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Drift Away or Struggle Against the Current

An Attitudinal Investigation of EFL Teachers' and Prospective Teachers' Attitudes to SE and NSE

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Writing this master thesis has been really challenging, stressful, and at times quite overwhelming. However, at the same time, it has been one of the most rewarding tasks I have ever committed myself to. I firmly believe I have benefited from these challenges as a prospective teacher and a person.

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Abstract

This study presents a mixed-methods study of prospective and experienced teachers' attitudes to Standard Englishes (SE) (Received Pronunciation & General American) and Non-standard Englishes (NSE) (Norwegian English & Neutral English). Three prospective teachers and two experienced teachers were interviewed using semi-structured interviews complemented with a Likert scale questionnaire with 20 experienced teachers and 27 prospective teachers. The study was guided by three research questions: (1) *What are teachers' attitudes to standard English and non-standard English varieties?* (2) *Do the attitudes of experienced teachers and students (prospective teachers) influence them during assessment situations of standard English and Non-standard English?* (3) *Is there a generational shift in teachers' use and attitudes towards SE and NSE varieties?* The findings are contextualized and discussed in relation to previous research and the conceptual framework. The findings of this study correlate with previous studies and show even though the majority of the informants and respondents are neutral concerning SE and NSE varieties they express positive and negative inclinations toward SE and NSE in different contexts. The results suggest that the students and teachers are aware of the possibility of attitudinal bias during assessments. However, as reported, most informants and respondents attempt to assess SE and NSE varieties equally and justly. Finally, even though there are some distinct differences in practices and attitudes between experienced and prospective teachers, this study cannot confidently argue for this shift to be present among these subjects.

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List of Abbreviations

NSE – Non-standard English

SE –   Standard English

RP –   Received Pronunciation

GenAm – General American

NorEng – Norwegian English

ELF – English as a Lingua Franca

WE –   World English (es)

EFL – English as a foreign language

ESL – English as a second language

FLT – Foreign language teaching

CEFR – Common European Framework of Reference

CoE – Council of Europe

VoE – Varieties of English

CAT – Communication accommodation theory

NS –   Native speaker

NNS – Non-native speaker

NP –   Nativeness principle

IP –   Intelligibility principle

1 Introduction

1.1 Scope and Aims of the Thesis

The linguistic environment of the world today has changed drastically over the last couple of decades. With increased globalization and international cooperation, English has become one of the world's primary Lingua Francas used worldwide. However, it is not possible to reduce English to be only comprised of one language as English has moved out of the borders of its original territory (Britain and America), and other varieties of English (VoE) have been developed. Today, the most used pronunciation varieties of English in Norway can be reduced into two categories: Non-standard Englishes (NSE) and Standard English (SE).

Breen et al., (2001) argue why it is necessary to study teachers' attitudes (beliefs). In short, studies of this nature should definitely be utilized as they can inform and shed new light on aspects of language and attitudes that can be used to benefit teacher education, teacher development, and language policy designing. Linguistic diversity in the world and in education will most likely become increasingly prominent and essential over the next couple of decades. Because of this, teacher education and existing teachers must be prepared and educated with an awareness of this development to better express flexible and tolerant attitudes in an increasingly linguistic diverse English-speaking world.

The field of language attitude studies is a flourishing research field today, with several contributions from the Norwegian context and, more specifically, in the context of English as a foreign language (ELF) teaching. Additionally, numerous studies have investigated teachers' and prospective teachers' (students) attitudes to SE and NSE. Despite this, few, if any, studies have incorporated both subject groups in the same study, which this thesis will do.

Two experienced teachers and three prospective teachers participated in semi-structured interviews, which were analyzed using thematic analysis (TA). A subsequently developed Likert-scale questionnaire complemented the semi-structured interviews to gain access to the informants' and respondents' attitudes to SE and NSE in Norway. 27 Prospective teachers and 20 experienced teachers responded to the questionnaire, which was then analyzed and discussed together with the interview results. Therefore, this study will attempt to build on this research field by applying a mixed methods approach.

The primary aim of this study is to uncover the attitudinal profile of experienced teachers (15+ years of experience) and prospective teachers and try to establish what their attitudes are toward

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SE and NSE and to what degree they advocate for intelligibility and nativeness in English education in Norway. Furthermore, because I am investigating two different subject groups with a definite generational gap, the secondary aim of this study will be to determine if there are any generational differences between the groups concerning their use of and attitudes towards SE and NSE. For this thesis, nativeness can be understood as the belief that it is both possible and desirable for language learners to achieve native-like competence in foreign languages. Intelligibility, on the other hand, focuses on making second-language speakers as understandable and intelligible as possible for successful communication (Carlsen et al., 2020, p. 273). Both principles are approaches commonly used in English pedagogy and will thus serve a vital role in this thesis.

1.2 Research Questions

To help answer the thesis′ primary and secondary aims, I have made three research questions (RQs). I will, therefore, attempt to explore and answer the following RQs:

RQ1: What are teachers' and prospective teachers′ attitudes to standard English and non standard English varieties?

RQ2: To what degree do the experienced teachers and prospective teachers report their attitudes to influence them during assessments of pupils speaking standard English and non-standard English?

RQ3: Is there a generational shift between experienced teachers' and prospective teachers′ use and attitudes towards SE and NSE varieties?

By investigating RQ1, I will get a brief overview of the attitudinal profiles of experienced and prospective teachers toward different varieties of SE and NSE. Because assessment is a central aspect of teaching, I also want to investigate whether their attitudes can influence them during assessments, as illustrated by RQ2. RQ1 and RQ2 will help answer the primary aim of this study. The secondary aim is directly linked to RQ3 and is the reason I have made a conscious choice to include two different subject groups with a clear generational gap.

To determine which SE and NSE varieties I will use for this thesis, I have turned to the study of Rindal (2014), *Questioning English standards: Learner attitudes and L2 choices in Norway,*

who applies British, American, Norwegian, and Neutral English in her study. For this study, I have labeled these varieties as Received Pronunciation (RP), General American (GenAm), Neutral English, and Norwegian English (NorEng).

1.3 Structure of Thesis

Following the already written introductory chapter, I will start to present the empirical background for this thesis. Second, I will establish the conceptual framework used as the foundation for my study and to contextualize the studies' findings in chapter 3. In Chapter 4, I will explain the methodology used in both the qualitative (semi-structured interviews) and quantitative research instruments (Likert scale questionnaire). In chapter 5, I will present the empirical results from my study. The results will be discussed in chapter 6 in light of the conceptual framework and the RQs. From this discussion, I will provide a conclusion for this thesis in chapter 7.

2   Empirical Background

In this section, I will present two primary sources of attitude studies involving teachers' attitudes to standard and non-standard varieties of English. These studies are essential to mention as they serve as the foundation for the previously mentioned primary aims and RQs. The studies are highly relevant to illuminate crucial aspects that need to be addressed when attempting to uncover the attitudinal profile of *experienced teachers* and *prospective teachers* towards SE and NSE. Timmis' (2002) study investigates *the native speaker norm* from a classroom perspective, while Jenkins' (2005) study investigates the feasibility of implementing the English as a Lingua Franca (ELF) perspective to education among NNE teachers.

2.1 Ivor Timmis (2002)

Timmis' (2002) study is highly relevant for this thesis as it deals with teachers and their perspective/approach to the *native speaker norm*, which will be discussed and paralleled with the nativeness principle in chapter 3.3.1. As Ivor Timmis (2002) explains, in an era where English is increasingly used in international contexts, the question if students and teachers should conform to the native speaker norm becomes highly relevant. In his study, *Native-Speaker Norms and International English: A Classroom View*, Timmis (2002) investigated the mentioned question from the perspective of pupils and teachers to provide a classroom view on the issue. He set out to answer *whether* and *how far* students wished to conform to native speaker norms in terms of pronunciation and other grammatical aspects highlighted in the corpora. In addition, he attempted to find out if there was consensus on the issue among teachers and if their views correlated with the students'.

Even though Timmis argues that his study cannot be used to generalize the finding to the whole teaching and student population, it can support three conclusions: (1) There are still some students who want to conform to native speaker norms irrespective of whether they think they use English with native speakers or non-native speakers. The principal motivation for most students is the ability to communicate. However, a minority of students still adhere to the "traditional idea of mastering a language" (Timmis, 2002, p. 248). (2) "Student and teacher opinion seems to be quite divided on the value of informal, native speaker spoken grammar, and there seems to be some uncertainty about what this kind of grammar is (Timmis, 2002, p. 248)."

He concludes that teachers seem to be moving away from the *native speaker norm* progressively faster than the pupils who participated in this study. In this view, whereas Timmis (2002) compared how fast teachers and pupils are moving away from the *native speaker norm,* this study will compare experienced teachers and prospective teachers and see to what degree they report to advocate for intelligibility and nativeness in the EFL classroom.

2.2 Jenkins (2005)

I must also mention one of the pioneers and prominent figures in promoting and developing the ELF perspective and the Lingua Franca Core (LFC), Jennifer Jenkins (2005). Whereas the first study of Timmis 2002 mainly investigated the native-speaker norm, I find it only appropriate to examine the other side of the specter; English as a lingua Franca. Jenkins' study of 2005 investigated the feasibility of implementing the ELF perspective in general and the Lingua Franca Core in particular among NNE teachers.

Jenkins (2005) found that there were many similarities between the informants' responses despite their differing L1s. One of the essential findings in her study was a tight connection between speakers' L1 identity and English Identity despite their differing L1, teaching experience, and knowledge of ELF. However, as Jenkins (2005) argues, it cannot be inferred solely from these findings that all teachers from expanding circle countries want to use their accented English to express their L1 identity in an EFL community. Despite the close connection to their L1, many of the informants also wished to be identified with or as Native speakers of English. One can thus argue, based on Jenkins's findings, that they communicated a wish for an NS English Identity expressed through a native-like accent and a desire to be identified through their L1-marked English pronunciation.

Additionally, Jenkins (2005) discovered that the informants often tended to describe NS-accent as being "good," "perfect," "correct," "proficient," "competent," "fluent," "real," and "original English." NNS accents, on the other hand, were described as "not good," "wrong," "incorrect," "not real," "fake," "deficient," and "strong." Despite this, their L1 influence on their English pronunciation was expressed as "part of who they are," which appears to show a love-hate relationship with English even among those who would rather not use it (Jenkins, 2005, p. 542). She emphasizes the importance of identity in language learning and argues that LFC will only be utilized if teachers can recognize ELF identity to provide them with international social and economic opportunities.

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3 Conceptual Framework

To help answer my RQs, I will present the conceptual framework as a foundation for designing the study while also contextualizing the study's findings to answer the research questions in Chapter 6. The chapter will be divided into five main sections: In chapter 3.1, I will attempt to define what *attitudes* are and, more specifically, what *language attitudes* are. The following chapter will explain the global development of English through the lens of Braj Kachru's tripartite model and English as a Lingua Franca. Chapter 3.3 will give an overview of the principal teaching approaches to teaching English as a foreign language; *the nativeness principle* and *the intelligibility principle*. Chapter 3.4 will look specifically at the Norwegian Context through official documents and language policies. Chapter 3.5 will describe four *perceptual dimensions of language* while the final section will look at language attitudes in the social context.

3.1 Defining Attitudes

Even though we all somewhat understand what 'attitudes' imply, it can be challenging to put into a concise definition. Attitudes are all-encompassing all our lives, and it is a governing force in how we perceive the world, how we feel, and operate in specific contexts. Therefore, the critical question I will try to answer in this section is: *What are attitudes, and how are they developed and expressed?*

I have decided to use Sarnoff's definition of the concept as a platform to further build upon and develop the concept of attitudes. In simple terms, Sarnoff states that attitudes are dispositions to react favorably or unfavorably to a class of objects (as cited in Garrett, 2010, p. 20). In this thesis, the reactionary objects will be the varieties mentioned previously: Standard (GenAm/RP) and non-standard (NorEng/Neutral Eng.) Englishes.

Even though this definition is a good foundation for the thesis, it is insufficient to answer the established RQs. I have therefore decided to apply a mentalist view of attitudes to this thesis. This position holds that attitudes can be aroused and further examined after some stimulation, which then *can* lead to a response by an individual. Therefore, attitudes are not directly observable as it is an inner part of our mental life. However, they *can* be accessed after stimulation of and introspection by the subject (McKenzie, 2010, p. 22). Attitudes become expressed (indirectly or directly) through processes of stereotypes, beliefs, verbal statements,

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reactions, opinions, anger, satisfaction, and other aspects of behavior. A researcher in the mentalist paradigm must then understand attitudes as a complex construct involving *cognitive, affective,* and *behavioral* elements (McKenzie, 2010, p. 22). The mentalist theory of attitudes acknowledges and embraces the complexity of the subjects being examined as it seeks to explain why people express ambivalence in certain situations or towards certain attitudinal objects. McKenzie explains that ambivalence follows when people experience uncertainty, inconsistency, or conflict between attitude components; the *cognitive, affective, and conative* (behavior) (McKenzie, 2010, pp. 23-24).

Despite the conative or behavioral element of attitudes, it is challenging to assume that attitudes can be understood as a predictor of behavior. Also, it can be challenging to infer attitudes from behavior (McKenzie, 2010, p. 24)*.* As McKenzie (2010) further explains, some people may even consciously or subconsciously conceal or disguise their inner attitudes; "an individual may appear to be favorably disposed towards a language or language variety, but the inner attitude may be disapproving of it" (p. 24). Additionally, it is vital to mention that all attitudes are dynamic and susceptible to change and development. Therefore, when studying attitudes, it is by no means a given that the attitudes that become revealed are the ones that have always been there, nor will always be there.

In conclusion, attitudes can be explained as an *internal state of readiness* that can be provoked by stimulation and possibly affect individuals' responses. However, these responses can be either covert or overt and not necessarily observable but inferred from respondents' introspection. In this view, attitudes are latent in nature but become expressed through verbal and non-verbal processes (McKenzie, 2010, p. 20-22). In this thesis, I will *stimulate* and *provoke* this *internal state of readiness* through introspection and verbal processes by means of interviewing and questionnaires. This will be further discussed further in Chapter 4.

3.1.1 Language Attitudes

Combined with a general definition of how this paper will attempt to understand attitudes, it can also be fruitful to establish a more concise description of *language attitudes*. The expectancy-value model can be used to conceptualize the structure of attitudes relevant to this thesis. This model explains attitudes as a function of people's salient beliefs about, in this case, the attitudinal objects of RP, GenAm, Neutral English, and NorEng. This conceptualization can be illustrated by an individual's belief in perceiving the attitudinal object of *standard Englishes*

(SE) to sound beautiful (McKenzie, 2010, p. 21) The belief of perceiving SE as beautiful can thus be evaluated as a positive belief of either *the spoken variety* or a positive belief about *the speaker* of the variety. Evaluative beliefs can be treated as two different types of beliefs, but even though they may be treated separately, the categories are often intimately connected and often correlate (Dragojevic et al., 2020, pp. 61-62).

3.2 English as a Global Language

This section is of great significance for this thesis as a look into the history, dynamics, and development of English can assist us in explaining the favorable and unfavorable social position some English varieties have today, and thus help me answer RQ1. There is no doubt that the position of English in the world has moved into that of being a global language. However, how we choose to teach, learn, and use English is not a universal standard. Today, two dominating paradigms contribute significantly to directing how countries, governments, and people choose to approach different practices of English teaching, learning, and usage. The first of which is *World Englishes* (WE) which can be illustrated through the model of Braj Kachru, *The three circles of English* (Bokor, 2011, p. 121).

Kachru's model is helpful in describing the historical development of English throughout the world. Still, the model comes short in describing the modern and contemporary English-linguistic environment, which is greatly concerned with the internationality of English. New perceptions of how to understand the current position of English in the world today have thus gained a foothold. One of these is called English as a Lingua Franca (ELF). Despite this relatively recent development, both the WE and ELF paradigms are essential considerations to understanding the current English linguistic environment as they can be positioned at opposite ends of a continuum. As Ike explains; "WE represents the divergence of the language—the language developed and used for a local audience, and ELF represents a convergence of different varieties of the language to achieve international interaction" (Ike, 2011, pp. 107-108). This section will therefore attempt to explore both ends of this continuum.

3.2.1 Kachru's Model and World English

The most influential model to describe the spread of English is created by the linguist Braj Kachru, *The Three Circles of English* (Seargeant & Swann, 2012, p. 29). Each circle serves to explain "The historical process that has resulted in English occupying its current position in particular countries, how members of particular countries usually come to acquire the language, and the purposes or functions to which the language is put in particular countries" (Seargeant

& Swann, 2012, p. 31). The tripartite model divides World Englishes into three concentric circles[1], an inner, outer, and an expanding circle (Jenkins, 2014).

In sum, Karchu's model explains how "the language traveled from Britain, in the first diaspora to the other ENL countries, in the second diaspora to the ELS countries (outer circle), and more recently, in what is called the 'the third diaspora,' to the EFL countries (the Expanding circle)" (Jenkins, 2014, p. 14). Moreover, as English is being moved out into the outer and expanding circle countries, English becomes further developed by non-native speakers in outer- and expanding circle countries. This results in alternate varieties of English that diverge from the originally introduced variety both linguistically and culturally, also called World Englishes. WE and Kachru's model are not necessarily concerned about the correctness of World Englishes concerning inner-circle Englishes. On the contrary, it embraces the development of new English identities found in outer-circle countries (Phillipson, 2007, p. 128). This is of great significance as these alternate varieties of English, which differ from their local, and national languages as well as exonormative English(es), can be utilized to represent cultural norms and aspects that are challenging to express in their L1 (Ike, 2011, p. 107). The WE paradigm can thus aid in establishing an alternate role for English that can unite various cultures and identities and further emphasize the status of English as a global language. This development, however, is mainly relevant for outer-circle countries, so how is this relevant to the Norwegian context?

Because of Norway's well-established English language policies and a vast number of English L2 speakers, many citizens could argue themselves being ESL rather than EFL speakers and thus move into Kachru´s outer circle (Rindal & Piercy, 2013, p. 212). In this view, one can say that the linguistic environment in Norway appears to be more similar to outer-circle countries than expanding circle countries. As Rindal & Piercy explains, "The status of English in Norway is no longer that of EFL, but not quite ESL or ELF (English as a lingua franca) either, and seems thus to be caught between [two] English language paradigms" (Rindal & Piercy, 2013, p. 212). This development of repositioning Norway into the outer circle should, at least in theory, have paved the way for the development of NorEng. However, Norwegian-English (NorEng) is not an established variant of English in Norway and often becomes associated with erroneous and defective language. This perception is connected to *the native-speaker norm,* which will be

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[1] See Kachru (1992) for detailed explanation

explained and elaborated on in section 3.3.1 This impression is also illustrated in several previous studies investigating the attitudes among Norwegian teachers and pupils toward standard Englishes as opposed to non-standard English varieties in Norway, such as in Jenkins (2005) and Rindal & Piercy (2013).

In conclusion, Kachru's model can help illustrate and simplify the complex historical development of English in the world. But even though the model is a necessary tool to explain complex matters of the world, its simplification can quickly turn into 'oversimplification' when suggesting a clear-cut divide between the distinctions ENL, ESL, and EFL, as shown in the example of Norway (Schmitz, 2014). For models to capture the contemporary English linguistic environment, they have to be re-imagined to adequately illustrate the reality of our multicultural and multi-linguistic English diversities we have today, which the model does not recognize (Schmitz, 2014, p. 377). For this reason, the notion of EFL in the WE paradigm is being challenged or replaced by another model of understanding English; English as a Lingua Franca (ELF)[2]. The implications and applications of this concept will be further discussed in the following section.

3.2.2 English as a Lingua Franca

Whereas WE represent the divergence of English and how the language becomes developed and used for a local audience in outer and expanding circle countries, English as a Lingua Franca (ELF) attempts to represent the convergence of different English varieties to achieve international communication between cultures and nations of different L1s (Ike, 2011, p. 108). From this perspective, English should be used and defined as a lingua franca since English is predominantly used as a contact language among speakers of different first languages (Bøhn et al., 2018, p. 220). This is, in turn, shifting the autonomy of the English language from the so-called inner-circle countries to being developed and reimagined outside of its diasporas to fit the contemporary linguistic environment today.

Because English is used and developed in conjunction with other languages and cultures, it establishes alternate linguistic norms of English, which is to a greater extent detached from native/standard English varieties. From the ELF perspective, one should accept and embrace

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[2] English as a Lingua Franca (ELF) and English as an international language are often used interchangeably.

that English will be developed and spoken differently. In light of this, Bøhn. et al. argue that instead of attempting to become nativelike in pronunciation, one should instead focus on becoming *intelligible* (2018, p. 220). Thus, the perspective of ELF is shifting the nucleus from being focused on a relatively small sphere of native speakers of English to the majority of international and multicultural non-native/non-standard English speakers. The *intelligibility principle* becomes essential as the emphasis is on being understood rather than sounding as native as possible. This principle is a vital aspect of the ELF perspective and will be further elaborated on in the following section 3.3.1. In conclusion, the ELF perspective attempts to find common ground between different languages while embracing the variations found in these languages. By adopting the ELF perspective, one is to embrace the fundamental variability, instability, hybridity, and fluidity found in the concept of language and in English (Bøhn et al., 2018; Jenkins et al., 2011).

3.3 Teaching principles

Part of this thesis primary aims is to examine to what degree teachers and students/prospective teachers report to advocate for intelligibility and nativeness in English education in Norway. Therefore, it will be necessary to establish how *Nativeness* and *Intelligibility* are to be understood for the purpose of this thesis as they can serve as a variable of explanation or interpretation concerning RQ1 and RQ2.

3.3.1 Nativeness Principle and Native-speaker Norm

The nativeness principle argues that it is both possible and desirable for language learners to achieve native-like competence in foreign languages. Moreover, those who fail to attain nativelike proficiency are considered failed native speakers (Cook, 1999, p. 185). This teaching principle mainly focuses on standard variants found in inner-circle countries, e.g., Great Britain (RP) and America (GenAm). Even though the principle especially dominated pronunciation teaching practices and language education before the 1990s (See Simensen (2014)), many of its ideas and techniques are still practiced by teachers in English language education.

However, due to discoveries in language acquisition during the 20th century, the nativeness principle lost its foothold (Levis, 2005). First language acquisition (FLA) became increasingly acknowledged to be biologically conditioned, explained by the theory of Eric Lenneberg and the Critical Period Hypothesis (CPH) (Lenneberg, 1967). Initially, the hypothesis argues that there are maturational constraints on first language acquisition due to the brain's plasticity. "If language is not acquired by puberty, some aspects of language such as the lexicon can be

learned, but native-like mastery of grammatical structure cannot be achieved" (Slabakova, 2016, p. 84). Later, however, the theory's ideas of age and timing as essential determiners for ultimate attainment have also been applied in second language acquisition (SLA).

Despite the evidence above against utilizing the nativeness principle in language education, many people strive to accomplish native language proficiency. Teachers and pupils often assume that L2 learners can and should be judged by the standards of another group, which causes many students to reduce their accents (Cook, 1999, pp. 194-195). *Accent reduction/modification* will also be further discussed in section 3.6.2 since it is essential for gaining insight into people's attitudes toward language varieties and because it is tightly connected to aspects of our identity. William Labov (1969) also used this argument in his thesis against the ethnocentric view of measuring a group of people against the norms of another. In his view, L2 users of English should be treated as users of English on their premises, not as deficient native speakers. However, the result is often that success in L2 learning becomes measured by the amount of foreign accent, or by the extent to how much a person is willing to or can conform to native standards of English (Cook, 1999, p. 195). "Popularly, the principle drives the accent reduction industry, which implicitly promises learners that the right combination of motivation and special techniques can eliminate a foreign accent" (Levis, 2005, p. 370).

Moreover, even though motivation and pronunciation training positively correlate with more native-like pronunciation, native language skills are usually not the consequence for the average learner. Thus, as Levis explains, "Many teachers, especially those unfamiliar with pronunciation research, may see the rare learner who achieves a native-like accent as an achievable ideal, not an exception" (2005, p. 370). In this view, accent reduction, also called accent modification, is not necessarily desirable for the average learner of a foreign language as accent seems to be interconnected with learner identity, as illustrated in the study of Baratta (2016). It is thus a sensitive subject for some individuals. This will be further explained in sections 3.6.2.

3.3.2 Intelligibility Principle (IP)

In contrast to the Nativeness principle, the intelligibility principle derives from the ELF paradigm. This approach to L2 English pedagogy focuses on making L2 speakers as understandable and intelligible as possible for successful communication (Carlsen et al., 2020, p. 273). As opposed to the NP, the LF proposal holds that reduction should not be forced, and

other forms of English should instead be recognized as a natural development of English as a language for international communication. This will thus enable people to express themselves in a way that also represents their own identity. Moreover, whereas the NP holds its nucleus on the native speaker of English, the IP shifts this over to the L2 speaker of English. It accomplishes this by proposing a set of linguistic features necessary for mutual understanding in conversations between different speakers of English (Bøhn & Hansen, 2017, p. 57).

