does this person sound?

1 Low 2 3 Medium 4 5 High

2. How well-off do you think this person is?

1 Poor 2 3 Medium 4 5 Rich

3. How intelligent do you think this person is?

1 Little 2 3 Medium 4 5 Very

4. How well liked do you think this person is?

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1 Dishonest 2 3 Medium 4 5 Very honest

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1 Not good 2 3 Medium 4 5 Very good

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1 Incorrect 2 3 Medium 4 5 Correct

8. Was this person easy or difficult to understand?

1 Difficult 2 3 Medium 4 5 Easy

9. Does this person speak pretty or ugly?

1 Ugly 2 3 Medium 4 5 Pretty

10. Where do you think this person is from? (City, country, continent or area) (Only short answers)

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1 Low 2 3 Medium 4 5 High

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1 Little 2 3 Medium 4 5 Very

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9. Does this person speak pretty or ugly?

1 Ugly 2 3 Medium 4 5 Pretty

10. Where do you think this person is from? (City, country, continent or area) (Only short answers)

Part 2

11. What variant of English do you prefer to LISTEN to?

American

British

Other, specify:

12. What variant of English do you use when you SPEAK?

American

British

Other, specify:

13. Do you have as a goal to speak English as a person with English as their native language?

Yes

No

14. What do you think of English with a Norwegian accent?

I do not like it

I am neutral

I like it

15. What do you think of English with a foreign (not Norwegian) accent?

I do not like it

I am neutral

I like it

Part 3

16. What gender are you?

Boy

Girl

17. What studies do you take?

General studies

Vocational studies

18. What languages have you learned in school? (Only short answers)

19. Which continents have you visited?

Africa

Asia

Europe

North America

Oceania

South America

20. What is your native language?

Norwegian

Other, specify:

21. Approximately how many hours do you spend on English-speaking media outside school? (TV, movie, internet, games, etc.)

1 5 10 15 20 25 30 35 40 45 +

APPENDIX 2

” Lærere og elevers holdninger til varianter av engelsk ”

Dette forskningsprosjektet har som formål å finne ut av lærere og elever i den videregående skole i Bergen og omegn sine holdninger til ulike varianter av engelsk.

Du som elev vil få ett spørreskjema som består av tre deler og det vil ta om lag en skoletime å svare på alle spørsmålene. I den første delen vil jeg spille av seks lydopptak av forskjellige personer som leser den samme teksten. Dere skal svare på spørsmål til hvert lydopptak, så vennligst ikke svar på neste opptak før jeg har begynt å spille det av. Du vil se at første del har nummer i hjørnet, dette er nummeret på opptaket jeg spiller av.

Jeg ber om at du svarer så ærlig som mulig. Ingen svar er feil. Det vil ikke være mulig å trekke svaret sitt etter du har besvart spørsmålene, men alle svar vil være helt anonyme.

**Dersom du svarer på spørsmålene,
samtykker du til å delta i denne
spørreundersøkelsen.**

Del 1

1

- 1. Hvor utdannet høres denne personen ut?**
1 Lavt 2 3 Middels 4 5 Høyt
- 2. Hvor velstående tror du denne personen er?**
1 Fattig 2 3 Middels 4 5 Rik
- 3. Hvor intelligent tror du denne personen er?**
1 Lite 2 3 Middels 4 5 Veldig
- 4. Hvor godt likt tror du denne personen er?**
1 Dårlig likt 2 3 Middels 4 5 Svært godt likt
- 5. Hvor ærlig tror du denne personen er?**
1 Lite ærlig 2 3 Middels 4 5 Svært ærlig
- 6. Hvor god sans for humor tror du denne personen har?**
1 Lite god 2 3 Middels 4 5 Svært god
- 7. Hvor korrekt synes du uttalen til denne personen er?**
1 Ukorrekt 2 3 Middels 4 5 Korrekt
- 8. Var denne personen lett eller vanskelig å forstå?**
1 Vanskelig 2 3 Middels 4 5 Lett
- 9. Snakket denne personen pent eller stygt?**
1 Stygt 2 3 Middels 4 5 Pent
- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

2

- 1. Hvor utdannet høres denne personen ut?**
1 Lavt 2 3 Middels 4 5 Høyt
- 2. Hvor velstående tror du denne personen er?**
1 Fattig 2 3 Middels 4 5 Rik
- 3. Hvor intelligent tror du denne personen er?**
1 Lite 2 3 Middels 4 5 Veldig
- 4. Hvor godt likt tror du denne personen er?**
1 Dårlig likt 2 3 Middels 4 5 Svært godt likt
- 5. Hvor ærlig tror du denne personen er?**
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- 8. Var denne personen lett eller vanskelig å forstå?**
1 Vanskelig 2 3 Middels 4 5 Lett
- 9. Snakket denne personen pent eller stygt?**
1 Stygt 2 3 Middels 4 5 Pent
- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

