

The effects of explicit phonetics teaching to reduce typical errors in the Norwegian English accent

Looking into practices in today's EFL classrooms, and investigating whether an explicit teaching of phonetics improve students' pronunciation.

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Abstract

This present study investigated how the teaching of phonetics influence Norwegian learners of English's pronunciation accuracy. It additionally looked at how learners evaluate their own pronunciation and presents some teachers' perceptions and practices regarding phonetics and oral skills. The data collection consists of seven parts: a standard English proficiency test based on a previous English national test by the Norwegian Directorate for Education and Training, a survey investigating student perceptions on pronunciation, a pre-test testing pronunciation regarding four target phoneme sounds (/θ/, /ð/, /w/, and /v/), a teaching intervention consisting of two lessons, an immediate post-test testing pronunciation on the target phonemes post-intervention, a late post-test testing whether the improved pronunciation is resistant to the passing of time, and a teacher interview looking at teacher perceptions and practices on teaching pronunciation through phonetics. 34 students in year seven and three teachers participated in the study, all recruited from a Norwegian elementary school. The standardized English proficiency test as well as the survey formed a basis for assigning students to either a control group or a test group. Only the test-group was exposed to the teaching intervention, which allows the study to investigate whether there is a correlation between the teaching and the improvement of pronunciation accuracy.

The results suggest that the participants in the test-group made significant improvements following the explicit phonetics teaching. The test-group had a total reduction of 47% of their errors from the pre-test to the post-test, with a 32% reduction for /θ/, a 33% reduction for /ð/, an 82% reduction for /w/, and a 52% reduction for /v/. Erroneous use of focus sounds in distraction words was seen in pre-tests, but an 86% reduction of mistakes related to these words was observed. The study interestingly found no correlations between the amount of reduction and students' perceptions on the importance of good pronunciation and time spent, and neither between the amount of reduction and the students' reported time spent on improvement. The teacher interviews found that the teacher valued the advantages of phonetic knowledge and they also worked to improve students' pronunciation in different ways. The interviews found, however, that the teachers mostly avoided teaching explicit phonetics due to a lack of resources. The findings of this low-scale study contribute to the field of teaching phonetics to improve pronunciation by showing that there is a correlation between explicit phonetics teaching and lasting pronunciational improvement.

Acknowledgements

The last months have been a rollercoaster unlike anything I have ever experienced. Not only have the writing process itself had its ups and downs where some days have been so productive that I don't want to stop writing because I'm in such a good flow and other days I have struggled to write even a single paragraph, just to erase it at the end of the day because it turned out to be completely irrelevant. Some days I have even felt like the rollercoaster is going full speed into an endless loop, where I have had to re-write the same section over and over because I just can't seem to get it right.

It has also been a roller-coaster of emotions. I have cried - quite a lot actually, mostly because my perfectionist brain is not pleased with what I have produced. Other emotions I have faced during this writing process is anxiety for not making the deadline which suddenly came way too early, and also insecurities about my own abilities related to every aspect of writing an academic thesis. But luckily the rollercoaster of emotions has had way more ups than downs, and I can say that the process have given me many joyful moments.

Thankfully, I have not been on this roller-coaster ride all by myself. Right next to me I have had my supervisor Bjørn Harald Handeland, and I could have never completed this without him. Even though his thorough feedback has been frustrating at times, he has guided me, helped me, encouraged me and comforted my insecurities more than I could ever ask for. His knowledge, patience and availability for instant responses and supervising are endlessly appreciated. Also with me on the ride I have had my very supportive fiancé Andreas Slettebø. He has cheered me on and encouraged me at my lowest times and I am forever grateful for how he has been more stressed than me about my thesis coming together. I also want to thank my family for always being there in the roller coaster car right behind me cheering me on and telling me that I can do this. Being in the front car on this roller coaster is not as scary when I have so many supportive people behind me and I want to thank all of my colleagues and students at Kringsjø for facilitating for my studies, my teachers at UiA for doing everything possible to facilitate for our success, and last but not least the always smiling employees at UiA's coffee bar for serving coffee and buns as motivation at even the darkest days. And finally, I have had so many good friends with me on this ride. They have been my never-ending source of motivation and laughter, and without our writing sessions, lunches and dinners, and late-night phone calls I would have never gotten through this ride. This semester has been an amusement park filled with all our rollercoasters and even though we have had enough just getting through our own ride, I appreciate how we have all gotten onto each other's ride to hold each other's hands until we all reach the final stop.

Do you know that feeling, when you are about to get on a roller-coaster and you instantly feel terrified and think of all the things that can go wrong, but you still get into that car and you fasten your seatbelt, and once the ride is over you realize that even though you thought you couldn't do it you actually enjoyed the ride and most of all you feel really proud of yourself for doing it? Well - that is the feeling I have now.

Kine Løvold Mong
29.04.2022

Table of Contents

| | |
|---|-----------|
| ABSTRACT | 3 |
| ACKNOWLEDGEMENTS | 5 |
| 1. INTRODUCTION | 10 |
| 1.1. GENERAL INTRODUCTION | 10 |
| 1.2. AIMS OF THE THESIS | 10 |
| 1.3. RESEARCH QUESTIONS | 11 |
| 1.4. LIMITATIONS OF THE THESIS | 12 |
| 1.5. OUTLINE | 12 |
| 2. THEORETICAL BACKGROUND AND PREVIOUS STUDIES | 13 |
| 2.1. INTRODUCTION | 13 |
| 2.2. A PHONETIC COMPARISON OF THE ENGLISH AND NORWEGIAN LANGUAGES | 14 |
| 2.3. THE FUNCTIONAL ORIGINS OF ACCENTS | 19 |
| 2.4. PREVIOUS STUDIES ON NORWEGIAN-ACCENTED ENGLISH | 21 |
| 2.5. THE SIGNIFICANCE OF GOOD ORAL SKILLS AND ACCURATE PRONUNCIATION | 23 |
| 2.6. THE NEW ENGLISH CURRICULUM AND ORAL ENGLISH | 26 |
| 2.7. PEDAGOGICAL ASPECTS OF TEACHING ORAL ENGLISH | 29 |
| 3. METHODOLOGY | 33 |
| 3.1. INTRODUCTION AND CHOICE OF METHODS | 33 |
| 3.2. PARTICIPANTS | 34 |
| 3.3. MATERIALS | 35 |
| 3.3.1. <i>Online survey</i> | 35 |
| 3.3.2. <i>Interview</i> | 35 |
| 3.3.3. <i>English proficiency test</i> | 35 |
| 3.3.4. <i>Pre-test</i> | 36 |
| 3.3.5. <i>Immediate post-test</i> | 37 |
| 3.3.6. <i>Late post-test</i> | 37 |
| 3.3.7. <i>Teaching intervention</i> | 38 |
| 3.4. DESIGN | 40 |
| 3.5. PROCEDURE | 44 |
| 4. RESULTS | 45 |
| 4.1. PARTICIPANTS | 45 |
| 4.2. STANDARDIZED TEST RESULTS | 47 |
| 4.3. QUANTITATIVE TEST RESULTS | 48 |
| 4.3.1. <i>Survey results</i> | 48 |
| 4.3.2. <i>Pre-test</i> | 58 |
| 4.3.3. <i>Immediate post-test</i> | 60 |
| 4.3.4. <i>Late post-test</i> | 62 |
| 4.4. QUALITATIVE TEST RESULTS | 64 |
| 4.4.1. <i>Teacher interviews</i> | 64 |
| 5. DISCUSSION OF RESULTS | 68 |
| 5.1. FINDINGS | 68 |
| 5.1.1. <i>RQ1: Can explicit teaching of phonetic target sounds enhance students' pronunciation in the EFL classroom?</i> | 68 |
| 5.1.2. <i>RQ2: To what extent does the students' awareness of pronunciation influence their ability to reduce fluency errors?</i> | 71 |
| 5.1.3. <i>RQ3: How does EFL teachers in years 5-7 perceive phonetics and the importance of explicit teaching of it to enhance communicative accuracy?</i> | 74 |
| 5.2. IMPLICATIONS FOR FUTURE PHONETIC TEACHING IN THE NORWEGIAN L2 CLASSROOM | 76 |
| 6. CONCLUSION | 80 |

| | | |
|-------------------------|--|-----------|
| 6.1. | CONCLUSION..... | 80 |
| 6.2. | SUGGESTIONS FOR FURTHER RESEARCH | 81 |
| REFERENCES..... | | 82 |
| APPENDICES | | 88 |
| | APPENDIX 1 – PARTICIPANT INFORMATION AND CONSENT FORMS | 88 |
| | APPENDIX 2 – NSD APPROVAL..... | 92 |
| | APPENDIX 3 - PARTICIPANT ONLINE SURVEY QUESTIONNAIRE..... | 94 |
| | APPENDIX 4: TEACHER INTERVIEW | 99 |
| | APPENDIX 5: ENGLISH PROFICIENCY TEST | 100 |
| | APPENDIX 6 – PRE-TEST PRESENTATION | 115 |
| | APPENDIX 7 – LATE POST-TEST PRESENTATION..... | 123 |
| | APPENDIX 8 – LESSON PRESENTATION 1 | 132 |
| | APPENDIX 9 – LESSON PRESENTATION 2 | 135 |
| | APPENDIX 10 – TRANSCRIPTION OF PRE- AND POST-TESTS..... | 138 |
| | APPENDIX 11 – SURVEY DATA | 172 |

Abbreviations and conventions

| | |
|--------|---|
| CLT | Communicative language teaching |
| CORYL | Common European Framework of Reference for Languages |
| EFL | English as a Foreign Language |
| ELT | English language teaching |
| ESL | English as a Second Lanuage |
| EN | Eastern Norwegian |
| GA | General American |
| NSD | Norwegian Centre for Research Data |
| L1 | First language |
| L2 | Second language |
| LEAP-Q | The Language Experience and Proficiency Questionnaire |
| RP | Received Pronunciation |
| RQ | Research question |

1. Introduction

1.1. General introduction

The English subject has gone through extensive changes during the last 50 years, and so have the perceptions and pedagogical aspects of communicative language teaching and specifically the teaching of pronunciation. From being entirely neglected in the 1959 curriculum (Ministry of Church and Education, 1959) to being considered the essential part of the subject in M87 (Ministry of Church and Education, 1987), and then slowly disappearing from the learning aims again and instead becoming a prerequisite and necessity for successful communication in the Subject Renewal 2020 (The Norwegian Directorate for Education and Training 2020). Additionally, research in this field has changed. While some researchers argue that having a correct pronunciation is crucial for making oneself understood when communicating (e.g. Morley, 1994; Beebe, 1978), others argue for a less conservative view and that the near-native ideal is unnecessary and unrealistic (e.g. Cook, 1999 & Haukland, 2016). The English subject curriculum perceives communication as an essential part of the subject, but the teachers have great freedom to evaluate what aspects they believe are the most important and how they want to teach it.

During the data collection for this thesis, an English teacher came up and asked what the thesis was about. As she was told it was looking at the effects of teaching phonetics, she started comparing her teaching approaches today to what she learned during her time as a young learner of English. She stated that «When I went to school myself, we learned and used phonetics and the phonetic alphabet all the time in English class. Today's students have never even heard about a phonetic alphabet, which is a pity really» (Norwegian elementary school teacher). This utterance supports what this thesis seeks to shine a light on and discuss, as it is interesting to find out if the teaching of phonetics can reduce errors in pronunciation and why teachers make the choices they do regarding teaching explicit phonetics. It is a fascinating field to research as there has been limited research on the topic previously, and the studies do not necessarily share the same views. Hopefully, this thesis and the findings can contribute to the debate on the importance of teaching explicit phonetics.

1.2. Aims of the thesis

The most fundamental aim of this thesis is to study whether explicit phonetics teaching to students in year seven can enhance pronunciation and reduce errors that frequently occur in

the Norwegian-English accent. This will be done through an experimental teaching intervention and a series of tests. With this as the primary goal, the thesis will look into relevant literature and research on the topic and present it to give an overview of relevant perceptions that are a backdrop to the research.

In order to support the findings of the thesis, English teachers' practices and perceptions of teaching phonetics as well as students' awareness of their English pronunciation will also be considered through focus interviews and questionnaire data. These complimentary materials can bring an additional dimension to the results, as both the students' motivation and the teachers' practices influence the students' pronunciation patterns and potential for learning.

1.3. Research questions

Based on the aims presented in the section above, the project will strive to answer several research questions (RQ). The research questions are as followed:

- RQ1. Can explicit teaching of phonetic target sounds enhance students' pronunciation in the EFL classroom?
- RQ2. To what extent does the students' awareness of pronunciation influence their ability to reduce fluency errors?
- RQ3. How do EFL teachers in years 5-7 perceive phonetics and the importance of explicit teaching of it to enhance communicative accuracy?

The results of the thesis can add valuable perspectives to the field of teaching oral English. The research related to teaching pronunciation in English as a foreign language (EFL) classroom shows a division in perceptions. Some researchers argue for the importance of accuracy in speaking, while others find the achievement of native-like pronunciation unnecessary (Derwing & Munro, 2005; Moyer 2013, as cited in Brevik & Rindal 2020, p. 118-119; Morley, 1994). In the new subject curriculum (The Norwegian Directorate for Education and Training 2020), teachers have been granted significant freedom to choose methods they find valuable for the best learning outcome. Teachers have, for that reason, the ability to choose not to teach explicit phonetics. No matter the outcome of this thesis, it can add insight into the field, either by showing that teaching phonetics improves pronunciation significantly or by showing that teaching phonetics has little to no effect on the students. This

insight can further give implications for further teaching by arguing why or why not teachers should prioritize teaching about phonetics to give the best instruction possible for enhancing oral skills in the English curriculum.

1.4. Limitations of the thesis

The study will focus on a subset of English phonemes believed to be challenging to Norwegian learners. The subset of phonemes chosen has been believed to be challenging for many Norwegian learners and, therefore, should show precise results in the different tests (Nilsen, 2016; Kristoffersen, 2000). The sounds chosen for the thesis are the approximant /w/ and the fricative /v/, which many Norwegian learners tend to confuse, and also the lenis and fortis dental fricatives /ð/ and /θ/, which many learners often replace with /d/ and /t/. Errors related to these four sounds frequently occur during communication with Norwegian English learners and can therefore be argued to be categorized as “typical errors,” and for that reason, they can represent typical errors in general for this study.

Moreover, the thesis has limitations regarding the selection of participants. A study like this is very time-consuming as it contains several rounds of testing, as well as teaching and interviewing, and due to the time span of the project, participants were limited to one class of students in year 7. This age group still find themselves in a reasonably early language learning stage, yet they are still old enough to be cognitively able to reflect on their pronunciation metalinguistically and have decent fluency skills needed to express themselves. If the thesis were to look at younger students, they might not have been mature enough on a linguistic level to be aware of their accents. If the thesis had focused on older learners, however, it might have gotten more challenging to see any results as they have gotten further in the language learning process and might therefore be too set in their errors if they have not been corrected until then. As they progress to year 8, many will also start learning a new foreign language, which might interfere with their English language learning processes.

1.5. Outline

The present thesis consists of six chapters, including this introduction. Chapter two provides a detailed literature review of previous studies and literature relevant to the field, incorporating

a comparison of the Norwegian and English languages, the functional origins of accent, previous studies on Norwegian-accented English, and the significance of good oral skills and accurate pronunciation. Considering that the subjects in the study are young Norwegian learners of the English language, it is also natural to look at the new English curriculum and oral English, and pedagogical aspects of teaching oral English. The methodology section contains a thorough description of the design and procedure applied to research the questions and aims presented above. Thirdly, the thesis will present the data collected in the survey, proficiency test, pre-test, immediate post-test, late post-test, and interviews. The fourth chapter will try to discuss whether the participants had a reduction of errors based on the data material and whether this will have any implications for the teaching of oral English. The final section of the thesis will display concluding remarks and provide suggestions for further research.

2. Theoretical background and previous studies

2.1. Introduction

This chapter will present the theoretical framework necessary for understanding and conducting the testing and teaching intervention focusing on phonetic errors related to Norwegian-accented English. Which phonetic components are difficult for Norwegian learners and why? The first sections will provide a phonetic comparison of the Norwegian and English languages and present phonetic aspects and previous studies on Norwegian-accented English. The following sections will look at the pedagogical aspects of teaching oral English through looking at previous studies on teaching pronunciation in the EFL classroom, how the Subject Renewal 2020 (The Norwegian Directorate for Education and Training, 2020) presents the necessity of acquiring good oral and communicating skills and lastly pedagogical aspects of teaching pronunciation. The field of oral language acquisition is large, and the chapter will set the thesis in an academic context and present the framework that is especially relevant for the discussion to come. Likewise, the English language has a rich phonetic diversity, but the thesis will concentrate on Received Pronunciation (RP) and General American (GA) pronunciation based on the project participants listing these two varieties as their target variety. The two varieties do not differ in the pronunciation of the four target phonemes /θ/, /ð/, /v/, and /w/.

2.2. A phonetic comparison of the English and Norwegian languages

The English language is part of the West Germanic language family and has grown into a powerful language with approximately 1,5 billion speakers (Nilsen & Rugesæter, 2015). Firstly, about 350 million people speak English as a first language (L1) in countries like the UK, USA, Canada, and Australia (Munden & Sandhaug, 2017). Furthermore, well over a billion people speak English as a second language (L2), like people living in countries like India, South Africa, Singapore, or Pakistan, or as a foreign language, like people living in countries like Japan and Indonesia, Russia or Norway. The term L1 stands for “first language” and refers to the language we learn as a young child and the language used at home (Munden & Sandhaug, 2017). The term L2 refers to the second language we learn, and for most Norwegians, this will be English as it is introduced at an early stage in school, but for some students with an immigrant or bilingual background, Norwegian can be their L2. Many Norwegian learners also have an L3 as they start learning foreign languages such as Spanish, German, and French as they begin middle school. There is moreover a distinction between English as a second language (ESL) and English as a foreign language (EFL), whereas second language users live in former colonies and where English is an official language, and foreign language users live in countries where English is not an official language but still used for business, education, and travel (Rindal, 2013).

The English language has different functions around the world. In the countries where people speak it as an L1, it is used officially in society and as a way for communication on an individual level. People using English as an L2 use their L1 first and foremost, but English might also be used in education, government, and communication and is recognized as an official language in some countries (Rindal, 2014). The last function of the language, used both by second and foreign language users, is as a lingua franca to communicate with people from other countries where English has become an international language and is often the language used in business communication, academics, diplomacy, and in media (Nilsen & Rugesæter, 2015).

The status of the English language and consequently the English school subject are in transition in Norway, and new research argues that English is neither a foreign language nor a second language (Rindal, 2013). We are moving away from teaching EFL, but still, Norwegian learners are not yet qualified as ESL users as this term is described in the literature as learners in a postcolonial country or immigrants to a native-English country. This status of

falling in between the traditional categories applies not only to Norway but also to many countries worldwide. As more people speak English in their daily environments, researchers argue that English is owned and defined by a growing number of non-native speakers and that it does not matter where the learner is born but rather how proficient the learner is (Mufwene, 2010, as cited in Brevik & Rindal, 2020). As a language in transition, neither the EFL nor the ESL teaching perspective is a perfect fit for the Norwegian classroom, and none of them is explicitly mentioned in the official policy documents as more correct. The key to a good English language teaching practice is for the teachers to reflect on the background of their chosen approaches, preferably by being aware of relevant research-based perspectives.