Instruction within this perspective should focus on essential elements for understanding and deemphasize unnecessary or obstructive features (Levis, 2005, pp. 370-371). Jennifer Jenkins has developed a set of features that can be utilized in this respect. This is called The Lingua Franca Core (LFC), and it serves as a proposal for intelligibility-based language instruction that follows the principles of ELF. The list includes three elements of pronunciation: *Consonants, vowels,* and *prosody*. Bøhn and Hansen have listed the main features of Jenkins' Lingua Franca Core (LFC), which are proven to be necessary for intelligibility among non-native speakers of English (See Bøhn & Hansen, 2017, p. 57). They further argue that Jenkins's proposal largely excludes the necessity of suprasegmentals for communication. In the ELF paradigm, segmentals are considered a more significant aspect of the understandability and intelligibility of language. She also emphasizes the importance of developing learners' *accommodation* skills to improve their ability to adjust their speech concerning the different needs of different interlocutors (Bøhn & Hansen, 2017, p. 57).

> "This approach [ELF], combining the use of core features and accommodation, along with locally pronounced core features and a receptive understanding of the ways they are produced by NSs of English, would [..] solve the intelligibility conflict by enabling NNSs to express both their L1 identity and membership of the international ELF community, while remaining intelligible to ELF interlocutors, and still able to understand ENL accents" (Jenkins, 2007, pp. 24-25).

However, it has been challenging in practice to implement this perspective because of certain biases and misconceptions about the ELF core and its implementation in education. However, some of the principles of ELF (sometimes referred to as EIL) have already been introduced and implemented in official documents and government policies, which to a greater degree focus on intelligibility and communication in an increasingly globalized world. This will be discussed more in the following section 3.4, *Norwegian Context*.

Finally, with the notion of nativeness and intelligibility firm in mind, it is essential to mention that the intelligibility principle is by no means attempting to promote or advocate in favor of intelligibility at the expense of nativeness. As Jenkins argues, we are under no circumstances in the position of telling our students what their pronunciation goals should be (Jenkins, 1998). Some pupils might want to sound native/standard-like, and others don't. Some pupils might simply don't care, and that's OK. What I have attempted to do in this section is to highlight the intelligibility principle as a viable option for pupils and educators to utilize while emphasizing that the linguistic environment in the world is changing, and it is thus important to be open-minded about the linguistic possibilities we have around us.

3.4 Norwegian Context

Official documents and language policies can be understood as *structures* that explain what teachers are required or obligated to do. Because the curriculum has changed from an emphasis on Standard Englishers to becoming more accent neutral (Rindal, 2014, p. 314) as you shall see below, it would be natural that their practices are reflected by the curriculum. As Dragojevic argues, attitudes can change in correlation with the implementation of government language policies (2020, p. 68). Also, as some researchers suggest, teachers' choices/attitudes can also become undermined by policies or institutions (*structures*) requiring conformity (Tsui, 2007, p. 658). This chapter can therefore serve as an essential variable of explanation for a possible generational shift (RQ3) between teachers' and prospective teachers' attitudes.

3.4.1 The English Subject Curriculum – A Historical Perspective

Even though these curriculums are outdated, they are highly relevant as the teachers participating in this study most likely have been pupils themselves after/during the implementation of L-60 or M-72, which was increasingly more standard-oriented than the most recent curriculums developed in Norway. Simensen (2014) has written a paper on the development of the English subject in Norway, which will serve as the primary source for this section.

Because of Norway's tight connection to The British Council, the curriculum of *1939 (N-39)'* and the curriculum of 1957 (P-57)' was mainly structured around RP, with minor reference to America and American English (Simensen, 2014, p. 9). The British connection was also continued in the curriculum of 1960 (L-60), even though American educational material was to be given slightly more prominence (Simensen, 2014, p. 9). The implementation of M-72, on the other hand, provided new perspectives on the functions of English in an increasingly

globalizing world. Even though the curriculum stated that the model for pronunciation should be English standard pronunciation, it still argued that it would be helpful for the pupils to be made aware of typical traits of American accent. Moreover, "A pupil who has learned American English should not be forced to use British pronunciation, orthography, and vocabulary [my translation]" (Simensen, 2014, p. 9). The tendency to make American and British English equal in the curriculum and English education continued in M87 as it states that pupils should learn to use a "normalized variety of British or American English." However, when something is 'normalized,' it also indicates that something is 'abnormalized'. Despite this, as Simensen explains, the curriculum of 1987, 1997, and 2006 show obvious references to Kachru's Circles of English, and in LK-06 are all circles represented in an attempt to help the pupils understand the development of English as a world language (2014, p. 9).

3.4.2 European Influence through CEFR

After the turn of the millennium, another organization proved to become increasingly influential in developing the Norwegian English curriculum to fit the profile of the globalized and internationalized world, namely The Council of Europe (CoE) and their *common European Framework of Reference (CEFR).* The fact that the Norwegian government turned to an international European organization rather than an inner circle bound/oriented (e.g., Council of Europe) was a big step towards acknowledging the global function English has today as a language for international communication.

The CEFR, published in 2001, comprises a model of communicative competence and explains which knowledge and skills can support language users' ability to *communicate*. The CEFR includes two main components: *General competencies* and *communicative language competencies*. The framework does not choose sides in the debate of intelligibility and nativeness. Conversely, it emphasizes that it cannot "take up a position on one side or another of current disputes on the nature of language acquisition and its relation to language learning, nor should it embody any one particular approach to language teaching to the exclusion of all others" (Carlsen et al., 2020, pp. 33-34). As argued by Carlsen et al. (2020, p. 34) and Simensen (2011), LK06 is clearly rooted in the CEFR as the curriculum does not refer to any approaches to teaching English, but it is formulated with an increased focus on the student and their learning, not the teacher and teaching methods. English becomes increasingly emphasized as a language for international communication and "goes far beyond the standard British English norm prescribed for English teaching several decades earlier" (Carlsen et al., 2020, pp. 34-35).

This tendency and influence of the CEFR are continued in ENG1-03 (2013) and in the LK20 which will be elaborated in 3.4.5.

3.4.3 Stortingsmelding 28 (2007-08)

Before the adaption of LK20, another significant development in the Norwegian education policy took place, which must also be included. In 2007-08 the Norwegian parliament adopted the *Stortingsmelding 28 Fag, Fornying, Forståelse,* which stipulates several overruling principles to establish the foundation of Norwegian language politics in Norway. English has received much emphasis in this document since English is such an integrated part of Norwegian life and the Norwegian language. There are three sections in Stortingsmelding 28 (2007-08) directly related to this thesis; *7.1.1.4 English – Today's Lingua Franca*, *6.2 Linguistic Variation, Tolerance, and Quality*, and *6.2.2 The Spoken Language.*

Section 7.1.1.4 emphasizes English as the dominating language of the world because of a large number of EFL and ESL learners, as well as the international function it has in the spheres of business, technology, and science (Meld. St. 28 (2007-2008), p. 90). Even though the *Stortingsmelding* does well in establishing the current position of English today it does not grapple with the linguistic diversity seen within the English language. The question that remains unanswered is this; how can this document be used to illustrate how we should approach this linguistic variation?

The answer can be found in sections 6*.2, Linguistic Variation, Tolerance, and Quality*, and *6.2.2, The Spoken Language.* Even though these primarily discuss variation in Norway and the Norwegian language, they are just as relevant for English and the dispute between standardized Englishes vs. non-standardized Englishes. These sections argue that it is essential to promote broad acceptance of the use of dialects. The document also claims that a standardized spoken language with a regional character does not oppose embracing and encouraging language users' rhetorical and stylistic abilities. Moreover, lacking the ability to master a standardized spoken language cannot be equated to speaking an inferior language. On the contrary, their language proficiency can be perceived as even better than speakers of standardized language (Meld. St. 28 (2007-2008), pp. 86-87).

3.4.4 LK20

Today, LK20 is the curriculum all teachers must adhere to and should be discussed in far greater detail as a governing force to steer teachers' and pupils' attitudes in a direction that fits the

linguistic environment of the world today. Even though the curriculum in English does not explicitly argue for or against standard/non-standard varieties of English and can thus be perceived as accent neutral (Rindal, 2014, p. 314), they implicitly argue their position to be influenced by the principles of the ELF paradigm as illustrated in the following paragraphs.

As previously mentioned, LK20 has also become very much influenced by CEFR as the *English as a world language* perspective continues from LK06 into the new curriculum. However, the emphasis on EIL is deemphasized in LK20 as they limit the curriculum to include *the English-speaking world*. Another essential change from LK06 to LK20 is the formulation of one of the competence aims after year 10 (Carlsen et al., 2020, p. 35). The LK06 explains that the student "shall be able to … discuss the way young people live, how they socialize, their views on life and values in Great Britain, the USA, and other English-speaking countries and Norway" (Utdanningsdirektoratet, 2013, retrieved from Carlsen et al., 2020, p. 35). Conversely, LK20 is formulated differently as the student "should be able to study and describe ways of life, mindsets, patterns of communication and diversity in the English speaking world (Utdanningsdirektoratet, 2019, retrieved from Carlsen et al., 2020, p. 35). With this in mind, it becomes clear that the new curriculum has taken a more global stance on English which is very similar to that of CEFR (3.4.2).

Therefore, even though LK20 does not focus on specific varieties of English, it is very much influenced by principles and ideas of ELF and intelligibility. In light of the changes made from LK06 to LK20 and the increased emphasis on English as a Lingua Franca, Carlsen et al. conclude the tradition of focusing on the UK and the U.S. is discontinued in LK20 (2020, p. 35).

3.5 Four Perceptual Dimensions of Pronunciation

Intelligibility and understandability have been mentioned frequently earlier in the conceptual framework. These are critical elements because the primary aim of the thesis as I attempt to answer to what degree teachers report to advocate for intelligibility and nativeness in English education. However, the terms must also be mentioned as part of our perception of pronunciation, which can be argued to serve as the foundation for developing negative *and* positive attitudes.

There are three different dimensions of pronunciation perception of L2 speech evaluation. These include *intelligibility, understandability,* and *accentedness.* According to Munro et al.,

comprehensibility can be defined as the listeners' perception of how easy or challenging it is to understand a specific speech sample. *Intelligibility*, on the other hand, is defined as the degree of a listener's actual comprehension (Munro et al., 2006, p. 2). Finally, *accentedness* is explained as "the degree to which the pronunciation of an utterance sounds different from an expected pronunciation pattern" (Munro et al., 2006, p. 2). The comprehensibility dimension is sometimes defined similarly to intelligibility, as argued by Munro et al. Therefore, in this thesis, understandability and intelligibility will be treated interchangeably as the informants who participated in this study appeared to use them without significant differentiation.

Until now, I have only mentioned three perceptual dimensions of pronunciation. As the title implies, one remains to be defined: *Acceptability.* As Thomson explains, "Beyond accent, intelligibility, and comprehensibility, acceptability is another related dimension of pronunciation that has largely been overlooked. Future research should consider how the acceptability of a foreign accent to a listener might influence judgments of accent, intelligibility, and comprehensibility" (Thomson, 2017, p. 14). This dimension will therefore also be treated in this thesis. Acceptability is defined by Thomson as the degree of annoyance or irritability experienced by listeners. Also, even though acceptability is highly subjective, it must also be treated as a real phenomenon. Thomson concludes by stating that comprehensibility and acceptability should be treated equally; "if speech is intelligible, it should be acceptable. In fact, this is not the case" (Thomson, 2017, p. 14). In this view, if the teachers in this study appear to advocate for intelligibility, the assertation of Thomson should also be exercised by the teachers and prospective teachers. This will be further discussed in chapter 6.

3.6 Language Attitudes in the Social Context

Even though attitudes are accepted to be, in part, an individual and subjective authority, it is likewise essential to emphasize the social context, together with *structures* (as discussed in section 3.4) which can, in turn, generate and change attitudes. Therefore, this thesis must also consider society and its members as it can influence the attitudes of a person at the individual level. Many properties of language are also reflected in the properties of cultures, and attitudes must therefore be studied while being aware of cultural traits in different societies (Hudson, 1996, p. 70).

3.6.1 Attitudes and Social Interplay

Social factors and social interplay have been shown to impact L2 proficiency significantly. However, this effect does not affect our language abilities directly. Instead, the impact of social

factors is mediated by a set of variables, and learner attitudes are included in this set. As explained by Ellis (1994, p. 197), social factors can shape learners' attitudes, influencing learning outcomes and determining pupils' learning opportunities. The immense impact social forces have on the development of attitudes is essential for teachers to be aware of. Because language preferences often are established during children's first years of childhood teachers, educators, peers, family, and media, need to be aware of their role as *change agents* who contribute to attitude formation that often tend to enhance the status preference for standard varieties (Dragojevic, 2020, pp. 66-67; Lee, 2019). Moreover, because attitudes are learned, they can also change in correlation with social relations, government language policies, and the social context they are evoked.

In this view, however authentic and self-proclaimed we believe our choices, attitudes, and behaviors to be (agency), they will always be directed by the irreversible force brought forward by social constraints (nurture) and (governing *structures*) (Joseph, 2006, p. 238). These social constraints are accomplished by language's social functions, which in simple terms are two-folded: Language is used both as means of communication in social settings and as a tool for identifying with social groups of people. This is also called social convergence or divergence and will be elaborated further in section 3.5. In this view, language is a tool to express one's identity while reflecting pre-existing social divisions and social values (Ahmad, 2020, p. 27). Even though the social contains and structures (as discussed in 3.4) numbs our absolute agency to some degree, it does not mean it is nonexistent. Instead, it becomes guided or motivated by a language variety's social status, social attractiveness, social desirability, or social appropriateness. The social values presented here give us alternatives to choose from and help us identify with groups of other people who share similar values. A language is thus an essential tool in identity development and expression. This will be discussed in the following section.

3.6.2 Language and Identity

Language and identity have gained an increasing interest in linguistics and sociolinguistics over the last couple of decades. As illuminated in Jenkins' study of 2005, NNE speakers' accents are an essential part of their identity and how it becomes expressed. Rindal (2013) also supports this, as she concludes that speaking English is a social practice where local and individual identity becomes expressed. From this perspective, accented English should not be viewed as corrupt language competence but as a means of expressing L1 identity.

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However, to understand how identity and language are interconnected, we need to develop a firm definition of it from a linguistic standpoint. In this respect, it can be helpful to turn to the work of Omoniyi & White (2006). They created a list that explains six common positions that describe the nature of linguistic identity from a poststructuralist perspective relevant to all contexts where language and communication are involved: (1) identity is not fixed, (2) becomes constructed within contexts and can vary between different contexts (3) identity is essential in every communicative context, whether it be a conscious or subconscious process, (4) a person possesses more than one identity, and different identities may be expressed in other contexts. The final position is also called identity management (Omoniyi & White, 2006, p. 2).

Even though these generalizations can be helpful in the task of researching teachers' attitudes and identities, Tsui (2007) found three significant issues concerning how teachers' attitudes and identities are formed and developed, which will be taken into consideration in this thesis. First, there is consensus in the field of attitude research that identities are multifaceted. However, we can find conflicting views on whether these identities should or could be *harmonized* or whether the construction of identity is a constant struggle between *conflicting* identities expressed through different varieties of language (Tsui, 2007, pp. 657-658). In the perspective of ELF, the first option is both possible and an essential aspect of being a speaker of English for some people. Nevertheless, research into teachers' attitudes to English varieties has shown that it can be challenging for some people to "harmonize" personal and professional identity as speakers of English. As pointed out in Jenkins' et al. (2011), teachers can express ambivalence regarding this matter, "with both positive and negative attitudes and identity positions being expressed, even within the same research participant in the same interview (Jenkins et al., 2011, p. 307)". Secondly, more studies need to consider the professional context as this is an essential element of socio-cultural and political contexts that shape teachers' identities and attitudes. The final issue is closely related to the second, which debates the significance of *agency* vs. *structure* in shaping teachers' identity and attitudes. Some researchers argue that teachers' choices constitute their professional identities, while some say that their choices often become undermined by policies or institutions requiring conformity (Tsui, 2007, p. 658).

Also, Jenkins (2007) argues for the importance of identity in the ELF paradigm and emphasizes teachers' inherent responsibility as influencers and facilitators in students' development and expression of different identities through language. Jenkins states that identity must be treated as a complex phenomenon that cannot be easily separated from other related phenomena such as *attitudes, ideologies,* and *linguistic power* (Jenkins, 2007, p. 198). Focusing on language

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identities from the perspective of ELF, Jenkins argues that the standard and non-standard ideology are not immune from the aspect of identity either because language plays an essential role in identity development and expression for all speakers of a language (Jenkins, 2007, p. 198). Therefore, when examining the arguments used for and against each paradigm and teaching principle, it is often possible to find "deeply entrenched and at times, an emotional and even irrational attachment to British and American English that is deeply connected to our identity" (Jenkins, 2007, p. 198).

Language ideologies (e.g., nativeness/intelligibility) and the attitudes that accompany them are thus often biased and prejudiced since certain varieties and identity options associated with them are perceived as more equal than others (Pavlenko & Blackledge, 2004, p. 3). This will be further elaborated on in chapter 3.6.4. Baretta investigated in his study how accent modification/reduction can potentially impact people's identity. His study concludes that a significant minority regard accent modification as 'selling out' one's identity. His study explains that accent-based prejudice can serve as a motivating factor to accent modification which can be problematic as many people wish to celebrate their natural accent (Baratta, 2016).

3.6.3 Communication Accommodation Theory (CAT)

As mentioned, accommodation is essential for successful communication between interlocutors in the ELF paradigm. However, the theory is imperative for this attitudinal study as well. By investigating how, when, and why teachers accommodate their speech in different social settings and communication, we can gain insight into their attitudes towards particular VoE and their users (Dragojevic et al., 2016, p. 36). Adaptions during communication with other people can, in this view, be perceived as a *behavioral signal* for certain attitudes. These adjustments can serve as a catalyst for attitudinal responses among people who actively or indirectly partake in conversations, which illustrates the social aspect of our attitudes (Garrett, 2010, p. 105). For this reason, will CAT be an essential consideration and relevant to answering my RQs.

When studying language attitudes, one has to consider the different forms of accommodation because attitude research also engages in these psycho-social processes that are decisive for how we consciously or subconsciously choose to interact and adjust our speech. In this view, the adaptions that we communicate can be interpreted as behavioral signals for our own and others' attitudes (Garrett, 2010, p. 105). It is possible to generalize five reasons for and how we adjust our speech. First, communication adjustment is considered a fundamental aspect of human interaction as these adjustments occur on undetectable levels to speakers and spectators,

suggesting its roots in fundamental human behavior. Second, communication adjustment serves two functions in general: establish common ground between speakers and manage the social distance between individuals and individuals as members of groups, either utilizing convergence or divergence. Third, communication adjustments can be used to achieve certain interactional social ends. Fourth, people adjust language because of different expectations and biases regarding what is considered appropriate adjustments in specific contexts. Last, speech adjustments can be initiated by unconscious and automatic processes or conscious and deliberate action (Dragojevic et al., 2016, p. 51).

It is also essential to note that language accommodation is often accomplished using marked and unmarked language choices. When making a notable linguistic choice that deviates from the majority, it can be used as a marker of power differentials and resistance and thus increase social distance or divergence. However, a marked choice can also be viewed as an act of solidarity that can reduce social space and instead converge individuals or social groups (Pavlenko & Blackledge, 2004, p. 8). For example, suppose one variety of English is more dominant than others in a social setting. In that case, this specific variety is often associated with acceptance and membership and thus becomes the unmarked variety (Pavlenko & Blackledge, 2004, p. 8). The school context consists of different actors situated in different hierarchical power relations and accommodation is thus an essential tool teachers can use to either converge or diverge with pupils and find acceptance and membership in these social groups.

3.6.4 Stereotypes, Categorization, and Bias.

First, language attitudes can be argued to be controlled by the ideological positions of nativeness or intelligibility (see 3.3.1 & 3.3.2). These positions implicitly assert the presence of standard and non-standard forms of language. They tend to, as Deutschmann & Steinvall (2020, p. 654) continue, "carry with them inadvertent linguistic stereotyping favoring the native standard accented speaker and disfavoring the non-standard speaker", which can lead to practical negative and/or positive consequences for teachers and pupils. When conducting an attitude study, it can therefore be fruitful to use the concept of *stereotypes, prejudice,* and *biases* to gain access to the subjects' attitudes and to answer RQ1. Also, because the consequences of stereotyping, prejudicing, and biasing can have significant implications and outcomes for teachers' assessment practices, this section will also serve as a key element to answer RQ2.

In simple terms, stereotyping can be explained as assigning traits, characteristics, and behaviors to individuals based on collective and overgeneralized assumptions regarding the social group a person belongs to (Deutschmann & Steinvall, 2020, p. 651). According to Deutschmann & Steinvall, stereotyping can be divided into two phenomena about language: *Reversed linguistic stereotyping* and *Linguistic stereotyping*. The first is when "attributions of a speaker's group membership trigger distorted evaluations of that person's speech" (Kang & Rubin, 2009, p. 441). On the other hand, the previous occurs when we categorize and judge people based on how they express themselves through language (Deutschmann & Steinvall, 2020, p. 651). The latter form of stereotyping will be most relevant for this thesis as speech and language are in focus and not the speakers' group membership.

As explained by Lambert et al., (1960) language attitudes can reflect social group stereotypes. These attitudes are often inferred through the evaluative reactions (positive, negative, neutral) people make to language, which often are based on learned stereotypic associations instead of the language itself (Dragojevic et al., 2020, p. 64). As illustrated in Fuertes et al. (2012), non-standard accents can stimulate the establishment of stereotypes and discriminatory behavior against its users. Such discriminatory behavior can become manifested through social differentiation, where stereotypes can "create and enhance favorable differentiation between the social group of which an individual is a member (the ingroup) and a contrasting group of which the individual is not a member (the outgroup)" (McKenzie, 2010, p. 22).

Another aspect of stereotyping that is vital to mention when researching attitudes is that it predominantly occurs subconsciously and automatically, which can, in turn, cause us to make biased judgments and assessments of other people that we are not aware of. This is especially of importance for this study and is directly related to RQ2. These issues of favoring on the grounds of our biases can be argued to possibly influence teachers' ability to provide fair and equal assessments of pupils irrespective of their pronunciation variety. Also, even though stereotypes are often perceived as obstructions to a tolerant environment or society that limits linguistic progression, some scholars argue that stereotyping is necessary for our orientation in the world (Ladegaard, 1998, p. 251). As Lippman argues, stereotyping is part of how we simplify our complex existence. He further defines it as mental concepts that govern the process of our perception. "We notice a trait which marks a type, and fill in the rest of the picture by means of the stereotypes we carry about in our heads," and they usually, but not always, falsify the picture of reality (Lippmann 1965, in Ladegaard, 1988, p. 251).

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However, this simplification can have detrimental consequences for teachers' assessment practices as accents that were rated to be heavy were not necessarily reported to disrupt understandability (Derwing & Munro, 1997; Munro et al., 2006). Also, an abundance of research has shown that accentedness and non-standard accent are often judged differently (and often more negatively) than speakers of a standard variety. A study conducted in Sweden has shown that non-native/non-standard speaking teachers were ranked low on teacher suitability despite their long teaching experience and highly proficient linguistic skills (Boyd, 2003). Moreover, according to the meta-analysis of Fuertes et al., they discovered that speakers of a standard accent are rated exceedingly more positively on all dimensions than their counterparts.

> For the standard speaker, it represents a huge advantage, and for the non-standard speaker, it represents nothing less than a considerable handicap. […]The implications for non-standard speakers are considerable, as they are much less likely to make positive impressions, even first impressions when compared with standard speakers (Fuertes et al., 2012, p. 128)

In this regard, is possible to use Jenkins (2007) conclusion: there must be something more than understandability involved in the development of attitudes towards non-standard accents. There must be an attitude bias at work.

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4   Methodology

Even though attitudes are considered dynamic and susceptible to change, they are also considered sufficiently stable to allow for identification and measurement (McKenzie, 2010, p. 19). Therefore, one of the most crucial aspects of any research project is to decide which method(s) will ensure high-level reliability and validity of the results. As previously argued, because language attitudes are latent in nature and not directly observable, a researcher needs to find the best ways to stimulate and facilitate situations of introspection within their subjects to gain access to parts of their mental life (McKenzie, 2010, p. 22). In this chapter, I will describe and justify the methodological choices I have made to answer the following RQs:

RQ1: *What are teachers' attitudes to standard English and non-standard English varieties?*

RQ2: *To what degree do the experienced teachers and prospective teachers report their attitudes to influence them during assessments of pupils speaking standard English and non-standard English?*

RQ3: *Is there a generational shift between experienced teachers' and prospective teachers´ use and attitudes towards SE and NSE varieties?*

Because the present RQs and the primary aims of this study are structured around a larger subject group and not only a handful of informants, I will combine both qualitative and quantitative methods to collect my data. Ultimately, this thesis is deeply situated in the mixed methods design framework. This will be further explained in the following chapter.