3

- 1. Hvor utdannet høres denne personen ut?**
1 Lavt 2 3 Middels 4 5 Høyt
- 2. Hvor velstående tror du denne personen er?**
1 Fattig 2 3 Middels 4 5 Rik
- 3. Hvor intelligent tror du denne personen er?**
1 Lite 2 3 Middels 4 5 Veldig
- 4. Hvor godt likt tror du denne personen er?**
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1 Lite ærlig 2 3 Middels 4 5 Svært ærlig
- 6. Hvor god sans for humor tror du denne personen har?**
1 Lite god 2 3 Middels 4 5 Svært god
- 7. Hvor korrekt synes du uttalen til denne personen er?**
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- 8. Var denne personen lett eller vanskelig å forstå?**
1 Vanskelig 2 3 Middels 4 5 Lett
- 9. Snakket denne personen pent eller stygt?**
1 Stygt 2 3 Middels 4 5 Pent
- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

- 1. Hvor utdannet høres denne personen ut?**
 1 Lavt 2 3 Middels 4 5 Høyt
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 1 Fattig 2 3 Middels 4 5 Rik
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- 8. Var denne personen lett eller vanskelig å forstå?**
 1 Vanskelig 2 3 Middels 4 5 Lett
- 9. Snakket denne personen pent eller stygt?**
 1 Stygt 2 3 Middels 4 5 Pent
- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

5

- 1. Hvor utdannet høres denne personen ut?**
1 Lavt 2 3 Middels 4 5 Høyt

- 2. Hvor velstående tror du denne personen er?**
1 Fattig 2 3 Middels 4 5 Rik

- 3. Hvor intelligent tror du denne personen er?**
1 Lite 2 3 Middels 4 5 Veldig

- 4. Hvor godt likt tror du denne personen er?**
1 Dårlig likt 2 3 Middels 4 5 Svært godt likt

- 5. Hvor ærlig tror du denne personen er?**
1 Lite ærlig 2 3 Middels 4 5 Svært ærlig

- 6. Hvor god sans for humor tror du denne personen har?**
1 Lite god 2 3 Middels 4 5 Svært god

- 7. Hvor korrekt synes du uttalen til denne personen er?**
1 Ukorrekt 2 3 Middels 4 5 Korrekt

- 8. Var denne personen lett eller vanskelig å forstå?**
1 Vanskelig 2 3 Middels 4 5 Lett

- 9. Snakket denne personen pent eller stygt?**
1 Stygt 2 3 Middels 4 5 Pent

- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

6

- 1. Hvor utdannet høres denne personen ut?**
1 Lavt 2 3 Middels 4 5 Høyt
- 2. Hvor velstående tror du denne personen er?**
1 Fattig 2 3 Middels 4 5 Rik
- 3. Hvor intelligent tror du denne personen er?**
1 Lite 2 3 Middels 4 5 Veldig
- 4. Hvor godt likt tror du denne personen er?**
1 Dårlig likt 2 3 Middels 4 5 Svært godt likt
- 5. Hvor ærlig tror du denne personen er?**
1 Lite ærlig 2 3 Middels 4 5 Svært ærlig
- 6. Hvor god sans for humor tror du denne personen har?**
1 Lite god 2 3 Middels 4 5 Svært god
- 7. Hvor korrekt synes du uttalen til denne personen er?**
1 Ukorrekt 2 3 Middels 4 5 Korrekt
- 8. Var denne personen lett eller vanskelig å forstå?**
1 Vanskelig 2 3 Middels 4 5 Lett
- 9. Snakket denne personen pent eller stygt?**
1 Stygt 2 3 Middels 4 5 Pent
- 10. Hvor tror du denne personen er fra? (By, land, kontinent eller område) (Kun korte svar)**

Del 2

11. Hvilken variant av engelsk foretrekker du å HØRE på?

Amerikansk

Britisk

Annet, spesifiser:

12. Hvilken variant av engelsk bruker du når du SNAKKER?

Amerikansk

Britisk

Annet, spesifiser:

13. Har du som mål å snakke engelsk slik som en med engelsk som morsmål snakker?

Ja

Nei

14. Hva synes du om engelsk med norsk aksent?

Jeg liker det ikke

Jeg er nøytral

Jeg liker det

15. Hva synes du om engelsk med utenlandsk (ikke norsk) aksent?

Jeg liker det ikke

Jeg er nøytral

Jeg liker det

Del 3

16. Hvilket kjønn er du?

Gutt

Jente

17. Hvilken studieretning går du?

Studiespesialiserende

Yrkesfag

18. Hvilke språk har du hatt på skolen? (Kun korte svar)

19. Hvilke kontinenter har du besøkt?

Afrika

Asia

Europa

Nord-Amerika

Oseania

Sør-Amerika

20. Hvilket morsmål har du?

Norsk

Annet, spesifiser:

21. Ca. hvor mange timer i uken utenom skole bruker du på engelsktalende medier? (TV, film, internett, spill, etc.)

1 5 10 15 20 25 30 35 40 45 +

APPENDIX 3

Teachers' and students' attitudes to English variants

This research project has as purpose to learn what attitudes exists among teachers and students in High schools in and around Bergen towards non-native variants of English.