In addition to having many functions, the English language also has great diversity when it comes to varieties and accents of pronunciation. With every country using English as a first-, second or foreign language comes a different accent or variety of English pronunciation. The spreading of the English language has its reason in colonization and an enormous cultural impact. The countries speaking English as an L1 are stable and have been speaking English for a long time with their variety due to historical and geographical reasons (Munden & Sandhaug, 2017). In the countries where English is recognized as an official L2, the pronunciation varieties have developed throughout their history of official use of English (Rindal, 2014). The English language in these countries has also been influenced by the first language spoken there, creating distinctive varieties and accents of English. In countries where English is a foreign language, the language usage has been influenced more by media and the globalization of society and is primarily used for business, tourism, and international communication. The English accents found in these countries are influenced by being inspired by the pronunciation of first language speakers, but also the properties of their L1 will have an impact. Spanish-accented English will differ from German-accented English since their native language impacts their speech production.

The English language shares many similarities with the Norwegian language. Norwegian is also a Germanic language, specifically a branch of the North-Germanic (Kristoffersen, 2000). Despite belonging to different subgroups, they still show similarities stemming from Proto-Germanic, which can be traced in their vocabulary, morphosyntax, and phonology. Historically, the Old Norse influenced the English language, leading to several loanwords being integrated into English. Also, in modern languages, many English words are being

integrated as loanwords into the Norwegian language, primarily due to the influence of media. Like English, Norwegian has a great number of regional accents and dialects. However, it is noteworthy that the Norwegian language has no official spoken variety, and even detailed researchers limit themselves to an Eastern Norwegian (EN) variety (Kristoffersen, 2000). Aside from these similarities stemming from loanwords, accents, and a common Proto-Germanic origin, the two languages also have some phonetic distinctions.

Despite having a somewhat similar number of phonemes with 25 and 23 consonants and 20 and 25 vowels respectively, there are noteworthy differences within the phonetic inventories of the two languages. These differences can be seen in the following tables.

| manner/place | Bilabial | Labiodental | Dental | Alveolar | Postalveolar | Retroflex | Palatal | Velar | Glottal | Labiovelar |
|--------------|------------|-------------|------------|------------|--------------|--------------|----------|------------|----------|------------|
| Plosive | p b | | | t d | | <i>t̪ d̪</i> | | k g | | |
| Nasal | m | | | n | | <i>ɳ</i> | | ŋ | | |
| Tap/Flap | | | | r | | <i>ɽ</i> | | | | |
| Fricative | | f v | <i>θ ð</i> | s z | <i>ʃ ʒ</i> | <i>ʂ ʐ</i> | <i>ç</i> | | h | |
| Affricate | | | | | <i>tʃ dʒ</i> | | | | | |
| Approximant | | <i>ʋ</i> | | ɹ | | | j | | | w |
| Lateral | | | | l | | <i>ɭ</i> | | | | |

Table 1: Shared consonants are black, English specific consonants are green and Norwegian specific consonants are blue. Adapted from Kristoffersen (2000) and Nilsen (2016).

Traditionally, most English teaching has focused on RP, but this is likely to have changed due to the cultural impact of American English. Nonetheless, neither RP nor GA differs in the target sounds for this study. Both accents have 16 consonants in common with Norwegian, and therefore eight consonants that do not exist in Norwegian. These eight consonants include the labiovelar approximant /w/, the dental fricatives /ð/ and /θ/, all voiced fricatives, as well, as the postalveolar affricates /tʃ/ and /dʒ/. Considering that these consonants only exist in the English language, they are more likely to cause problems regarding intelligibility for Norwegian learners (Kristoffersen, 2000).

The postalveolar fricatives /ʒ/ and /ʃ/ may cause problems for Norwegian learners as many incorrectly articulate these. Many also fail to distinguish between the two since there is only

one similar fricative in the Norwegian language, causing the learners either to replace /ʒ/ with /ʃ/ or distribute them incorrectly. In some variants of Norwegian, there are no fricatives like these, and the learners from these areas might therefore substitute either sound with /sj/, and this issue is also likely to affect affricate pronunciation. There is additionally a lack of dental fricatives in any Norwegian variety, causing learners to frequently substitute the fortis dental fricative /θ/ with a sound of the L1 language, which has two similar features. These frequent substitutes include the most used fortis dental stop /t/, the fortis alveolar stop /s/, and the fortis labio-dental fricative /f/. Learners, in that case, would make errors such as pronouncing *both* as *boat*. When it comes to the lenis dental fricative /ð/, it is often replaced with a /d/, creating frequent mistakes such as separating the minimal pairs *those* and *does* (in the meaning ‘female deer’). The last two consonants that can only be found in English are the labiovelar approximant /w/ and the labiodental fricative /v/. The fact that the /w/ is not found in Norwegian phonology, combined with the fact that the Norwegian /v/ is a labiodental approximant and not a fricative like the English /v/, confuses many Norwegian learners. This confusion often leads to a replacement of both /w/ and /v/ with the /v/, which makes the quality of the /v/ sound more like a /w/, and they become hard to tell apart in words like *vet* and *wet*.

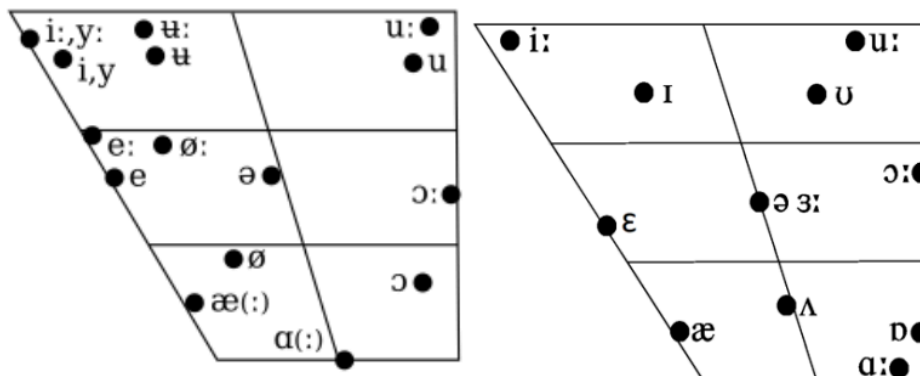


Figure 1: Vowel inventories. EN vowels can be seen on the left chart, while RP and GA vowels can be seen on the right. Adapted from Kristoffersen (2000) and Nilsen (2016).

As for the Norwegian and English vowels, the Norwegian language has a greater number of vowels, and even though many are the same and cause no problems for most Norwegian learners, some vowels are likely to cause difficulties (Nilsen, 2016; Kristoffersen, 2000). For instance, the central monophthongs /ɜ:/ and /ʌ/ found in words like *bird* and *sun* cannot be found in EN, which causes their pronunciation to be challenging. The most common mistake

connected to these monophthongs is replacing them with an /ø/, which is familiar to the learners as it can be found in their L1. Another vowel that might confuse Norwegian speakers is the unstressed central vowel /ə/. This sound is commonly used in the English language in all unstressed positions. Since it appears exclusively as an allophone of /e/, many Norwegian learners articulate it more like a word-finally /e/ or a stressed vowel in non-final positions. Lastly, the back monophthongs /ʊ/ and /u:/ cause problems for Norwegians, as they are often replaced with the Norwegian front vowel /u/ with distinctive lip-rounding. Front rounded vowels found in EN are not part of the English phonetic inventory, making it difficult in both ways. Norwegian learners often realize /i:/ where they should pronounce the near-close near-front rounded monophthong /y/. Norwegians also tend to confuse short and long variants in words like *sheep* and *ship*.

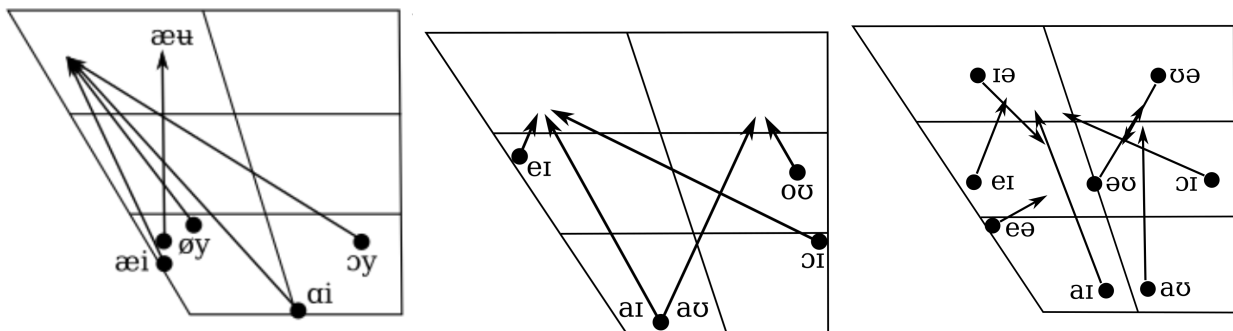


Figure 2: EN diphthongs to the left, GA diphthongs in the middle and RP diphthongs to the right. Adapted from Kristoffersen (2000) and Nilsen (2016).

Norwegian learners often fail to distinguish between the two English back closing diphthongs /aʊ/ and /oʊ/ (GA) - /əʊ/ (RP). The main reason for this is the lack of back-closing diphthongs in the Norwegian language. The problem is that all of these English diphthongs spell *ow* in words, and there are no rules to tell whether they should be pronounced as /əʊ/-/oʊ/ or /aʊ/, and many Norwegians, therefore, struggle to pronounce the correct form at the right time. English front closing diphthongs are different from those found in EN as the Norwegian diphthongs have a tenser and closer second element. Another difference between the diphthong inventories of the two languages is that centering diphthongs found in RP are generally lacking in EN, and Norwegian learners tend to reduce them to monophthongs in instances like *here* becoming /hɪ:/ instead of /hɪə/.

These fundamental differences in the Norwegian and English phonetic inventories have been the basis for several tests seeking to look at Norwegian students' abilities to pronounce a selection of English-specific sounds both before and after a set of lessons aiming to improve pronunciation.

2.3. The functional origins of accents

Munro, Derwing, and Mortonas define *Accentedness* as “the degree to which the pronunciation of an utterance sounds different from the expected production pattern” (Munro et al., 2006, p. 11). Most L2 learners will have a foreign accent to some degree, but it can vary greatly from speaker to speaker. Several theories are looking at the functional origins of accents. Perani et al. (1998) argue that linguistic parameters as a ‘set of permitted variations within a frame of principles that are invariant’ are a part of universal grammar, and acquiring a new language would mean that these parameters are set to a specific value. This will then possibly create conflicts in production and processing as the L1 and L2 requires the same parameter to be set to different language-specific values. Even though Perani et al. are linking this to morphosyntax, it can also be relevant for phonetics as one could propose a question of whether Norwegian learners of English strive to use their Norwegian parameters or whether they have separate sets for Norwegian and English which they can alternate between.

Therefore, it is relevant to look at whether accents are a result of shared representations or whether new representations are created for each language. A study by Roelofs (2003) tested 79 Dutch-English late bilinguals who were rather proficient. The study consisted of four experiments, testing phonological encoding of L2 words firstly, shared representations common to both languages secondly and thirdly, and whether L2 segments can have any preparation effects related to when segments vary in some respect of voice, place, or manner of articulation like for instance /t/ and /d/. They wanted to determine whether representations of common segments shared in both languages could facilitate the planning of fundamental segments also common to both languages without knowledge beforehand about the language of the words. The findings showed that bilinguals who are unbalanced regardless of L2 fluency showed similar preparation patterns in both languages, which suggests that bilingual speakers can be functionally monolingual related to pronunciation patterns, as segments seem to be shared across languages whenever possible. The segments seemed to be “recycled” across the languages, and this can be used to argue that shared representations will most likely

lead to a foreign accent through the usage of similar segments, which are not identical as they belong in the L1 but are recycled as L2 segments.

A shared phonological understanding was also the basis of a study by Alario et al. (2010), in addition to separate language-specific realizations. Their research looked at syllable representations across languages and tested whether they were shared or language-specific, and they argued that language-specific realizations opened for recognizable realizations across languages. However, shared representations could be a source of foreign accent if the phonetic realizations were set during early L1 acquisition, remained nonflexible, and were used in the articulation of L2. One significant finding was related to the syllable-frequency effect, which was smaller for late than for early bilinguals, and that the relative-frequency effect was present just for late bilinguals. Only the late bilinguals were sensitive to syllable frequency in the non-target language. There has been made a hypothesis that both early and late bilinguals have recognizable representations of syllables for their L1 and L2, but that early bilinguals can selectively activate representations of the target language while late bilinguals activate representations of both languages. This was not in agreement with Alario et al. (2010), who argued that early bilinguals have isolated representations also for the shared syllables, whereas late bilinguals use the same representations for both languages. This is also supported by Roelofs' (2003) claim of the usage of L1 segments in L2 speech preparations and considering the age of acquisition as a factor for the degree of usage. Both studies showed that foreign accent results from using representations from L1, which can be reasonably close to the L2 realizations, but which will produce non-native patterns. These studies also agree with Grosjean's (1989) suggestion that bilinguals are not, and neither should be, considered two monolinguals in one body.

The impact of age of acquisition concerning the degree of accent has been researched by Fledge, Yeni-Komshian, and Liu (1999), who evaluated the hypothesis of a critical period related to the age of acquisition of L2 fluency and found two significant results. Firstly, the degree of foreign accent increased with the age of acquisition, and the scores of grammatical judgment decreased. Secondly, there were greater differences between the Korean test group and the native speaker control group in the phonological tests compared to the morphosyntax tests. Their main finding was that they found no evidence for a critical period for neither morphosyntax nor phonology. Another factor influencing accent researched by Fledge et al.

was the extramural use of English. The studies showed that participants who used English more in daily life had less noticeable accents than other groups with less usage of L2 in daily life. They concluded that the more L1 is used, the more it will negatively affect the learners' L2 pronunciation and that irregular use of L2 is an effect, not a cause, of poor language performance. They also argue that although the age of acquisition effect on accent can be due to brain maturation, it seems more likely that it is affected by changes in how L1 and L2 phonological systems interact when the L1 system is in development, meaning that it is not likely that there is a critical period for phonological development.

2.4. Previous studies on Norwegian-accented English

There have not been conducted a significant number of studies specifically on Norwegian-accented English. Some studies have focused on attitudes towards the accent, written from a socio-linguistic perspective (e.g., Rindal; 2013, Hordnes, 2013; Haukland, 2016). In Rindal's (2013) studies on target accents and identity among Norwegian high school learners, she found that Norwegian youth is very conscious of how accents say something about identity and who they are. Her thesis shows how an RP accent will elicit different attitudes towards a speaker than a strong Norwegian accent will and that the speakers will aim for an accent to distance themselves from the social understandings connotated to an unwanted accent. Also,

Hordnes (2013) looked at perceptions of the Norwegian English accent from non-native speakers of English from non-Scandinavian countries and native speakers of English. In this study, the participants listened to three degrees of Norwegian accents, and the results showed that accentedness did not play a role in the evaluation of social qualities, but pronunciation with little L1 phonological transfer was rated more prestigious than those of more transfer. The studies of Rindal and Hordnes are also in accordance with Haukland (2016), who found that Norwegian speakers of English were more critical of a Norwegian accented English than non-Norwegian speakers of English concerning perceptions of education, professionalism, and confidence.

Rindal & Piercy's (2013) studies looked at Norwegian learners' accent aims, their perceptions of RP and GA, and the relationship between accent and identity. The participants answered a questionnaire about their accent aims, with the alternatives being "British", "American", "Other", "Norwegian", "Neutral", and "I don't care". The results of this questionnaire showed

that most learners cared about accent, and while approximately 30% of the participants aimed for a British accent and about 40% aimed for an American accent, an interesting finding was that almost 15% reported that they aimed for a neutral accent. The participants were also asked about their perspectives on different accents, and the participants reported back that RP was considered the most prestigious accent, and they described this accent with words like civilized, intelligent, and classy. The American accent was perceived as more informal and was described as plain, relaxed, and less educated. Interestingly, many participants explained that their reasoning for choosing RP or GA was simply because they did not like the opposite accent. This was also related to why many aimed for a neutral accent, as they did not want to be associated with negative qualities they associated with the different accents. English seemed to be considered a personal language, and they did not want to put on another identity when speaking it.

Rindal & Piercy's (2013) studies showed that none of the participants aimed for a Norwegian-English accent, which a stigma around this accent can explain. As this accent has gotten a label through, for instance, media, research shows that these kinds of accent labels can cause stereotypical perceptions to a greater extent than actually hearing a speaker with the accent (Coupland & Bishop, 2007, as cited in Brevik & Rindal, 2020, p.124). Another finding is that learners are often more negative about their own foreign accent than the foreign English accents of speakers with other L1s (Derwing, 2003; Hendriks, van Meurs & de Groot, 2015, as cited in Brevik & Rindal, 2020, p.124). An example of such is during Torbjørn Jagland's Peace Prize speeches, the Norwegian media criticized his accent for being challenging to understand, but no media outside of Norway commented on his accent's intelligibility. Similarly, Stoltenberg-English has become a phenomenon in Norway, and people keep criticizing his accent as being poor. However, Jens Stoltenberg still manages to make himself well understood even as the secretary-general of the international alliance Nato.

Haukland's (2016) studies have looked at perceptions of Norwegian-accented English and found results that corresponded with Derwing and Hendriks, van Meurs & de Groot's findings. Haukland looked at 98 participants who were both Norwegians and non-Norwegians and made them listen to recordings of Norwegians speaking English with a varying degree of Norwegian influence on their accent and then evaluate the speakers (Haukland, 2016). The findings presented Norwegian listeners to be more skeptical of the speakers than the non-

Norwegian listeners. Another finding was that none of the listeners found the Norwegian-English accent less intelligible than native English accents. Even more surprisingly, the non-native listeners even found the Norwegian-English accent to be more comprehensible than native English accents.

Hordnes (2013) performed a similar study among native speakers of English and non-native speakers of English from non-Scandinavian countries. The participants listened to four Norwegian speakers with varying degrees of Norwegian accents. The findings related to perceptions of prestige showed that speakers with accents closer to RP were considered more educated, wealthy, and ambitious. They were believed to be more successful in life and have better jobs than the speakers with more Norwegian accents, who were considered more neutral. A general finding on Norwegians was that they seemed to be liked and considered educated, but nothing indicated that they were more prestigious than people from other countries.

2.5. The significance of good oral skills and accurate pronunciation

Because most L2 or EFL learners will draw on similarities of phonology with their L1 (Grosjean, 1989; Roelofs, 2003; Alario et al., 2010), the learners will have some extent of inaccurate pronunciation patterns. Having incorrect pronunciation will affect the learner's ability to communicate efficiently, and Morley (1994) elaborates on this by defining six levels of speech intelligibility and their impact on communication.

| Level | Description | Impact on communication |
|----------------------------------|--|--|
| 1 | Speech is basically unintelligible; only an occasional word or phrase can be recognized. | Accent precludes functional oral communication. |
| 2 | Speech is largely unintelligible; great listener effort is required; constant repetitions and verifications are required. | Accent causes severe interference with oral communication. |
| Communicative Threshold A | | |
| 3 | Speech is reasonably intelligible, but significant listener effort is required because of the speaker's pronunciation or grammatical errors, which impede communication and distract the listener; there is an ongoing need for repetition and verification. | Accent causes frequent interference with communication through the combined effect of the individual features of mispronunciation and the global impact of the variant speech pattern. |
| 4 | Speech is largely intelligible; although sound and prosodic variances from the native speaker norm are obvious, listeners can understand if they concentrate on the message. | Accent causes interference primarily via distraction; the listener's attention is often diverted away from the content to focus instead on the novelty of the speech pattern. |
| Communicative Threshold B | | |
| 5 | Speech is fully intelligible; occasional sound and prosodic variances from the native speaker norm are present but not seriously distracting to the listener. | Accent causes little interference; speech is fully functional for effective communication. |
| 6 | Speech is near-native; only minimal features of divergence from native speaker norm can be detected; near-native sound and prosodic patterning. | Accent is virtually nonexistent. |

Table 2: *Speech Intelligibility and Its Impact on Communication. Adapted from Morley (1994).*

At the lower levels of Morley's categorization, speech is described as mostly or completely uncomprehensible, and the listener will have to concentrate intensely to understand words and phrases, causing severe limitations on the communication. After reaching what is defined as communicative threshold A, speech becomes somewhat intelligible even though it still requires effort from the listener not to be distracted by the accent. This implies that if the listener is not entirely concentrated, the accent will hinder communication as the listener will be distracted and incapable of comprehending the content. After reaching communicative threshold B, speech is entirely comprehensible. At these higher levels, the accent will only have small deviating features or even a nonexistent accent, and this will therefore cause little to no interference with the communication. This categorization shows how the accent can be argued to affect communication to some degree, implying that having an accurate pronunciation is of importance. Although comprehensibility and degree of accentedness are closely related to intelligibility, it is not always correlated (Munro et al., 2006). Speech that can be described as heavily accented can be perfectly understood by listeners with an accent of the same degree.