4.1 Qualitative, Quantitative, and Mixed Methods.

Purely qualitative and quantitative methods are generally the most applied methods used to deal with research of this nature (Mackey & Gass, 2005, p. 3). However, as Jick (1979) argues, qualitative and quantitative research approaches should not be viewed as conflicting, but compatible approaches that can complement the research project. Combining the two approaches in the same study is defined as mixed methods research (MMR).

Several different design types of MMR exist with both concurrent and sequential designs. This thesis will apply the latter where the qualitative data are collected in advance, and the quantitative data are collected subsequently. This is also called exploratory research design, allowing a researcher to initially ask questions and make discoveries that can be generalized by the later collected quantitative data (Mackey & Bryfonski, 2018, p. 109).

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For this study, the qualitative data was collected through interviews, and the following quantitative data was collected through a questionnaire, which was designed and based on the interview data. This will be explained in greater detail in the following sections.

Qualitative study is often characterized by naturalistic and controlled observation, and it acknowledges its subjective nature as the soft/subjective data is closely analyzed and interpreted by the researcher. It is discovery-oriented as well as process-oriented. Qualitative research assumes a dynamic reality(ies), emphasizing the *dependability, credibility,* and *conformity* of the study (Dörnyei, 2007, pp. 37-38;Mackey & Gass, 2012, pp. 37-38). Qualitative research is not readily as straightforward as its 'counterpart' (quantitative research). It has been argued to lack standardized approaches and practices that belong specifically to this method (Dörnyei, 2007, p. 35). Nevertheless, today, core features and characteristics of qualitative research have helped standardize and universalize the rules of a "properly conducted qualitative study" (Dörnyei, 2007, p. 35). This includes methods of analysis.

Quantitative research is typically carried out with an experimental design where you test specific hypotheses to find empirical evidence that will support pre-established hypotheses. Because this is a MMR, and the quantitative research is based on the qualitative, the goal of this study is not to approve or disprove hypotheses but rather to attempt to investigate if the qualitative results can be generalized to a greater sample. Empirical evidence is generally presented as a quantification of the data that results in the numerical or statistical analysis of the data (Fryer et al., 2018; Mackey & Gass, 2005). Quantitative research methods value the *generalizability, reliability,* and *validity* of the data (Fryer et al., 2018, p. 57). Mackey and Gass sum up quantitative research as objective with the researcher detached from the data. Quantitative research is also obtrusive, verification-oriented, outcome-oriented, and reliable by using replicable data that *might* assume a stable reality (Mackey & Gass, 2005, p. 2). Finally, there are several benefits of employing an MMR for the present study. Firstly, the method can potentially bring out the best of both paradigms as one method's strengths can overcome the weaknesses of the other. MMR can give us a better understanding of complex phenomena as words can give meaning to numbers, and numbers can be used to add precision to words (Dörnyei, 2007, pp. 45-46).

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4.2 The Research instruments – Interviews and Questionnaires

As mentioned at the beginning of this thesis, the mentalist view holds that attitudes can be aroused and further examined after stimulation, which then can initiate a response by the research subject. Moreover, because attitudes are not directly observable but can be accessed after stimulation and introspection by the subject, the researcher must diligently decide which instruments are best suited to this purpose. Since the study of language attitudes taps into several other research fields, there are many different approaches to studying them. A researcher can mainly separate the methods and techniques of language attitude study into three different core approaches, *the direct approach*, *the indirect approach*, and *the societal treatment approach*[3]. This thesis will apply the direct approach to studying language attitudes as it is traditionally used and well suited to examine and stimulate attitude introspection by the subject.

In a study that employs the direct approach, the subjects are usually invited explicitly to present their attitudes towards different language phenomena, also called overt elicitation. This involves questioning the subjects about their beliefs, feelings, and knowledge about an attitudinal object (McKenzie, 2010, p. 42), which for this study is standard and non-standard varieties of English (VoE). Garrett (2010, p. 39) claims that this method appears to be the most obvious way to get to people's attitudes. Two of the most common data collection instruments in the direct approach are often based on interviews and questionnaires (McKenzie, 2010, p. 42). There exist several different types of these, but this study will employ semi-structured interviews and Likert-scale questionnaires to stimulate and gain introspection from the subjects. The subjects who participated were kept anonymous in both the interview and questionnaire. In the following section I will describe both methods used for this study specifically.

4.2.1 Interview

The interview is one of the most commonly used instruments for data elicitation and studies that require qualitative data. There are three different interview types: Structured, unstructured, and semi-structured interviews. I chose the latter for this study because this approach to interviewing facilitates introspection, which can give me access to their inner mental life and language attitudes. Semi-structured interviews are considered a mix of both structured and unstructured approaches, where the researcher has prepared an interview guide or a set of questions that will form the foundation of the conversation and the topic at hand. However, the

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[3] For more on societal treatment approach, see McKenzie, 2010, p. 41.

semi-structured interview also allows deviations and follow-up questions not included in the guide. This will enable each interview to be unique and explore the topic from the interviewee's perspective and will allow me to explore their inner mental life (Friedman, 2011, p. 188). My semi-structured interview and the interview guide followed Friedman's four general guidelines. She suggests minimizing the use of closed-ended questions, avoiding leading questions, loaded words, avoiding complex questions, and carefully considering the comprehensibility of my questions (Friedman, 2011).

4.2.1.1 Interview Material

The material used prior, during, and after the interviews included the interview guide, the table of transcription symbols used for edited transcription of the recordings, and a table used for plotting general interviewee information. This is included in appendices 1, 2, and 3. Due to practical limitations and the scope of this MA thesis, only transcriptions that prove relevant will be included.

4.2.1.2 Interview Subjects

This thesis' secondary aim, and RQ3, is to determine if there are any generational differences concerning attitudes. I have therefore decided to consciously include and differ between two subject groups with a definite generational gap. This has, according to my knowledge, not been done previously. To establish a clear generational gap between the subject groups, the teachers were required to have 15+ years of experience and education that qualify for lower/upper secondary teaching. To get in contact with informants, I sent e-mails with an invitation with information about the project to all lower and upper secondary schools in Tromsø. The information can be found in appendix 2. I ended up with two volunteering teachers who met the formal requirements. They were both practicing teachers in upper secondary school. One of the interviews had to be conducted on zoom as she was located outside of Tromsø. The prospective teachers had to be enrolled in their 4th or 5th year at the lector program to meet the formal requirements for this subject group. The students (prospective teachers) who participated in this study were also contacted through E-mail with identical information found in appendices 2 and 3. In total, three students volunteered.

4.2.1.3 Designing the Interview Guide

The Interview Refinement Protocol (Castillo-Montoya, 2016) and its principles were used to design my guide. Castillo-Montoya proposes a four-phase process to develop the interview guide. The first is to ensure the interview questions align with the research questions, which

can help eliminate unnecessary questions and help create questions that are necessary for the study. If the questions are thoroughly and carefully designed, they can help the interviewee explain their complex experiences that can be difficult to access without help. By aligning the interview questions with the research questions, it will increase the relevance of the answers but, first and foremost, help us understand the story from the informants' perspective (Castillo-Montoya, 2016, pp. 812-813)

The next step is to construct an inquiry-based conversation. This includes four sub-steps: (1) The questions should be written differently from the research questions, e.g., formulated in the everyday language of the interviewee; (2) organize the guide concerning social rules of everyday conversation; (3) create a variety of questions to keep the conversation interesting, and finally; (4) the guide should contain likely prompts and follow-up questions. Additionally, even though it is advised to avoid closed-ended questions, these were included in my interviews because questions of this form can serve as an ideal platform for open-ended probing (Adams, 2015, p. 497).

Phase 3 includes receiving feedback on the interview guide. This is important as it will enhance its reliability as a research instrument. The feedback phase was separated into three subphases in this study. First, the interview guide was revised by my supervisors, and corrections were made accordingly. Subsequently, it went through a think-aloud phase while using Castillo Montoya's checklist for a close reading of the interviews. Finally, I received feedback on my questions after piloting the interview. Even though piloting is referred to in a separate phase (phase 4) in Castillo's protocol, it served as a vital step for receiving feedback in this project.

Piloting involves conducting practice interviews as if it was an actual interview. I, therefore, treated the pilot interviews as if I was collecting data that was to be included in the thesis. I conducted two pilot interviews with fellow students to do the final revisions of the guide and practice my interview technique(s). Piloting was extremely useful for making final revisions, but first and foremost, for getting familiar with a method of collecting data that I had never used before. The interview guide made for this study can be found in appendix 1.

4.2.1.4 Conducting the Interviews

The interviews were estimated to last approximately 45-60 minutes in the information letter, and all of the interviews were recorded within this time frame. I conducted the interviews at the preferred location of the informants. All the student interviews were conducted at the UiT

campus. One of the teachers requested to meet at her workplace, and one teacher interview had to be administered on zoom due to practical reasons. Because I am only interested in the informants' reported thoughts and experiences to gain access to their attitudes, everyone was allowed to choose to have the interview in either Norwegian or English. This choice would enable them to select the language they believe they would best express and formulate themselves. Everyone requested to have the interview in Norwegian, and they were all asked not to do any preparation for the interview and the topic at hand.

The interviews were recorded on my phone using *Nettskjema's* Dictaphone app. *Nettskjema*[4] follows all the requirements and guidelines provided by NSD for recording and storing sensitive data. I initiated with information about the interview, my expectations of them as informants, and my role as the interviewer. I reminded them of their duty of confidentiality as well as my own. The introduction to the interview is found in Appendix 1.

I used the interview guide as my frame of reference to get the informants to talk about the pre-established themes. However, as the conversations progressed and the informants brought up topics not included in the guide, these were also investigated. The ability to discuss and ask questions about issues and topics that deviate from the guide is one of the most significant advantages of the semi-structured interview. Because no interviewee has the same experiences, practices, beliefs, and thus attitudes, it is vital to explore those that also deviate from the guide. In this view, one can argue that because of the spontaneous and continuous probing and exploration of the informants' different utterances, I had already initiated an informal analysis of the data as each interview progressed (Chapelle & Duff, 2003, p. 166). Additionally, because the conversation often runs quite freely, which is the intended purpose of the semi-structured interview, the content of each interview varies significantly from the other.

4.2.1.5 Transcription, coding, and analysis

I transcribed all the interviews using *edited transcription.* This choice was made because all the respondents wanted to have their interviews conducted in Norwegian. For this reason, I had to translate all the interviews into English. Also, word-for-word translation proved unpragmatic in answering the RQs.

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[4] Nettskjema is developed by *Universitetes senter for informasjonsteknologi* (USIT) *at UiO and is a tool for designing and conducting questionnaires online.*

Before analyzing the transcripts, it is essential to establish *how* to code and analyze the data material. I have chosen to apply *Thematic Analysis* (TA) as it is well suited to analyze soft/subjective data and can help me answer the similarly subjective nature of my RQs. When applying TA, the researcher attempts to identify reoccurring topics, themes, and prevalent ideas in the data. In general, TA is used to identify and interpret critical features guided by the research questions within the data. Furthermore, Clarke and Braun emphasize that the research questions are not fixed in TA but can evolve throughout the analysis (Clarke & Braun, 2017, p. 297). Finally, when applying a TA of the data, the transcripts do not require much emphasis on the details of the interviews (Braun & Clarke, 2006, p. 17). Therefore, if any words are challenging to translate from Norwegian, I have kept the original Norwegian wording in cursive. TA emphasizes the role of the researcher in the process of analysis and in generating codes and themes from within the data (Clarke & Braun, 2017, p. 297).

Additionally, TA can use both an inductive and deductive approach to analyze the data. The inductive approach can be said to be data-driven, as the data allow themes to emerge. Deductive, on the other hand, is theory-driven, where the theory predetermines the themes that will categorize the codes (Clarke & Braun, 2017, p. 298). I will apply a mixed approach to my analysis by using some pre-established themes generated from the established theories and RQs while allowing other themes to emerge and be involved in the analysis if relevant. There are generally six steps to TA of qualitative data. All of these have been included in this study. The steps include: Familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, naming themes, and finally, producing the report (Braun & Clarke, 2006). The table used for analyzing and categorizing the interviews in the thematic analysis can be found in appendix 6.

4.2.2 Questionnaire

The questionnaire is the second research instrument used for this thesis, and it accounts for the quantitative part of this project. As previously mentioned, attitude studies can apply the direct approach to gain immediate insight into the subjects' attitudes, and questionnaires are commonly used methods to study this sociolinguistic aspect. Moreover, questionnaires are usually beneficial when collecting more extensive data as the results are more accessible to analyze than the data from interviews.

In this study, the questionnaire was also applied to see if the data retrieved from the interviews could be generalized to a bigger group of students and teachers. It is essential to note that the

closed-ended questionnaire items developed for this section of the study are designed in harmony with the results of the qualitative interview data, which the sequential and exploratory design of this mixed-methods study allows. Therefore, the questionnaire items are influenced by the themes generated from the inductive and deductive approach of coding and analyzing the interview guide (Mackey & Bryfonski, 2018, p. 109).

4.2.2.1 Questionnaire Materials

The material used to design the questionnaire was mainly the data material from the semi-structured interviews. This data was used as a foundation when designing the Likert scale questionnaire. A Likert scale is usually ranging from 1-5 (Mackey & Gass, 2005, p. 54). The respondent is asked to rate a presented statement based on the scale: Fully disagree – Disagree – Neutral – Agree – Fully agree. The Likert scale is suitable to answer the RQs as attitudes are not necessarily distinctly negative or positive but can also be characterized as comprising degrees of negative/positive attitudes. A 5-point Likert scale is also beneficial as it gives the respondents a neutral option as some respondents might not agree or disagree.

The questionnaire was designed with two sections: (1) general information and (2) Main section. Section 1 was intended to differentiate between the subjects and ensure the respondents met all requirements. Section 2 involves questions intended to gain insight into the respondents' attitudes concerning prevalent and relevant themes discovered from the TA. The questionnaire can be found in appendix 5.

4.2.2.2 Designing the Questionnaire

Even though Castillo Montoya's *interview Refinement Protocol* was designed and intended for interviews, it served as a quality checklist when designing the questionnaire. Therefore, I included three of its phases when creating the questionnaire items. The first is to ensure the questionnaire items align with the research questions. The second step is to receive feedback on the questionnaire and, finally, to pilot the research instrument. The two last steps were, to a great degree, combined as the piloting provided much feedback to revise the questionnaire items and increase the validity of the results.

The TA resulted in seven themes explored in the questionnaire: *Teaching principles, Assessment, Teacher Practices, Teacher Identity, Stigma, Prejudice and Bias, Pupil Practices,* and *Generational Shift.* The questionnaire was made using *Nettskjema.no*. The final questionnaire contained a number of statements to assess, and the respondents were also

allowed to comment on all of their answers. Therefore, it is possible to argue that the questionnaire contained some qualitative elements appropriate and suitable for the MMA. The questionnaire did not require any personal information and was accessed through a web address to maintain the respondents' anonymity. *Nettskjema* follows all the requirements and guidelines provided by NSD for collecting and storing sensitive data.

4.2.2.3 Questionnaire Respondents

The questionnaire respondents from both subject groups had to meet the requirements previously mentioned in 4.2.1.2. Nevertheless, because the quantitative method requires a more significant number of responders, my approach to getting in touch with enough volunteers changed. First, I sent emails to all upper and lower secondary schools in Tromsø while also posting a general invitation through a teacher group on Facebook since it proved difficult to come in contact with enough teachers. The expected number of respondents from each subject group was 40-60 volunteers. Despite this, I ended up with 56 respondents in total: 27 university students and 29 teachers. Unfortunately, nine teachers had to be excluded since they reported too little experience as practicing teachers (15+ years), and I was thus left with 20 teachers in total. Even though this was a smaller number than expected, it was sufficient to answer the thesis and the RQs. However, this implies that a generalization of the results, from sample to population, will not be possible for this study.

4.2.2.4 Conducting the Questionnaire

The questionnaire was carried out in two phases: Contacting the teachers and subsequently contacting the students. The teachers were contacted via emails and a post on a Facebook group for English teachers with an open link to the questionnaire. The students were contacted via E-mail. The Facebook post and the information about the interview in *Nettskjema* provided the respondents with the requirements they had to fulfill to partake in the study. In an attempt to get a sufficient number of respondents to generalize the findings, I sent a reminder two times to both subject groups. As mentioned, this resulted in a total of 47 respondents.

4.2.2.5 Analysis of the Questionnaire Data

Because the number of respondents was not sufficient enough for generalization, it was not necessary to analyze the results with statistical software made for this reason. However, it will still be possible to draw conclusions based on reasonable interpretations. Excel was therefore used for pragmatic reasons. *Nettskjema* provided a sheet of the questionnaire data formatted as an Excel file. Teachers/students who did not fulfill the requirements presented in the

questionnaire's introduction were removed from the data set. The data was divided according to the two subject groups and analyzed accordingly. Figures were created for each questionnaire item.

The answer options in the Likert scale were also coded and given a numerical equivalent. This means that "strongly disagree" equals 1, and "strongly agree" equals 5. By doing this, I could calculate each subject group's median and average scores in all relevant items. This gives a better understanding of the data material, both for the reader and the researcher. These are presented in the figures as well.

4.3 Evaluation of methodical quality

After the research methods have been chosen, it is crucial to critically evaluate the quality of the data, as I wish to present the results validly and reliably. In this chapter, I will briefly discuss the relevant challenges regarding the different research methods that could impact the interpretation of the results.

A challenge pointed out by Deutschmann and Steinvall (2020, p. 651), which has significant implications for pedagogy as well as this attitude research, is that most of us are often opposed to even thinking that we might be a part of systematic structures and "guilty" of favoring characteristics/people based on our biases. Therefore, when subjects are confronted with such intimate and challenging questions, they might resolve to respond with a politically and culturally correct answer rather than raising self-awareness regarding personal practices and flaws, whether conscious or subconscious. This is also called *social desirability bias* and occurs when people answer what they think is appropriate instead of what they genuinely believe (McKenzie, 2010, p. 43). This will affect the reliability of my data, both concerning the interview and questionnaire, with an emphasis on the first. To reduce this risk, I granted all participants anonymity and confidentiality when participating in the study. However, this risk is impossible to eliminate and will, therefore, be discussed.

For the questionnaire, the students were contacted via e-mail. Therefore, sending e-mails deliberately to respondents who were suitable for the study will increase the reliability of their answers because the risk of outsider-answers is low. The same, unfortunately, cannot be claimed concerning the teachers' responses. Even though the link was provided to an exclusive English teachers group, I won't be able to guarantee that they have sufficient experience and adequate education considering this study's requirements. However, by providing them with

noticeable and accurate information about my expectations, requirements, work experience, and education questions which can determine sources of errors in the study, such pitfalls were reduced. If some of the teachers/students reported not to fulfill the requirements, their answers were excluded from the paper.

To strengthen the interview guide's reliability and further strengthen the quality of my data, *The interview Refinement Protocol* of Castillo-Montoya was used throughout developing and refining the guide. This data was used as a foundation when designing the Likert scale questionnaire, which increases the qualitative research's reliability and validity. Overall, by using MMR, the interview and questionnaire serve to complement each other. The reliability and validity of the study become strengthened through convergence and corroboration of the results, also called triangulation (Mackey & Gass, 2005, p. 368). This can also improve generalizability, but as mentioned earlier, the results from this study cannot be generalized from sample to population due to few respondents. Finally, I have been transparent about the method, the description of how the research was carried out, informing about decisions made during data collection and decisions made during analysis. This increases the verifiability, which also increases validity.

4.4 Ethical Concerns

Both quantitative and qualitative research involves moral and ethical questions which need to be addressed. These considerations will enhance the integrity of the project and the researcher and protect the rights of the research participants. The questionnaire and the interview protocol have been revised, resubmitted, and approved by NSD before being conducted. Both studies were based on voluntary participation through general invitations, and they were able to withdraw from the study at any time.

Different ethical issues need to be considered when designing, conducting, and analyzing an interview (Kvale, 2007, p. 3). Before conducting the interviews, the participants had to sign a consent form to participate and read the information about the study before signing. The consent forms and the informants' names were only available to the researcher. The form of consent (unsigned) and information about the study can be found in appendix 3. The informants' identities are kept anonymous as they are referred to as Teacher # or Student # in the study. The data gathered from the interviews are presented as accurately as possible to maintain the integrity of the informants and their answers. It is impossible to eliminate the researcher's subjectivity when analyzing the data. However, to mitigate such ethical drawbacks, I have been

transparent about the study and will, in chapter 5.4, discuss the subjective implications as it relates to this study (Paltridge & Phakiti, 2015).

The quantitative study was based on voluntary participation, and the participants gave consent to partake in the study when submitting their answers. They were provided with information about the survey before answering, and the participants were requested not to provide any personal information to maintain complete anonymity. Their answers were deleted from the data material if such details were disclosed.

5   Results

This section will present the data from the qualitative and the quantitative research instruments. This will be presented in separate paragraphs. I will only provide data that is relevant to answering the research questions. The qualitative data will be presented using some of the themes generated from the thematic analysis. Teacher/student quotes and simplified charts will illustrate the qualitative data. The quantitative data will be presented with figures designed in Excel together with some of the respondents' commentaries where relevant.

5.1 The Interview Results

Because I have applied a mix of inductive and deductive approaches to my thematic analysis, some themes will be guided or generated directly from the RQs while some themes will emerge from the data material independent of my RQs and the conceptual background (See 4.2.1.5). The results from the interviews will be presented in seven main themes that emerged from the interview data. These themes will be used to illuminate the informants' attitudes. These themes are, *Teaching Principles, assessment, pupil practices, teacher practices, teacher practices, teacher identity, stigma, prejudice and bias,* and *generational shift.* Sections 5.1.1 – 5.1.7 will present these themes in detail. Some teacher/student statements may be repeated in several themes since their arguments often dwell on more than one theme. For pragmatic reasons, the informants' comments will be presented in tables that convey the subjects' responses in a reduced/shortened style. This will allow me to include a lot of textual evidence for my arguments made in the discussion section. Where it is necessary, quotes and more extended conversations will also be used. Interview table 1 presents relevant information about each interview subject.

Table 1 Subject Information

Interviewee	Student 1	Student 2	Student 3	Teacher 1	Teacher 2
Years at university/ Years of experience	4 ½	4 ½	4 ½	27 years	37 years
Years of abroad experience	0 years	0 years	1 year (Upper sec.)	5 years In America	5 years mainly in England/Spain
Main/secondary subject	English main	English main	English Main	English main	English main
Pronunciation practices	RP	GenAm with Norwegian influence	GenAm	RP/neutral	GenAm

5.1.1 Teaching Principles

All informants expressed advocation of the many principles found in the ELF paradigm and the ideals expressed in *Stortingsmelding 07-08, CEFR,* and *LK20,* which are very concerned about describing English as an international language. However, it was also possible to elicit many contradicting arguments that advocated for intelligibility while also expressing an inclination towards nativeness. These conflicting arguments were especially prevalent among Student 1 and teacher 2. The following table presents condensed teachers' statements relevant to the theme, *Teaching Principles.*

Table 2 Condensed teacher utterances regarding 'Principles of teaching English'

Teaching Principles	
Teacher 1	Teacher 2
-Communication is most important - Ability to express oneself and to be understood - Standard can be a barrier to communication -Good vocabulary, speak fluently, not connected to a standard	- That they speak clearly and make themselves understood - Focus on intelligibility - Increased understandability with neutral English - Important to adjust the language in relation to the interlocutor - Language is a social construction, it is natural to copy those around you

Both teachers were very concerned with the principles of ELF and intelligibility when pupils speak English. Teacher 1 was very consistent and mentioned that these principles apply to teachers as well, and she accommodated her pronunciation in an attempt not to influence the pronunciation of the pupils; "[…] I always try to be as linguistically neutral as possible because (…) What can I say (..) I don't want to influence them. I want them to find their own way."

Teacher 2, on the other hand, was more reluctant to apply the same principles of teaching English to her teacher colleagues, and she emphasized that it is essential to be *correct* when speaking English as a teacher. Therefore, she has never used non-standard Englishes. She also stressed that she acts as a linguistic role model for her pupils, and teachers speaking non-standard English might "lose cred [credibility]" among proficient pupils. However, she emphasized that she never tries to influence her pupils' pronunciation variety, as long as they can make themselves understood.

Interview table 3 below presents condensed student statements concerning the same them.