As a teacher, you will receive a questionnaire, and it will take around 10 minutes to answer all questions. I ask you to be as honest as possible. After you hand in your questions, it won't be possible to take back your questions, but all answers will stay completely anonymous.

If you answer the questions, you consent to participate in this questionnaire.

1. Do you prefer to use American or British English when you speak in the classroom?

American

British

**2. Do you wish for the students to use a specific variant of English? If yes, which?
(Only short answers)**

Yes

No

3. Do you correct pronunciation mistakes done by students?

Yes

No

4. Are the students exposed to other pronunciation variants than American or British in the classroom?

Yes

No

5. Do the students use other pronunciation variants than American or British in the classroom? If yes, which? (Only short answers)

Yes

No

APPENDIX 4

”Lærere og elevers holdninger til varianter av engelsk”

Dette forskningsprosjektet har som formål å finne ut av lærere og elever i den videregående skole i Bergen og omegn sine holdninger til ulike varianter av engelsk.

Du som lærer vil få ett spørreskjema, og det vil ta om lag 10 minutter å svare på alle spørsmålene. Jeg ber om at du svarer så ærlig som mulig. Det vil ikke være mulig å trekke svaret sitt etter du har besvart spørsmålene, men alle svar vil være helt anonyme.

**Dersom du svarer på spørsmålene, samtykker
du til å delta i denne spørreundersøkelsen.**

1. Foretrekker du å bruke amerikansk eller britisk engelsk når du snakker i klasserommet?

Amerikansk

Britisk

2. Ønsker du at elevene bruker en spesiell uttalevariant? Hvis ja, hvilken? (Kun korte svar)

Ja

Nei

3. Korrigerer du uttalefeil hos elever?

Ja

Nei

4. Eksponeres elevene for andre uttalevarianter enn amerikansk eller britisk i klasserommet?

Ja

Nei

5. Bruker elevene andre uttalevarianter enn amerikansk eller britisk i klasserommet? Hvis ja, hvilke? (Kun korte svar)

Ja

Nei

APPENDIX 5

List of recordings:

Comma gets a Cure: <https://www.dialectsarchive.com/comma-gets-a-cure>

Russia: The recording can be found here: <https://www.dialectsarchive.com/russia-14>

Germany: His recording can be found here: <https://www.dialectsarchive.com/germany-18>

Sweden: His recording can be found here: <https://www.dialectsarchive.com/sweden-2>

Saudi-Arabia: His recording can be found here: <https://www.dialectsarchive.com/saudi-arabia-5>

Tanzania: His recording can be found here: <https://www.dialectsarchive.com/tanzania-1>

Trinidad: His recording can be found here: <https://www.dialectsarchive.com/trinidad-2>

APPENDIX 6

List of guesses to where the speakers are from

Russia

Ukraina	Asia, India	Tyskland (høyre del)
Asia	Norge / Skandinavia	Vest-Europa
Danmark	Polen	Tyskland eller Danmark
Europa eller Romania	Japan	Frankfurt, Tyskland
Europa	Kina	Tyskland
Europa	Russland	England
Øst-Europa	Øst-/Vest-Europa	Europa
Europa	Nord-Europa	Russland
Sverige	Øst-Europa	Europa
Latin-Amerika eller Vest-Asia	Asia	Skottland
Tyskland	Europa	USA
Asia	Nederland	Norge
Tyskland	Asia	Kina
Europa	Danmark	Tyskland
Øst-Europa	Tyskland, Østerrike	Tyskland, Sveits, Nederland
Tyskland	Armenia	Russland
Tyskland	Europa	Russland
Norge	Belgia	Tyskland
Norge	Kina	Ukraina
Fransk område eller Østblokk-land	Sør- Amerika	Europa
Polen eller Tyskland	Asia	Europa, Russland eller Asia
Europa	Spania	Norden
Europa	Afrika	Russland eller India
Asia (Sør-Korea, Kina eller Japan)	Nigeria	Bosnia eller Ukraina
Tyskland eller Mellom-Europa	Europa	England
Østerrike eller Skottland (Wales)	Europa	England
Polen eller Russland	Europa	Sverige