Morley additionally presents different studies on the significance of pronunciation in her writings (Morley, 1994). When presenting studies disapproving the statement "pronunciation isn't important", she refers to studies done by Brown (1991, as cited in Morley, 1994, p.66-67), Abercrombie (1956, as cited in Morley, 1994, p.66-67) and Strevens (1974, as cited in Morley, 1994, p.66-67), arguing that all language teaching involves the teaching of pronunciation. Strevens especially states that every sound, word, and syllable uttered by the teacher can be a subject for pronunciation learning. Every time the teachers speak the target language, the students will subconsciously or consciously listen to the pronunciation and learn something from it. Morley argues that pronunciation is critically essential for EFL speakers because it is a matter of fact if people will be able to understand. If speakers do not find themselves comfortable in oral communicative settings, they will avoid situations where they will have to speak, removing themselves from crucial learning opportunities. Not only will this affect the speaker's self-esteem, but Beebe (1978, as cited in Morley, 1994, p.67) also argues that pronunciation also affects how you portray yourself to other people.

The number of new research on the field is significantly lower than those conducted before the 21st century and portrays a different view on the importance of good pronunciation. One newer study on this, performed by Levis (2005), proposed two opposing principles: the nativeness and intelligibility principles. For the nativeness principle, the goal is for the learners to reach native-like pronunciation as it is considered more "correct", but this principle has been criticized as very few learners can reach this goal, and it can therefore be considered unfair to give the learners an unattainable goal (Derwing & Munro, 2005; Moyer, 2013, as cited in Brevik & Rindal, 2020, p.118-120). A response to this criticism is the intelligibility principle which suggests that the ultimate goal is to make oneself understood. This principle recognizes that having a non-native accent can also lead to successful communication, but research on this principle lack knowledge about which aspects of pronunciation can cause a lack of intelligibility (Derwing & Munro, 2009; Haukland, 2016; Levis, 2005).

Researchers also question the importance of "perfect pronunciation" as native accents carry with them a lot of cultural identities that might be unwanted for learners, and they also question the definition of a "correct" form of native pronunciation (Bex, 2000, as cited in Brevik & Rindal, 2020, p. 118-119; Dürmüller, 2008, as cited in Brevik & Rindal, 2020, p.

118-119). There is a great diversity of native speaker variations aside from RP and GA, for instance, Australian, South African, and Scottish accents. As also many of these native accents are considered by Brevik & Rindal (2020) not to be appropriate target accents for English learners, some scholars (e.g., Cook, 1999; Brevik & Rindal, 2020) have proposed that instead of measuring learners against a limited selection of native accents which they are unlikely ever to acquire fully, they should be considered as genuine English users with their L1 as a backdrop. We may ask why native English speakers are considered successful if they sound like speakers from the place they are coming from, while L2 speakers of English are considered failures if they sound like speakers of the place they come from (Cook, 1999).

Considering that non-native speakers of English outnumber the native speakers, researchers (Derwing & Munro, 2005; Moyer 2013, as cited in Brevik & Rindal 2020, p. 118-119) argue that it is not necessary nor appropriate to target a native-language accent. All these theories question the importance of correct pronunciation and what should be considered "correct" pronunciation. It shows how the general views on the field have shifted from seeing a close-to-native-like pronunciation as a necessity to questioning whether having a native pronunciation is a necessity. This is based on the studies showing that foreign accents are found to be intelligible, as argued by Haukland (2016), and also since native-like pronunciation is unachievable for most L2 speakers (Derwing & Munro, 2005; Moyer, 2013, as cited in Brevik & Rindal 2020, p. 118-119).

Some language educators, however, are questioning this view as they perceive it to be counterproductive in the language teaching to teach learners "incorrect" English and that the teaching should focus on learning correct pronunciation rather than seeing the communicative and identical aspects as the most relevant aims of the teaching (Sobkowiak, 2005, as cited in Brevik & Rindal, 2020, p. 126).

2.6. The new English curriculum and oral English

The English language curriculum has gone through extensive development throughout the years, and with every new reform, the governments' priorities have changed about what is important to learn regarding communicative skills. From a total neglect of oral skills in the 1959 curriculum (Ministry of Church and Education, 1959), the views changed in the M74 curriculum (Ministry of Church and Education, 1974), where understanding and

communication were considered essential and an audio-lingual based controlled oral practice was given, yet written English still was dominant. During this time, the aim was to achieve native-like pronunciation, and the learners would repeat until perfect pronunciation was achieved. With the following curriculum, M87 (Ministry of Church and Education, 1987), communicative skills were considered the most important, and the views on pronuncial targets changed. Mechanic drilling as a method was discouraged, and English "pronunciation and intonation" became its own category. In this category, it was specified that the learners should learn to use a normalized variant of British or American English but still listen to and learn to respect other variants. The curriculum stated that the students should understand that correct pronunciation is necessary for being understood and that their choice of intonation can affect the interpretation of the message. The teachers should emphasize practicing sounds and sound combinations non-existent in the native language. The focus then shifted again with L97 (The Royal Ministry of Church, Education, and Research, 1997), when oral and written language were equally important. Pronunciation and intonation were no longer categories of their own but rather incorporated into the element "Knowledge about the English language, culture, and personal learning". After year 7, the students were only expected to "work with vocabulary, spelling, pronunciation, and intonation", and there was no standard for which variant to aim for. This was neither mentioned in LK06 (The Norwegian Directorate for Education and Training, 2006), nor in the Subject Renewal 2020 (The Norwegian Directorate for Education and Training, 2020), where it did not receive any attention in the curriculum at all but was instead taken for granted in successful communication.

The Subject Renewal 2020 functions as a framework for English language education and provides competence aims closely connected to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (Speitz, 2020). The main target of the Common European Framework is to ensure the learner's ability to communicate despite linguistic and cultural boundaries. This communicative competence consists of linguistic competence, socio-linguistic competence, and pragmatic competence. Even though the Subject Renewal 2020 does not explicitly mention the Common European Framework, it is still seen implemented into the core elements of the English subject through the communicative element.

The English subject in the Subject Renewal 2020 (The Norwegian Directorate for Education and Training, 2020) has three significant elements. The element most related to pronunciation is called *Communication* and includes making sense of languages and using the language in formal and informal settings. This element emphasizes how students should learn to communicate both in oral and written ways.

The Subject Renewal 2020 (The Norwegian Directorate for Education and Training, 2020) also presents core values of the English subject, which are related to having good oral skills and intelligible pronunciation. The core values argue the subject to be of significant importance in developing cultural understanding, communication, personal development, and identity growth. First and foremost, the English subject should give the learners a solid basis for the ability to communicate with others locally and globally, despite cultural and linguistic backgrounds. Furthermore, the subject has a valuable role in preparing the learners for education, society, and professional life that demands English competence in reading, writing, and communicating orally.

The importance of oral communication is not only mentioned in the three major elements and the core values but also in the specific learning aims (The Norwegian Directorate for Education and Training, 2020). The learning aims for year seven mention oral communication in several aims. To begin with, the first learning aim is "using simple strategies in language learning, text creation and communication". The next aim states "exploring and using patterns of pronunciation and words and expressions when playing, singing and roleplaying". Another aim focusing on oral communication is "understandably expressing oneself with a varied vocabulary and polite expressions adapted to the situation and receiver".

Furthermore, there is the aim "starting, maintaining and concluding conversations about one's own interests and popular topics". Other aims are "exploring and talking about some linguistic similarities between English and other languages known to the learner, and using this in the language learning" and "reflecting on and having a conversation about the role of English in your own life". These aims mention oral communication more explicitly, but other learning aims also have oral communication as a prerequisite for mastering the aim as well as oral communication can be interpreted to fit into several learning aims. However, pronunciation is not mentioned in the learning aims nor the curriculum in general, which can make it very

unclear what kind of speaker ideal the teaching should aim for in order for the student to achieve good communicative skills. Although the importance of oral communication is mentioned in the learning aims, pronunciation ideal, methodology, and didactic approaches, are not. This gives the teachers considerable flexibility and freedom regarding which method and approach they find more efficient.

The curriculum for year 7 states that the students should be evaluated through formative assessment rather than the summative form. The assessment should contribute to further learning and development in the subject, and guidelines explain that this is shown when the learners are playing and exploring the language, reading with comprehension and fluency, and expressing themselves in oral and written texts about different topics. Pronunciation is not explicitly mentioned as a part of the formative assessment but is instead interpreted as a prerequisite to general mastery of oral skills.

When making the competence aims less specific, it can be interpreted as vague and difficult to interpret. Communicative skills are undoubtedly presented as necessary throughout the curriculum, but that would also mean that having good pronunciation is of equal importance as they are correlated. This then should be mentioned in the aims like in the previous curricula. The absence could be the relation between the English and Norwegian languages; after all, they share a lot of the same inventories, and studies show that most Norwegian learners are fully intelligible despite having an accent.

2.7. Pedagogical aspects of teaching oral English

As mentioned in the previous section, teachers can choose the pedagogical approaches they find compelling as the new English curriculum does not mention specific methodology very much. The educational specialist Jeremy Harmer (2015, as cited in Burner, Carlsen & Kverndokken, 2019, p. 20) explains why some teachers choose different teaching approaches to pronunciation and communicative skills. He argues that defining communicative language teaching is a problem as some educators see communication as an essential condition for CLT, while other educators see communicative competence as an outcome of the CLT. Loewen (2011, as cited in Loewen 2015, p.57-59) has divided the L2 instruction into two categories: meaning-focused instruction which consists primarily of communication-oriented

tasks, and form-focused instruction which includes explicit L2 instruction where language and language rules are the objectives of the instruction. Teachers in the Norwegian EFL classroom are free to use whatever approach they find fitting, based on their definition of communicative language teaching and preferred focus of instruction.

With very few studies on Norwegian accentedness, teachers have little theory to base their teaching on besides traditional second language acquisition theories. However, a MA thesis by Thomas Hansen (2012) investigated teachers' evaluation of students' pronunciation. The results showed that Norwegian English teachers evaluated students with native-like pronunciation as more competent, and those non-native speakers tend not to be fully recognized as English users but rather English learners. Considering that the new English curriculum (The Norwegian Directorate for Education and Training 2020) does not mention what accent teachers should aim for in the teaching of pronunciation, it opens up for teachers' interpretations and evaluations of good pronunciation.

Also, a study by Manuela Iannuzzi (2017) investigated Teachers' approaches to English pronunciation among six teachers in six different Norwegian middle schools by conducting a descriptive analysis of videotaped English lessons. The results showed that teachers approached pronunciation either through pronunciation instruction or teacher-student communication. The study also found that besides one case of pronunciation instruction, the teachers rarely corrected the students' non-standard pronunciation. The last finding was that the teachers' choices and methods when approaching mispronunciation were closely related to the teaching situation and topic and a result of this was that teachers chose feedback methods that required little time and energy. Iannuzzi also found an interesting unintended finding which found the Norwegian students' pronunciation of English to be highly intelligible, and their mispronunciations were of a very low scale.

There are many pedagogical aspects to consider when teaching oral English. Firstly, teachers should acknowledge their different roles in their students' language learning processes (Nilsen & Rugesæter, 2015). To begin with, the teacher can function as a guide, as the students will not always master the new sounds of a language and might need some guidance to get it right. To master this role, the teacher will need to have theoretical skills about the speech organs' functions, knowledge about articulation, and knowledge about the phonetic inventories of both languages and recognize challenges and mistakes related to this. The teacher would also

need abilities to articulate the target language and control mispronunciations, and even though it is not necessary for the teacher to have expert knowledge in phonetics, he should have enough knowledge to offer helpful advice. The teacher also has the role of a language model, and the importance of this role cannot be overestimated. The teacher should produce as much English as possible in front of the students to merge them in the language, and an essential requirement for this is for the teacher to have high language levels. Norwegian pupils expose themselves to a lot of extramural English settings, and they hear a lot of different accents, which means that the teacher should have a good and stable pronunciation to counterbalance all the different accents they are exposed to. Both the role as a guide and as a language model are in accordance with Vygotsky's Sociocultural Theory on second language learning, claiming that the only way to learn a language is through communication with someone with more knowledge (Vygotsky 1978, as cited in Lightbrown & Spada 2019: 25). The teacher speaking English in the classroom and being knowledgeable enough to advise the students are examples of this theory. In doing so, the teacher functions as a scaffolder to help the students reach their potential by being a role model for good pronunciation and also helping them improve their pronunciation.

Secondly, the teacher must build up awareness for the learners. It is not vital that the students know all the technicalities of phonetics, rhythm, stress, and intonation, but the teacher should build up a fundamental concern for pronunciation. When doing so, the students can reflect on their pronunciation and can help them realize the importance of speaking correctly. The best motivation a teacher can give the learners is a concern for good pronunciation and a desire to do well with the interest of being understood. This is also in correspondence with Schmidt's Noticing Hypothesis, which argues that in order for L2 acquisition to take place, awareness of linguistic forms has to occur and that there is a difference between noticing the occurrence of a linguistic feature and recognizing a general principle, rule or pattern (Schmidt, 1990, 1995, 2000 as cited in Loewen, 2015, p.60-61).

A third aspect to consider in the language learning process is putting pronunciation teaching in context. Nilsen & Rugesæter (2015) emphasized the importance of not teaching pronunciation as a separate discipline in a language course but instead incorporating it into the English subject as a whole. They argue that when the students practice a problematic sound, they should not practice it in isolation but instead start with a single word and expand it to practice with longer fragments and sentences. Minimal pairs are mentioned as a beneficial

way to practice distinguishing complex sounds, for instance, in the words *eyes* and *ice*, but the words should preferably be put in a larger context to make the learning situation more realistic.

Lastly, Nilsen and Rugesæter (2015) discuss the role of phonemic scripts and errors in oral language teaching. They claim it is a great advantage for the students to be able to use phonetic script in their language learning before they reach middle school. They will then have the ability to check and practice words and pronunciations they feel insecure about. It should not be a requirement that they transcribe sentences phonemically, but it is a great benefit for the learners to be somewhat familiar with the phonemic symbols, and this should be a focus in the teaching of oral competence. Concerning the role of errors in the classroom, Nilsen & Rugesæter (2015) believe that building up a positive and supportive atmosphere is important. Making mistakes is a natural and inescapable part of the language learning process. Especially in spoken language, the errors become very obvious, making many learners reluctant and insecure about speaking aloud. Therefore, the teachers need to create an understanding that it is okay to make mistakes and that mistakes should be valued as a chance to learn more. When creating a safe and supportive learning environment, the teachers should never interrupt spontaneous speech to correct a mistake but still correct learners before incorrect pronunciation become a habit.

With the presented theory and previous research in mind, this thesis has proposed four hypotheses regarding the research questions, and they suggest the following:

- H1. The students will have some degree of improvement in pronouncing words with the target sounds.
- H2. The immediate post-test will present fewer errors compared to the late post-test.
- H3. Students aware of their pronunciation will have a more significant improvement than students who perceive oral accuracy as less valuable.
- H4. Teachers who teach phonetics explicitly are teachers who perceive speaking accuracy as important.

The thesis will in the next chapters present the methodology used to test the hypotheses, present the results found in the series of testing and interviews, and discuss the findings in light of possible implications for future teaching in Norwegian L2 classrooms.

3. Methodology

3.1. Introduction and choice of methods

In order to answer the research questions presented and accomplish the aim of the study, this project was conducted as mixed-methods research using both quantitative and qualitative methods. The method used for answering the main aim of the research is a teaching intervention with an experimental design. This method will investigate if the results can be said to be the effects of explicit teaching as a cause. Within this method, the project has used two teaching lessons, a pre-test, and two post-tests, to see whether the teaching will affect student pronunciation. As the teaching intervention only will look at the cause and effect and provide a yes or no answer, it was considered necessary to supplement the research with more methods that can contribute to a better understanding of the results. The first method chosen for this purpose is a survey, which will provide insight into different variables affecting the students' test performances and look for possible correlations that might shed some light on the observed effects. The second supplementary method aims for a teacher's perspective on the project. By interviewing teachers, the findings of this method can add greater depth to understanding the findings based on their view on teaching oral skills.

These three methods all have advantages and disadvantages when trying to answer the research questions, and in isolation, any of the chosen methods would not be able to give satisfying results. Given this, the choices of methods are reasoned by how they provide different insights into the results and supplement each other. Additionally, they cover different theoretical aspects. The teaching intervention will investigate whether the differences in Norwegian and English phonologic inventories cause much interference with the candidates' speaking accuracy and whether explicit phonetic teaching can reduce errors typical to the Norwegian-English accent. The survey will investigate how the students evaluate their accent and pronunciation and whether they find accurate pronunciation significant. The interviews, lastly, will look into the teachers' evaluation of the significance of good oral skills, how they work with oral skills as mentioned in the curriculum, and whether

they seem to agree on pedagogical aspects of teaching oral English. This section will give a description of the participants, an overview of the materials used, the reasoning for the research design, a description of the procedure from the beginning to the end of the project, and an explanation of the ethical considerations for this project.

3.2. Participants

The participants in this project consist of 34 students and three teachers. All the participants were recruited through the researcher's workplace. The teacher recruitment was conducted by asking colleagues to complete an interview regarding their views and practices concerning oral skills in the English subject. The recruitment of student participants happened by asking permission from the principal, superintendent, and teacher to conduct a study on a former class of the researcher and collecting consent from each student and a parent/guardian. The student participants were assigned either to a control group or a test group during the project based on a general proficiency test and their questionnaire data. The two groups stayed consistent throughout the project, meaning that the students could not switch groups during the intervention.

Since the participants are minors, certain legal requirements had to be met prior to data collection (Norwegian Centre for Research data, n.d.(a); Norwegian Centre for Research data, n.d.(b)). The participants were provided with an information sheet about the project, and parental consent was secured in advance of the project. This can be found in appendix 1. The study also required approval from the Norwegian Centre for Research Data (NSD), as it involved voice recordings from the candidates, which are considered personal data with the possibility of identifying participants either directly or indirectly. No names were collected in any testing as the participants were given a unique candidate number to secure anonymity. The candidate number also allowed the different data to be matched to other data collected from the same participant. Even though the study handled personal data, the project was conducted with the approval from NSD that the study followed the legally required regulations. NSD approval can be seen in appendix 2.

3.3. Materials

3.3.1. Online survey

An online survey examined the participants' perceptions of their English skills and pronunciation. These questions were created based on the Language Experience and Proficiency Questionnaire (LEAP-Q) by Marian, Blumenfeldt & Kaushanskaya (2007). The survey was used as a self-reporting tool to assess language experience and proficiency aimed toward Norwegian and English. The participants rated their language background, proficiency, and pronunciation perceptions through a mix of multiple choice and free text questions. The questions were structured into six subtopics: language background, starting age of L2 acquisition, English skills, Learning methods, pronunciation and accent, and teacher influence. All the questions were in Norwegian to make them more comprehensible for the participants, and the test took about 30 minutes to complete. The survey is provided in appendix 3 of this thesis.