Table 3 Condensed student utterances regarding 'Principles of teaching English'

Teaching principles		
Student 1	Student 2	Student 3
- Maintain consistency - Consistency increases intelligibility - Standard can be a barrier to communication - Should be pragmatic about English - Understandability is essential - SE can increase understandability - Norweginizing English disrupts understandability - Should focus on understandability - English is a lingua franca	- Should be comfortable to speak English - The pupils should be consistent - Inconsistency is OK - The most important thing is to try to speak English and it doesn't matter how it sounds.	- Understandability is essential - SE can be barrier for communication - English should be attached to Standard varieties - Teachers should only motivate and help those who want to conform to standard Englishes - Understanding themselves and being understood is essential

Student 1 expressed that he was very much concerned about the principles of understandability and underlined that, "We should be pragmatic about it. They should know how to use it [the language]. And to make oneself understood is most important". Despite this, he also mentioned that understandability might be increased if one were to use standard English, but as his reasoning progressed, he became more aware of his conflicting arguments:

S1:   "But as mentioned, it is wished for them to be as consistent as possible and try to use a variety that makes them as understandable as possible. Ehm, and that may entail that you want them to be as close as possible to a standard variety. And I guess there is a conflict in that. But at the same time, many great diplomats in Norway have had varying skills in English in terms of pronunciation and still succeeded, so I don't know how much of a hindrance it really is. Maybe it really isn't that much of a hindrance.

Student 2 did not mention the principles of understandability or the nativeness principle. She argued, however, that pupils should feel *comfortable* when speaking English. As she stated:

S2   "I think the most important thing is that it is comfortable. That they are not afraid of speaking English despite some of them having an accent. Because we are Norwegian, and I don't think it is a problem to (..) no one should experience any shame because I think this makes pupils hesitant to speak since they cannot use a fluid American or British accent."

Student 3 emphasized similar ideas as previously expressed by Student 1, and she thought it was positive that pupils might mix American and Norwegian because it represented a more "global English variety".

In conclusion, the teaching principles of both teachers and students are clearly influenced by some aspects seen in the ELF principle, such as understandability and intelligibility. However, after some further prompting, it was possible to perceive some inclination or affiliation towards nativeness, as illustrated in Student 1's and Teacher 2's answers.

5.1.2 Assessment

The informants were all reluctant about the possibility of consciously favoring certain varieties over others, but the majority of them could not discard the possibility of subconsciously doing so. Interview table 4 presents condensed teacher responses concerning their *assessment practices*.

Table 4 Condensed teacher utterances regarding 'Assessment Practices'

Assessment Practices	
Teacher 1	Teacher 2
- Assessment is connected to competence goals - What they say should be grounded in academic content concerning the objectives of the curriculum - She has not consciously favored standard accents - Maybe she (unconsciously) favored standard accents at the beginning of her career due to inexperience	- Often tend to be initially blinded by the first impression of SE speakers - Concerned about making it just and fair and tries not to differentiate in assessment. - Cannot discard the idea of subconscious favoring - Focus on intelligibility and understandability.

Both teachers agreed that they had never consciously favored SE over NSE varieties during oral assessments. Teachers 1 and 2 explicitly stated that intelligibility and understandability are governing principles of their assessment practices. However, they could not discard the possibility of subconsciously doing so. Teacher 1 was the only informant who argued to utilize the curriculum and its competence goals as the foundation of her assessments. Teacher 2 illustrated how she emphasizes content and understandability during pupil assessment as she narrated a related experience:

T2: "I have experienced this during censorship, and I remember one student who had to take the exam in English *programfag* he had a pretty bad pronunciation, and we both thought, this will take some time, but during those thirty minutes, it turns out that he has a lot of knowledge and he can present it, he is nuanced, he explains very well, ehm (..) so we ended up giving him an excellent grade. He just had to use a bit more time to formulate himself in a good manner".

The table below presents condensed student responses concerning their assessment practices.

Table 5 Condensed student utterances regarding 'Assessment Practices'

Assessment Practices		
Student 1	Student 2	Student 3
- Has never consciously favored SE - It is not unimaginable that a pupil closer to SE will be assessed better - You might become blinded by first SE speakers' first impression - Student 1 chose RP himself because he feels it more valued during the assessment	- Speakers of SE and NSE can be assessed equally - I don't think I have favored pronunciation varieties during assessment.	- I have never consciously favored SE - I would emphasize understandability - Never subconsciously favored SE

All students argued to utilize the principles of intelligibility and understandability during their assessment practices, and they all discarded the possibility of conscious SE favoring. Despite this, students 1 and 2 could not reject the possibility of them subconsciously favoring SE varieties during an assessment situation. Like teacher 2, student 1 also considered the possibility of being blinded by pupils' ability to conform to SE and, therefore, forgetting to focus on other essential aspects of pronunciation. Student 1 concludes that it is thus not unimaginable that a pupil closer to SE will be assessed better. Student 3, on the other hand, was more opposed to conscious *and* subconscious favoring as she concisely discarded both questions and explained,

S3: That is totally wrong. If you speak well, you are grammatically correct, and you don't have anything to criticize other than that they don't use a standard variety, I will argue it to be totally wrong to assess that pupil any less than a pupil who speaks British if they both fulfill the same requirements. That would be totally wrong. I would emphasize understandability.

In conclusion, all interview subjects appeared to be very concerned about making assessments just and fair. Therefore, pupils' ability to conform to standard varieties was not perceived as a decisive factor during assessments. All informants focused on understandability, intelligibility, and relevance to the syllabus and curriculum. No interviewee had ever consciously assessed pupils speaking SE better than pupils speaking NNE. However, when asked if they had

subconsciously done so, all informants except student 3 could not discard the possibility of ever having done so.

5.1.3 Pupil Practices

Generally, the (reportedly) most popular varieties used among pupils seem to be non-standard dominated, while GenAm is placed second to first. RP is considered to be the least used variety among pupils. However, their answers are very different from each other, especially concerning the neutral category. This will be discussed further in section *6.1.6 The Ambiguity of Neutral English.* The following table presents condensed teacher statements that are relevant to the theme, *pupil practices.*

Table 6 Condensed teacher utterances regarding 'Pupil Practices'

Pupil Practices	
Teacher 1	Teacher 2
- Pupils don't care about pronunciation varieties - I don't have any expectations of them to use a specific variety unless they have a personal link - I think it is a subconscious choice. - They [speakers of non-standard English] don't have any conscious relationship to their variety. They don't have any experience.	-You often experience that NorEng is related to lower competence in English. - When pupils get better in English, I would say they try to get rid of the Norwegian in their accent. - When pupils express a wish to become better in English, they often talk about becoming more fluid and more native. - It [pupil practices] has become increasingly more Americanized. They don't speak very British today.

The teachers' statements concerning pupils' practices were very different as teacher 1 emphasized that students don't care about the different pronunciation varieties, and she believed that grades do not correlate with pronunciation variety. She also argued that people don't choose to speak certain English varieties. She instead thought that environment, the personal link, linguistic reference, and experience some pupils have toward certain varieties are determining factors:

T1: Those pupils who use a very distinct variety are often those who use the language actively and have a linguistic reference. Maybe they have lived in America with their parents for some years, getting it from there. And those pupils who are more, well, live here and travel on vacation to Piteå, and they are more like, they often use English to the best of their ability, like Jens Stoltenberg. They don't have any conscious relationship to their variety.

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Teacher 2, in contrast, believed that high achievers attempt to reduce Norwegian accented English, and she presumed that lower competence in English is related to lower English competence. Additionally, Teacher 2 argued that pupils have a conscious relationship towards their English variety as she explains that high achieving pupils try to eliminate Norwegian accented English and that some pupils might choose to use NSE to diffuse uncomfortable language situations:

T2:   There is a threshold to suddenly change their pronunciation to standard English, and some of them [speakers of NSE] might be able to do it. Maybe they think it is more comfortable.

The following table presents condensed student statements that are relevant to the theme of *Pupil practices.*

Table 7 Condensed student utterances regarding 'Pupil Practices'

Pupil Practices		
Student 1	Student 2	Student 3
- I think high achievers often care a little bit about that [trying to sound SE-like]. They often try to simulate an American accent, but also British - It can be uncomfortable to speak English in the classroom, and they might add a Norwegian accent to their English to make the situation more harmless. - Those pupils who are very interested in the subject appreciate the way I speak [RP]. Those students who are not as interested find it funny.	-It isn't equally easy for everyone to switch over to a variety - We aren't English, English isn't our mother tongue, it isn't equally easy for everyone to switch over to a variety	-I interpret these pupils [as being indifferent. They only use language to communicate. […] Don't care about the subject, don't care about American or British English - Speakers of NorEng don't want to talk that much, generally speaking in English.

Student 1's arguments are comparable to teacher 2's statements as he associates high achievers with SE-speaking pupils. Similarly, Student 1 also argued that pupils might add a Norwegian accent to ease stressful English language classroom situations. Student 3, on the contrary, perceived NSE pupils to be indifferent to varieties and careless about the subject.

In summary, high achieving pupils were often perceived as aiming towards SE varieties while low achieving pupils often were associated with NSE. As claimed by students 1 and 2, some

pupils might choose to speak NSE as a defense mechanism to diffuse pressure in English-speaking contexts. Student 3 was the only interviewee to correlate NSE speakers as being indifferent to the subject.

5.1.4 Teacher Practices - The standard VS. non-standard speaking teacher

First, it should be emphasized that teacher practices should not be confused with teaching principles, as earlier discussed. This section will rather lay forward the informants' perspectives on which varieties teachers use and why teachers choose to do so. All the informants expressed tolerance for teachers speaking NSE *and* SE, and everyone, except teacher 1 and student 2, agreed on NorEng as the least socially acceptable variety for teachers. It was still possible to discern some biases toward SE English and stigma towards NSE in both subject groups despite some disparities between each subject. Interview table 8 presents condensed teacher statements concerning the theme of *teacher practices.*

Table 8 Condensed teacher utterances regarding 'The standard VS. non-standard speaking teacher'

Teacher practices The standard VS. non-standard speaking teacher	
Teacher 1	Teacher 2
-No variety is less acceptable than others for teachers	- NSE teachers can experience social pressure from pupils - NorEng is the least acceptable for teachers - NSE teachers can lose cred [2] among proficient pupils - Least proficient pupils might appreciate NSE teachers - More proficient pupils appreciate SE teachers - Standard English sounds more clumsy

Whereas teacher 1 was very liberal in her opinions about the social acceptability for teachers to use NSE, teacher 2's answers suggested a tendency to support the standard speaker norm even though she initially demonstrated tolerance towards both SE and NSE speaking teachers. When asked if it is equally acceptable to use NSE as SE for teachers, she hesitantly answers:

T2:   (..) yee, but you know, it sounds a bit clumsy, but, well, I think you can experience losing some cred among the most proficient pupils because it becomes too (.) too (.) but it depends on, you know when Stoltenberg speaks English, you can hear his Norwegian quite evidently,

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but he speaks very correct English. He is very good at relationship building, and if he were to be an English teacher, some pupils might comment on his pronunciation, but he might have gotten enough cred in other areas for it to be enough.

When Teacher 2 subsequently asked if some pupils might appreciate the fact that some pupils might appreciate NSE teachers, she went on to reason it must be some of the least proficient pupils. She also stated that she had previously experienced some teachers wanting to teach in vocational studies. She argued they might want to do this because they believe their English is "not good enough for themselves." The following table illustrates the students' responses concerning *teacher practices*.

Table 9 Condensed student utterances regarding 'The standard VS. non-standard speaking teacher'

Teacher practices The standard VS. non-standard speaking teacher		
Student 1	Student 2	Student 3
- NorEng is the least socially acceptable - RP sounds more formal and professional - RP most acceptable among teachers	- I don't really feel like any variety is less acceptable - NSE teachers can relieve social pressure among pupils to speak SE	- NorEng least socially acceptable for teachers to use - People may think you aren't very good in English if you choose to speak NorEng

The attitudes of Students 1 and 3 were very similar to those of Teacher 2 as NSE was described as a less desired pronunciation alternative contrary to the more academic and professional SE varieties. Student 3 also argued that NorEng was less socially and professionally attractive. Student 2 argued that NSE teachers could relieve social pressure that pupils might feel when attempting to speak SE:

S2:   I also feel that many teachers don't speak fluid English and thus more of a NorEng variety, and they may show their pupils that it is OK to do it. There isn't any pressure from the teachers to speak (…), and it isn't equally easy for everyone to switch over to a variety.

This stands in great contrast to Teacher 2, who argued NSE speaking teachers are associated with poorer English qualities that may be appreciated by less proficient pupils. Student 2 also expressed her own experiences of social pressure to conform to SE varieties as she becomes more self-aware of her own Norwegian-influenced GenAm when speaking with people who are better at English.

I: What would you say characterize those who are better than you.

S2:   Hmm, I think they are (..) have a better vocabulary than me, and yeah, maybe sound a bit more native than me. Yeah. Like English (.) almost sounds like their mother tongue.

As the quote above illustrates, even though student 2 previously has been very thoughtful about promoting principles found in ELF (understandability/intelligibility) she still expresses some concern about not living up to the standard speaker-norm. In this view, her standards of what is considered appropriate for herself and what she deems appropriate for her pupils differ fundamentally. This differentiation will be discussed further in the following section 5.1.5

Finally, all informants expressed tolerance for teachers speaking NSE and SE. Teacher 1 and student 2 even argued that no variety is less acceptable for teachers to use than others. Student 2 also claimed that NSE speaking teachers might relieve social pressure among pupils. Despite this, the majority of the informants argued NSE, especially NorEng, to be the least socially acceptable variety for teachers to use.

5.1.5 Teacher Identity - Professional vs. Personal Preference

A fascinating result was that most informants distinctly and consciously differed between personal and professional English-speaking identities. One of these identities tended to express a preference for standard English, and the other expressed non-standard English preferences. Interview table 10 illustrates the teachers' responses concerning *teacher identity*.

Table 10 Condensed teacher utterances regarding 'Professional vs. personal Teacher Identity'

Professional vs. personal Teacher Identity	
Teacher 1	Teacher 2
- I am way more British at home - I want to appear more neutral in the classroom - You have to adjust the language in relation to whom you are speaking to because language is part of socializing	- I haven't always been approached positively by the fact that I am very nativelike. Appearing to be native and taking on an identity that you don't have yourself can cause some problems. - The Norwegian connection might be necessary for some people.

Teacher 1 described how she consciously accommodated her language to become more neutral in professional settings while maintaining a distinct RP accent in her private spheres. This was a very different practice from all the other informants, who chose to accommodate their language to become more standard-like and more academic to conform to the professional expectations of their profession. Contrary to teacher 1, Teacher 2 does not express any practice in changing her English pronunciation in different contexts but rather maintains "correct"

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standard English. Nevertheless, she did acknowledge some issues one might encounter when "taking on an identity that you don't have yourself" while recognizing that some people might have a stronger connection to their Norwegian and thus use NorEng. The following table illustrates the students' responses concerning *teacher identity.*

Table 11Condensed student utterances regarding 'Professional vs. personal Teacher Identity'

Professional vs. personal Teacher Identity		
Student 1	Student 2	Student 3
- People can almost take on another identity when they speak another language - If you speak *tromsøværing* and then switch to queens English, you might experience an identity conflict. - If I am at home with my friends, I cannot speak, you know, the queen's English or RP. I would be laughed at [laugh]. So, I guess I would have used neutral English, which is closer to American English.	- For me, personally, it [speaking distinct SE] becomes like acting. It does not fall naturally to me. - I speak way more academically in a school setting than I would have with my friends. - She uses a comfortable English in informal settings characterized by being relaxed, simplified, and "not the most academic to say the least"	-Your identity changes all the time and in rhythm with how Identity changes, I guess the variety you speak also can change.

The students' statements were more similar to those of teacher 2, who conformed to standard varieties in professional settings. However, students 1and 2 elaborated more extensively on how social pressure and conventions manage their speech choices. Student 1 also explained how his professional principles as a teacher could clash with his personal linguistic preferences:

I: Do you think everyone should try to accomplish a standard-like accent?
S1:   Oooh, hmm, (4) how should I formulate myself. (3) Personally, I wish that everyone tries to, but as a teacher, I won't think they are lazy if they don't. That's what I believe. (…) [laughter] I guess there is a conflict here again because I want them to be as close as possible to standard English, but as a teacher, I want them to find their own variety and ways of expressing themselves.

In conclusion, all informants acknowledge that identity is intimately connected with how we choose to speak. The majority of the informants expressed a tendency to switch pronunciations in accordance with the context they find themselves in. Students 1 and 2 tended to use a greater degree of Standard influenced English in a professional teaching setting while using more NSE features in a personal/private setting outside the professional teaching context. Teacher 1, on

the other hand, used more NSE features in professional contexts while using SE (RP) in her domestic sphere, where she argues she can be just herself, which illustrates the intimate relationship between identity and pronunciation variety.

5.1.6 Stigma, Prejudice, Bias

Generally, the informants reported more stigma and prejudice towards SE varieties and more bias towards NSE varieties. The following table displays the teachers' responses that relate to the theme *stigma, prejudice, bias.*

Table 12 Condensed teacher utterances regarding 'stigma, prejudice, and bias'

Stigma, Prejudice, Bias	
Teacher 1	Teacher 2
- Stigma towards standard and non-standard Englishes has levelled out - Those pupils who does not have a distinct variety [SE], they often use – they often use English to the best of their ability, like Jens Stoltenberg	- I have not experienced any stigma attached to a neutral or moderate American accent [Q: is It equally acceptable to use NSE as compared to SE?] A: Ye, but you know, it sounds a bit clumsy - When Jens Stoltenberg speaks […] some pupils might comment on his pronunciation, but he might have gotten enough cred on other areas for it to be enough. - Yes [laughter], my supervisor at university was very Norwegian [laughter]

Teacher 1 believed that there was more stigma towards different VoE earlier and that this has flattened out today. Even though her attitude towards varieties of English appears to be very liberal, she expressed some stereotypical perceptions about speakers of NorEng who" use English to the best of their ability, like Jens Stoltenberg." Interestingly, teacher 2 also provided the same stereotypical image of the NorEng speaker. Her statement was somewhat easier to interpret as she previously described NSE varieties to sound *clumsy*. Moreover, as teacher two contemplated and talked about her NorEng speaking supervisor, she occasionally laughed. The following table displays the students' responses that relate to the theme, *stigma, prejudice, bias.*

Stigma, Prejudice, Bias		
Student 1	Student 2	Student 3
- Thorbjørn Jagland or Jens Stoltenberg, a good vocabulary but not, mmm, a standard pronunciation. - Everyone has prejudices, but if you are aware of them, you have come a long way. - [RP] sounds more formal and professional. - You might become blinded by how some people speak Standard English	- I think there will be some stigma either way [SE and NSE] [referring to pupils]	- People may think you aren't very good in English if you choose to speak NorEng - [Q:] What is the least socially acceptable variety for teachers] [laughter] NorEng [Laughter] Even though I know many teachers use it.

Student 1 was more outspoken and overt about his prejudices and biases towards SE and NSE since he admittedly preferred SE over NSE personally. Still, he did his best not to let this personal preference inflict on his ability to give fair assessments of pupils in a professional teacher context. As he declared: "Everyone has prejudices, but if you are aware of them, you have come a long way." Like the teachers, he also provided a personification of a NSE speaker through the image of Thorbjørn Jagland or Jens Stoltenberg, whose speech was described as "good vocabulary, but not, mmm, a standard pronunciation." Student 2, on the other hand, believed there isn't any stigma toward teachers using non-standard. Still, among pupils, there will be stigma either way you choose.

S2:   […] I think I have heard people criticize people who use a very distinct standard variety and those who might speak more NorEng. I: So, there is no (…)I think you, as a pupil, will be criticized either way you speak.

I: So, this does not apply to teachers?
S2:   No, I don't think so.

Student 3 did not mention anything explicit about her prejudice and biases towards varieties of English, and her attitude appeared to be very neutral. However, similar to teacher 2, she laughed when thinking about speakers of NorEng.

I: Are there any teachers you know who speak a non-standard variety of English?

S3:   [Laughter] yes [laughter] NorEng [laughter] but I don't know whether it is conscious or not [...]

5.1.7 Generational Shift

All the students believed there had been a generational shift in attitudes towards SE and NSE varieties among teachers, pupils, and education. The students described this shift in great detail as they based their arguments on current teacher education and their experience as a pupil themselves. The teachers were a little more restrictive in their answers, even though their replies suggested that there may have been more focus on SE earlier than now. Interview table 14, as illustrated below, shows condensed teacher utterances regarding the theme of *generational shift.*

Table 14 Condensed teacher utterances regarding 'Generational shift'

Generational Shift	
Teacher 1	Teacher 2
- No, I don't think so. - I think teachers were more focused on American or British accents earlier. But I think it has been deemphasized today and that the overall goal is communication and not the different forms of varieties.	- Ehm, so in the beginning, I had colleagues who were quite concerned with the students' pronunciation not to sound Norwegian, but I think this has totally vanished today.

Teacher 1 initially rejected the idea that attitudes towards SE and NSE have changed since she went to university. However, after some contemplation, she suggests that teachers may have been more focused on SE earlier, contrary to today's teachers. Teacher 2 argues that some teachers may have been more concentrated on SE varieties earlier since teachers who majored in *mellomfag* (teacher education) had to complete a phonology course that relied on RP. Additionally, she argues that she hasn't experienced any teachers who base their assessments on pupils' ability to conform to SE, and she continues to argue:

T2:   I remember when I went to upper secondary myself, and we all had these impressions about our teachers. But I have to say that I haven't experienced that (..) it is either an extinguished race of teachers or maybe we just misunderstood our teachers. But I haven't experienced that myself, no.

In light of the teachers' responses, it is clear that both informants seem to argue that there might have a change in pronunciation practices from being standard-focused to becoming more non-standard accepting. a minor distinction can however be seen in their responses: Whereas teacher 2 argues that a standard focus has "vanished" among teachers, Teacher 1 argues it has become "deemphasized". The final table illustrates the students' responses concerning a possible *generational shift.*

Table 15 Condensed student utterances regarding 'Generational shift'

Generational Shift		
Student 1	Student 2	Student 3
- (Q: Have you ever been prompted to use a SE pronunciation variety) Yes, during primary school - I have also noticed that there has been a change in attitudes towards varieties of English in education too because there is more emphasis on non-standard varieties, but rather focus on the fact that English is a lingua Franca. [pause] And, mmm, it is a language for communication, rather than something culturally conditioned linked to a standard.	- Also, during a presentation, I was encouraged to speak British English, and I guess it went well, but it was more like acting for me. It wasn't natural for me. - Teachers have been pushing me towards British	- I know that we were highly encouraged to use British before lower secondary [primary school]

Students 2 and 3 explain how their teachers functioned as facilitators in pushing them towards RP during lower and upper secondary. Student 1 did similarly, but he also went on to argue that there is more focus on English as a lingua franca today, as opposed to focusing on specific standards in education (which level of education was not specified). It should also be mentioned that after the interview, student 1 informed me that he and his fellow students also had to complete a course in English phonology structured around RP. The lingua franca core and the phonological principles found in ELF were not mentioned in the syllabus. The student expressed sadness about this as he thought this to be of importance for his education as an English teacher.

In sum, all the students believed they had been prompted to use SE during primary/lower secondary, while none of the teachers argued for this to have happened. Also, the teachers, in addition to student 1 claimed that teachers may have been more focused on SE earlier and that

it was more important to remove L1 Norwegian features from their SE pronunciation previously contrary to today.

5.2 The Questionnaire Results

The questionnaire items will be divided into similar categories as previously used in the thematic analysis, *Teacher Practices, Teaching Principles, Pupils Practices, Identity,* and *Stigma, Prejudice, and Bias.* I have decided to only include those figures that are relevant to answering my RQs. [5]
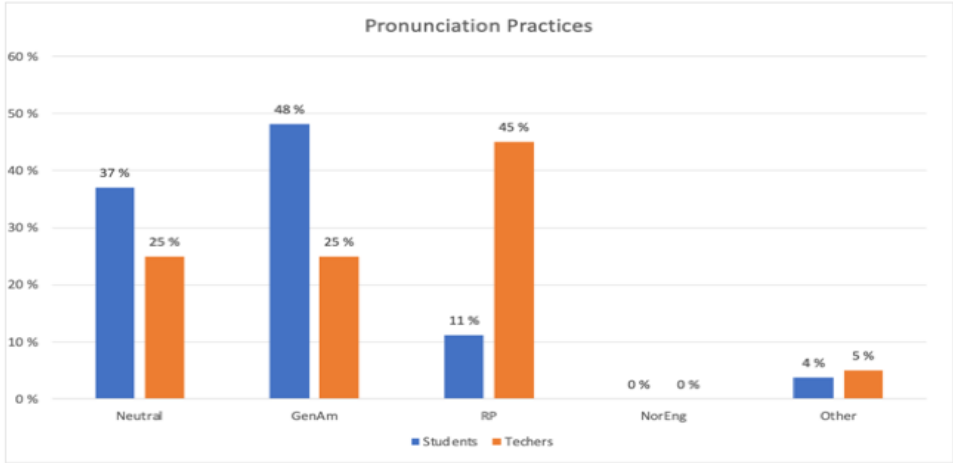
5.2.1 Teacher Practices

Figure 1 Pronunciation practices

Figure 1 illustrates the teachers' and students' pronunciation practices. As shown in Figure 1 there is a distinct difference in pronunciation practices between the students and teachers in this study. Whereas RP is used by almost half of the teachers (45%), only 11% of the students use this variety. 48% of the students reported using GenAm, whereas 37% answered Neutral

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[5] I want to bring to your notice that some of the tables, when placed next to each other might vary in order due to formatting issues.