Germany

India	India	India
Tyskland	India	Afrika
India	India	India eller Pakistan
Tyskland	India, Vest-Asia	Asia
Asia	India	København, Danmark
India/Asia	Afrika	India
Asia	Tyskland	India
India	Tyskland	Asia
India	Danmark	India
India	Sør-Amerika	India
Danmark	Tyskland	India
India	India	Frankrike
Tyskland	India / Asia	Afrika
Øst-Europa	India	India

India	Tyskland	Tyskland
Afrika	Asia	India
Finland	India / Pakistan	India
Tyskland	India	Singapore, Asia
Tyskland	Afghanistan	Korea
India	India	India
India eller Afrikansk land	Tyskland	India
India	Asia	Asia
India	India	Tyskland
India	Tyskland, Nederland	India
India	Frankrike	India
India	Tyskland	India
India	Afrika	India
India	India	India eller Bangladesh

Sweden

Europa	Sverige	Skandinavia, mulig Norge
Romania eller Midtøsten	Norden	Europa
Europa	Skandinavia	Midtøsten
Europa	Tyskland	India
Europa	Tyskland	Skandinavia
Amerika	Norge	Oslo, Norge
Norge	Skandinavia	Norge
Nederland	Norge	Europa
Norge	India	Skandinavia
Norge / Sverige	Europa	UK
Norge	Skandinavia	Norge
Øst-Europa	Sveits	Øst-Europa
Nord-Europa	Tyskland / Danmark	Norge
Skandinavia	Norge / Sverige	USA eller Norge
USA	Norge / Romania	Norden
Nederland	Midtøsten	Norge
Saudi-Arabia	Europa	Polen / Øst-Europa
Skandinavia	Norden	USA
Norge	Finland	Midtøsten
Skandinavia	Norge	Latvia
Europa	Europa	Polen / Europa
Norge	Europa	Israel
USA	Europa	Skandinavia
USA	Skandinavia	Russland
Skandinavia, mulig Norge	USA	Norge
Norge eller Danmark	Norge	Pakistan
Midtøsten	Afrika	Norge
Europa, Norden eller Skandinavia	Norge	Norge

Saudi-Arabia

Midtøsten eller Asia	Afrika	Nederland
kazakhstan	Russland	Europa
Russland	Asia	Midtøsten
Russland	India	Thailand
USA	Russland	New Dehli, India
Polen	Europa	Afrika
Europa	Asia	Asia
Øst-Europa	Afrika	Afrika
Romania	India, Asia	Latvia
Irland	Afrika	Muslimsk land
Russland	Syria	USA
Afrika	Sør-Europa	Russland
Irland, Skottland eller Nederland	Europa	India
Syria eller Arabisk talende land	Europa	Russland
Russland	India	India
India	Slovenia eller Kroatia	Øst-Europa
Spania	Canada	Europa
Spania	Midtøsten	Asia
Nederland eller Sveits	Asia	India
Øst-Europa	Asia	Tyskland
Asia	India	Nederland
Europa	Asia	Tyskland
Indonesia	Amerika	Asia
Amerika med Indisk aksent	Tyskland	Øst-Europa
Frankrike	Asia	India
India / Asia	Asia	

Tanzania

Asia	Asia	Sør-Afrika
Afrika	India	Europa eller Afrika
Asia	Afrika	Sør-Afrika
Afrika	India	Sør-Amerika
Afrika	India	Sør-Amerika, Jamaica
Sør-Afrika	Asia	Kenya
Afrika	Afrika	Afrika
India	Øst-Europa	Afrika
Saudi Arabia	Asia	Asia
Afrika	Afrika	Afrika
Afrika	Afrika	Afrika
Afrika	Øst-Europa	Afrika
Afrika	Kina	India
Madagaskar	Afrika	Pakistan
Afrika	Egypt	Afrika
Afrika	Afrika	Afrika
Afrika	Saudi-Arabia	Nigeria
Afrika	Frankrike	Sør-Afrika

India	Afrika	Afrika
Afrika	Afrika	Afrika
Afrika	India	Afrika
Egypt	Afrika	Afrika
Egypt	India	Afrika
Afrika	Asia	Afrika
Afrika	Afrika	Afrika
Sør-Afrika	Midtøsten	Afrika
Afrika	Russland	Sør-Afrika
Indonesia	Nigeria	Afrika
Afrika	India	

Trinidad

India	Afrika, Nord	Afrika
Afrika	Japan	Øst-Asia
Afrika	Afrika	Asia
Afrika	Kina	Afrika
Kongo	India	India
Afrika	Sør-Europa	India
Asia	Kongo	Asia
Afrika	Asia	Europa
Afrika	Asia	Asia
Afrika	Asia	Afrika
Afrika	Afrika	Afrika
Europa	Kina	Brasil
Singapore	Sør-Afrika	India
Polen	Ukraina	Europa