3.3.2. Interview

The teacher interview aimed to get insight into educators' perspectives on the importance of teaching oral skills. The questions were created to cover different variables which could affect teacher perspectives. It consisted of questions looking at oral skills through five different topics. The topics included were educational background and teaching experience, the new English curriculum, language use in the classroom, teaching materials, and teaching methods. The semi-structured interview took place in person and was not recorded. The questions created prior to the interview functioned as a guideline for the interview, but the order of questions was adapted to the conversation and situation. When the answers required further explanation, the teacher participants were asked follow-up questions to clarify or follow up on interesting comments. The questions prepared for the interview are provided in appendix 4 of this thesis.

3.3.3. English proficiency test

A test of general abilities in the English language was included to overview the participants' linguistic levels. The test results would be the foundation of distributing the students into a test group and control group with equal abilities. The test was based on [2020] National Tests in English for year eight by the Directorate for Education and Training. The primary purpose of the National Tests is to gather insight into the students' basic capabilities in English, and

the information gathered gives a quality assurance of the school system. Students take the tests every autumn in years 5 and 8 and are developed by a language test team at the University of Bergen. The tests measure the pupils' reading skills, vocabulary, and grammar. It consists of 40 questions aiming to rate the students' level of understanding of vocabulary, sentences, and text connection. To rate these levels, they test abilities to find information/understand details, understand the main purpose, interpret, and understand, use grammatical structures, understand advanced vocabulary and understand the context. The test is completed digitally, and provides a variety of task formats, including click picture, click the word, click and drag, click the text, gap filling, multiple-choice, who could say, write the word, complete sentence and move paragraph. The test has been altered for this thesis to fit a paper format. Since retrieval from the Directorate for Education and Training's website, the test has been removed, but the altered version containing the original test questions is provided as appendix 5 in this thesis.

3.3.4. Pre-test

Before teaching phonetics began, the participants took a pre-test to check their pronunciation abilities. The participants read aloud 29 individual words presented in written form on-screen. The test was individual and contained several words containing the different focus sounds and some distraction words not containing any focus sounds. There are six words for every target sound, but the word *with* contains both /w/ and /ð/ and is therefore provided only once in the presentation and looks at both target sounds. The test included both words with the target sound at the beginning of the word like in *thought*, in the middle of the word like in *other*, and at the end of the sounds like in *smooth*. Three minimal pairs were also included, for example *west* and *vest*. There was also 6 distraction words incorporated in the test. The distraction words were words known to the students which did not include any target sounds. The distraction word *toes* was, however, a minimal pair with the test word *those*. The target sounds and test words and the correct transcription in both RP and GA are provided in the table below.

| Target sound | Test word | Correct transcription | |
|------------------|-----------|-----------------------|-------------|
| | | RP. | GA |
| θ | Teeth | /ti:θ/ | /ti:θ/ |
| | Bath | /bɑ:θ/ | /bæθ/ |
| | Thank you | /θæŋk/ /ju/ | /θæŋk/ /jə/ |
| | Thought | /θɔ:t/ | /θɔ:t/ |
| | Both | /bəʊθ/ | /bəʊθ/ |
| | Thumb | /θʌm/ | /θʌm/ |
| ð | Those | /ðəʊz/ | /ðəʊz/ |
| | Smooth | /smu:ð/ | /smu:ð/ |
| | Father | /fɑ:ðə/ | /fɑ:ðər/ |
| | Other | /ʌðə/ | /ʌðər/ |
| | With* | /wɪð/ | /wɪð/ |
| | These | /ði:z/ | /ði:z/ |
| w | Went | /went/ | /went/ |
| | Winter | /wɪntə/ | /wɪntər/ |
| | Wet | /wet/ | /wet/ |
| | With* | /wɪð/ | /wɪð/ |
| | West | /west/ | /west/ |
| | Wipe | /waɪp/ | /waɪp/ |
| v | Verse | /vɜ:s/ | /vɜ:s/ |
| | Visit | /vɪzɪt/ | /vɪzɪt/ |
| | Vet | /vet/ | /vet/ |
| | Vase | /vɑ:z/ | /vers/ |
| | Vest | /vest/ | /vest/ |
| | Very | /veri/ | /veri/ |
| Distraction word | House | /haʊs/ | /haʊs/ |
| | Toes | /təʊz/ | /təʊz/ |
| | Car | /kɑ:/ | /kɑ:r/ |
| | Pencil | /pensl/ | /pensl/ |
| | Zebra | /zebrə/ | /zi:brə/ |
| | Dog | /dɒg/ | /dɒ:g/ |

Table 3: An overview of the target sounds, test words and correct transcription in RP and GA for the pre-test and immediate post-test.

3.3.5. Immediate post-test

The participants also took an immediate post-test to check whether the teaching had reduced the number of errors in the test group. This test was conducted the day after the last lesson of the teaching intervention was ended. This test was also performed individually and contained the same words as the pre-test (See table 3 provided above) but in a new order. The order of words was randomized but presented in the same order to all the participants. The participants read aloud individual words presented on-screen. All the answers were recorded and later analyzed.

3.3.6. Late post-test

The participants were also exposed to a late post-test three weeks after the immediate post-test was finished. It was carried out identically to the two previous tests where the candidates were presented with words on-screen and individually read the words aloud. In this test, the participants were exposed to 23 new words containing the same four target sounds, and 6

distraction words. The word *weather* contains both /w/ and /ð/ and is presented only once but looks for both target sounds. The distribution of sounds is found in front like *three*, in the middle in words like *awake*, and in the end in words like *breathe*. Three Minimal pairs such as *veil* and *whale* were also present in this test. The target sounds, test words, and correct transcription for the late post-test are provided in the table below. The presentation used during the test is provided in the thesis as appendix 7.

| Target sound | Test word | Correct transcription | |
|------------------|-----------|-----------------------|-----------|
| | | RP. | GA. |
| θ | Three | /θri:/ | /θri:/ |
| | Thigh | /θaɪ/ | /θaɪ/ |
| | Math | /mæθ/ | /mæθ/ |
| | Theme | /θi:m/ | /θi:m/ |
| | Something | /sʌmθɪŋ/ | /sʌmθɪŋ/ |
| | Thing | /θɪŋ/ | /θɪŋ/ |
| ð | Than | /ðən/ | /ðən/ |
| | They | /ðeɪ/ | /ðeɪ/ |
| | Breathe | /bri:ð/ | /bri:ð/ |
| | Together | /təgeðə/ | /təgeðər/ |
| | There | /ðeə/ | /ðɜ:r/ |
| | Weather* | /weðər/ | /weðər/ |
| w | Worse | /wɜ:s/ | /wɜ:rs/ |
| | Whale | /weɪl/ | /weɪl/ |
| | Awake | /əweɪk/ | /əweɪk/ |
| | Reward | /rɪwɔ:d/ | /rɪwɔ:rd/ |
| | Weather* | /weðə/ | /weðər/ |
| | Wow | /waʊ/ | /waʊ/ |
| v | Vow | /vaʊ/ | /vaʊ/ |
| | Beaver | /bi:və/ | /bi:vər/ |
| | Above | /əbʌv/ | /əbʌv/ |
| | Veil | /veɪl/ | /veɪl/ |
| | Active | /æktɪv/ | /æktɪv/ |
| | Brave | /breɪv/ | /breɪv/ |
| Distraction word | Apple | /æpl/ | /æpl/ |
| | Round | /raʊnd/ | /raʊnd/ |
| | Chair | /tʃeə/ | /tʃeɪ/ |
| | Funny | /fʌni/ | /fʌni/ |
| | Team | /ti:m/ | /ti:m/ |
| | Snake | /sneɪk/ | /sneɪk/ |

Table 4: Overview of the target sounds, test words and correct transcription in RP and GA for the late post-test.

3.3.7. Teaching intervention

The teaching of pronunciation and phonetics took place during two lessons of 60 minutes each. Only the test group was present at the lesson, and the control group had lessons with the class' regular English teacher. The first lesson aimed for a metalinguistic focus and involved reflection and discussion of topics such as the importance of pronunciation, definitions of

good pronunciation and foreign accents. The planning form used as a basis for the lesson is provided in the figure below.

| Date: 02/03-22 Subject: English Grade: 7 (test-group) Time cap: 60 minutes | |
|---|---|
| AIMS | CONTENT |
| Get familiar with and interested in the topic of pronunciation | Start up: Introduce the project and plan for the lesson |
| Reflect on different aspects of pronunciation: <ul style="list-style-type: none"> - What is it? - What is an accent? - How can we tell accents apart? - Is good pronunciation important? Know that each sound in the English language has its own symbol (phonetics). | Main content: (PowerPoint presentation) <ul style="list-style-type: none"> - What is pronunciation? Discussion in pairs for 60 seconds. Then discussion in plenary. - Present pronunciation's three parts - Articulation, stress, and intonation with examples. Let the students try feeling the different places of articulation with sounds, try different rhythms to see how it affects the utterance and speaking with different intonation. - The Norwegian roller-coaster: Let the students try! How is it possible to tell where a person is from based on intonation? Discussion in pairs for 1 minute. (Activity – listen to different accents) <ul style="list-style-type: none"> - Group competition. - Each group is provided with pen and paper. - Teacher will play parts of different authentic interviews with people with different accents. - The students will write down their guess of where the person speaking is coming from, and the reasoning for their guess. (PowerPoint presentation) <ul style="list-style-type: none"> - Do you think good pronunciation is important? Why/Why not? Discussion in pairs for 2 minutes. Then discussion in plenary. - The importance of having good pronunciation to make oneself understood – show minimal pairs and let the students pronounce them. Show how they are very similar and only small errors in pronunciation can lead to the saying of another word. - What is good pronunciation – native-like or foreign accented? Discussion in pairs for 1 minute then in plenary. What are the benefits of them both? (Show a phonemic chart) <ul style="list-style-type: none"> - Let the students guess what it is - Explain how each sound has its own symbol and it is possible to write words with the symbols - Write a couple of words in phonemic script on the board and let them guess the word. |
| Being prepared for the next lesson. | End: Present the plan for next project lesson: focus on specific sounds. |

Figure 3: Planning form for the first project lesson presenting the aims and content of the lesson.

The second lesson was designed to look more specifically into the target sounds of the study, and this lesson aimed to get the students to reflect on how the Norwegian language affects the English pronunciation and achieve more consciousness about the pronunciation of difficult sounds. This lesson had explicit focus on the phonetic alphabet, as well as practical activities to explain and practice the target sounds. The planning form used as a basis for the lesson is provided in the figure to follow.

| Date: 09/03-22 Subject: English Grade: 7 (test-group) Time cap: 60 minutes | |
|---|---|
| AIMS | CONTENT |
| Get familiar with and interested in the topic of pronunciation. Repeat last lesson on the importance of pronunciation to create more motivation for this lesson. | Start up: Repeat the main ideas of last lesson and introduce this lesson |
| Reflect on how the Norwegian language affects the pronunciation of English. <ul style="list-style-type: none"> - What is difficult? - Why is it difficult? Achieve higher consciousness regarding pronunciation of the target sounds. | Main content: (Post-it notes) <ul style="list-style-type: none"> - Give every student one post-it note. - Everyone should write down 2-3 English words they find difficult to pronounce. - Plenary presentation of the words written down. - Then, everyone is going to write on the same note what they think is difficult about the words they wrote. - Plenary discussion – prove the point that these are words many Norwegians find difficult. - Connect to the plan of the lesson – learn more about these difficult words. (PowerPoint presentation) <ul style="list-style-type: none"> - Repeat the phonetic chart - Show the four consonants we are learning about. - Explain that these are difficult because they don't exist in the Norwegian alphabet or slightly different. - Why is it important to say it right? (Joke – mayday! We are sinking! What are you sinking about?) - Saying it right does make a difference. - Show minimal pairs and how a slightly different phoneme can change the meaning of the word. (Learning the four sounds) <ul style="list-style-type: none"> - Every student gets a hand-mirror - Teacher writes four words on the board, one by one. Each word contains one focus sound. - The students are going to pronounce the words and pay attention to the mirror. Where is the tongue placed? Teeth? Lips? Is it just air or voice? - Learn the correct articulation, place/manner and pronunciation of /θ/, /ð/, /w/, and /v/. The students practice with and without the mirror. - Activity: using the new knowledge in sentences. Working in pairs – saying one sentence each and then switch. - Having fun while practicing – saying it with different accents – the heaviest American accent, the heaviest British accent, and the heaviest Norwegian-English accent. Then saying it with focus on pronouncing /θ/, /ð/, /w/, and /v/ correctly. |
| Summing up the lesson | End: <ul style="list-style-type: none"> - Thumbs up/down – do we feel more confident in these sounds? - Sum up – how do we say the different sounds? |

Figure 4: Planning form for the second project lesson presenting the aims and content of the lesson.

3.4. Design

The first material used in this project was the English proficiency tests. This test was retrieved from the Norwegian Directorate for Education and Training's website providing national tests in English from previous years. The online test was downloaded and inserted into a text document, and new questions were formed to fit a paper version, like changing *click the picture [...]* to *circle the picture [...]*. The test was printed out and distributed to the candidates.

The second material used was the online survey. The survey was made in Surveyxact, with a standard University of Agder layout. The test questions were translated into Norwegian. The test included a front page with information about the survey's aim, approximate completion time, and answer privacy. The students were on the next page asked to provide their candidate

number. There were six categories in the test, and each category was briefly explained in the survey ahead of the questions. Twelve questions asked the participants to answer a question using a five-point Likert scale. This included self-ratings of linguistic abilities. Two questions also asked the candidates to range the languages they knew. The candidates answered the different questions with a variety of writing answers, ticking boxes, yes-no answers and Likert scales. The answer types were designed to fit the different questions efficiently and practically. All the questions were obligatory to answer, and the candidates were thanked for their participation upon submission.

The third material used in the project was the pre-test. The words were randomly distributed in the test and put into a PowerPoint presentation with a simple layout and only one word per slide. The presentation contained a front slide named "English pronunciation test," and the second slide contained information about the test, including that the words would appear one by one, and that the candidate should say the words as they would usually, take their time, and not rush. From the third slide until the 31st slide, the words appeared one by one in bold red color on a white background. The students pronounced the words, and the researcher clicked to the next page. The immediate post-test was designed identically to the pre-test, except that the words were placed in a new random order. The late post-test was designed similarly but contained new test words. The presentations used for the pre-tests and late-post tests are found in the appendices.

Another method used in the project was the teaching intervention of two lessons. PowerPoint presentations were created prior to both lessons and were used as a starting point for the lessons. The PowerPoints had a colorful theme suited for elementary school students. The first presentation contained questions about their views on pronunciation, definitions of terms such as pronunciation and intonation, examples of minimal pairs, reflection and discussion activities, and practical activities such as The Norwegian Rollercoaster (as described in Flognfeldt & Lund, 2018, p.256). The presentation also included a listening activity in the form of a group competition with accents from Australia, England, Mississippi, Ireland, and Norway (The Redmen TV, 2017; Bruce, 2012; TODAY, 2016; Vanity Fair, 2016; Heidi Hansen, 2011). The presentation used for lesson 1 is provided in the thesis as appendix 8. The second presentation included repetition from the first lesson, writing activities, reflection activities on difficult sounds, instruction on phonetic alphabet, pronunciation instruction and

exercises. This thesis provides the PowerPoint presentation used for this lesson as Appendix 9.

The last method was the teacher interview. At first the topics for the interview was created to secure coverage of the research questions, and following, questions were created to get an overview of the teachers' perceptions on the topics. The interview guide was first written on computer, and then written down on paper with room to write notes after each question. The teachers answered the questions orally, and the researcher wrote down the answers on the question paper. The interview guide is provided as appendix 4.

With the variety of methods used for this project, there are also many implications for the validity and reliability of the thesis. The controlling of variables is one factor that impacts the validity and reliability of the project. Experimental design's validity and reliability depend on various factors as described by Creswell (2013). A threat to the validity of the teaching intervention is related to selection and the risk of one group consisting of students with lower levels of English proficiency, which might give greater or lesser progress in the results. However, this threat will be avoided by the generalized proficiency tests and by assigning students to equal groups based on the results. Another eliminated threat to the validity is the passing of time between the pre-tests and post-tests, impacting the outcomes. By doing the immediate post-test right after the pronunciation lessons, the learning outcomes will not be harmed by forgetfulness due to the passing of time, and by doing the late post-tests, it is possible to check whether the results are lasting and not a result of teaching to the test. One of the biggest threats to the project is related to sampling students from only one class, as there is no way to eliminate diffusion of treatments as the control group thoroughly and the test group can communicate between the lessons, but this is avoided as much as possible by withholding as much information as possible concerning what the project is looking to achieve. Additionally, it is hard to establish complete reliability, as sampling from only one class will not provide a generalized conclusion. On the other side, sampling a control group and a test group from different schools could not provide the same validity because they have had very different previous English instructions and would therefore not give equalized groups.

Additionally, the survey was also part of assigning participants to counterbalanced groups. The survey also functions as a method to give more depth to the results of the teaching

intervention, as the teaching intervention only can establish a cause and effect without any further explanation. Besides, doing an online survey is one of the most excellent methods regarding the ability to generalize larger populations, by collecting data efficiently and generalizing the answers in tables, diagrams and figures (Groves et al., 2009, as cited in Ash, Baumann & Bason, 2021, p.367). One of the biggest threats to the validity of this method, according to Moss (n.d.), is whether the questions are formulated in a way that provides answers to the research questions. In order to secure face validity for this thesis, the questions were thoroughly considered by both the researcher and the supervisor in charge of this experiment. The content of the survey and its ability to capture the relevant components of the research questions can also harm the content validity, but also this aspect of validity is achieved by basing the questions on the LEAP-Q, which is widely used and recognized for covering all essential parts of oral English for ESL and EFL learners (Marian et al., 2007).

The interview has the same function as the survey regarding the methods' ability to understand better factors influencing the results. By conducting a semi-structured interview rather than a survey with the sampled English teachers, it brings a disadvantage related to time efficiency as a survey can collect larger amount of data from many participants at the same time. However, an interview will secure that the prepared questions cover the most crucial components while other essential answers being brought up unforeseen can be followed up. The interview was planned to be recorded to secure validity and reliability by not missing essential answers, but as the participants felt somewhat uncomfortable with the recorder, it was decided that the interview was transcribed on the scene instead. This decision was made to secure honest and more valid responses, as emphasized by McDougall (2000). By making the participants uncomfortable by following through with the recording, their insecurities could impact their responses. Another threat to validity affected by the participants' comfort levels is the relationship between the researcher and the participants. The participants might answer the questions dishonestly based on their feeling of uncomfortableness around an unknown researcher as they provide an answer they believe will please the researcher. As the participants and researchers are colleagues, this threat is minimized as they feel more relaxed and confident about speaking honestly. They were also explained that the research seeks their honest opinion, which created a more secure and non-judgmental atmosphere.

3.5. Procedure

The study started with the participants taking an online survey to map their language background and motivation for the project. The test took about 30 minutes to complete during two English lessons. The students were given a link and a code to the survey on SurveyXact.no, and a total of 30 participants completed the survey. 4 participants were unable to complete it because of absence related to Covid-19.

After taking the survey, all participants took an English proficiency test based on a previous National test in paper form, and all 34 participants completed the test individually. The participants completed as many tasks as possible within a 60-minute time frame. The results of this test and the survey formed the basis of assigning the participants to either the control group of the test group.