English which is 12% higher than the teachers. None of the respondents reported practicing NorEng.
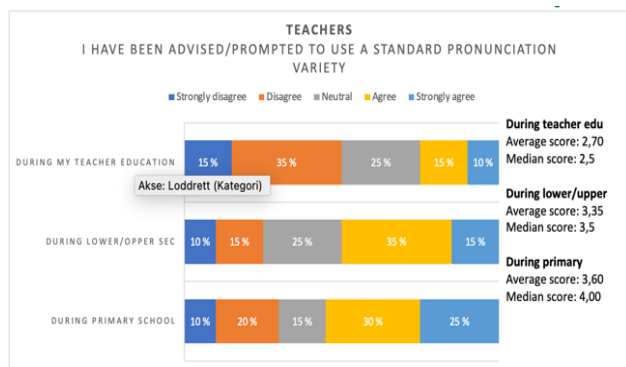
Figure 2 Students: I have been advised prompted to use a standard pronunciation variety
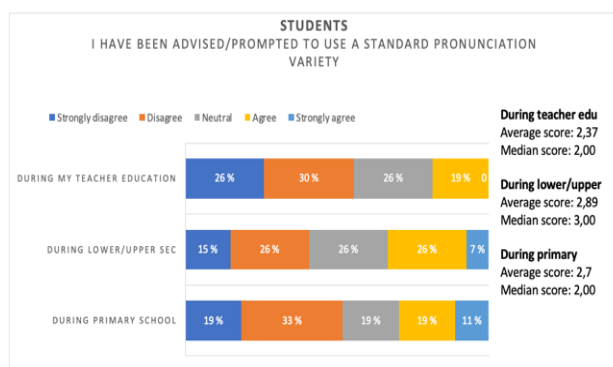
Figure 3 Teachers: I have been advised prompted to use a standard pronunciation variety

As illustrated in figures 2 and 3 many students' and teachers' pronunciation practices have been guided towards standard Englishes during primary, secondary, or higher education. However, the teachers *Agree*/*strongly agree* more with the presented statement than the students. The students also reported being more opposed to the statements in all categories, whereas the teachers' median and average scores in all categories were consistently higher than the students' scores. These results can explain why the experienced teachers use less NSE than the students, who reported using neutral English 12 % more.
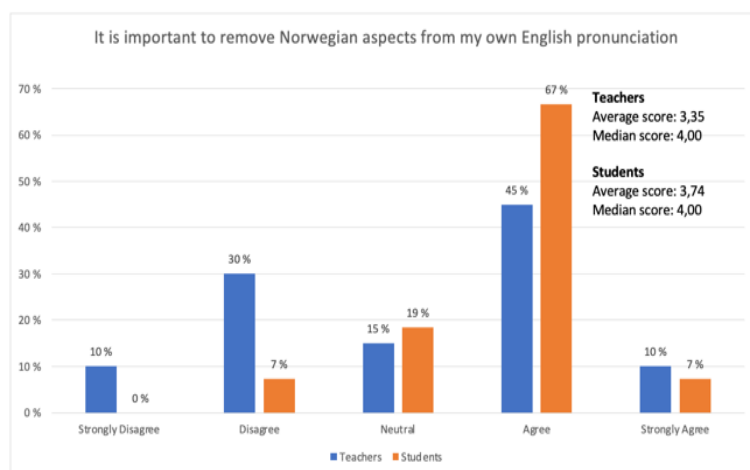
Figure 4 It is important to remove Norwegian aspects from my own English pronunciation

In figure 4, the students were, on average, more concerned about reducing their Norwegian accent when speaking English. 74 % of the student-respondents agreed/strongly agreed with

the provided statement, while 55% did similarly. Among the teachers, 33% disagreed/strongly disagreed with reducing their Norwegian accent, whereas only 7% of the students disagreed with the importance of removing Norwegian aspects of their English pronunciation.
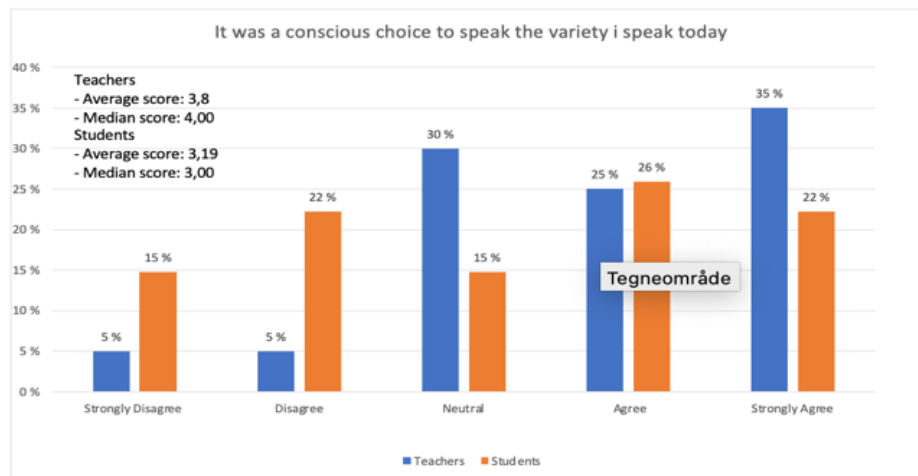

Figure 5 It was a conscious choice to speak the variety I speak today

Figure 5 shows that the average and median scores of the teachers were higher when asked if it was a conscious choice to speak the variety they use today. 60% of the teachers agreed/strongly agreed with the statement, while 48% of the students did the same. On the other hand, 37% of the students disagreed/strongly disagreed with consciously choosing their English pronunciation variety, while only 10% of the teachers did similarly. Some respondents who reported using GenAm commented that their choice "sort of happened" and "it flows naturally when I speak." Some also used linguistic experience in English-speaking countries to explain why they subconsciously speak the given variety. One student, on the other hand, commented that he/she started to use RP because "it was cool to sound as British as possible" when he/she was a teenager, while one teacher reported switching between varieties consciously; "I try to speak More British to younger students, as it is easier to pick up the sounds in the words. Americans also have more slang words you are not allowed to write, like «gonna, wanna.» Til 10. [10th grade] snakker jeg amerikansk".
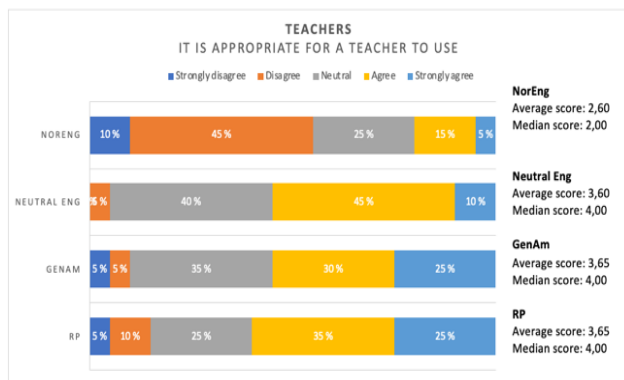
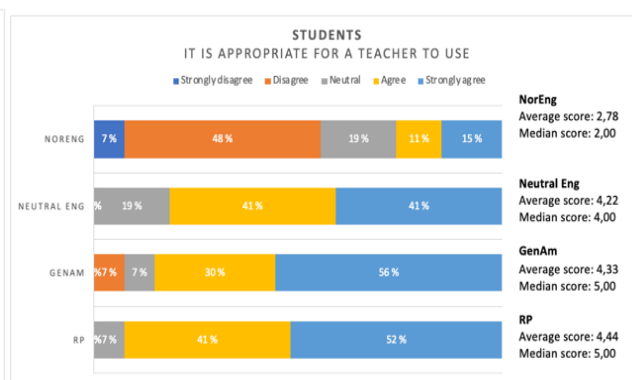*Figure 7 Teachers: It is appropriate for a teacher to use*   *Figure 6 Students: It is appropriate for a teacher to use*

Figures 7 and 6 illustrate the respondents' attitudes regarding the appropriateness NorEng, Neutral Eng., GenAm, and RP usage among teachers. Most teachers and students agreed that RP, GenAm, and Neutral English are appropriate English varieties for teachers to use. Nevertheless, the median and average scores of the teachers' responses were considerably lower due to many teachers being exceedingly more neutral to all statements than the students' responses. The teachers and students provided comparatively the same results concerning the appropriateness of teachers using NorEng. This category was considered inappropriate for teachers to use by 55% of the students and 55% of the experienced teachers. Those respondents who commented on this questionnaire item argued that standard Englishes are "proper," "authentic English," and illustrate "good pronunciation" as it sets a "better example." NorEng, on the other hand, was described as "silly and incorrect" while emphasizing that it is "important that the teacher tries not to sound Norwegian" because "NorEng engrains and reinforces errors".
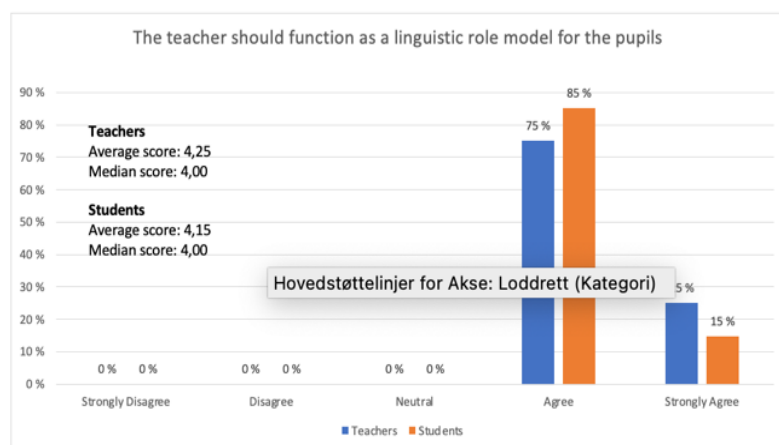

Figure 8 The teacher should function as a role model for the pupils

As illustrated in figure 8, all subjects agree/strongly agree (100%) that the teacher should act as a linguistic role model for their pupils. However, not all varieties of English are considered to be appropriate for teachers to use as models of English, as illustrated below.
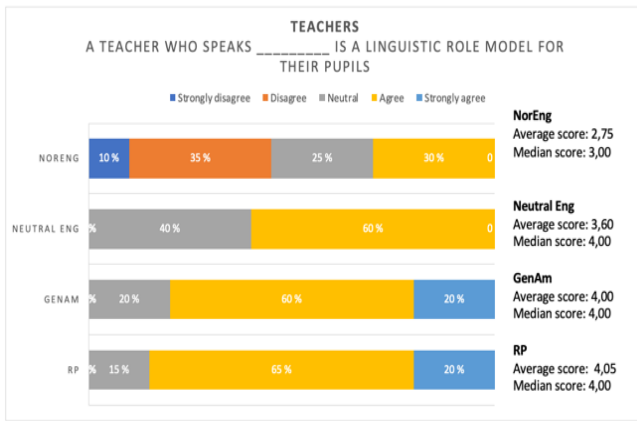
Figure 10 Teachers: a teacher who speaks _____ is a linguistic role model for their pupils
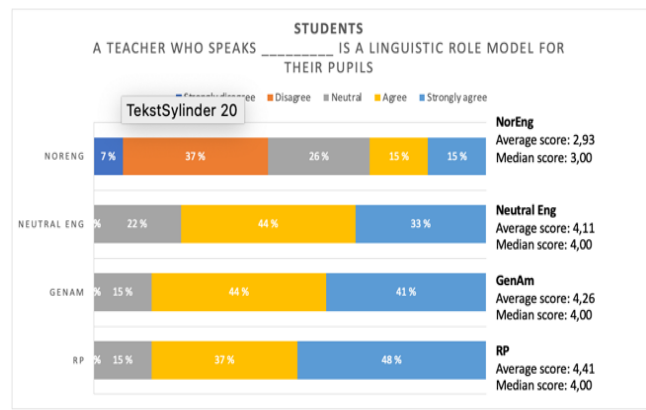

Figure 9 Students: A teacher who speaks _____ is a linguistic role model for their pupils

As illustrated in figures 8 and 9 speakers of neutral English, GenAm, and RP were considered to be able to function as linguistic role models for their pupils in both subject groups. Moreover, the students tended to express more supportive attitudes toward teachers speaking neutral English since 33% strongly agreed with the neutral English category, whereas 0% of the teachers strongly agreed. This tendency is also visible in the NorEng category, as 15% of the students strongly agreed that speakers of NorEng can function as linguistic role models, whereas 0% of the teachers strongly agreed. Nevertheless, teachers speaking NorEng were considered the least appropriate teachers to serve as linguistic role models as 44% of the students, and 45% of the teachers disagreed/strongly disagreed with the statement.
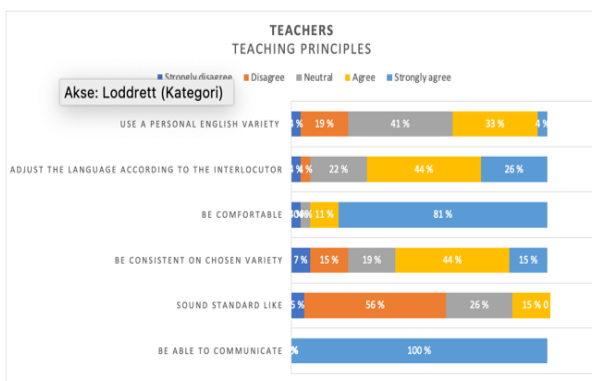
5.2.2 Teaching Principles

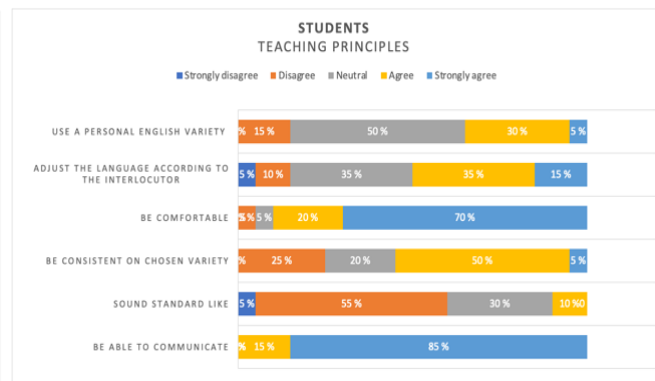Figure 12 Teachers: Teaching principles

Figure 11 Students: Teaching principles

As illustrated in figures 12 and 11 , the respondents in both categories agreed/strongly agreed that the ability to communicate is essential when speaking English. Additionally, in both subject groups, 90% or more agreed/strongly agreed that being comfortable is necessary when speaking English. Only 15 % of the students and only 4% of the teachers disagreed/strongly disagreed that it is essential to adjust the language according to the interlocutor, and the majority of the

respondents discarded the importance of sounding standard-like, as 60% of the students and 61% of the teachers disagreed/strongly disagreed of its significance. Only 10% of the students and 15% of the teachers agreed with its importance when speaking English.
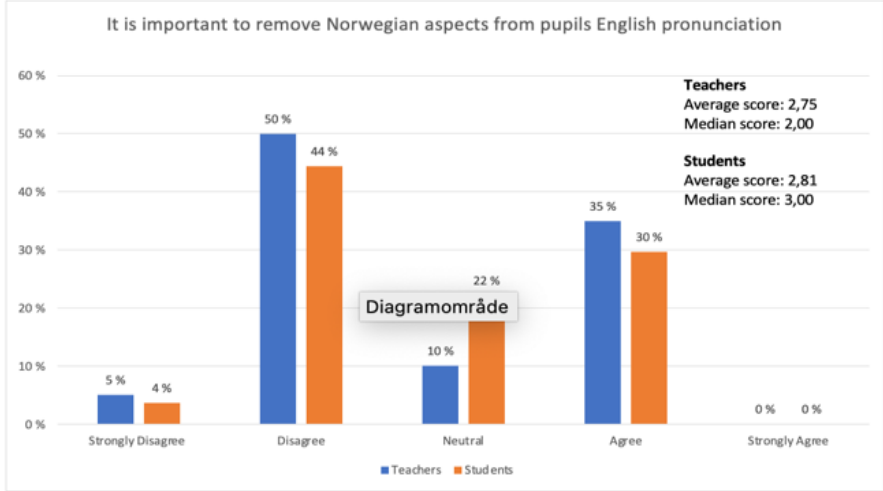

Figure 13 It is important to remove Norwegian aspects from pupils' English Pronunciation

When the student and teachers were asked whether accent reduction is important concerning pupils' pronunciation, 55% of the teachers and 48% of the students disagree/strongly disagree with its importance (Figure 13). Still, a substantial percentage of teachers and students still regard accent reduction as an important aspect of pupils' pronunciation.
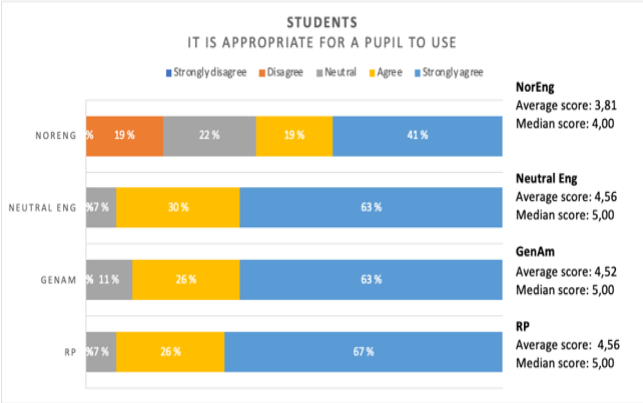

Figure 14 Students: It is appropriate for a pupil to use
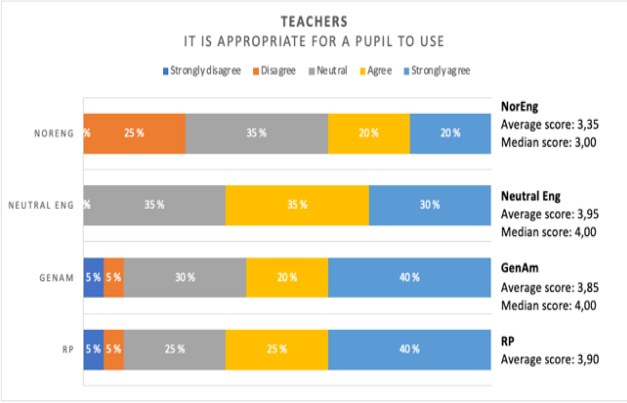

Figure 15 Teachers: It is appropriate for a pupil to use

Figures 14 and 15 show the respondents' perceived appropriateness of each pronunciation variety concerning their pupils, as opposed to their teacher colleagues. Generally, the average and median scores in all categories were higher among the students' responses than the teachers' responses. NorEng was the only category to be perceived as inappropriate for pupils to use by some respondents in both subject groups. 19% of the students and 25% of the teachers

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disagreed with its appropriateness. Moreover, 60% of the students agreed/strongly agreed with its suitability, whereas 40% of the teachers did similarly.
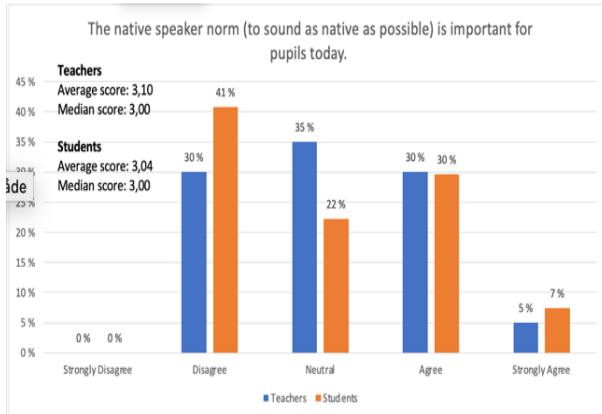
5.2.3 The "Native Speaker Norm

Figure 16 The native speaker norm is important for pupils today
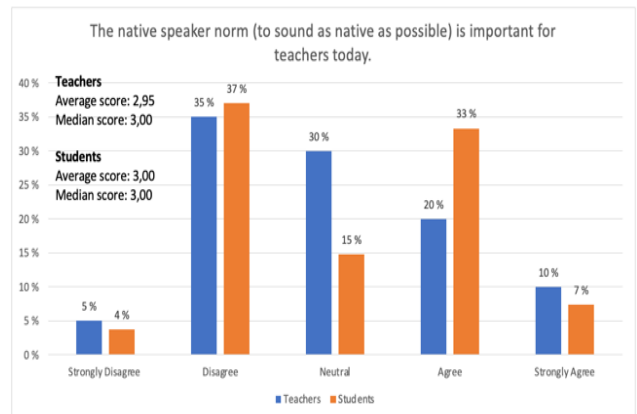

Figure 17 The native speaker norm is important for teachers today

The native speaker norm was a frequently explored theme during the interviews and has thus also been a subject of investigation in this questionnaire. In figure 16 and 17 the median and average scores between the students and the teachers are comparatively equal, even though some differences are visible. In Figure 17, 40% of the students agree/strongly agree with the importance of the native speaker norm for teachers today, compared to the 30% reported among the teachers. In Figure 16, 30% of the teachers disagree/strongly disagree with the importance of the native speaker norm among pupils, while 41% of the students did similarly.
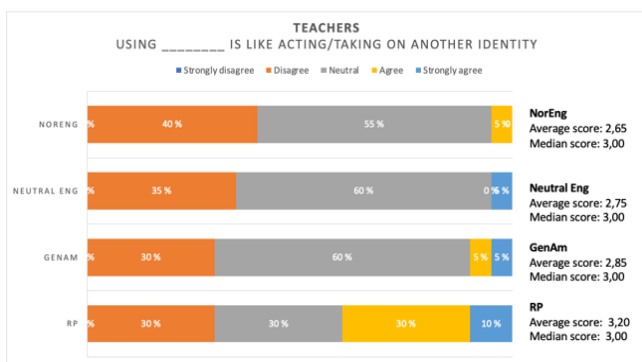
5.2.4 Language and Identity

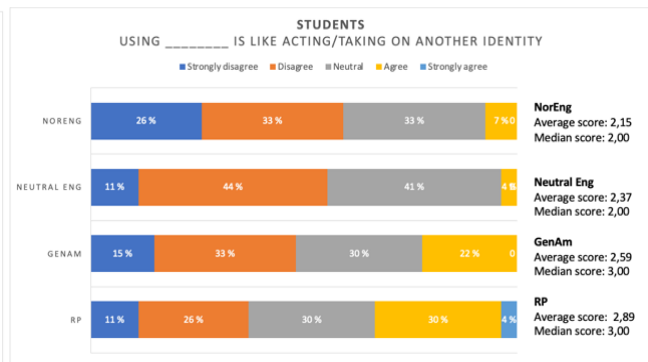Figure 18 Teachers: Using _____ is like acting/taking on another identity

Figure 19 Students: Using _____ is like acting/taking on another identity

Figures 18 and 19, illustrate to what degree the varieties mentioned feel like acting/taking on another identity. As seen in the figures above, the NSE varieties were reported to feel the least like acting by both the experienced teachers and the students. However, none of the experienced teachers reported strong disagreement concerning any of the above varieties, which causes the average and median scores to be slightly higher in all categories in Figure 18.
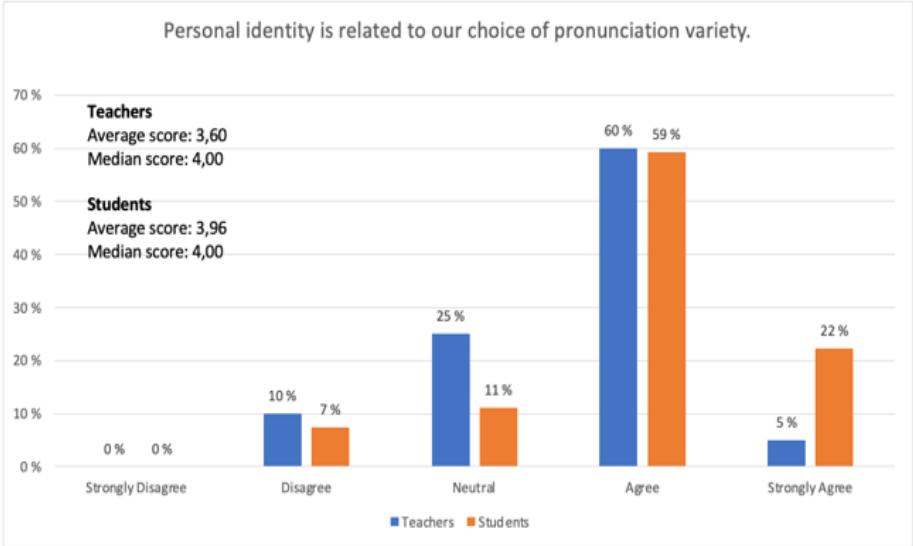
Figure 20 Personal identity is related to our choice of pronunciation variety

As illustrated in Figure 20 the majority of both students (81%) and teachers (65%) agree/strongly agree that personal identity is related to our choice of pronunciation variety. However, as illustrated by the average score, the students agree/strongly agree slightly more in the presented statement in total.

5.2.5 Stigma, Prejudice, and Bias
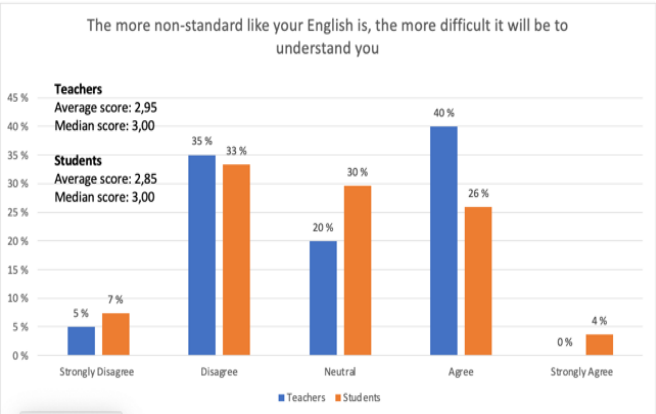
Figure 22 The more non-standard like your English is, the more difficult it will be to understand you
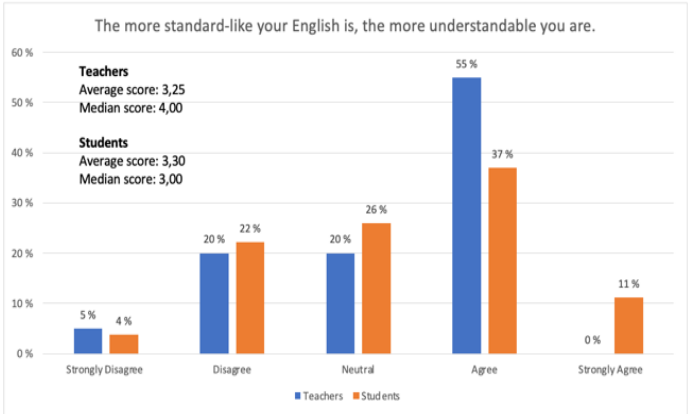
Figure 21 the more standard-like your English is, the more understandable you are

The majority of both teachers and students agree/strongly agree that the more standard-like accents are, the more understandable they are. The teachers reported being slightly more inclined to correlate understandability with standard-likeness than what is reported by the students, as illustrated by their median and average scores. However, when asked if nonstandard-likeness correlates with the difficulty of being understood, the respondents are more inclined to disagree, as illustrated by the median and average scores in figure 22
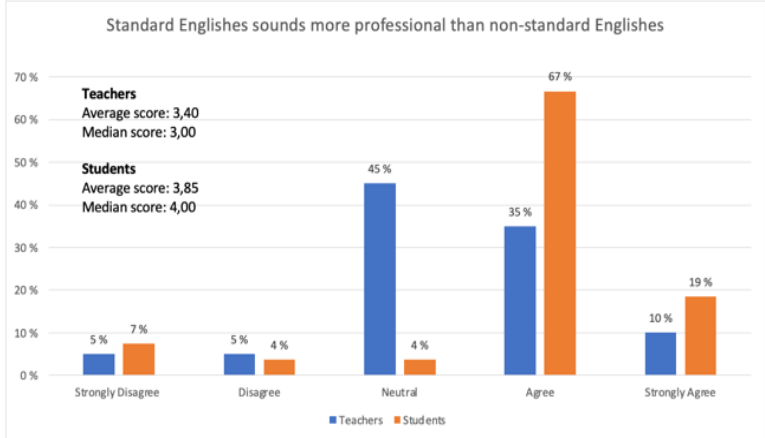
*Figure 23 Standard Englishes sound more professional than non-standard Englishes*

As illustrated in Figure 23, almost twice as many students (86%) as teachers (45%) believe that Standard Englishes sound more professional than non-standard Englishes. The teachers were also considerably more inclined to report neutrality regarding this questionnaire item, as 45% of the teachers reported neutrality, while only 4 % of the students did similarly.
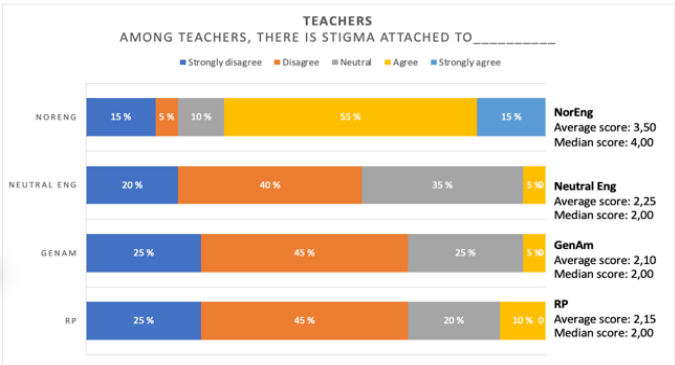
Figure 24 Teachers: Among teachers, there is stigma attached to___
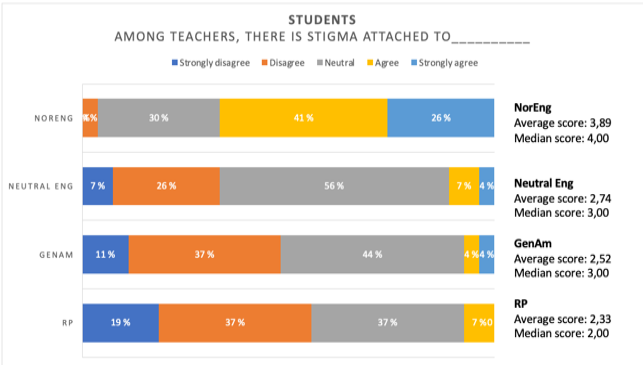
Figure 25 Students: Among teachers, there is stigma attached to ____

As illustrated by figures 24 and 25, the NorEng category received substantially more stigma among teachers, contrary to the other VoE in both subject groups. 67% of the students

agree/strongly agree that there is stigma attached to NorEng, whereas 70% of the teachers believe similarly. Neutral English, GenAm, and RP were rated comparatively equal in both subject groups as they all were reported to receive much less stigma than the NorEng category.
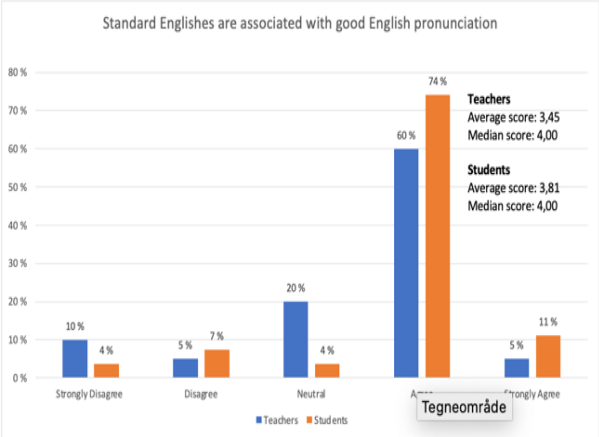
Figure 26 Standard Englishes are associated with good English pronunciation
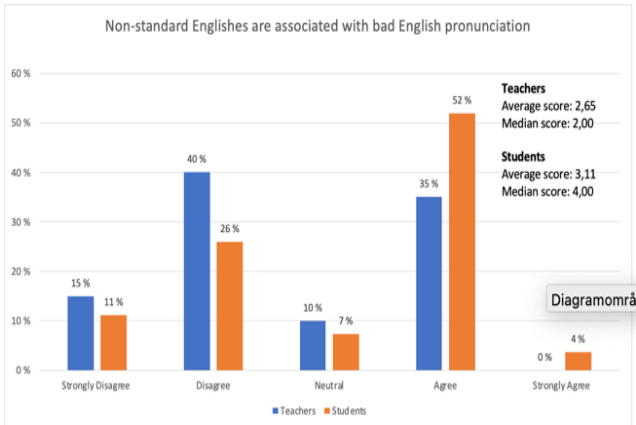
Figure 27 Non-standard Englishes are associated with bad English pronunciation

Figures 26 and 27 investigated the degree to which the respondents believe NSE are associated with bad English pronunciation and to what degree they believe SE are associated with a good English accent. In Figure 27, 56% of the students and 35% of the teachers report that NSE are associated with bad English pronunciation. In comparison, 55% of the teachers and 37% of the students disagree/strongly disagree with the statement. Figure 26 on the other hand, reports a more consistent picture as a definite majority of teachers (65%) and students (85%) agree/strongly agree that SE are associated with good English pronunciation.

5.2.6 Assessment
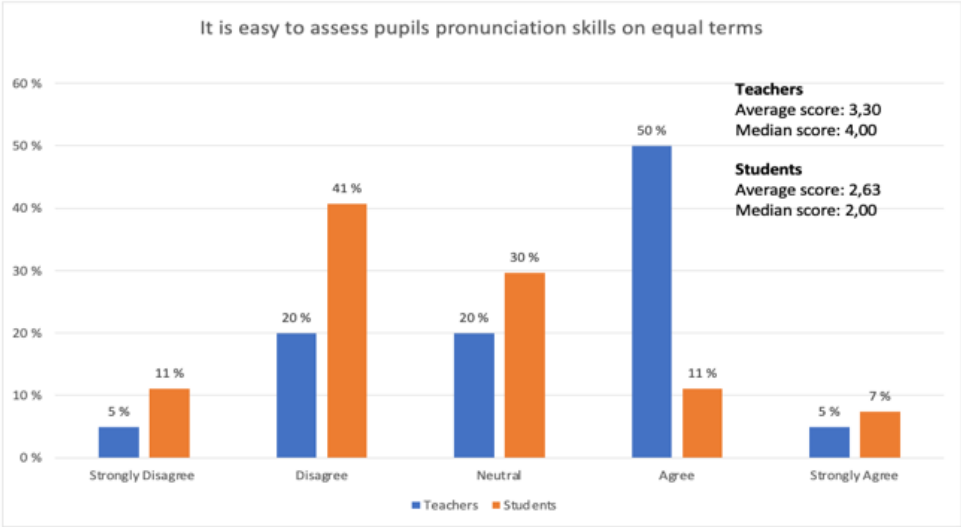
Figure 28 It is easy to assess pupils' pronunciation skills on equal terms

According to Figure 28 most teachers (55%) agree/strongly agree that it is easy to assess pupils' pronunciation skills on equal terms. Conversely, only 18% of the students did similarly, whereas the majority of the students (52%) disagreed/strongly disagreed with the statement. This definite contrast is also visible in the reported average and median scores of the teachers' students' responses.
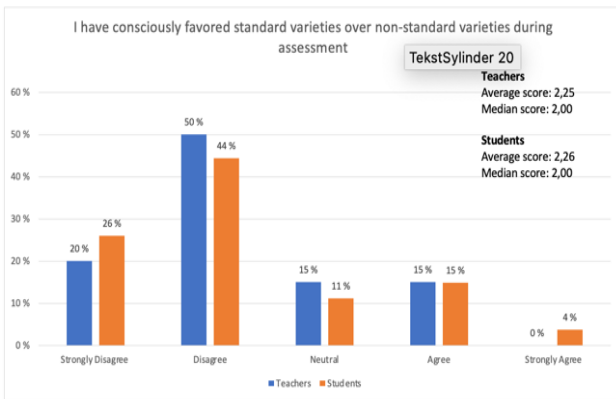
Figure 29 I have subconsciously favored standard varieties over non-standard varieties
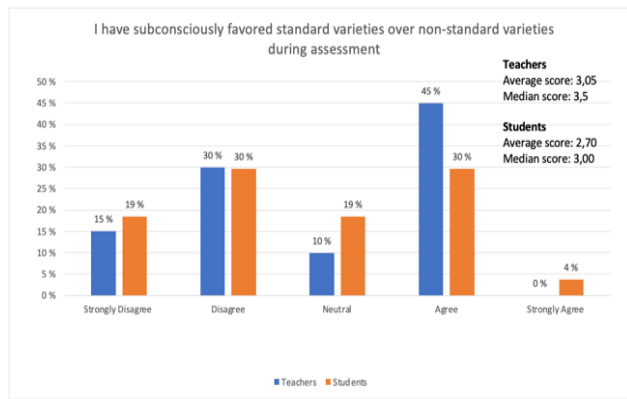
Figure 30 I have consciously favored standard varieties over non-standard

Figures 29 and 30 examined whether the teachers and students have consciously or subconsciously favored SE varieties over NSE varieties during an assessment. Slightly fewer teachers report having consciously favored SE varieties during assessment (15%), contrary to the students (19%). 70% of the students *and* teachers disagreed/strongly disagreed with the statement in figure 29. In figure 30, the students and teachers were more inclined to agree/strongly agree to have subconsciously favored during an assessment. The noticeable difference between figures 29 and 30 is also illustrated by the median and average scores of the figures.
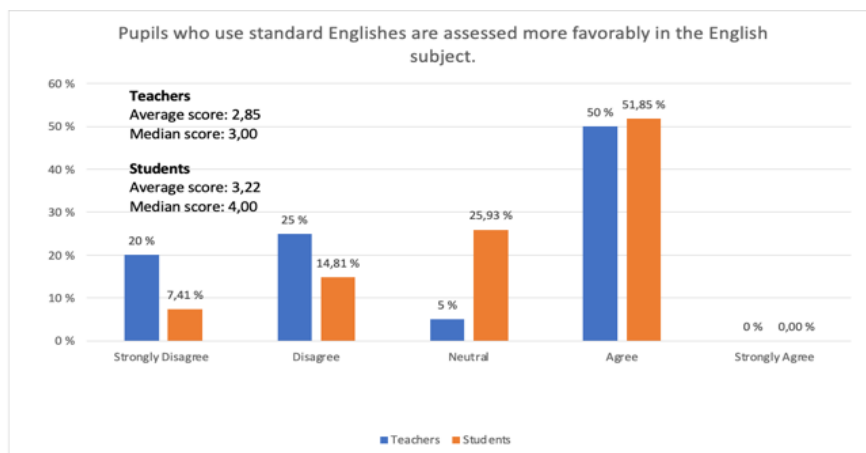
Figure 31 Pupils who use standard Englishes are assessed more favorably in the English subject

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According to Figure 31 approximately half of the students (51,85%) and teachers (50%) report to agree/strongly agree that pupils who use SE are assessed more favorably in the English subject. Conversely, 45% of the teachers disagreed/strongly disagreed with the statement, while 22% of the students reported a similar result.
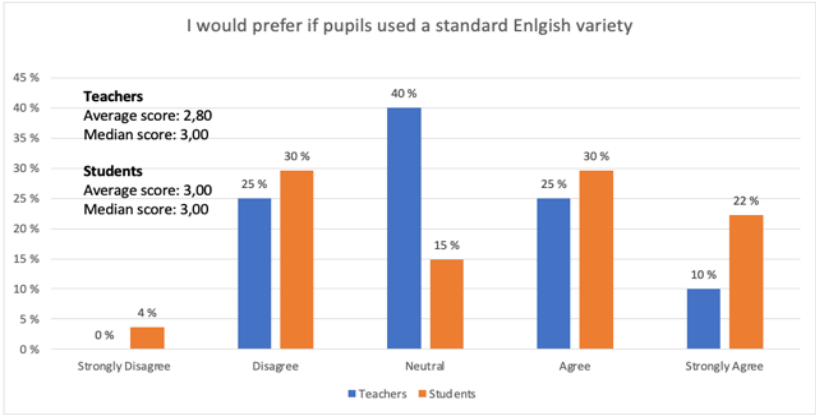
Figure 32 I would prefer if pupils used a standard English variety

Finally, Figure 32 illustrates to what degree the students and teachers would prefer if pupils used a standard English variety. 52% of the students agree/strongly agree with this SE preference, while 35% of the teachers reported similar results. It must also be noted that 40% of the teachers were neutral in this questionnaire, whereas only 15% of the students reported being neutral. Finally, there were no considerable differences between the subject groups concerning this questionnaire item's median and average score, as illustrated above.

6 Discussion

This chapter will discuss the qualitative and quantitative research results in light of the aforementioned conceptual framework and the previously established research questions. Because of the intimate relationship between these interviews and the subsequently developed questionnaire (see sequential research design in 4.1), the results from both instruments will be discussed jointly. In the final section (6.4), I will address some limitations of the current research and provide suggestions for further research. As stated in the introduction, the primary aim of this study will attempt to uncover the attitudinal profile of *experienced teachers* and *prospective teachers* and try to establish their attitudes toward SE and NSE and to what degree they advocate for intelligibility and nativeness in English education in Norway. The secondary aim of this study is to determine if there are any generational differences concerning the attitudes of experienced teachers and prospective teachers towards SE and NSE.

6.1 RQ1: Teachers' and students' attitudes to SE and NSE

The first research question sought to answer; *What are teachers' and students' attitudes to SE and NSE varieties?* This section will therefore discuss the data from both subject groups together. As stated in the conceptual framework, I would apply the expectancy-value model to conceptualize the structure of attitudes. It is, therefore, necessary to discuss how these salient beliefs or, more specifically, favorable and unfavorable attitudes are being expressed and manifested in the qualitative and quantitative data. Additionally, as explained in section 3.1, I have also applied a mentalist approach to studying attitudes. It is therefore not only the objective in this section to determine whether their attitudes are favorable or unfavorable but to illustrate and explain *why* and *how* their favorable and unfavorable attitudes become expressed. The students' and teachers' favorable and unfavorable attitudes become apparent through the themes established previously from the thematic analysis. I will therefore revisit some of these in this discussion.

6.1.1 Teaching principles

This thesis was introduced by explaining the two dominating principles of teaching English today, the nativeness- and intelligibility principle. Therefore, a pragmatic start of this discussion is to what degree do the teachers in this study report using intelligibility and nativeness as

essential principles of their teaching practices? Moreover, is it possible to elicit their attitudes by investigating how they apply the different teaching principles?

Firstly, it must be emphasized that all informants in both subject groups seemed to be very conscious of their practices and attitudes toward SE and NSE, even though most of them stated that this was a theme they had never contemplated earlier. *Understandability*, *intelligibility*, and *accommodation* seem to be the primary focus of all informants, which is illustrated in figures 11 and 12. The subjects' reported principles and practices for teaching English appear to be in harmony with LK20 and other governing documents (section 2.4) that have become increasingly accepting and promoting of Non-standard varieties. This is illustrated in *Stortingsmelding* 28, which argues that native speakers can be better speakers of a language, contrary to standard users of language (Meld. St. 28 (2007-2008), pp. 86-87). Even though none of the informants go "this far" in advocating for NSE varieties, they still appear to adopt the practice of being *accent neutral* by allowing pupils to choose the variety they want to use. These practices of the teachers and students can be interpreted as a reflection of the current Norwegian curriculum. In this view, it appears that most teachers and students of this study go beyond the standard English norm used for English teaching earlier (Carlsen et al., 2020, pp. 34-35). These findings correlate with the conclusions of the study of Timmis (2002), who argue that the teachers in his study seem to be moving away from the native speaker norm.

These results are expected to a certain degree as attitudes tend to change in correlation with the implementation of government language policies, as argued by Dragojevic (2020, p. 68) However, this is far from enough "evidence" to conclude if these reported attitudes and practices illuminate their own attitudes or if they are mere reflections of obligations provided by government policies. This predicament is commented on by Tsui (2007, p. 658) and is essential to include here as well. She questions teachers' *agency* in shaping and expressing their attitudes as structures of socio-cultural and political forces might undermine their true selves. As the following discussion will illustrate, their attitudes appear to be way more nuanced and complex, with different attitudinal positions being expressed in different contexts.

6.1.2 Acceptability: Pupils vs. Teachers

An exciting finding from the interview material is that the informants differentiated between what was considered acceptable English usage for teachers and acceptable English use for

pupils. This differentiation illustrates well what Jenkins (2011) argues; teachers can express ambivalence regarding these matters when studying attitudes.

For example, whereas most informants and respondents agree that a teacher should conform to SE norms as it is perceived to be more academic and professional they report being less concerned with pupils' abilities to do so, as illustrated in Figures 16 and 17. Also, even though almost all respondents agree that the teacher should function as a linguistic role model (Figure 8) only a minor percentage of teachers believe that NorEng speaking teachers are able to do so (Figures 9 and 10) On the contrary, the informants express a more liberal relationship to pupil practices with an emphasis on intelligibility and understandability regardless of their use of SE or NSE. These results are supported by figures 6, 7, 14, and 15 as NorEng is rated to be considerably more acceptable for pupils to use than teachers. This tendency is also evident in figures 4 and 13, where the respondents were asked about the necessity of removing Norwegian aspects from pupils' pronunciation and their accents. The results show that a considerably greater percentage of respondents found it more critical to reduce their Norwegian accent contrary to the pupils. Figure 13 also shows that the respondents, to a greater extent are more opposed of the importance of accent reduction concerning pupils' practices. Finally, the results show that a considerably greater percentage of respondents found it more important to reduce their Norwegian accent contrary to the pupils.

This differentiation of *acceptability* is also possible to see from the qualitative results, but how is it possible to explain this differentiation? In the context of the conceptual framework, there are two possible ways of explaining this, and both are concerned with the concept of *acceptability.* The first explanation can be found by turning to the concept of *perceptual acceptability.* As explained by Thomas (2017), all intelligible speech should be considered acceptable. However, this assertion does not appear to apply equally between pupils and teachers as illustrated by the data above. Whereas pupils who speak intelligible Norwegian accented English are considered comprehensible and adequate speakers of English, the teachers are considered deficient English speakers who cannot possess the role of a linguistic role model. The illogical conclusion that the perceptual dimension of *acceptability* applies differently between teachers and pupils matches the statement of Jenkins, who argues it is common to find irrational attachments to SE and positive (favorable) *and* negative (unfavorable) attitude positions when studying the attitudes of teachers (2007, p. 198). In light of the conceptual

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framework, the teachers in this study appear to treat L2 pupils as users of English on their own premises while accepting the impact of the first language on ultimate attainment. On the other hand, teachers will not be accepted as adequate teachers unless they can conform to native standards of English (Cook, 1999, p. 195). This differentiation can also be considered a natural stage in the development of English in Norway as the teachers are caught in between two different English language paradigms; English as a second language (ESL) and English as a foreign language (EFL) (Rindal & Piercy, 2013, p. 212).

The other explanation for this tendency to differentiate between pupil acceptability and teacher acceptability can be found by turning to the social context: Social acceptability. (Dragojevic et al., 2016) fourth reason for making speech adjustments states that people adjust their language in reaction to established expectations and biases regarding what is appropriate or acceptable. Suppose the presumption that the teacher community is still fixated on teachers' ability to conform to the SE norms is correct, which appears to be the case according to the data of this study. If so, the decision to conform to SE accents will provide them with admittance to the teacher community who are considered 'speakers of appropriate English,' or to use MacKenzie's terminology, "the ingroup" (2010, p. 22).

6.1.3 Categorization and Description

The respondents and informants seem to consciously and subconsciously categorize different varieties based on their negatively or positively loaded descriptions and connotations. In turn, the users of these varieties will be socially classified as good or bad users of English. For instance, SEs were mainly described as being "correct," "good," and "professional," while NSEs were given the property of being "incorrect," "bad pronunciation," "sounds clumsy," and "silly." These results are retrieved from both the interview and the comment section of the questionnaire. Similar descriptions were also expressed by teacher 2 as she explained how she gave a pupil a good grade despite his "bad" NSE pronunciation. Therefore, even though she intended to advocate *for* NSE and its users, she subconsciously categorizes NSE accents as unfavorable. This division between "correct" and "incorrect" pronunciations can therefore increase social categorization, prejudice, and stigma where speakers of NSE, unfortunately, become classified as 'inadequate' English speakers. On the other hand, SE speakers become categorized as 'successful.' The distinct differentiation and description of SE accents and NSE accents correlate with the study of Jenkins (2005) (see section 2.2). This behavior is essential

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to discuss as these negative/positive descriptions that differentiate and establish SE as "good" and NSE as "bad" will only increase what Jenkins (2007) calls an irrational *attitude bias* that stipulates that NSE are less understandable and intelligible. Another attitude bias also emerged from the questionnaire material ass the majority of the teachers and students believe that the more standard-like you are, the more understandable you become (Figure 21). However, because the statement in Figures 21 and 22 are essentially the same question, but formulated from the opposite perspective, one would expect the respondents to provide somewhat similar answers. Nevertheless, this is not the case as a more substantial percentage of respondents *disagreed* with NSE as being more difficult to understand. This might indicate that a social desirability bias is distinguishable in the subjects responces.