As they had been assigned to one of the groups, all 34 participants took a pronunciation pre-test containing 29 words. The participants were taken out of the classroom individually and into a separate room with only the researcher present. As one student finished the test, he went back to the classroom and sent out a new student to the separate room. The presentation contained one test word per slide, and there was no time limit for the time they had the word on the screen. Once the word was pronounced, the researcher clicked to the next slide. All the answers were recorded and later transcribed and analyzed. The answers were marked as either correct or wrong, and the number of errors was registered. Only errors related to the focus sound were registered, and if the participants repeated one word with one or more incorrect pronunciations, it was also registered as an error. All the mispronounced utterances were transcribed and can be found in appendix 10.

After this point, the test group and control group were separated for the following lessons. The control group had their usual English lessons together with their English teacher, and the test group went through the teaching intervention prepared by the researcher. During the first lesson, the students were expected to reflect on pronunciation, how the different parts of pronunciation function, what good pronunciation is, and why it is essential. The second lesson took place a week after the first lesson, and aimed to teach phonetic sounds more specifically. The participants were familiarized with the specific target phonemes chosen for the project,

and they got to practice them with mirrors both as isolated sounds, in words, and lastly, in sentences with different approaches.

The day after the test group finished the second lesson, both the control and test groups were conducted an immediate post-test to see if the teaching intervention affected the test group's pronunciation. They were exposed to the exact words as in the pre-test but in a different order, and the test was recorded and transcribed. Three weeks after the immediate post-test, a new post-test was conducted to test whether the results were lasting. The participants were exposed to new words for this late post-test containing the same focus sounds as the immediate post-test and the pre-tests. Both post-tests took an average time of 1,5 minutes per participant. The participants were again individually taken out of the classroom and into a separate room with just the researcher present to complete the tests. As they went back to the classroom, they sent out a new participant.

After all the data was collected from the student participants, three English teachers from years 5-7 were interviewed about their views on teaching pronunciation. They were all interviewed at their workplace, and as the interview was semi-structured and some answers had follow-up questions, the completion time ranged from 20 minutes to 45 minutes. The interviews were not recorded based on the participants' wishes but instead transcribed as the interview went along. The interviews were conducted individually, and the candidates were first presented with the aim of the interview and information about the study. The questions were asked chronologically, yet some were asked ahead of plan as they fit better with the conversation. Notes were written down as the interview went on, and the teachers got the ability to see their answers before ending the interview to check whether they wanted to add something.

4. Results

4.1 Participants

The student participants were a group of learners in year seven from a Norwegian elementary school, between 12 and 13 years of age. The distribution of age and gender can be seen in the table below.

| Group | Age | Gender |
|--------------------|---------------------|--------|
| Control group | 12 years, 8 months | Female |
| | 12 years, 6 months | Male |
| | 12 years, 10 months | Male |
| | 12 years, 4 months | Female |
| | 13 years, 1 month | Male |
| | 12 years, 6 months | Male |
| | 13 years, 2 months | Female |
| | 12 years, 9 months | Male |
| | 12 years, 7 months | Female |
| | 12 years, 0 months | Female |
| | 12 years, 4 months | Female |
| | 12 years, 10 months | Male |
| | 12 years, 7 months | Female |
| | 12 years, 5 months | Male |
| | 12 years, 9 months | Female |
| Test group | 12 years, 6 months | Female |
| | 12 years, 5 months | Female |
| | 12 years, 11 months | Female |
| | 12 years, 7 months | Female |
| | 12 years, 10 months | Female |
| | 12 years, 8 months | Female |
| | 12 years, 7 months | Female |
| | 12 years, 8 months | Female |
| | 12 years, 8 months | Female |
| | 12 years, 11 months | Male |
| | 12 years, 8 months | Female |
| | 12 years, 10 months | Female |
| | 13 years, 2 months | Female |
| | 12 years, 8 months | Female |
| | 12 years, 9 months | Female |
| 13 years, 1 month | Male | |
| 12 years, 8 months | Female | |
| 12 years, 7 months | Female | |
| 12 years, 6 months | Male | |

Table 5: Distribution of age and gender among the student participants.

At the time of the data collection, the students had completed six and a half years of formal English instruction. Thirty-five parental consents were distributed to the class, and 34 approved of participation. However, only 30 participants participated in the survey. To secure the students' privacy, they were assigned a candidate number to be used in the project instead of their names.

All participants have had the same amount of English education, and the instruction up to the point of research had been the same for all the participants. Thirty-two of the participants had Norwegian as their native language and English as their second most frequently used language. One student had Arabic as their native language and then reported Norwegian and English as their second and third most used languages. One student had Bulgarian as their native language but considered this language the least known, and Norwegian and English were the first and second most used languages. The student participants were divided into two

groups relatively equal in pronunciation perception and overall English skills. One group functioned as a control group for the project, and the other group performed as the test group taking part in explicit phonetic teaching. The two groups took the same pronunciation tests before and after the teaching intervention.

Three English teachers with very different teaching experiences from years 5-7 participated in the project. In addition to years of experience, they also differed in English education. The first teacher participating (T1) had approximately 40 years of experience, and English education was part of the general teaching education. The second teacher (T2) had about seven years of experience and had taken English education through *Kompetanse for kvalitet* (Competence for quality). The last teacher participating (T3) had only one year of experience and had taken a master's degree in English as part of the teaching education.

4.2 Standardized test results

The standardized proficiency tests showed significant variations in the results. The lowest possible score on the tests was 0, while the highest possible score was 53. The results were calculated, and the participants were given a test score. The results were categorized into three levels where level 1 ranged between scores of 1 to 17,5, level 2 ranged between scores of 18 to 35,5, and level 3 went between scores of 36 to 53.

Eight participants were categorized as level 1, and the average score within this level was 13,5 points, ranging from 8 to 17 points. Twenty-two participants were classified as level 2. The average score within this level was 25,5 points, and the results ranged from 18-34 points. Four participants were categorized as level 3, with a score range between 36-45,5. The average score of this level was 41,5 points. Each level was split in two and equally distributed to the test group and control group. The total score of the control group was 418, while the total score of the test group was 416. An overview of the group distribution and test results can be

seen in the table below.

| Control group | | Test group | |
|---------------------|------------|---------------------|------------|
| Candidate number | Test score | Candidate number | Test score |
| 1 | 11,5 | 21 | 8 |
| 4 | 13,5 | 34 | 12 |
| 16 | 15 | 13 | 15 |
| 8 | 17 | 19 | 16 |
| 5 | 18 | 20 | 18 |
| 24 | 20 | 2 | 19 |
| 30 | 23 | 25 | 22 |
| 23 | 24 | 15 | 22 |
| 35 | 25 | 12 | 23 |
| 26 | 26 | 3 | 23 |
| 17 | 26 | 31 | 27 |
| 27 | 27 | 32 | 28 |
| 10 | 30 | 6 | 30 |
| 22 | 31,5 | 11 | 31,5 |
| 9 | 32 | 18 | 34 |
| 14 | 36 | 29 | 42 |
| 28 | 42,5 | 33 | 45,5 |
| Total score: | 418 | Total score: | 416 |

Table 6: Standardized English proficiency test results. The green numbers symbolize the results from level 1, the blue numbers symbolize the results from level 2, and the orange numbers symbolize the results from level 3.

4.3 Quantitative test results

4.3.1 Survey results

4.3.1.1 Language background

The first topic of the survey aims to overview the participants' linguistic backgrounds. The survey results presented in this section covers the data collected from both the test group and control group. This data was influential in assigning pupils to either group, with equalized responses for each group. As this thesis looks at the Norwegian-English accent, it is of interest to confirm that the participants speak Norwegian as their L1. When asked to state all the languages they knew and rate them from language 1 (most proficient) to language 3 (least proficient), 29 participants answered that they were most proficient in Norwegian. One student answered in Arabic, but as the focus sounds chosen for the project also are challenging for Arabic speakers of English, the participant was accepted to complete the project. All the participants placed Norwegian as either language 1 or 2, and all 29 places English as either language 2 or 3. Nine participants also mentioned a 4th language, and six

participants mentioned a 5th language. The languages reported as language 4 and 5 were Swedish, Danish, Spanish, German and French.

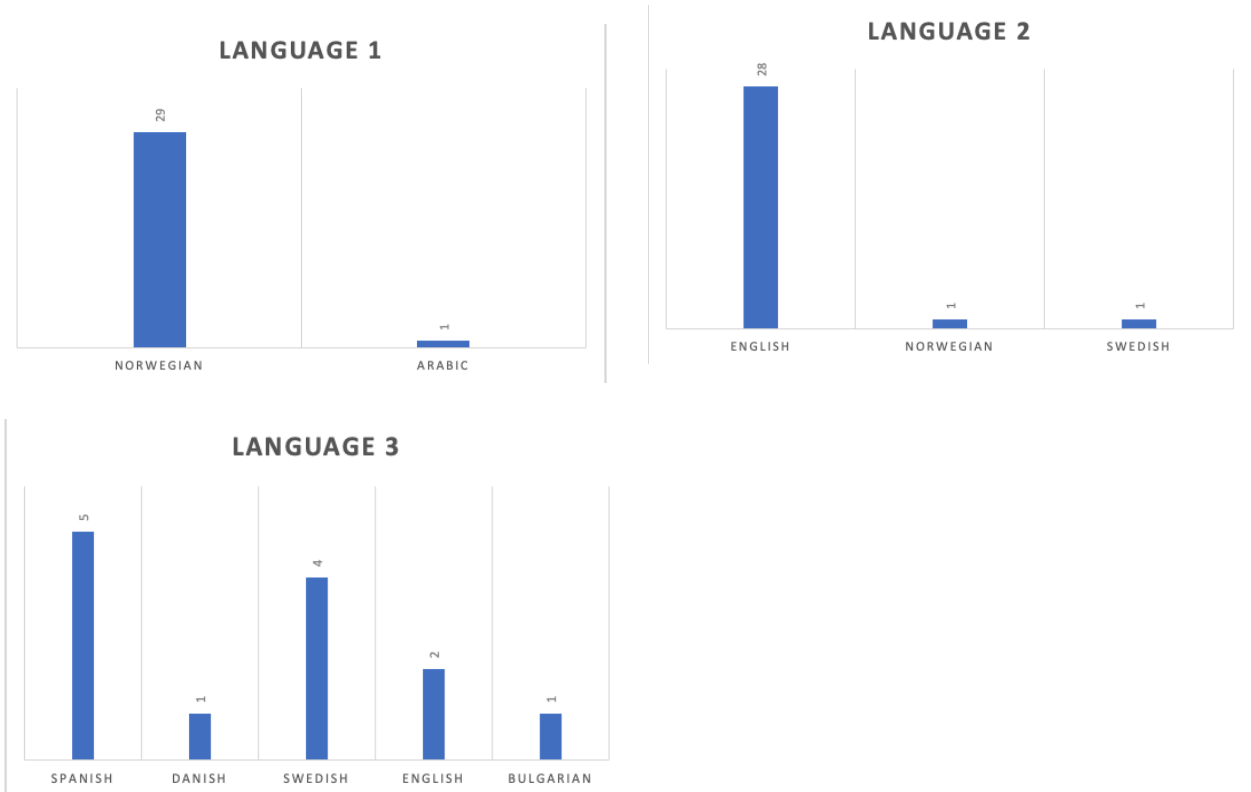


Figure 5: Overview over languages the participants know. Language one is the most proficient and language 3 is less proficient.

The participants were also asked to rate how much time they spend every day speaking, using, or hearing each language. For their most proficient language, it ranged between 25%-100% of the time. For language two, the time spent using the language ranged from 10%-70%. For language 3, the time spent using the language ranged from 0%-15%. The entire distribution can be seen in the table below.

| | | Less than 50% | | | | | | | | | More than 50% | | | | | | | | |
|------------|-----------|------------------|----|-----|-----|-----|-----|-----|-----|-----|---------------|-----|-----|-----|-----|-----|-----|-----|------|
| | | 1% or less | 5% | 10% | 15% | 20% | 25% | 30% | 35% | 40% | 50% | 55% | 60% | 65% | 70% | 80% | 85% | 90% | 100% |
| Language 1 | Norwegian | | | | | | 1 | | | | 3 | | 4 | | 9 | 5 | 1 | 3 | 3 |
| | Arabic | | | | | | | | | | | 1 | | | | | | | |
| Language 2 | Norwegian | | | | | | | 1 | | | | | | | | | | | |
| | Swedish | 1 | | | | | | | | | | | | | | | | | |
| | English | | | 3 | 1 | 5 | 3 | 6 | 1 | 4 | 2 | | | 1 | 1 | | | | |
| Language 3 | Spanish | 1 | 1 | 2 | 1 | | | | | | | | | | | | | | |
| | Danish | 2 | | | | | | | | | | | | | | | | | |
| | Swedish | 3 | 1 | | | | | | | | | | | | | | | | |
| | English | | | 1 | | | | | | | | | | | | | | | |
| | Bulgarian | | 1 | | | | | | | | | | | | | | | | |

Table 7: Time spent on different languages known to the candidates. Answers are presented in percentage of daily use.

When asked whether they had ever lived in a country where they spoke another language than Norwegian, two respondents had lived in countries where they spoke Arabic and Bulgarian.

4.3.1.2 Age of English acquisition

The next section of the survey looked into what age the students started learning English and at what age they started reading English. For the age of beginning to learn English, the answers ranged from two years to eight years. The entire distribution of responses can be seen in Figure 6 below.

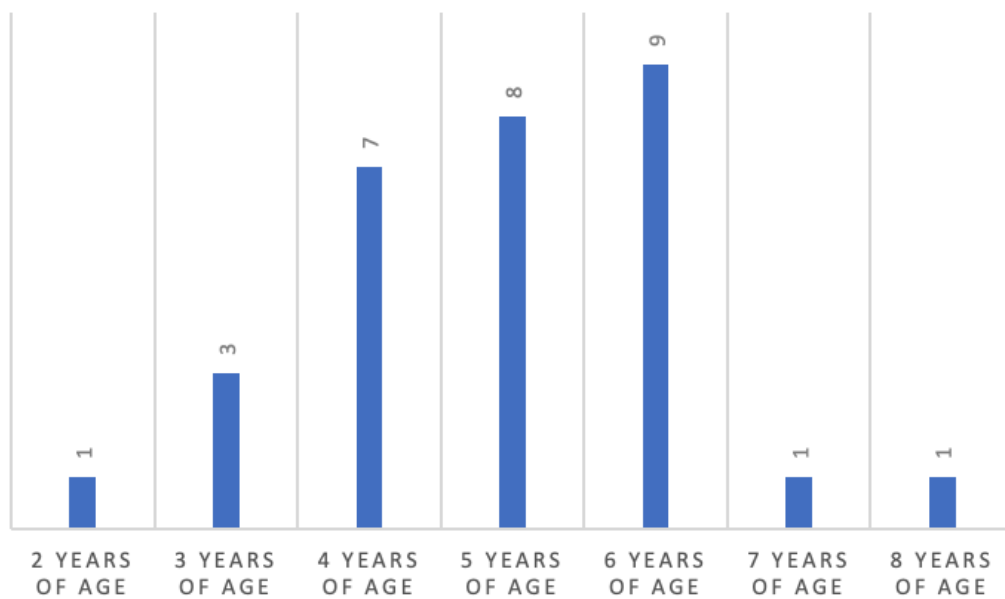


Figure 6: The participants' years of age when first starting to learn English.

Regarding the age when the participants started to read English, the gap was higher compared to the age when starting to learn English. The answers ranged from 3 years as the youngest age and ten years as the oldest age. The entire distribution of responses can be seen in Figure 7 below.

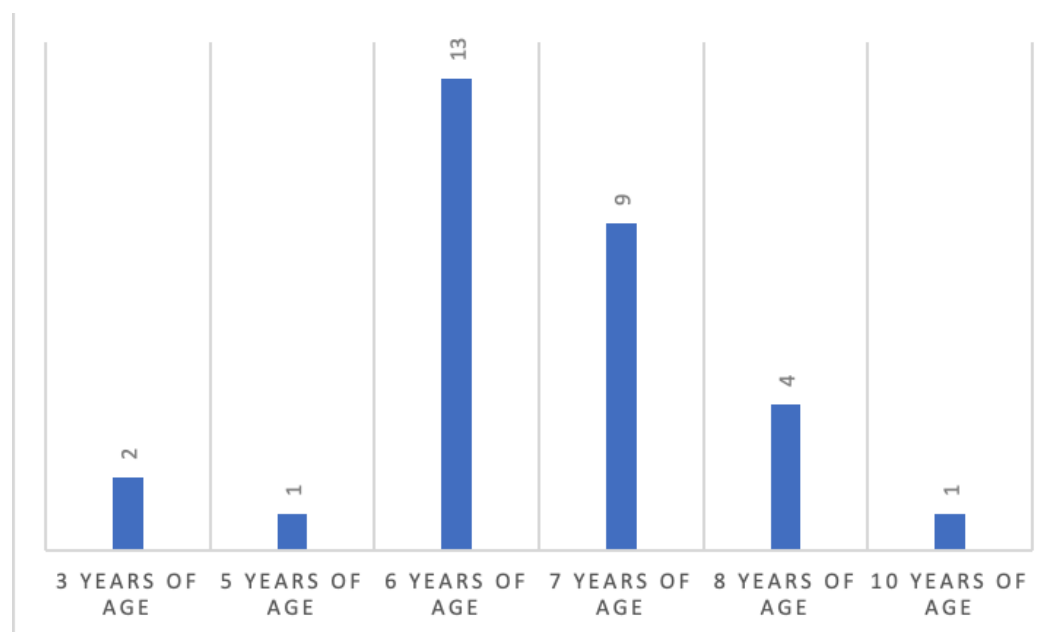


Figure 7: The participants' years of age when first starting to read English.

4.3.1.3 Evaluation of own English skills and learning methods

The third section of the survey asked the students to evaluate their abilities to speak, read and understand English. None of the participants rated themselves as very poor, but one participant considered themselves somewhat poor in all three abilities. The patterns were quite similar across the abilities to speak and read English, with 53-46% answering “somewhat good”. The pattern is somewhat different for the ability to understand English, where 57% answering “very good”. The full distribution of answers for each ability can be seen in Figure 8 below.

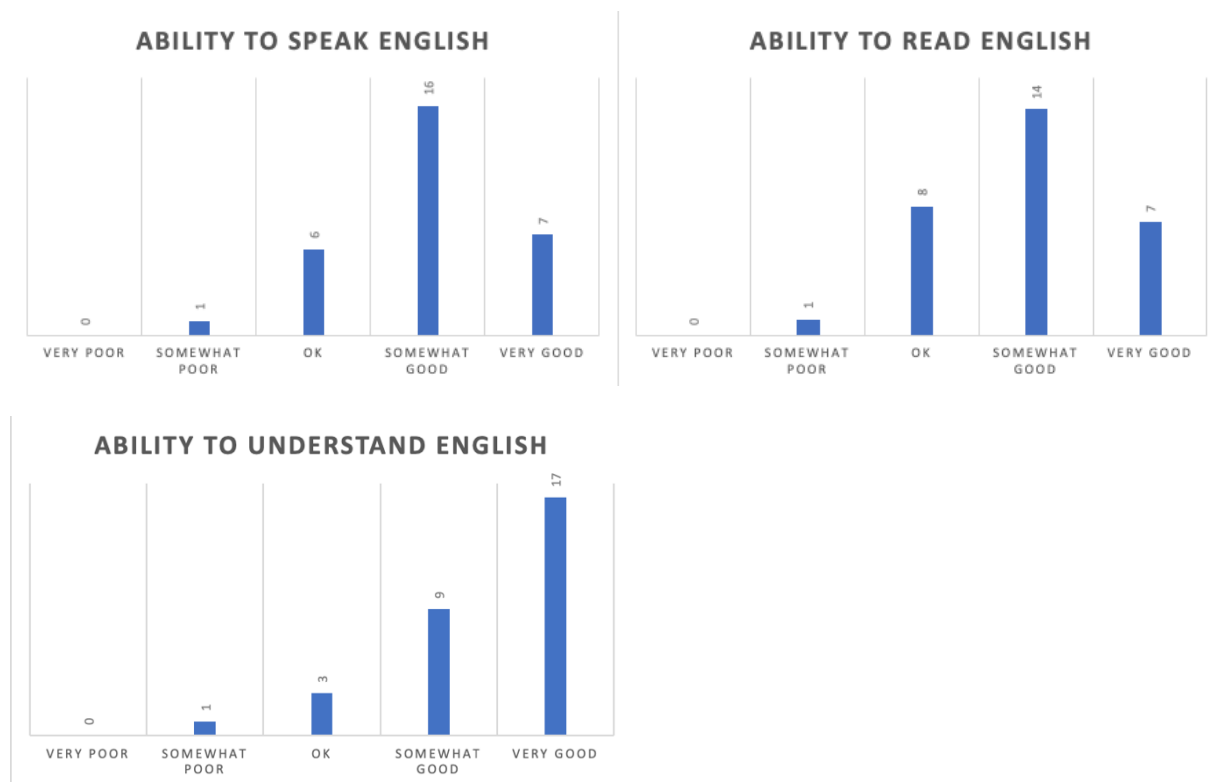


Figure 8: Evaluation of the participants own abilities to speak, read and understand English.