6.1.4 Stereotypes and Prejudice

The informants and the questionnaire respondents generally expressed more stigma towards NSE than SE. However, it is necessary to emphasize that the results show that Neutral English is rated equally to its SE counterparts in many ways. As illustrated in figures 24 and 25, neutral English is rated comparatively equally as RP and GenAm concerning the amount of stigma it receives among teachers. Contrastively, NorEng shows considerably more stigma than all other varieties in both figures. This tendency was also observed during the interviews, as questions discussing NSE tended to pertain to NorEng while forgetting to discuss Neutral English. This tendency will be discussed in detail in section 6.4. Teacher 2 also argued not to have experienced stigma towards neutral or moderate American accents, thus equaling the varieties concerning stigma. However, by arguing for a 'moderate' American English, she implicitly claims that users of a marked American accent also can experience stigma.

As mentioned in chapter 3.6.3, marked and unmarked language can either serve to increase or decrease social space. When a variety deviates from the majority, it may cause social distance within the school context, and certain varieties will be associated with acceptance and membership and others not (Pavlenko & Blackledge, 2004, p. 8). This can explain why NSE, particularly NorEng, receives the most stigma among teachers, as illustrated in Figures 24 and 25. This stigma can be interpreted as a motivating factor for teachers to conform to SE norms and practices. Because of the increased stigma NorEng receives, the data might suggest that teachers speaking NorEng could experience being positioned in the *outgroup.* Therefore, as

means of becoming included in the *ingroup* teachers must conform to what is acceptable language usage.

Moreover, unfavorable attitudes toward NSE varieties can also be discerned through *stereotyping*. First, student 1 was the only informant to exemplify and personify the *unsuccessful* speaker of NorEng, which he did through the image of Petter Solberg. The *successful* NorEng speaker was, on the contrary, repeatedly used among several of the informants through the personification of Jens Stoltenberg. Even though they initially argued for him to inhibit good language competence with a good vocabulary, they all described his pronunciation as "bad.". Additionally, because "bad" accents are never paralleled with unintelligible or incomprehensible speech, it is reasonable to assume the negative/unfavorable descriptions the informants make of NorEng accents are a result of learned stereotypic associations rather than an evaluation of the intelligibility/understandability of the language itself. This presumption is supported by figures 21, 22, 26, and 27.

Moreover, these results correlate with the aforementioned conceptual framework as stated in 2.6.4. Teachers' attitudes are primarily governed by their ideological positions concerning nativeness and intelligibility, as these positions assert the presence of standard and non-standard varieties of language. These positions can, in turn, result in *inadvertent linguistic stereotyping* where teachers tend to favor SE accents and speakers and disfavor NSE accents and speakers. *Inadvertent* is the crucial term for this section and how I choose to interpret the results. I would argue that the informants do not intentionally contribute to stigmatizing and prejudicing NSE accents through laughter or negative descriptions. On the contrary, as Lipman argues, positive and negative characterizations of NSE and SE varieties can also be interpreted as simplifying a complex linguistic environment (Retrieved from Ladegaard, 1998, p. 251). However, this form of simplification can also result in a falsified reality, which in some sense seems to be established by the informants and respondents' descriptions of NSE accents that become perceived as challenging to understand, even though several studies have shown that accentedness does not necessarily disrupt understandability (Derwing & Munro, 1997; M. Munro et al., 2006)

Also, even though I used edited transcription to analyze my data, I included incidents where the informants laughed. This is because laughter can also be interpreted as a subconscious

manifestation of negative/positive attitudes and can also be argued to be an unfavorable evaluative *reaction* to language. In this case, the informants expressed unfavorable inclination to NorEng. When teacher 2 and student 3 laughed during the interview, they were describing a specific speaker of NorEng (Jens Stoltenberg) or speakers of NorEng in general. This can, therefore, be interpreted as a subconscious manifestation of negative attitudes toward specifically NorEng.

Finally, these implications are no less real, even though they may be unintentional. It is, therefore, necessary to discuss what practical consequences this can have for teachers and pupils. Thus, section 6.2 will discuss these results and their implications for oral assessments of NSE and SE-speaking pupils.

6.1.5 Identity: Professional vs. Personal

As expected from the conceptual framework and previous research, identity emerged as a significant theme that is worth addressing. As illustrated in the interviews in section 5.1.5, the majority of the informants practiced a VoE that was more similar to SE as it was perceived as being more academic and professional in their professional teaching sphere. In private domains, the informants were more inclined to use an informal variety of English described as *neutral* or *natural*. Student 2 explained how she uses a more NSE accent during informal settings as RP "feels like acting." Students 1 and teacher 2 also drew similar parallels to the image of acting/appearing to be something you aren't (a native speaker) and its connection to SE speakers. The idea of acting and its connection to SE is fascinating since many teachers and students agreed/strongly agreed with this sentiment, as illustrated in figures 18 and 19. NorEng was perceived to be feeling least like acting. In light of these results, both teachers and students seem to differentiate distinctly between personal identity and professional teacher identity. Moreover, identity and expression of identity appear to be vital determiners of how the subjects choose to adjust/accommodate their language concerning the norms of SE and NSE. With this in mind, what can be used from the conceptual framework to explain this duality of identity expression?

First, as Omoniyi and White argue (2006, p. 2), identity is not fixed and becomes constructed within different contexts. This duality of shifting between teacher identity and personal identity is a natural occurrence in settings where communication is involved. Also, as further argued by

Omoniyi and White, a person possesses more than one identity, and different identities *can* therefore be expressed in different contexts, also called *Identity management.* However, different linguistic identities do not necessarily need to be expressed. This is argued by Tsui (2007), who claims, from an ELF perspective, it would be natural that their linguistic identities become *harmonized* rather than *conflicting.* Based on the results from this study, it appears like the majority of the informants struggle between two *conflicting* linguistic identities: the professional (L2) and the personal (L1). This is also in line with previous research, which has shown that it can be challenging to harmonize personal and professional identity. Also different *identity* and *attitude dispositions* can be found in the same interview within the same participant (Jenkins et al., 2011, p. 307; Tsui, 2007). It must also be added that if harmonization of identities is natural in the perspective of the ELF paradigm, then conflicting identities can be argued to be a natural occurrence for those teachers who seem to, at least personally, adhere to the linguistic norms found in the inner circle of Kashrus tripartite model (2.2.1).

Moreover, one of Jenkins' informants explained the difficulty of coordinating and managing different identities and attitudes, arguing, "I should support EIL view as a teacher, but as a person maybe I'm aiming at native-like" (2005, p. 540). This explanation is an identical image of Student 1's argument as he explains that he wants his pupils to be as close as possible to standard English. Still, as a teacher, he wants them to find their variety and ways of expressing themselves. This perspective illustrates the struggle between the personal and professional self and the battle between their personal preference for nativeness and their professional responsibility to adhere to ELF and intelligibility principles as expressed in the curriculum.

Also, as reported in the study by Jenkins (2005), it is common for teachers in *expanding circle countries* to want to use their accented English to express their L1 identity in an EFL community. Nevertheless, no informant explicitly argued the importance or personal practice of expressing L1 identity through English accents. Teacher 1 did, however, argue that Norwegian accented English might be necessary for some people and asserted it could be problematic to take on an L2 identity (appearing to be nativelike) that you, in reality, don't have yourself. Additionally, even though they agree that identity can be an essential factor in choosing a pronunciation variety, only teacher 1 can see the relevance and distinguish between L1 identity and English-speaking identity. This awareness is critical for teachers to develop as some of these studies suggest that it is possible and necessary for some people to express L1

identity while also remaining intelligible to ELF interlocutors (Jenkins, 2007, pp. 24-25). Also, even though the informants explicitly did not argue for the importance of expressing L1 identity through English, some of the quantitative data can suggest that their L1 identity may be more attached to their L2 identity than initially argued, and it is thus necessary to bring attention back to figures 18 and 19. These figures show that the NSE varieties were perceived to be feeling the least like acting, while the SE accents were reported to feel the most like acting. Suppose we compare these results to the study of Baratta (2016), who concludes from his study that a significant minority of minorities regard accent modification as 'selling out' one's identity. In that case, it can be argued that the teachers participating in this study possibly are also selling out their true linguistic identity that is being confined by the walls of *perceptual acceptability* and *social acceptability* (as discussed in 6.1.2). This interpretation of the results strengthens the argument made in the previous paragraph that the teachers might struggle to harmonize their L1 and L2 linguistic identity.

It must also be emphasized that *accent modification/accommodation* is an essential tool the teachers in this study used to manage the duality of their identity. Firstly, the majority of the informants practiced a VoE that was more similar to SE as it was perceived as being more academic and professional in their professional teaching sphere. In private domains, the informants were more inclined to use an informal variety of English. In light of the conceptual framework, it is essential to investigate why and how these speech modifications occur as these can be interpreted as behavioral signals for our attitudes (Garrett, 2010). Therefore, if we apply Dragojevic et al.'s (2016) second reason for why we accommodate speech, these adjustments can be interpreted as means of either establishing common ground or *managing social distance* by *converging* or *diverging*. By using a more academic and distinct SE accent in the classroom setting, the teachers can express *power differentials* between the pupils and the teacher, thus increasing the social distance and gaining control of the classroom. In private domains, it is not equally essential to express power differentials (Pavlenko & Blackledge, 2004, p. 8). Therefore, by using more NSE English, which is, according to figures 18 and 19, more connected to the majority of the respondents' identities, they can rather converge with the social group to gain membership.

Even though the majority of the informants used SE-dominated English in their professional teaching sphere and more NSE-dominated English in private domains, this was not reported by

teacher 1 as she does the exact opposite. Teacher 1 argued this was because RP is more connected to her personal identity as she can be herself at home. This stands in contrast to the results found in the aforementioned figures, as SE was less connected to the majority of teachers' and students' identities. Additionally, all the other informants argued for using different English varieties in personal vs. professional situations. While teacher 1 argued to apply an unmarked NSE-influenced variety in order to not influence the pupils, all the other informants claimed to apply a more marked SE variety in professional. In light of the conceptual framework, this can either be interpreted as a way to socially converge with her pupils, as illuminated by teacher 1, or diverge with their pupils, as illustrated by the other informants. Either way, it can be interpreted as means of managing the social distance between pupils and teachers. Another reason why the teachers might accommodate their speech differently might be bound to the fourth reason people accommodate speech; people adjust language because of different expectations and *biases* regarding *appropriate* adjustments in specific contexts (Dragojevic et al., 2016, p. 51). All informants, except teacher 1, believe there is more stigma and biases toward NSE varieties among teachers, as illustrated in the quote by teacher 2, who believes NSE sounds a bit clumsy. Teacher 1, on the contrary, believes there is little to no stigma toward NSE among teachers. In this view, their perception of what is regarded as *acceptable* for a teacher to use seems to differ fundamentally (as discussed in 6.1.2 and 6.1.4).

6.1.6 The Ambiguity of Neutral English

In conclusion to answering the first research question, it must be noted that when the informants discussed NSE, they often tended to concentrate solely on NorEng. At the same time, Neutral English often became neglected in discussions about NSE. When the informants were discussing neutral English in isolation, it appeared to receive many of the same positive affirmations as the Standard English category, both concerning the specific variety and its users. This tendency was also apparent in the quantitative results as Neutral English often received comparatively similar scores as the GenAm and RP categories (E.g., Figures 6, 7, 14, and 15). Therefore, based on the results from the qualitative and quantitative analysis I would argue that among the subjects who participated in this study, the neutral English category is often paralleled with established SE despite the fact that none of the participants were able to articulate what characterizes a neutral accent except for the core properties of ELF; intelligibility and understandability. At the same time, based on the informants' and respondents' responses, it does not seem that intelligibility and understandability are terms

specifically related to the Neutral English variety, rather these are concepts related to speaking English in general - both SE and NS. It must also be added that the phenomenon of the neutral English category was not expected based on the conceptual framework presented in 3.3, 3.4, and 3.5 as varieties developed in the outer-circle countries often become perceived as illegitimate or deficient bi-products derived from original English (see Kachru 1992).

Nevertheless, by turning to Pavlenko and Blackledge (2004, p. 8) and the four perceptual dimensions of pronunciation (Munro et al., 2006, p. 2) it is possible to find an answer. Because Neutral English can be considered an *unmarked* variety of English, and because its degree of *accentedness* is minimal compared to NorEng, it became accepted by the informants and respondents as comparatively equal to RP and GenAm. This presumption can be supported by Derwing & Munro, (1997), who argue that accentedness is one of the most harshly rated perceptual dimensions. In this view, if Neutral Eng. is considered unmarked with a low degree of accentedness, it can be argued to pass on similar terms to SE. Finally, because Neutral English was at times treated comparatively equal to the SE varieties, some of the results should probably be taken with a grain of salt. This will be elaborated on in section 6.5. Despite this, I believe the results are not meaningless and shed light on the teachers' and students' attitudes towards different English varieties.

6.2 *RQ2: Oral Assessment*

The second RQ of this thesis sought to investigate if and how experienced and prospective teachers differentiate in oral assessment concerning pupils' practices of SE and NSE. This is an essential consideration as research has shown that speakers of NS accents are often perceived and/or judged more negatively than speakers of SE, which can give SE pupils an unfair advantage during an assessment as it contradicts the core values of the curriculum (see 3.4 and 3.6.4).

First, the informants expressed comparable ideas concerning their practices of oral assessment of SE and NSE speakers. For example, they all argue explicitly for intelligibility and understandability as the main criterion during evaluation, as illustrated in section 5.1.2. Similar features were also highlighted by the respondents' teaching principles in figures 11 and 12. On the other hand, nativeness is not argued by anyone to be an essential criterion during an assessment, nor is it emphasized as a critical teaching principle, as illustrated by the

aforementioned figures. Additionally, all informants discarded the possibility of consciously favoring SE in assessment situations (see Figure 30).

However, as evident from the discussions above, many of the respondents express (often unintentionally or inexplicitly) an inclination to possess more favorable attitudes to SE contrary to NSE (See 5.1.4). This might explain why most informants could not discard the possibility of subconsciously biased assessment (Figure 29). As illustrated in this figure, the tendency to be more inclined (agree/strongly agree) to subconsciously assess SE better than NSE is considerably higher than admitting to consciously favoring SE. It is thus plausible that teachers' negative attitudes to NSE can latently influence their assessment of NNE and NE varieties even though they consciously try not to. This is an essential consideration as studies have demonstrated that Non-standard speakers have a considerable handicap compared to standard speakers as they are much less likely to make positive impressions (Fuertes et al., 2012, p. 128).

It is also worth exploring an alternative explanation for why teachers are more inclined to admit to subconsciously favoring as it might be possible that their answers are subject to social desirability bias. Because these questions can be perceived as an attack on their fundamental integrity as teachers, it is also possible that some teachers who answered responded according to what is socially acceptable for them to respond rather than what they do in practice, as Detuchman and Steinvall argue (2020, p. 651). The numbers of teachers who consciously and/or subconsciously assess SE more favorably than NSE can, in reality, be higher. It is essential to connect this section with section 3.6.4 and the discussion in 5.1.4 since stereotypes and prejudice can be argued to serve as the foundation of biased and discriminatory behavior. The results in Figure 31 can support this presumption; it is reported by approximately half of these respondents that SE speakers are assessed more favorably in the English subject. Again, I find it relevant to mention Jenkins' (2007) argument of an attitude bias that favors SE accents which can explain the results seen in figures 31 and 32. However, because most of the informants argue that most NSE speakers typically are less proficient in English, a thorough investigation of whether these NSE accents, in fact, are less understandable/intelligible must therefore be conducted. A conclusion cannot be drawn from these results.

As previously claimed in the conceptual framework, much research has shown that speakers of a non-standard accent are often judged differently (and often more negatively) than speakers of

a standard variety. Both teacher 2 and student 1 argued that it is possible to become initially blinded by the first impression of SE speakers. Student 1 also admitted that it is not unimaginable that a pupil closer to SE will be assessed better than an NSE speaker despite arguing that they do their best not to let this affect their ability to make an assessment just and fair. In this view, it is very plausible to argue that even though most teachers claim to do their best to advocate fair assessment of NSE and SE speakers in accordance with the curriculum, it is not unimaginable that their overall assessment, which they mainly argue focuses on understandability, becomes colored by their possibly negative first impression of NSE speakers (see Teacher 2's statement in 5.1.2). In contrast, SE speakers become increasingly positively evaluated.

6.3 RQ 3: Generational Shift in Use and Attitudes to SE and NSE

The final RQ is two-folded as it aims to determine whether there is a generational shift/gap between experienced teachers and prospective teachers concerning their *use* and *attitudes* to SE and NSE. Even though it is challenging to state confidently that it is possible to discern this shift in attitudes when taking a birds' eye view over the results, a few of the informants' responses and questionnaire items might indicate some positive evidence for this to have happened.

First, as illustrated in Figure 1, it is possible to see a definite change in pronunciation practices or use among students and experienced teachers. Whereas RP is the most used variety among the teachers, GenAm is definitely the most used variety among the students. Additionally, considerably more students use Neutral English than teachers, indicating a change toward increased use and possibly more favorable attitudes toward NSE among the prospective teachers. These results are also essential to mention concerning the second part of this RQ as it seeks to answer if there is a generational shift/gap in *attitudes*. As mentioned in the conceptual framework (2.1), behavior, and in this case, pronunciation practices, *can* be used to interpret peoples' attitudes. However, it is a long stretch to conclude from Figure 1 that the change in practices equals a shift in attitudes as there are other factors that also need to be considered.

Moreover, all the student-informants argue to have been pushed toward SE in primary/secondary school by their teachers. In addition, two of the students explicitly argued for a generational shift to have happened, from being SE-focused to becoming more NSE

accepting. When contextualizing these results with chapter 3.4, The Norwegian Context, their reasoning seems to correlate with what has previously been mentioned: Earlier curriculums were more SE-oriented, as seen in, e.g., L-60, M-72, and M-87, and it is thus reasonable to assume that the experienced teachers have been more affected by the attitudes expressed in previous curriculums which encourage the use of SE. Also, educators and parental figures play a significant role as change agents concerning children's attitudes, as argued by Dragojevic (2020, pp. 66-67) and the seen in the study by Lee (2019). It is, therefore, reasonable to argue that the experienced teachers have been more exposed to standard-oriented English education during childhood/adolescence, and thus become more standard-oriented in adulthood as teachers. Additionally, it should be repeated that attitudes are dynamic and susceptible to change. It is, therefore, possible that even though the teachers' attitudes have been centered on SE during childhood/adolescence, it is plausible that some of these teachers' attitudes have changed with the implementation of curriculums such as LK-06 and LK20, which promote accent-neutrality and acceptance of NSE.

Despite some of the qualitative and quantitative data suggesting a change in teachers' attitudes to become more accepting of NSE, this assertion cannot be concluded as some data suggest the opposite. As seen in Figure 32, a substantially greater percentage of students would prefer if the pupils used a SE accent. Also, almost twice as many students as teachers agree that SE sound more professional than NSE (Figure 23). However, this result can also be explained by their lack of experience as practicing teachers. Having pupils follow the same well-established and familiar pronunciation standards (RP and GenAm) it would make it easier to assess oral activities. From this perspective, they naturally prefer a uniform group of SE-speaking pupils, which could make assessment easier. This reasoning is supported by Figure 28 which shows that students find oral assessment considerably more complicated than experienced teachers. Teacher 1 argued similarly that she may have favored SE during assessment situations earlier in her career due to a lack of teaching experience.

Conclusively, both the data from the questionnaire and the interview cannot confidently demonstrate that there is a generational shift in attitudes among the experienced teachers and students who participated in this study. Even though there are slight differences between the subject groups at times, the data remains inconsistent. Despite this, it is possible to see a shift

in use from being more SE-oriented (Experienced teachers) to becoming more NSE accepting (figure 1).

6.4 Limitations of the Present Study

This master's thesis attempted to establish and describe the attitudinal profile of experienced teachers and prospective teachers (RQ1). I also tried to determine if their attitudes towards the attitudinal objects of SE and NSE can have practical implications on their reported assessment practices (RQ2). Finally, this thesis endeavored to investigate if it is possible to identify a generational shift in teachers' use and attitudes towards SE and NSE (RQ3).

In general, the subjects' attitudes appeared to become manifested and expressed through the themes that were discovered in the thematic analysis. First, a significant majority of informants and respondents reported advocating intelligibility while rejecting to support nativeness. However, it is not possible from this study to conclude their attitudes do be distinctly negative or positive concerning SE and NSE. Even though the teachers and students altogether expressed some inclination to prefer SE instead over NSE, this impression differed concerning different contexts and users of the language (6.1.2). As repeatedly mentioned earlier, it is a tendency in this kind of research that teachers can express ambivalence regarding these issues "with both positive and negative attitudes and identity positions being expressed" (Jenkins et al., 2011, p. 307). As illustrated in the results section and the discussion, this study is no different.

All the informants report being very conscious of their assessment practices. Some informants argue that their attitudes do not affect their ability to assess pupils equally and fairly. Others, conversely, argue to do their best not to let their SE inclination influence them during an assessment. Previous studies have reported subconscious favoring to occur, and it is thus plausible or "not unimaginable (Student 1)" that their attitudes get the best of them in certain assessment situations.

Finally, it is probably a long stretch to conclude that this contrastive analysis between teachers and students can illustrate a distinct attitudinal difference that might indicate a generational shift. However, some of the qualitative data suggest that there is consensus among the majority of the informants who believe this 'shift' in attitudes and focus on SE and NSE to have happened: From being SE focused and inclined to becoming NSE tolerant and accepting. It is also possible to confidently argue that there appears to be a shift in pronunciation practices with

increased use of Neutral English and GenAm among students, contrary to the experienced teachers who, to a greater extent, rely on RP and GenAm. Even though a handful of data might suggest this change to have occurred among experienced teachers as well, it seems as if the teachers have been able to adjust and adapt their practices and thus their attitudes to be increasingly conformed to the English-linguistic climate we have today as demonstrated in LK20. Additionally, the ambiguity of the neutral English seems to have spoiled some of the data. Therefore, it is not possible to draw any conclusion on RQ3. Despite this drawback, I believe the discovery of 'the ambiguous neutral variety' should be considered an exciting result that future research should consider when examining teachers' and/or students' attitudes to SE and NSE varieties.

As a final remark, I want to return to Breen et al., (2001), and their reasons why it is necessary to study teachers' attitudes (belie. Even though this study is small in sample size and proportion compared to other studies of this character, it is ingenuitive concerning its contrastive analysis of teachers' and students' attitudes and should therefore be considered a valuable contribution to this field of research. As stated by Crystal, studies of language attitudes are important as they bring forth issues that affect everyone as no one can avoid diving into the "current of linguistic change" or "bathing in the sea of linguistic variety" (2001). In extension of crystal's metaphor, studies like this can help all users of language; educators, teachers, and pupils, to stay afloat and drift away in harmony with the current, instead of struggling against it. Hopefully, this study can contribute to helping people cope with the challenges attitudes can trigger, so everyone can act confidently when using English. As crystal continues, "people need confidence – and confidence comes from knowledge, an awareness of what is happening to language and what the issues are" (Crystal, 2001) Conclusively, developing awareness is one of the key morals of this paper, like student 1 proclaimed; Everyone has prejudices, but if you are aware of them, you have come a long way.

7 Conclusion

This master's thesis attempted to establish and describe the attitudinal profile of experienced teachers and prospective teachers (RQ1). I also tried to determine if their attitudes towards the attitudinal objects of SE and NSE can have practical implications on their reported assessment practices (RQ2). Finally, this thesis endeavored to investigate if it is possible to identify a generational shift in teachers' use and attitudes towards SE and NSE (RQ3).