The participants were additionally asked to evaluate how much different learning methods had contributed to their learning of English. The three learning situations that were listed most often as having contributed much or very much in the participants’ learning were social media and music (n=30), watching TV (n=26) and gaming (n=23). It is noteworthy that only 7

participants listed learning at school as having contributed very much. The full overview of responses and evaluations of the different learning methods can be seen in Figure 9 below.

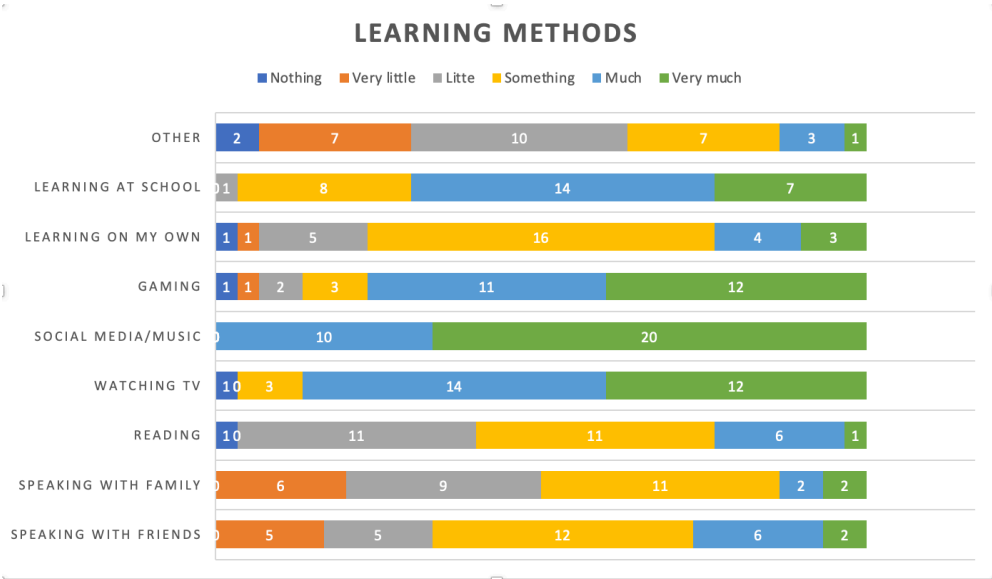


Figure 9: Overview over how the participants evaluated different learning methods according to how much they contributed to the learning of English.

The last question in this category looked at how much time the participants spent daily on different English language activities. The results here shows very similar patterns to the previous question, whereas the three English-speaking activities that were listed as used much or very much were social media and music (n=25), gaming (n=21) and watching TV (n=19). One interesting finding is that learning English in school was rated as “much” used by 15 participants, which is fairly many compared to other activities outside of school, such as speaking with friends or family. The full overview of the different activities and the amount of time spent on them can be seen in Figure 10 below.

DAILY ENGLISH SPEAKING ACTIVITIES

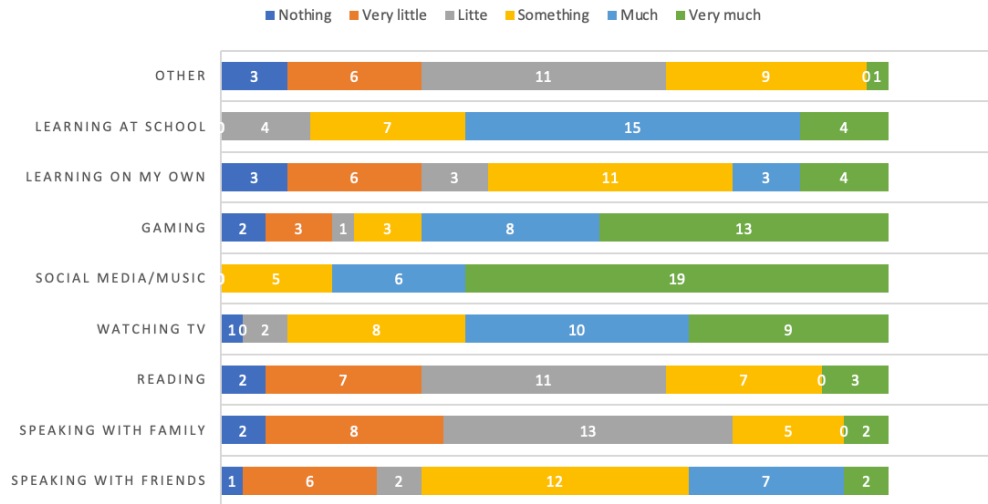


Figure 10: Time spent on different English-speaking activities daily.

4.3.1.4 Perceptions of accent

The fourth section of the survey investigates the participants' perceptions of their English accent. The first question asks the participants to rate how much Norwegian accent they have when speaking English. The most listed amount accent was a little bit of accent, which was perceived by 83% of the participants. The distribution of responses can be seen in Figure 11 below. None of the participants found themselves to have a strong Norwegian accent.

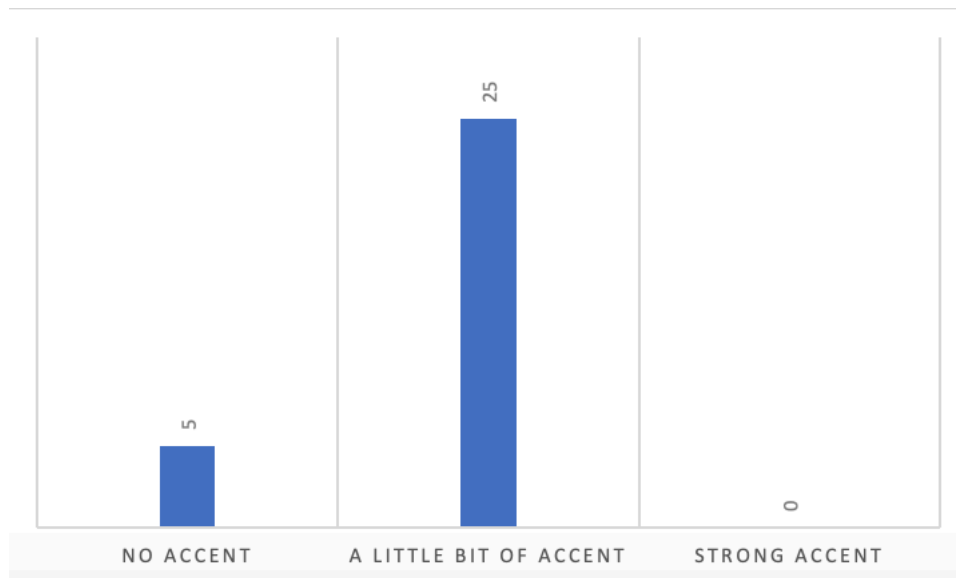


Figure 11: Perception of how much foreign accent the respondents believe they have.

The following two questions within this section looked into intrusion of the two languages while speaking. The most interesting finding to note is that for Norwegian intrusions into English, no one answered more than “occasionally”, whereas for English intrusions into

Norwegian, answers are distributed across the scale and over half of the participants say "half of the time" or more. The full distribution of responses for intrusion frequency can be seen in Figure 12 below.

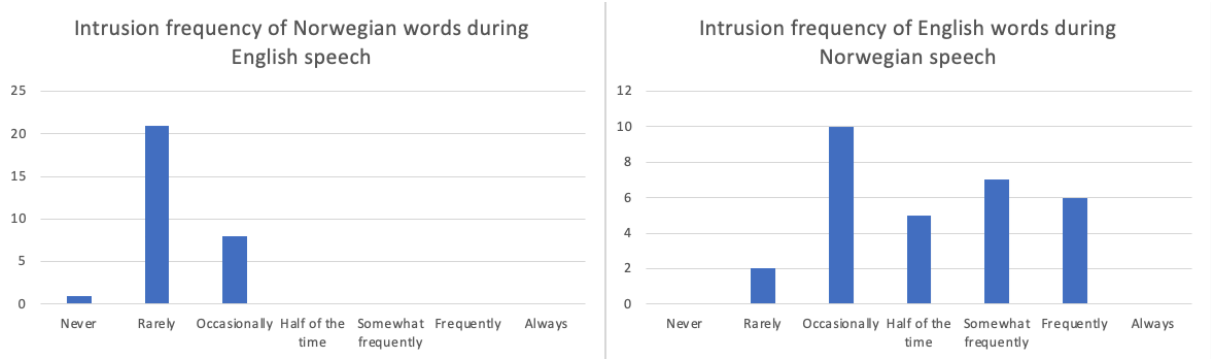


Figure 12: Intrusion frequency of Norwegian and English during speech.

The respondents were then asked whether they aimed for an accent when speaking English. Twenty-three respondents stated that they aimed for an American accent when speaking English, and ten respondents stated that they aimed for a British accent when speaking English. Four respondents marked the “other” category, and three of them added that they don’t know which accent they aim for. The last respondent added that aim of accent is not considered during speech. In this question, the participant could mark more than one accent, and a few students claimed that they would aim for different accents in different situations. The overview can be seen in Figure 13 below.

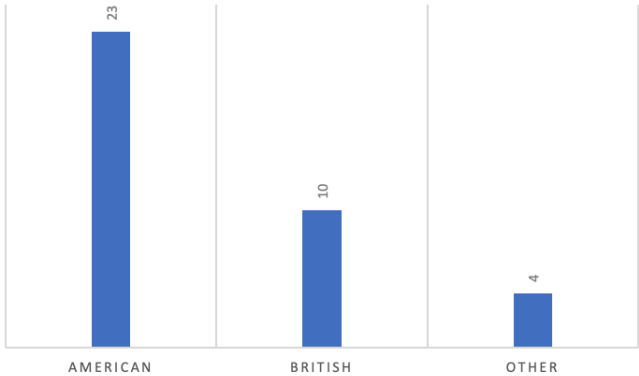


Figure 13: The respondents' aim of accent

Furthermore, respondents were asked to what degree they found it important to have a good accent when speaking English, and 83% of participants found it somewhat or very important. The distribution of responses can be seen in Figure 14 below.

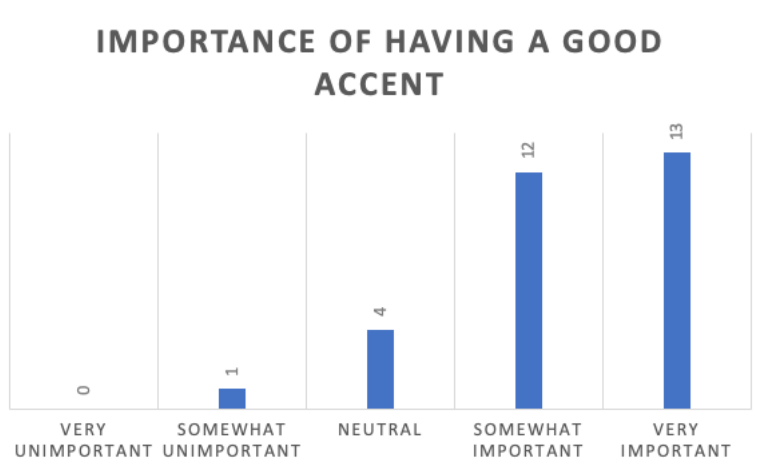


Figure 14: The participants' views on the importance of having a good English accent.

Additionally, the participants were asked how much effort they put into improving their English pronunciation. The general tendencies show that most students put “some” effort into their pronunciation improvement. Regarding the importance of pronunciation, 13 participants considered good pronunciation “very important”, and 12 participants have put “much” or “very much” much effort into their own improvement. An overview of the respondents' efforts can be seen in the figure below.

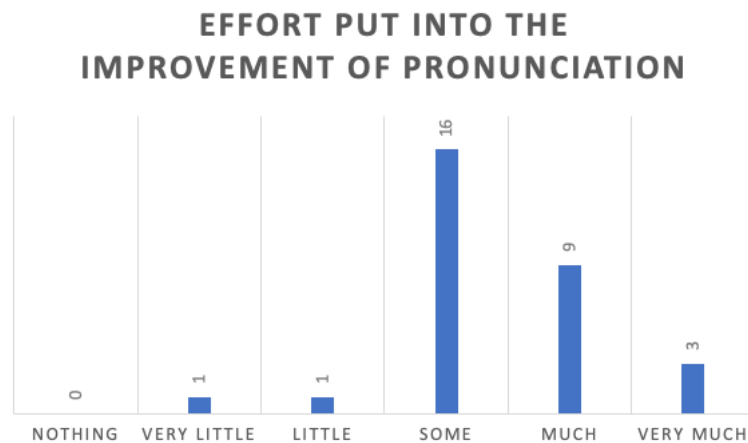
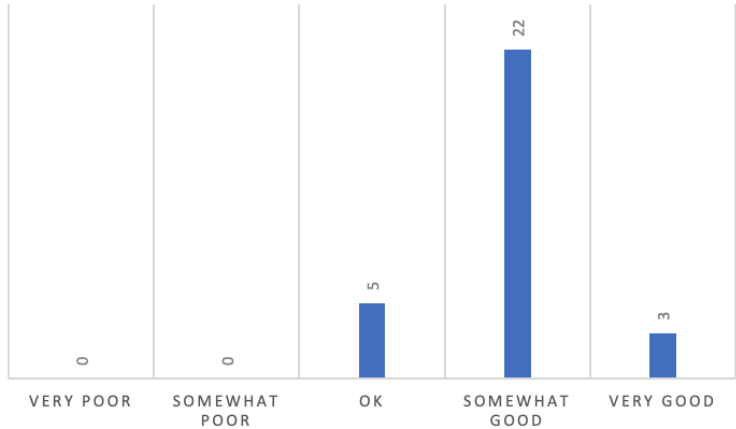


Figure 15: Effort put into the improvement of pronunciation.

Lastly, the survey asked the students to rate their English teacher's pronunciation level and how they believe their teacher's pronunciation influences them. The majority of participants, with 73%, rated the teacher’s pronunciation as somewhat good. The full distribution of

answers can be seen in the figure below.



Regarding the teacher's influence, the distribution of answers were more split. An interesting finding was that the most answered rate of influence was “little” with 37% of the participants. The distribution of responses regarding the teacher's influence on pronunciation can be seen in the figure below.

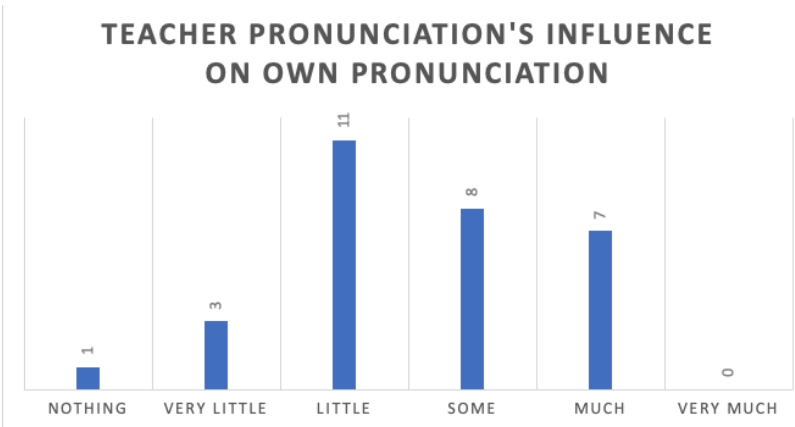


Figure 16: The respondent's perception on teacher's influence on pronunciation.

4.3.2 Pre-test

| Focus sound | Test word | Amount of errors | | |
|------------------|--------------|------------------|------------|------------|
| | | Control group | Test group | Word total |
| θ | Teeth | 5 | 1 | 6 |
| | Bath | 2 | - | 2 |
| | Thank you | 3 | 4 | 7 |
| | Thought | 7 | 11 | 18 |
| | Both | 3 | 2 | 5 |
| | Thumb | 4 | 4 | 8 |
| | Total | 24 | 22 | 46 |
| ð | Those | 9 | 9 | 18 |
| | Smooth | 6 | 8 | 14 |
| | Father | 6 | 2 | 8 |
| | Other | 6 | 3 | 9 |
| | With* | 3 | 3 | 6 |
| | These | 5 | 8 | 13 |
| | Total | 35 | 33 | 67 |
| w | Went | 4 | 2 | 6 |
| | Winter | 1 | 3 | 4 |
| | Wet | 2 | 1 | 3 |
| | With* | - | - | - |
| | West | 2 | 3 | 5 |
| | Wipe | - | 2 | 2 |
| | Total | 9 | 11 | 20 |
| v | Verse | 4 | 4 | 8 |
| | Visit | 3 | 1 | 4 |
| | Vet | 6 | 9 | 15 |
| | Vase | 6 | 7 | 13 |
| | Vest | 7 | 8 | 15 |
| | Very | 1 | 4 | 5 |
| | Total | 27 | 33 | 58 |
| Distraction word | House | - | - | - |
| | Toes | 1 | 7 | 8 |
| | Car | - | - | - |
| | Pencil | - | - | - |
| | Zebra | - | - | - |
| | Dog | - | - | - |
| | Total | 1 | 7 | 8 |

Table 8: The number of errors for the different words and focus sounds during the pre-tests.

The pre-tests showed somewhat similar results for both the test group and the control group. The control group produced 96 errors, while the test group produced 106. For the focus sound /θ/, the control group produced 24 mistakes, with most mistakes for the words *thought* and *teeth*. The test group produced 22 mistakes for the same focus sound, with the most for the word *thought*. The test group never mispronounced the word *bath*, and the word *teeth* had significantly fewer mistakes produced by the test group.

Regarding the focus sound /ð/, the control group produced 35 mistakes, with *those* being the most common mispronounced word with nine mistakes. The words *smooth*, *father*,

and *other* all had six mistakes produced by the control group. The test group comparably produced three mistakes for *other*, two errors for *father*, and eight mistakes for *smooth*. The test group's most mispronounced words were *those* with as many mistakes as the control group. The test group produced 33 mistakes in total for this focus sound. Considering that the focus sound was distributed in the beginning, middle, and end of the most mispronounced words, the results show that the placement of the focus sound did not make a significant difference.

There were considerably fewer errors in both groups for the /w/ sound. The control group produced only nine errors, with 4 of them for the word *with*. The words *with* and *wipe* had no mispronunciations from the control group. Comparatively, the test group also had no mistakes for the word *with* but produced two mistakes with the word *wipe*. The test group produced 11 mistakes in total.

The last focus sound, /v/, had more mispronunciations, with 27 errors from the control group and 33 errors from the test group. The control group's most mispronounced word was *vest*, with seven mistakes. Other commonly mispronounced words were *vase* and *vet*, with six errors, respectively. The test group produced the most errors for the word *vet*, with nine mistakes in total. They also produced eight mistakes for the word *vest* and seven mistakes for the word *vase*.

One interesting finding in the results is the number of errors for the distraction words. These words do not include any focus sounds, but many in the test group still mispronounced the word *toes* as they pronounced it like the word “those”. Only one mistake was produced in the control group, making the gap interestingly high between the groups for mispronouncing the distraction words.

Altogether, the pre-test results show that the two groups are relatively equal in the number of errors. They also make errors for the same words, suggesting that the groups have been successfully counterbalanced. The pre-test results can be seen in the table above, and the transcriptions of the mispronounced words can be found in the appendices.

4.3.3 Immediate post-test

| Focus sound | Test word | Amount of errors | | |
|------------------|--------------|------------------|--------------|------------|
| | | Control group | Test group | Word total |
| θ | Teeth | 4 | 1 | 5 |
| | Bath | - | - | - |
| | Thank you | 4 | 3 | 7 |
| | Thought | 6 | 4 | 10 |
| | Both | 1 | - | 1 |
| | Thumb | 3 | 2 | 5 |
| | Total | 18 | 10 | 28 |
| % change | - 25% | - 55% | - 39% | |
| ð | Those | 11 | 7 | 18 |
| | Smooth | 7 | 1 | 8 |
| | Father | 2 | 2 | 4 |
| | Other | 2 | 2 | 4 |
| | With* | 9 | 3 | 12 |
| | These | 6 | 4 | 10 |
| | Total | 37 | 19 | 56 |
| % change | + 6% | - 42% | - 16% | |
| w | Went | 4 | 2 | 6 |
| | Winter | - | 1 | 1 |
| | Wet | 1 | 1 | 2 |
| | With* | - | - | - |
| | West | 1 | 2 | 3 |
| | Wipe | - | 2 | 2 |
| | Total | 6 | 8 | 14 |
| % change | - 33% | - 27% | - 30% | |
| v | Verse | 2 | 3 | 5 |
| | Visit | 3 | 2 | 5 |
| | Vet | 7 | 5 | 12 |
| | Vase | 3 | 5 | 8 |
| | Vest | 4 | 3 | 7 |
| | Very | 3 | 2 | 5 |
| | Total | 22 | 20 | 42 |
| % change | - 19% | - 39% | - 28% | |
| Distraction word | House | - | - | - |
| | Toes | 1 | 3 | 4 |
| | Car | - | - | - |
| | Pencil | - | - | - |
| | Zebra | - | - | - |
| | Dog | - | - | - |
| | Total | 1 | 3 | 4 |
| % change | 0% | - 57% | - 50% | |

Table 9: The number of errors for the different words and focus sounds during the immediate post-tests. % change is related to the number of errors in the pre-test.

The immediate post-test showed more significant variations in the number of errors between the two groups. The control group produced 84 errors during this test, which is a reduction of 12,5% from the pre-test. The test group, however, produced a total of 60 mistakes, which is a reduction of 43% compared to the pre-tests.

For the focus sound /θ/, the control group produced 18 mistakes, which was a reduction of 25%, and the words *thought* and *teeth* were still the most commonly mispronounced words

with 6 and 4 errors, respectively. The test group produced a total of 10 mistakes for the same focus sound, which was a reduction of 55%. The most considerable reduction of 63% was for the word *thought*, which now only had four mistakes yet still was the word with the most errors.

Regarding the focus sound /ð/, the control group produced 37 mistakes, which was an increase of 6%. *Those* was still the most mispronounced word, with two more errors for the pre-test, but interestingly both *father* and *other* had a significant reduction of errors. In contrast, *smooth* and *with* had an increase of mispronunciations. The test group produced 19 errors, which was a reduction of 42%. *Those* was still the most mispronounced word also for the test group, but the number of errors for the words *smooth* and *these* had decreased significantly.

The errors for the focus sound /w/had somewhat similar reductions for both groups, with the control group having a 33% reduction, and the test group having a 27% reduction. The groups had no significant reductions in any words, and the same words primarily mispronounced in the pre-tests were also the words with the most errors on this test.

When looking at the errors produced for the focus sound /v/, the control group had a reduction of 19%, while the test group had a reduction of 39%. The control group still had *vet* and *vest* as the most common words to mispronounce but had a more significant reduction of errors for *vase*. The test group produced most mistakes for *vet* and *vase* and had produced a more considerable reduction in errors for the word *vest*. The test group additionally had much fewer mispronounced distraction words with a reduction of 57% of their errors. The results of the immediate post-test are presented in the table above.

4.3.4 Late post-test

| Focus sound | Test word | Amount of errors | | |
|------------------|-----------------------|------------------|--------------|--------------|
| | | Control group | Test group | Word total |
| θ | Three | 7 | 2 | 9 |
| | Thigh | 7 | 5 | 12 |
| | Math | 2 | 1 | 3 |
| | Theme | 7 | 7 | 14 |
| | Something | 7 | - | 7 |
| | Thing | 3 | - | 3 |
| | Total | 33 | 15 | 48 |
| | % change | + 83% | + 50% | + 71% |
| | % Total change | + 38% | - 32% | + 4% |
| ð | Than | 7 | 2 | 18 |
| | They | 5 | 2 | 8 |
| | Breathe | 8 | 6 | 4 |
| | Together | 3 | 6 | 4 |
| | There | 4 | 2 | 12 |
| | Weather* | 2 | 4 | 10 |
| | Total | 29 | 22 | 51 |
| | % change | - 21% | + 16% | - 9% |
| | % Total change | - 17% | - 33% | - 24% |
| w | Wow | - | - | 6 |
| | Worse | - | 1 | 1 |
| | Whale | - | - | 2 |
| | Awake | - | - | - |
| | Reward | 1 | 1 | 3 |
| | Weather* | - | - | 2 |
| | Total | 1 | 2 | 3 |
| | % change | - 83% | - 75% | - 79% |
| | % Total change | - 89% | - 82% | - 85% |
| v | Vow | 8 | 8 | 16 |
| | Beaver | - | - | - |
| | Above | 3 | 3 | 6 |
| | Veil | 8 | 5 | 13 |
| | Active | 1 | - | 1 |
| | Brave | 1 | - | 1 |
| | Total | 21 | 16 | 37 |
| | % change | - 5% | - 20% | - 12% |
| | % Total change | - 22% | - 52% | - 36% |
| Distraction word | Apple | - | - | - |
| | Round | - | - | - |
| | Chair | - | - | - |
| | Funny | - | - | - |
| | Team | 1 | 1 | - |
| | Snake | - | - | - |
| | Total | 1 | 1 | 2 |
| | % change | 0% | - 67% | - 50% |
| | % Total change | 0% | - 86% | - 75% |

Table 10: The number of errors for the different words and focus sounds during the late post-tests.

The total number of errors for the late post-test was 85 for the control group, which is an increase of only 1% from the immediate post-test. However, the test group had a decrease of approximately 6,5% from the immediate post-test, with a total of 56 errors at the late post-test. Regarding the focus sound /θ/, the control group produced significantly more mistakes

than both the pre-test and immediate post-test, with 33 errors. The words *three*, *thigh*, *theme*, and *something* all had seven mispronunciations, respectively, produced by the control group. Surprisingly, the test group in comparison only had two errors for *three* and no mistakes for *something*. They did, however, have seven errors for *theme* and five errors for *thigh*. In total, the test group had 15 mistakes for the focus sound.

Regarding the focus sound /ð/, the control group had fewer mispronunciations on the late post-test than the immediate post-test and the pre-tests, with 29 mistakes. *Breathe* and *than* were the most common words to mispronounce as they had eight and six errors from the control group. *Breathe* also had six mistakes from the test group, making this the most mispronounced word also in this group, along with *together*, which also had six mistakes. For this focus sound, the test group produced 22 mistakes, which is a slight increase since the immediate post-test.

Both groups produced very few mistakes for the focus sound /w/. The control group and the test group both only produced one mistake for *reward*, and one mistake for *worse*. Although this focus sound had been the focus sound with the least mistakes throughout all the tests, the number of errors had not previously been as low as in the late post-test.

For the focus sound /v/, the control group produced 21 mistakes, which was a reduction of only 5% from the immediate post-test. They produced most mistakes for *vow* and *veil*, with eight errors for each word. The test group also produced eight mispronunciations for the word *vow* but only five errors for *veil*. The test group produced only 16 mistakes for this focus sound, which was a reduction of 20% from the immediate post-test. Both groups also produced one error for the distraction word *team*, where they substituted the initial /t/ sound with /ð/ or /θ/, which was also the tendency in the previous tests regarding the distraction word *toes*. The results of the immediate post-test can be seen in the table above, and the full distribution of errors can be seen in the table below.

| | Candidate number | Pre-test errors | | | | | Immediate post-test errors | | | | | Late post-test errors | | | | |
|---------------|------------------|-----------------|---|---|---|---|----------------------------|---|---|---|---|-----------------------|---|---|---|---|
| | | dw | θ | w | ō | v | dw | θ | w | ō | v | dw | θ | w | ō | v |
| Control group | 1 | - | 3 | - | 2 | 1 | - | 3 | - | 3 | - | - | 3 | 1 | 1 | 3 |
| | 4 | - | - | 1 | 1 | - | - | - | 1 | 1 | - | - | - | - | - | - |
| | 5 | - | 1 | - | 1 | 1 | - | - | - | 1 | - | - | 1 | - | 1 | - |
| | 8 | - | 1 | 2 | 2 | 1 | - | 1 | 2 | 2 | - | - | 3 | - | 1 | - |
| | 9 | - | 4 | - | 4 | 5 | - | 2 | - | 3 | 5 | - | 4 | - | 6 | 3 |
| | 10 | - | 1 | - | 1 | 1 | - | - | - | 1 | - | 1 | 1 | - | 2 | 2 |
| | 14 | - | 1 | - | 2 | - | - | 2 | 1 | 1 | - | - | 2 | - | 1 | - |
| | 16 | 1 | 3 | - | 5 | 4 | 1 | 3 | - | 3 | 5 | - | 6 | - | 3 | 2 |
| | 17 | - | 4 | - | 5 | 3 | - | - | - | 2 | - | - | 1 | - | 2 | 1 |
| | 22 | - | 1 | 1 | 3 | 1 | - | 1 | - | 3 | 3 | - | 1 | 1 | 1 | 1 |
| | 23 | - | 1 | 1 | - | 1 | - | 2 | - | 3 | 1 | - | 3 | - | 4 | 1 |
| | 24 | - | - | - | 5 | 1 | - | - | - | 4 | 1 | Not completed | | | | |
| | 26 | - | - | 1 | 2 | - | - | - | - | 2 | - | - | - | - | - | - |
| | 27 | - | - | 1 | - | 1 | - | - | - | - | - | - | - | - | 1 | 1 |
| | 28 | - | 1 | - | 1 | - | - | - | - | 1 | - | - | - | - | - | 2 |
| 30 | - | 1 | 1 | 3 | 1 | - | 1 | 1 | 1 | 2 | - | 3 | 1 | 1 | - | |
| 35 | - | 3 | - | 5 | 5 | - | 3 | - | 6 | 6 | - | 5 | - | 5 | 3 | |
| Test group | 2 | - | 1 | - | 2 | 2 | - | - | - | 2 | - | - | 1 | - | 1 | - |
| | 3 | - | - | 1 | 3 | 1 | - | 1 | - | 1 | 3 | - | - | - | - | 3 |
| | 6 | - | - | 2 | 2 | 1 | - | - | - | 1 | - | - | 1 | - | 1 | - |
| | 11 | - | - | 2 | 2 | - | - | - | - | 1 | - | - | 1 | - | - | - |
| | 12 | 1 | 1 | - | 4 | 2 | - | - | - | - | 1 | - | 1 | - | - | 4 |
| | 13 | 1 | 3 | - | 5 | 5 | - | 2 | - | 5 | 6 | - | 2 | - | 5 | 2 |
| | 15 | 1 | - | - | 1 | 2 | 1 | - | - | - | 1 | - | 2 | - | - | - |
| | 18 | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - |
| | 19 | - | 2 | 3 | 3 | - | - | - | 4 | 1 | - | 1 | - | 1 | 3 | 1 |
| | 20 | 1 | 1 | - | 2 | 5 | - | - | - | 1 | - | - | 1 | - | 1 | - |
| | 21 | 1 | 3 | 1 | 3 | 2 | - | 1 | 1 | 1 | - | - | 3 | 1 | 1 | 1 |
| | 25 | - | 4 | - | 4 | 1 | - | 3 | - | 2 | - | - | 2 | 1 | 5 | - |
| | 29 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| | 31 | - | 2 | - | 3 | 5 | 1 | 2 | - | - | 6 | - | - | - | 3 | 2 |
| | 32 | 1 | 2 | - | 3 | 1 | 1 | - | - | 4 | - | - | - | - | 3 | - |
| 33 | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | 1 | |
| 34 | - | 1 | 1 | 2 | 3 | - | 1 | 3 | 1 | 3 | - | 1 | - | - | - | |

Table 11: Overview of each candidate's numbers of errors concerning the different focus phonemes and the distraction words (dw) in each test.

4.4 Qualitative test results

4.4.1 Teacher interviews

4.4.1.1 Background

The first part of the interview aimed to overview the three teachers' backgrounds related to English teaching experience in years 5-7 and educational background. The respondents showed great variety in this section. Teacher 1 (T1) had about 40 years of experience, had a general teacher education, and the English subject was incorporated into this education along with many other subjects. Teacher 2 (T2) had about seven years of experience, had four years of teacher education, and had taken English in the later years through *Kompetanse for*

kvalitet (Competence for quality). Teacher 3 (T3) had only one year of experience and ended her six years long teacher education with a master's degree in English.

The teachers were also asked how well they feel their education has prepared them to teach oral English skills and English phonetics. T1 felt like the education prepared her well when she took her education but finds it is no longer relevant as the teaching approaches have changed drastically during the last 40 years. T2 and T3 agree that their education has taught them the importance of teaching pronunciation, and they also feel like they gained knowledge about phonetics. Still, they both say that they got little preparation for how they could teach oral skills and phonetics. T2 explained that his methodology knowledge came from his experience, not his education.

4.4.1.2 Curriculum

The next topic of the interview investigated how the teachers perceived and worked with the new English curriculum LK20 regarding pronunciation. When presented with the subject's central value, "The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background" (The Norwegian Directorate for Education and Training, 2020, p. 2), and the learning aim "explore and use pronunciation patterns and words and expressions in play, singing, and role-playing (The Norwegian Directorate for Education and Training, 2020, p. 7)" they were asked how they interpreted this and what they did specifically to cover this aim. T1 interpreted this as different ways to work with pronunciation as it emphasizes the learning of oral skills in different ways. She often used the textbook as a basis for the teaching, including activities, songs, and various types of texts such as poems and plays. T3 tried to find authentic learning situations to make it more relevant for the students' extramural use of English, which was very much related to the central aim presented. She did not follow any textbook, but found resources online that fit into her way of teaching, such as readers theatre, would you rather games, and songs. T2 interpreted the central aim as a way to reach the overall goal of the English teaching, being that the students can use functional English in different aspects of life later on, such as traveling or working in tourism. He used different approaches to achieve this aim, and the most important was to make speaking English fun for the students to become confident speakers.

The next question asked how important the curriculum was to their teaching of English pronunciation. T1 followed up her last response by stating that she felt that she covered the aims well when she worked through the activities and texts in the textbook. T3 did not use textbooks in her teaching, making the curriculum very important to get some structure. T2 found the curriculum necessary because it provides a basis for instruction. Still, after teaching for a few years, he has acquired experience in which methods and materials will work best to accomplish the aims. All three teachers agreed that the school management encourages creativity and new approaches to teaching and that they feel like they have much freedom. They all stated that they try to split the time equally regarding teaching oral skills, reading, writing, vocabulary, and grammar. T2 explained this further by saying that all the different skills overlap and that it is natural that most of them are incorporated into each lesson in different ways.

The teachers were additionally asked about their views on teaching pronunciation explicitly through teaching phonetics. T1 remembers learning all new vocabulary in phonetic script as well as the spelling of it and used to teach it herself the first years after she graduated from her teacher education. She does not teach it very much now, however, because the textbooks barely mention phonetics and is often placed in the back of the book – almost like an appendix and interpret this as something insignificant in the teaching of English today. T2 thinks the idea of teaching phonetics is good, but he feels like there is too little time to cover everything the curriculum presents and, therefore, cannot find time for it. T3 agreed with T2 that the time pressure often causes phonetics teaching to be ignored. She did, however, teach very simple phonetics to her students when learning new vocabulary as a guide for them to practice pronunciation.

4.4.1.3 Classroom language

The third topic of the interview asked the teachers about classroom language habits. To begin with, they were asked which language they predominantly use in their classroom and why. T3 explained that she used only English and that this was difficult initially as the students had to get used to it. She believed, however, that once they got used to it, they had gotten a lot more confident in speaking English themselves. T2 and T1 said that they also aimed to speak as much English as possible in the classroom and that immersing the students in the target language gives them much knowledge unconsciously. T2 explained, on the contrary, that the class he is working in right now has many students who struggle with the English language,

and because of these students, he uses more Norwegian this year than he usually does. He defends this by saying it would be unfair to the weaker students to speak only English because that would mean that they would rarely know what he talked about. T1 explained that if she used Norwegian, it would be to give information unrelated to the English subject or with class management, such as correcting behavior or comforting. They all agreed that when the students would talk to each other, they would speak mainly in Norwegian, but when working with tasks and speaking with the teacher or in plenary, they would communicate in English as much as possible. T2 explained that he found it somewhat challenging to get the pupils to speak English because the weaker students did not have the basic knowledge necessary to speak English. Many struggled with low self-esteem when speaking English, which was mostly due to low pronunciation levels. He said, however, that even though they still struggled, they had significantly improved.

4.4.1.4 Teaching materials

As teaching materials became a natural topic of conversation during the curriculum questions, not all of the questions regarding materials were asked as planned in this interview section. Instead, the questions related to this were asked as natural follow-up questions to how they taught the specific aims. For oral activities, T1 used the textbook and found it to focus on pronunciation. The students could read texts, work with oral activities for tasks, and improve oral skills by learning grammar. Phonetics, however, only was presented at the very back of the book and on a very low scale. T2 and T3 also had minimal materials offering specific phonetics, if any at all. T3 used various materials focusing on pronunciation, most of which she found online on websites such as teacherspayteachers.com and Pinterest. She also created many of her own, finding inspiration from materials she found online and in some textbooks. T2 also found many materials online and used the textbook to find oral activities.

4.4.1.5 Teaching methods and activities

The last topic of the interview was aimed at teaching methods and activities. All of the teachers replied that they trained correct pronunciation and intonation and that this was mostly done when reading texts and working with new vocabulary. They would all use both listening activities – such as listening to audiobooks and music, as well as speaking activities when reading aloud, doing presentations, or working in pairs or groups. T1 also explained that she sometimes would have the students record themselves reading their homework and then listen to their recordings at school and work with their pronunciation and reading skills. They also

agreed on which activities work best for teaching oral skills and which are less successful. They all believed that working with sounds and words in isolation and just repeating after the teacher would not work well because the best way to learn is by using their oral skills with other students in a context. They need to be able to try and fail. They found it essential to correct pupils if they saw a pattern of incorrect pronunciation/intonation, but that it was vital that it would not be done so that the students felt they were outed in front of the class or that it would make them feel insecure. T3 explained a belief that if the students are embarrassed for mispronouncing a word, they will feel more reluctant to speak next time in fear of making the same mistakes, which makes them lose valuable learning and speaking opportunities.

When asked which accent they aimed for themselves when speaking English, T1 stated she aimed for a British accent, while T2 and T3 aimed for American accents.