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Appendix 1: Introduction to Interview and Interview Guide

Introduksjon til intervju

Først ønsker jeg å takke for at du er villig til å delta i dette intervjuet og dermed min masteroppgave. Som jeg har tidligere nevnt, vil jeg med denne oppgaven forsøke å undersøke holdningsprofilen til kommende lærere og erfarne lærere angående standard utalevarianter av engelsk og ikke-standard utalevarianter av engelsk. Denne oppgaven og dermed intervjuet vil sette søkelys på de mest populære uttalevariantene av engelsk i Norge. Received pronunciation (brittisk aksent) og General American (amerikansk aksent) vil representere standardvariantene av engelsk uttale og engelsk med norsk aksent og nøytral engelsk vil representere de variantene som ikke er standard. Jeg kommer til å stille deg spørsmål ang. dine praksiser, tro og antagelser for å få innsyn i dine holdninger til disse variantene. Siden dette er et semistrukturert intervju og ikke en diskusjon, vil min rolle være å gi deg spørsmål og oppfølgingsspørsmål som du kan svare på og reflektere rundt. Det er derfor *du* som vil stå for det meste av snakkingen. Dette intervjuet vil bli tatt opp (ikke video dersom det er på zoom/teams) og informasjonen som du gir meg vil bli brukt i denne avhandlingen. Ditt navn og alt som blir sagt under intervjuet vil være anonymisert gjennom hele prosessen.

Er det korrekt at du har signert på samtykkeskjemaet for å delta i studien? JA_____ NEI_____

Tusen takk! Dersom du av en eller annen grunn ønsker at jeg skal skru av opptakeren under intervjuet, eller dersom du ønsker å holde noe spesifikt ute fra undersøkelsen er det bare å si ifra under intervjuet.

Jeg er også forpliktet til å minne deg på din taushetsplikt. Noen spørsmål vil handle om dine generelle praksiser, tro og antagelser som omhandler dine elever eller medarbeidere, men jeg ønsker ikke informasjon som kan bryte denne forpliktelsen. Dersom det blir sagt noe som er konfidensielt, eller at jeg mistenker/forstår at slik informasjon kommer fram under intervjuet, så er jeg også bundet av taushetsplikten. All informasjon som bryter denne plikten, vil ikke bli inkludert i denne oppgaven og dermed slettet fra datamaterialet.

Hvis du har noen spørsmål under intervjuet, er det bare å spørre til enhver tid. Jeg svarer gledelig på spørsmål som kan komme fram under intervjuet.

Til slutt, har du noen spørsmål ang. den informasjonen jeg nettopp har gitt deg?

Focus area	Questions and Probes

Subjekt-info	- Hvor studerte du for å bli lærer?
	 - Hvor lenge har du vært engelsklærer?
	 - Hvor lenge har du studert engelsk?
	 - har du mye erfaring i å være lærer i engelsk?
	 - Hvor mange av disse årene har vært i ungdomsskole/VGS?
	 - Var/er engelsk ditt hovedfag under din lærerutdannelse?
	 - Hvordan var din Engelsklærerutdannelse strukturert da du gikk på universitet?
	 - Har du noensinne blitt oppfordret til å bruke en spesifikk utalevariant av engelsk under din utdannelse?
	       ▪ Hvordan ble du det?
	 - Hvilken uttalevariant av engelsk bruker du i dag?
	 - Bytter du noensinne mellom forskjellige uttalevarianter av engelsk, for eksempel mellom standard og ikke-standard engelsk?
	 - Bruker du norsk i engelsktimene dine? → Hvorfor, hvorfor ikke?
	 - Vil du si at den varianten av engelsk du snakker i dag er et resultat av et bevisst, eller et ubevisst valg?
	       ▪ Hva tror du har bidratt i å dytte deg i denne retningen?
	 - Har du tatt deler av din utdannelse i utlandet?
	       ▪ Føler du at denne opplevelsen (eller mangel på opplevelse) har påvirket dine praksiser og holdninger til bestemte engelske varianter?
	 - På en skala fra 1-5 (1 dårligst) hvordan vil du rate dine muntlige ferdigheter i Engelsk i henhold til uttale?
	       ▪ Kort forklart, hva tenker du ligger til grunne for denne vurderingen?

Lærerfokus	- Hvilken uttalevariant tror du er mest vanlig blant lærere å bruke i dag?
	 - Tror du disse praksisene har endret seg over de siste ti-årene? Hvorfor?
	 - Hvilke eksterne eller interne faktorer tenker du har vært med på å forme dine egne praksiser og holdninger til Standard og ikke-standard uttalevarianter av Engelsk?
	 - Tror du at du som lærer spiller en viktig rolle i å forme elevers holdninger til forskjellige varianter av Engelsk?
	 - Vil du si at lærere i den norske skolen er forventet å bruke spesifikke uttalevarianter av engelsk i skolen?
	 - Føler du venner, elever, familie, eller andre forventer at du snakker en spesifikk variant av Engelsk siden du er engelsklærer?
	 - Har du noensinne opplevd å få kommentarer på måten, eller varianten av Engelsk du snakker?
	       ▪ Var disse I størst grad positiv eller negativ?
	       ▪ Tror du slike kommentarer har vært med på å forme dine holdninger til forskjellige varianter av engelsk?
	 - Tror du at dine praksiser og holdninger til forskjellige uttalevarianter av Engelsk samsvarer med holdningene til andre engelsklærere i du kjenner?

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Elevfokus	- Hva mener du er viktig for dine elever å fokusere på når det gjelder uttale i Engelsk? f.eks. nativeness/intelligibility
	- Føler du elever bruker å uttrykke et ønske om å snakke standard engelsk eller ikke-standard engelsk?
	- Er det viktig for deg at elevene velger, og holder seg til én spesifikk uttalevariant av engelsk?
	- Hvilke uttalevarianter av engelsk føler du er mest og minst brukt blant dine elever?
	    ▪ Hvorfor tror du denne varianter er mest brukt?
	    ▪ Hvorfor tror du denne er minst brukt?
	    ▪ Er det noen likheter mellom de elevene som velger samme uttalevariant?
	    ▪ Føler du en av disse gruppene elever (standard/ikke-standard) gjør det bedre i skolen generelt?
	- Tror du elever bevisst velger å snakke en spesifikk engelsk uttalevariant?
	    ▪ Hvilke faktorer ser du som essensielle i å dytte den inn i disse retningene?
	    ▪ Tenker du lærere spiller en viktig rolle i å dytte dem mot spesifikke uttalevarianter?
	    ▪ Syns du det er rett at lærere skal dytte elever i spesifikke retninger?
	    Hvorfor/hvorfor ikke?
	
	- Tror du alle kan klare å snakke standard engelsk (RP/GenAm) hvis de har et ønske om det?
	- Syns du alle bør prøve å oppnå en "standard-like" aksent?
	- Hvorfor tror du noen folk velger å ikke snakke RP eller GenAm?
	- Hvordan tenker du *identitet* blir uttrykt gjennom valg av forskjellige uttalevarianter av engelsk?

Vurdering	- Hva syns du er utfordrende når det gjelder muntlig vurdering av elevene i engelsk?
	- Hvilke aspekter med uttale fokuserer du på ved muntlig vurdering i engelsk?
	- I vurderingssituasjoner, har du favorisert en eller flere uttalevarianter over andre?
	- Mener du det eksisterer felles praksiser for muntlig vurdering av elever i Engelsk?
	    ▪ Hvordan tenker du disse praksisene avviker fra hverandre?
	    ▪ Ser du noen utfordringer med de nåværende praksisene av muntlig vurdering I engelsk?

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	-
Læreplan læremateriale	- In which ways have the curriculum changed throughout the years in relation to this theme? - På hvilke måter har læreplanen endret seg gjennom årene i henhold til dette temaet om standard engelskvarianter og ikke-standard engelskvarianter? - Hva mener du læreplanen ønsker at lærere skal fokusere på når det gjelder forskjellige varianter av engelsk? - Hva mener du lærematerialet til elevene uttrykker i henhold til «varianter av engelsk»? (Lesebøker, offentlige nettressurser til bruk i skolen o.l.)
Relevanse og Endring	- Tror du det er noe stigma knyttet til standard og/eller ikke-standard uttalevarianter av Engelsk? - Mener du at *the native speaker norm* (et allment ønske om å høres så innfødt ut som mulig) er relevant i dag? - Tenker du *the native speaker norm* er forenelig med hvordan vi bruker engelsk i dag? - Hvilken uttalevariant mener du er mest sosialt akseptabelt for deg å bruke i dag? - Hva med minst? - Hvilken uttalevariant tror du er mest sosialt akseptabel blant dine elever å bruke i dag? - Hvordan har dine holdninger mot standard og ikke-standard engelskvarianter endret seg over årene? - Tenker du dette temaet er viktig for utdanningen av kommende engelsklærere i skolen? - Har du noe annet du ønsker å legge til denne diskusjonen som du ikke har fått sagt tidligere?

Appendix 2 Information and form of consent (Interview)

Vil du delta i forskningsprosjektet

" Teachers´ Attitudes to Varieties of English"?

Dette skrivet er en forespørsel til deg om å delta i et forskningsprosjekt hvor formålet er å *Kartlegge Læreres holdninger til forskjellige muntlige varianter av Engelsk*. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Denne masteroppgaven har som formål å undersøke samt kartlegge læreres holdninger (*Attitudes*) og praksiser til forskjellige uttalevarianter av Engelsk. I tillegg skal studien undersøke om det er noen forskjeller på holdninger og praksiser mellom erfarne og kommende engelsklærere i skolen.
Opplysningene som kommer fram i denne studien vil ikke bli brukt til noe annet enn denne masteroppgaven.

Hvem er ansvarlig for forskningsprosjektet?
UiT- Norges arktiske universitet

Hvorfor får du spørsmål om å delta?
Siden jeg ønsker å se om disse holdningene har endret seg/er i endring, har jeg delt studiens utvalg i to deler: Lærerstudenter (utvalg 1) og erfarne engelsklærere (utvalg 2) i skolen. Dersom du får dette skrivet og ønsker å delta i studien må du utfylle disse kravene:

- Som *lærerstudent* (utvalg 1) må du ha Engelsk som hoved- eller sekundærfag og er i 4. eller 5. året av ditt utdanningsløp.
- Som en *erfaren engelsklærer (utvalg 2)* må du ha godkjent utdanning som kvalifiserer til å undervise i engelsk i ungdomsskole/VGS, samt 15+ års erfaring som engelsklærer i skolen.

Kandidatene som kvalifiserer seg i utvalget vil deretter bli tilfeldig utvalgt dersom antallet frivillige overskrider det som er nødvendig for oppgaven (tre fra hvert utvalg).

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du er med på et semistrukturert intervju. Her ønsker jeg å få innsyn i dine holdninger og praksiser i skolen ang. bruk av forskjellige varianter av engelsk i klasserommet. Informasjonen som blir lagt fram under intervjuet vil bli tatt opp med lydopptak. Intervjuet er estimert til å vare i ca. 60 minutter. Studien vil fokusere hovedsakelig på Standard English(es)(Received pronunciation/General American) versus. non-standard English(es) (Nøytral engelsk/Norsk engelsk) varianter av engelsk. Spørsmål som kan bli tatt opp er:

- What do you think are the most common pronunciation practices among English teachers today?
- Do you think these practices have changed over the last decades?
- Do you feel teachers are expected to speak a specific variety in school?

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- Do you feel pupils expect you to speak a certain variety?

Intervjuet vil foregå på engelsk eller norsk. Dette er opp til deg som intervjues å avgjøre. Du må selv vurdere hvilket språk som vil være mest hensiktsmessig for deg å bruke for å kommunisere og formulere tankene dine på en tydelig måte.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.
Bare jeg og mine veiledere vil ha tilgang til dataen som samles inn av dere.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
Bare jeg og mine veiledere ved UiT vil ha tilgang til dataen som samles inn av dere. Alle lydopptak og annen data vil bli slettet når oppgaven er ferdigskrevet ved utgangen av 2022. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.
Deltakerne vil ikke kunne gjenkjennes i publikasjon av masteroppgave.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er ved utgangen av 2022 (Des. 2022). Deretter vil all data som ikke blir presenter i masteroppgaven bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter kan du ta kontakt med mine veiledere, Christopher Loe Olsen (christopher.l.olsen@uit.no, Tlf. 77645125) eller Natalia Mitrofanova (natalia.mitrofanova@uit.no, Tlf. 77644230)

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Dersom du har noen generelle spørsmål ang. intervjuet eller denne studien kan du også kontakte meg direkte på 48 07 92 57 eller ved å sende en e-post til Eyt004@uit.no.

Vårt personvernombud: Joakim Bakkevold, personvernombud@uit.no 776 46 322 og 976 915 78

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Eirik Rolfsønn Ytreberg

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *«Teachers´ Attitudes to Varieties of English»* og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju.

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

(Signert av prosjektdeltaker, dato)

Appendix 3 Information (Questionnaire)

Vil du delta i forskningsprosjektet

" Teachers´ Attitudes to Varieties of English "?

Dette skrivet er en forespørsel til deg om å delta i et forskningsprosjekt hvor formålet er å Kartlegge Læreres holdninger til forskjellige muntlige varianter av Engelsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Denne Masteroppgaven har som formål å undersøke samt kartlegge læreres holdninger (*Attitudes*) og praksiser til forskjellige uttalevarianter av Engelsk. I tillegg skal studien undersøke om det er noen forskjeller på holdninger og praksiser mellom erfarne og kommende engelsklærere i skolen.
Opplysningene som kommer fram i denne studien vil ikke bli brukt til noe annet enn denne masteroppgaven.

Hvem er ansvarlig for forskningsprosjektet?
UiT- Norges arktiske universitet

Hvorfor får du spørsmål om å delta?
Siden jeg ønsker å se om disse holdningene har endret seg/er i endring, har jeg delt studiens utvalg i to deler: Lærerstudenter (utvalg 1) og erfarne engelsklærere (utvalg 2) i skolen. Dersom du får dette skrivet og ønsker å delta i studien må du utfylle disse kravene:

-   Som *lærerstudent* (utvalg 1) må du ha Engelsk som hoved- eller sekundærfag og er i 4. eller 5. året av ditt utdanningsløp.
-   Som en *erfaren engelsk lærer (utvalg 2)* må du ha godkjent utdanning som kvalifiserer til å undervise i engelsk i ungdomsskole/VGS, samt 15+ års erfaring som engelsklær i skolen.

Kandidatene som kvalifiserer seg i utvalget vil deretter bli tilfeldig utvalgt dersom antallet frivillige overskrider det som er nødvendig for oppgaven (tre fra hvert utvalg).

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du er med på å svare på et spørreskjema ang. dine holdninger til dette temaet. Her ønsker jeg å få innsyn i dine holdninger og praksiser i skolen ang. bruk av forskjellige varianter av engelsk i klasserommet. Dataen fra spørreundersøkelsen vil samles inn gjennom Nettskjema.no. Det vil ta ca. 20 minutter å gjennomføre spørreundersøkelsen. Undersøkelsen vil være utformet med en «likert scale» hvor du blir spurt om å vurdere gitte uttalelser fra en skala fra «sterkt uenig» til «Svært enig». Spørreundersøkelsen vil hovedsakelig sette søkelys på native (Received pronunciation/General American) versus. non-native (Nøytral engelsk/Norsk engelsk) varianter av engelsk. Uttalelser som du kan bli spurt om å vurdere er:

-   The *native speaker norm* (to sound as native as possible) is relevant for teachers today.

- Everyone can achieve native pronunciation competence in English with enough practice

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.
Bare jeg og mine veiledere vil ha tilgang til dataen som samles inn av dere.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
Bare jeg og mine veiledere ved UiT vil ha tilgang til dataen som samles inn av dere. Alle data vil bli slettet når oppgaven er ferdigskrevet ved utgangen av 2022.
Du vil ikke trenge å oppgi noen form for personlig informasjon for å delta i denne studien og du vil dermed forbli fullstendig anonymisert.
Deltakerne vil ikke kunne gjenkjennes i publikasjon av masteroppgave.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
All data som ikke blir presentert i masteroppgaven vil bli slettet ved avslutning av prosjektet: Utgangen av 2022 (Des. 2022)

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter kan du ta kontakt med mine veiledere, Christopher Loe Olsen (christopher.l.olsen@uit.no, Tlf. 77645125) eller Natalia Mitrofanova (natalia.mitrofanova@uit.no, Tlf. 77644230)

Dersom du har noen generelle spørsmål ang. spørreskjemaet eller denne studien kan du også kontakte meg direkte på 48 07 92 57 eller ved å sende en e-post til Eyt004@uit.no.

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Vårt personvernombud: Joakim Bakkevold, personvernombud@uit.no 776 46 322 og 976 915 78

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Eirik Rolfsønn Ytreberg

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Appendix 4 NSD approval

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

783336

Prosjekttittel

Teachers´ attitudes to varieties of English

Behandlingsansvarlig institusjon

UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Institutt for lærerutdanning og pedagogikk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Christopher Loe Olsen, christopher.l.olsen@uit.no, tlf: 92804893

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Eirik Rolfsønn Ytreberg, Eyt004@uit.no, tlf: 48079257

Prosjektperiode

01.11.2021 - 15.12.2022

Vurdering (1)

07.12.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 07.12.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TAUSHETSPLIKT
Vi minner om at informantene har taushetsplikt. Intervjuene må gjennomføres slik at det ikke fremkommer opplysninger som kan identifisere enkeltpersoner eller avsløre annen taushetsbelagt informasjon. Vi anbefaler at du minner deltagerne om deres taushetsplikt i forkant av intervjuet.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.12.2022.

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

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

PERSONVERNPRINSIPPER

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

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

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

MELD VESENTLIGE ENDRINGER

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

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Appendix 5 Questionnaire

Questionnaire

Obligatoriske felter er merket med stjerne *

Introduksjon/informasjon

Denne masteroppgaven har som formål å undersøke samt kartlegge læreres holdninger (Attitudes) og praksiser til forskjellige **uttalevarianter** av Engelsk. *Skriftlige varianter* av Engelsk er derfor *ikke* målet for denne oppgaven. I tillegg skal studien undersøke om det er noen forskjeller på holdninger og praksiser mellom erfarne og kommende engelsklærere i skolen. Du skal ikke skrive inn noen form for personopplysninger og du vil dermed være anonymisert i denne oppgaven.

Opplysningene som kommer fram i denne studien vil ikke bli brukt til noe annet enn denne masteroppgaven. Siden jeg ønsker å se om disse holdningene har endret seg/er i endring, har jeg delt studiens utvalg i to deler: Lærerstudenter (utvalg 1) og erfarne engelsklærere (utvalg 2) i skolen. Dersom du ønsker å delta i studien må du utfylle disse kravene:

- Som lærerstudent (utvalg 1) må du ha Engelsk som hoved- eller sekundærfag og er i 4. eller 5. året av ditt utdanningsløp.

- Som en erfaren engelsklærer (utvalg 2) må du ha godkjent utdanning som kvalifiserer til å undervise i engelsk i ungdomsskole/VGS, samt 15+ års erfaring som engelsklærer i skolen.

Hvis du velger å delta i prosjektet, innebærer det at du er med på å svare på et spørreskjema ang. dine holdninger til dette temaet. Her ønsker jeg å få innsyn i dine holdninger og praksiser i skolen ang. bruk av forskjellige varianter av engelsk i klasserommet.

Det vil ta ca. 20 minutter å gjennomføre spørreundersøkelsen. Undersøkelsen vil være utformet med en «likert scale» hvor du blir spurt om å vurdere gitte uttalelser fra en skala fra «svært uenig» til svært enig».

Spørreundersøkelsen vil hovedsakelig sette søkelys på fire muntlige varianter av Engelsk:

(1) Received pronunciation og **(2) General American**. Disse utgjør de to standardvariantene av Engelsk relevant for denne oppgaven

(3) Nøytral engelsk og **(4) Norsk engelsk.** Disse utgjør de to ikke-standard uttalevariantene av engelsk relevant for denne oppgaven.

Under hvert spørsmål vil du ha mulighet til å legge ved en kommentar. Gjerne bruk dette dersom du ønsker å legge ved en kommentar som begrunner ditt svar. Svar gjerne på engelsk.

Subject information

1. I am *

    ○ A student (Utvalg 1)

    ○ A teacher (Utvalg 2)

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2. Which pronunciation variety do you use today? *

○ Received Pronunciation (RP)

○ General American (GenAm)

○ Neutral English

○ Norwegian English

○ Other

3. If you are a teacher, how many years of experience do you have?

Write your answer numerically and without any period. E.g., 20
You only have to do a rough estimate.

Skip this question if you are a student.

[   ]

4. If you are a student, which year are you currently on?

Skip this question if you are a teacher.

○ 4th

○ 5th

5. Was/is English your main or secondary subject during university? *

○ Main subject

○ Secondary subject

Main section

6. It was a conscious choice to use the variety I use today *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

comment

[   ]

7. I have been adviced/prompted to use a standard pronunciation variety

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
During primary school *	○	○	○	○	○
During lower/upper secondary school *	○	○	○	○	○
During my teacher education *	○	○	○	○	○

Comment

[   ]

8. It is appropriate for a TEACHER to use

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

[   ]

9. It is appropriate for a PUPIL to use

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

10. Teachers expect other teachers to use

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

11. Pupils expect other teachers to use

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

12. The native speaker norm (to sound as native as possible) is important for teachers today. *

○ Strongly agree
○ Agree
○ Neutral
○ Disagree
○ Strongly disagree

Comment

18. I try to influence my pupils' pronunciation variety. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

19. A teacher who speaks _____ is a linguistic role model for their pupils

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

[   ]

20. The more standard-like your English is, the more understandable you are. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

21. The more non-standard like your English is, the more difficult it will be to understand you. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

22. Standard Englishes sounds more professional than non-standard Englishes. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

23. Personal identity is related to our choice of pronunciation variety. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly agree

Comment

[   ]

24. Trying to change a pupils pronunciation variety is like trying to change their identity. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

25. Using _____ is like acting/taking on another identity

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received Pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

26. Pupils who use a non-standard variety are less interested in the subject *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

27. Pupils who use a standard variety are more interested in other subjects *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

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28. Among pupils, there is stigma attached to_____.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received Pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

[   ]

29. Among teachers, there is stigma attached to_____.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Received Pronunciation *	○	○	○	○	○
General American *	○	○	○	○	○
Neutral English *	○	○	○	○	○
Norwegian English *	○	○	○	○	○

Comment

[   ]

30. Pupils who use a standard variety are assessed more favorably than pupils who use non-standard Englishes in other subjects. *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

31. Pupils who use standard Englishes are assessed more favorably in the English subject. *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

32. I have consciously favored standard varieties over non-standard varieties during assessment *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

33. I have subconsciously favored standard varieties over non-standard varieties during assessment *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

34. It is easy to assess pupils pronunciation skills on equal terms. *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

35. My attitudes towards pronunciation varieties can affect assessment situations. *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

36. Non-standard Englishes are associated with bad English pronunciation *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

37. Standard Englishes are associated with good English pronunciation *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Comment

[   ]

38. It is important to remove Norwegian aspects from my own English pronunciation *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

39. It is important to remove Norwegian aspects from pupils English pronunciation *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

40. Official documents are essential during my assessment of pupils during oral activities *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Comment

[   ]

41. Rate the varieties according to pupils' practices
Rate from 1-4. 1 is most used and 4 is least

	1	2	3	4
Received pronunciation *	○	○	○	○
General American *	○	○	○	○
Neutral English *	○	○	○	○
Norwegian English *	○	○	○	○

Comment

[   ]

Thank you for participating!

Appendix 6 Example of thematic analysis

Utterance (somewhat simplified)	Sub-code	code	Theme
Thorbjørn Jagland, good vocabulary, but not, mmm, a standard pronunciation	Jagland → personification of NSE	Stereotype	Stigma, stereotypes, prejudice, bias
Everyone has prejudices, but if you are aware of them, you have come a long way	Acknowledgement of prejudices	prejudices	
(RP) Sounds more formal and professional	Formal and professional		
RP is more connected to academia	RP is academic	Bias	
You might become blinded by how some people speak standard English and thus forget to focus on other essential aspects	Blinded by first impression of SE speakers		
My teacher has definitely impacted my attitudes positively. At least towards my variety	Teacher can impact positively pupil attitudes	Teacher affects	Social context
Easier for pupils to pick up linguistic aspects of the variety	Teacher as linguistic model		
I guess there is a conflict here again, because I want them to be as close as possible to standard English, but as a teacher, I want them to find their own variety and ways of expressing themselves.	Conflict of interest between personal and professional self	Professional vs. personal context	
Personally, I do hope that everyone tries to accomplish a standard-like accent, but as a teacher, I won't think they are lazy if they don't.	Personal wish for SE vs. professional stance on NSE speakers		
Neutral or American is the most socially acceptable varieties today. But again, it depends on the social context.	Neutral of GenAm most socially acceptable	Social acceptability	
Norwegian English is the least socially acceptable variety for teachers to use in a school context	Norwegian Eng. least socially acceptable for teachers		
I would have chosen RP as the most socially acceptable variety to use in a school context	RP most socially acceptable for teachers		
The least socially acceptable variety to use among my pupils would be a distinct RP or a "Petter Solberg" English but not consciously,	RP least socially acceptable for pupils		