5. Discussion of results

5.1. Findings

5.1.1. RQ1: Can explicit teaching of phonetic target sounds enhance students' pronunciation in the EFL classroom?

Based on the pre-test, immediate post-test, and the late post-test findings, the simple answer is that explicit teaching of phonetic target sounds enhances students' pronunciation in the EFL classroom. The test group had 106 errors during the pre-tests, and after the teaching intervention was ended, the number of errors was reduced to 60 errors in the immediate post-test and then further reduced to 56 errors in the late post-test. On average, the pupils in the test group had an improvement of 32% for the words containing the focus sound /θ/, 33% for the words containing the focus sound /ð/, 82% for the words containing the focus sound /w/, and 52% for the words containing the focus sound /v/. They also reduced the distraction word errors by 86%. This gives a 47% reduction in total from the pre-test to the post-test, which is a significant improvement.

The control group, in comparison, also had some reduction, but still not nearly as great as the test group. This result shows that even though the students only had two lessons about pronunciation and phonetics, they improved significantly. Some students improved their pronunciation very much, like candidates 12, 20, and 21, who reduced their errors from 8 to 1,

9 to 1, and 10 to 3 from the pre-test to the immediate post-test. This implies that the teaching had a significant effect on their pronunciation. On the other hand, some participants in the test group also showed little to no improvement, like candidates 31 and 13, who only reduced their errors from 10 to 9 and 15 to 13 from the pre-test to the immediate post-test. These candidates show that even though many students improved their pronunciation, it was not always the case for everyone.

Looking at the late-post tests, however, one can see that most of the students in the test group had improved to some extent; even candidate 31 and 13 improved their pronunciation with reductions of 5 and 6 errors compared to the pre-tests. A reason for this can be the words included in the tests. As almost everyone in the test group had an improvement for the late post-test, it is possible that the participants were presented with easier words at this test compared to the pre-test and immediate post-test. It is challenging to give the students two tests that should be at the same difficulty level yet still not contain any words in common, which means that one test will be considered more difficult. However, the candidates have very personal vocabularies, and the tests can be experienced differently from person to person. Consequently, this can be one reason for why some candidates show more progress in either of the post-tests, like for instance, candidate 34 having only one mistake in the late post-test and seven to eight mistakes in the pre-test and immediate post-test, and oppositely also candidate ten who had six mistakes in the late post-test but only 3 and 1 errors in the pre-test and immediate post-test.

On the contrary, this type of finding is not unusual nor a result of coincidences. Similar findings were found in a study by Ramirez and Jones (2013), where they investigated whether there was a difference between post-treatment grammar and vocabulary test scores of a control group and a test group exposed to literacy-based teaching methods during reading and writing. The results also showed that the students made better progress in the late post-test than in the first post-test. This may be a similar effect to that the outcome of the pronunciation tests, as it seems to be a skill that lasts when first acquired.

Having the same words for the pre-test and immediate post-test gives a better ability to compare the results of the two tests, yet it also allows the candidates the ability to remember the words, which can impact the results in the immediate post-test. This may be one reason

why the control group also showed progress in the results despite not being exposed to the teaching intervention, meaning that the control group could remember the words they found challenging in the pre-test and look them up or practice in other ways to prepare for better results in the immediate post-test. Even though memory can influence the results to some extent, it is not very likely that it would be possible to reduce 43% of errors only because of this, and additionally, it does not explain how the test group performed even better when exposed to the new words in the late post-test.

Another factor influencing the improvement is the types of errors made during the different tests. Carney (1994) distinguishes between competence errors and performance errors, whereas competence errors are errors made because of a lack of knowledge, and performance errors are errors made unintentionally and not based on a lack of understanding. Although it is hard to monitor this during the project as it requires knowledge about the candidates collected over time, it is still possible to detect whether the errors were made because the candidates struggle specifically with some target sounds or whether it is unintentional slips. It is evident, for example, that candidate 35 makes competence errors related to the target sound /ð/ as there was a significant number of errors related to the sound in all three tests. Candidate 26, however, most likely made a performance error, as the word *west* was pronounced *vest*. As the candidate never made any new mistakes related to the /w/ focus sound during any of the tests, it is likely that the mistake was not made because of a lack of knowledge about the pronunciation of the /w/ phoneme but rather an unintentional slip. Although there might be some performance errors in the test results, it is also clear that most mistakes are considered to be competence errors as they appear in a pattern of similar mistakes for many candidates.

Another aspect to consider regarding the research question is whether *all* explicit teaching of phonetic target sounds can enhance students' pronunciation. This project had two lessons on the topic, and it included elements such as discussions in pairs, group competitions, listening activities, discussions in plenary, individual work and reflections, talking activities, writing activities, explanations provided by the teacher, mirror exercises, and the practicing of phonetic sounds both in isolation, in words and sentences. The presentation was also made to make it colorful, joyful, engaging, and somewhat informal by joking and creating a safe and fun learning atmosphere. With the knowledge that children learn very individually and that learning outcomes depend on a variety of factors such as the teacher, classroom atmosphere,

interest in the topic, and the choice of learning activities, this project's lessons were designed to fulfill as many factors as possible. In another class, with another atmosphere, another teacher with another lesson design and other choices of activities, the learning outcomes, and error improvement could be very different from this project.

5.1.2. RQ2: To what extent does the students' awareness of pronunciation influence their ability to reduce fluency errors?

The students' awareness is a fascinating factor regarding the project results and its influence on the reduction of fluency errors. In the test group, 7 participants reported in the survey that they found it very important to have a good English pronunciation. This group of students had 56 errors in the pre-tests, with an average of 8 per candidate, and reduced 46% of their errors at the late post-test. The candidate with the most significant reduction who found pronunciation very important was candidate 21, who had a reduction of 7 errors from the pre-tests to the immediate post-test. Also, candidate 18 stands out as there were three errors in the pre-test and total elimination of errors in both the post-tests. This group of participants had an average reduction of 3,2 errors. When reporting how much time they spent improving their pronunciation, one candidate said very much, three said much, and three said some. The candidates who reported spending some time had a reduction of 44%, which is less than the group who spent much time and who had a reduction of 53%. Interestingly, candidate 3 reported that he found good pronunciation very important and spent very much time on improving his pronunciation, yet he had five errors in the pre-test and no reduction for the immediate post-test. He did, however, reduce 40% of the errors in the late post-test, but this is still the lowest reduction in the group.

There were, moreover, six candidates in the test group who reported that they found good pronunciation somewhat important. They had 31 errors in the pre-test, an average of five answers per candidate, three errors less than the previous group. They reduced 61% of their errors throughout the project, which is noticeably more than the group who valued good pronunciation higher. Four candidates within this group said they spent some time improving pronunciation, and this group made a 70% reduction in errors. One said he spent little time on improvement and had a 0% reduction, and one said he spent much time on improvement and had a 50% reduction. The most considerable reduction was made by candidate 20, who found it somewhat important, spent some time on its improvement, and reduced from nine errors in

the pre-test to one and two errors in the post-tests. Candidate 29 reported little time for improvement and had only one error in both the pre-test and in the late post-test, with no mistakes in the immediate post-test. The average reduction of this group was 3,7 errors, which is more than the group that found good pronunciation to be very important.

One of the last two candidates in the test group reported that he was neutral to the importance of pronunciation yet spent much time on improving it, and had a reduction from 10 errors to 9 and 5 errors in the post-tests, which means that his average reduction in the two tests is three errors. Altogether he had a 50% reduction. The last candidate found good pronunciation somewhat unimportant and spent very little time improving it, yet he had a reduction from 8 mispronunciations in the pre-test to 5 and 6 errors in the post-tests. His average reduction was 2,5 errors which equals a 25% total reduction.

This means that the candidates who found it somewhat important had the most considerable reduction of errors with 61%, followed by the group who found themselves neutral but still had a 50% reduction. The group who found it very important had a reduction of 46%. The group with the least reduction was the group that found it somewhat unimportant with only 25% reduction. Another interesting finding is their use of time to improve pronunciation. The group with the most considerable reduction was the group who spent much time, with about 50%. The group with the second most significant reduction was those who spent some time, with a 44% and 70% reduction. Then follows the candidate who spent very much time but only reduced 40% of his errors. The group spending very little time reduced 25% of the errors, but the group who spent much time did not have any reduction.

These results make it hard to establish a strong correlation between a sense of importance and the ability to improve. The group who found it very important and spent very much time on improvement had less improvement than those who were neutral or found it somewhat important. Additionally, it was hard to establish strong correlations between the time spent on improvement as there were significant variations, but it is at least possible to say that the groups that spent little or very little time improved less than the groups that spent some, much or very much time.

Several factors might have impacted their responses, which can be linked to the results. One thing to consider is whether they understood the question. The respondents are relatively young, and their views on the importance of pronunciation could be a metacognitive issue they have not reflected much upon prior to the survey. When they were faced with whether they found good pronunciation important, the candidates could have pulled an answer out of thin air without giving it much thought. This could result in two pupils having the same outlook on the matter but answering differently due to rushing to an answer without much thought. This could then affect the outcome as to why the candidates who valued good pronunciation the most were not the ones with the most considerable improvement.

Another thing that could have impacted their responses is that some candidates had an agenda with their answers. After being introduced to the project as a routine prior to sending out the consent forms, some students were convinced that the candidates who valued good pronunciation the highest would be drafted to the test group. The candidates could then have answered the survey question to be selected for either of the two groups. A result could be that they responded that they valued good pronunciation higher or lower than what they truly believed and that their error reduction was not in accordance with the beliefs they reported.

Moreover, the answers can be argued to be very influenced by their subjective understanding. Firstly, they can have a very individual experience of time. When asked how much time they spent on improving their pronunciation, the students can evaluate the same amount of time differently, which means that spending one hour a week on improving the pronunciation can be perceived as very much time for one candidate but as a little bit of time for another candidate. They might also have different opinions about what can be included in this time, as some students can say they spend much time on the improvement since they spend much time listening to English unconsciously on social media, while other students do not include this into their perception and only think about the time they spend actively studying for better pronunciation. Therefore, the result can be that even though several students spend the same amount of hours improving their English pronunciation, some of the students can look at it as very much time spent, while other students can look at it as very little time spent.

Secondly, it is also a matter of subjective understanding related to what they perceive as good pronunciation. As Levis (2005) proposed, the nativeness principle and the intelligibility

principle are in opposition to each other on what the goal should be, and the students can view this differently. Some students can aim for a native-like pronunciation and agree with Morley (1994) that accents will interfere with communication, and they, therefore, consider good pronunciation to be close to native pronunciation. Other students can be more in agreement with the intelligibility principle where their perception of a good pronunciation is making oneself understood without difficulties, which is more in accordance with Haukland (2016) and his findings that English speakers from other countries find the Norwegian-English accent highly intelligible which correspond with Brevik & Rindal's (2020) beliefs that a native-like pronunciation is not a necessity for being understood. The result is that the students who perceive good pronunciation as native-like pronunciation and who see pronunciation as important will have a greater reduction of errors as they try to say the focus words with the correct pronunciation. Comparably, the students who perceive good pronunciation as intelligible pronunciation and who see pronunciation as important will have a smaller reduction as they perceive their incorrect pronunciation of the target sounds to be good pronunciation still because it does not interfere with their ability to be understood.

5.1.3. RQ3: How does EFL teachers in years 5-7 perceive phonetics and the importance of explicit teaching of it to enhance communicative accuracy?

All the teachers interviewed in this project seemed to have different practices concerning the teaching of phonetics based on various beliefs and practices, and the reason for the varying degree of teaching is due to a variety of reasons.

The first reason which seems to limit the degree of teaching is, first and foremost, the lack of knowledge about pedagogical approaches. They mentioned that they feel like even though their education taught them about the benefits of having phonetic knowledge, the education failed to prepare them for how to teach it specifically. T1 felt like the education did prepare her at the time but found it no longer relevant, and the two other teachers felt like they never got a solid foundation from their teacher education.

Similarly, the teachers mentioned the lack of teaching approaches in their teaching materials. As they already felt somewhat clueless regarding approaches to teaching phonetics based on their education, they did not become more confident regarding methodology as the teaching materials barely mention phonetics. When asked which resources they used, they mentioned

that they used the textbook *Stairs* by Cappelen Damm to a varying degree and used online sources such as teacherspayteachers.com, pinterest.com, and additionally Cappelen Damm's online learning material skolen.cdu.no. As this project had limitations that excluded textbook and teaching material analyses, it is impossible to describe the amount of phonetics found in the textbooks. However, despite having varying teaching experiences, they all agreed that phonetics was not a priority in their teaching materials.

The last factor that seemed to limit their phonetics teaching was the time aspect. T2 seemed to have the impression that the curriculum has too many learning aims and components compared to the number of lessons assigned to the English subject. Therefore, his experience was that there was too little time to cover everything he would like to. T3 also mentioned the experience of time pressure and that her teaching was also affected by this. She did, however, incorporate some teaching of phonetics when she introduced new words as she could present easy transcription to help the students with pronunciation. All the teachers tried to evenly distribute the time to cover oral skills, writing, reading, vocabulary, and grammar. The teaching of pronunciation was often incorporated into the lessons and the subject as a whole rather than having lessons that focused on pronunciation in isolation. This is very much in accordance with Nilsen & Rugesæter's (2015) beliefs that the teaching of pronunciation should be implemented as part of the English language subject and not as a separate discipline. This helps the students practice better pronunciation in a context, which can help them improve more as they might experience the learning as more relevant to their use of English.

The teachers had a general understanding that even though they found phonetics hard to put into practice, it is still helpful and can work to improve the students' pronunciation. They did, after all, work to improve the students' pronunciation in many different ways. Firstly, they seemed to value variation in the approaches. Since the new subject curriculum facilitates much freedom for the teachers to choose their approaches, it seemed like the teachers found and used the teaching materials and approaches they found to be most efficient and engaging. Trusting that the teachers know their students and how they learn most efficiently, they will most likely choose a variety of approaches that they find fitting for their student group. The teachers reported that they used both reading activities, speaking activities, and listening activities when working with pronunciation, which means that they all try to differentiate the

teaching to fit the varieties of their student groups. T1 also mentioned that she would have the students record themselves and listen to their pronunciation, and by doing this, she creates an awareness of the students' pronunciation, which is also emphasized by Nilsen & Rugesæter (2015) and Schmidt (Schmidt, 1990, 1995, 2000 as cited in Loewen, 2015, p.60-61) as mentioned previously. Even though T1 does not teach phonetics specifically, she still gives her students awareness of their pronunciation, which is also essential in facilitating improvement.

Adaptation to the student group can also be seen in how T2 adapted his classroom language to his students. By doing this, he could meet the students at their level. Not only this, but the teacher also creates a much more positive atmosphere for the students, which Nilsen & Rugesæter (2015) argue is crucial for the learning process as it teaches the student that mistakes are harmless, which again can give them the confidence to speak more English and have more learning opportunities. T1 and T3 also work to create confident speakers despite speaking mainly English during the lessons even though the children find it difficult. Like they argued themselves, they believed that immersing the students in the target language had great benefits.

These three teachers are current or former teachers of the recruited student candidates, and considering that they feel like they lack time, preparation, and materials to teach phonetics, it seems like they have restrained their phonetics teaching in the class to a minimum. Even though they have worked on pronunciation and oral skills in general, they have not taught them very much phonetic knowledge. Considering the test results of the project, the lack of phonetic teaching is a pity as the students responded very well to the teaching, improving their pronunciation significantly. The teachers seemed to value good pronunciation and a boost of the students' confidence when speaking English, but concerning the results, this value does not agree with the lack of phonetic teaching.

5.2. Implications for future phonetic teaching in the Norwegian L2 classroom
Ahead of the project, four hypotheses were made, and the outcomes of these would form the basis for what this thesis would mean for the further teaching of phonetics in Norway. The results showed that although many results came out as predicted, some unexpected elements came through.

The first hypothesis concerned the first research question on the effects of teaching explicit phonetics to improve students' pronunciation and implied that the students would have some degree of improvement in their pronunciation of the target sounds. This hypothesis turned out to predict the results quite well. All of the students in the test group did have some improvement from the pre-test to the post-tests, meaning that they all improved their pronunciation of the focus sounds. Of course, as the previous section described, many factors can influence the improvement, such as the students' vocabulary, remembrance, infusion of treatments, performance errors, pedagogical aspects, and the class and student prerequisites. On the other side, looking at the results and how several candidates managed to reduce their errors by up to 50 percent, it shows that the teaching of the students undoubtedly made a difference in their pronunciation accuracy.

The second hypothesis also concerned the outcomes of the first research question and predicted that the immediate post-test would show fewer errors than the late post-test, primarily due to the passing of time and the exposure to new words. This hypothesis was proven wrong as the students in the test group showed further progress from the immediate post-test to the late post-test. A reason for this can be that the teaching started a learning process within the students that keeps evolving, and that this is why the students showed even better results in the late post-test. With the knowledge that pronunciation is a skill, it can also be argued that when the students have practiced and mastered the phonemes presented to them, it seems like the knowledge is lasting and not just a result of teaching to the test. After all, even though the hypothesis was wrong, it showed even better results than predicted as the students showed that the knowledge attained during the project influenced their pronunciation for a more extended period and is not a result of teaching to the test.

The third hypothesis concerned the second research question aiming to investigate whether the students who valued good pronunciation the most also progressed the most during the project. The hypothesis assumed that the results would correlate with students who valued good pronunciation more and students who progressed more. This was somewhat false, yet not ultimately, as the group of students who spent little or very little time improving pronunciation had a less significant reduction than those who spent some, much or very much time. There are a variety of reasons why the results came out like this, and like previously

mentioned, the candidates' previous reflections, subjective understanding, and possible motives can influence their responses and, therefore, the results. Even though it is not possible to state precisely what the reason was due to the survey not asking the students questions that are less open to their subjective interpretation, this is also a great advantage of the survey as it wants the students to reflect on their pronunciation and not fit their answers into more mechanical and pre-determined answers. The hypothesis did, nevertheless, have some correct predictions as the students who perceived their pronunciation as less valuable did show less improvement, and the students being neutral to the importance of good pronunciation performed better than those finding it less valuable but also not as good as the students who found it somewhat valuable and very valuable.

The last hypothesis was linked to the third research question, which aimed to overview teachers' perceptions and practices in teaching phonetics. This hypothesis predicted that teachers who taught phonetics explicitly were teachers who valued speaking accuracy higher. It seemed like all of the teachers valued the teaching of pronunciation as much as other components of the English subject to a very similar degree. They all worked to improve the students' pronunciation in various ways, and they made sure to immerse the students in learning situations with a focus on pronunciation as much as possible. They also seemed to have a general impression that phonetics can be an advantage for the students and that it also can help them achieve more accurate pronunciation. T1 seemed, however, to not value the teaching of phonetics as much as she used to previously, and T2 seemed to find it less necessary to teach phonetics than other things. T3 was the only teacher who taught phonetics to some degree, and she seemed to value the advantage it has for the students to know phonetics to ease pronunciation challenges. Despite teaching phonetics very briefly, the general impression of the interviews was that they seemed to value phonetics but that they still did not teach it due to an experience of time pressure and the lack of materials and approaches to teaching phonetics. All of this combined can explain that this hypothesis was somewhat wrong, as all of the teachers seemed to value the advantages phonetics can give, but they still did not teach it as they felt insecure about the time frame, materials, and approaches necessary. Although the teaching sample here was very small, the teachers all expressed that they felt somewhat limited by the lack of teaching resources, indicating a need for new teaching resources that perceive phonetics teaching as valuable to the students' improvement.

This thesis can have many implications for further phonetics teaching in Norwegian English classrooms. This project was conducted over a very short time period of only two lessons, meaning that improving students' pronunciation does not necessarily need to take much time. Neither did these lessons follow any textbooks or resources for how phonetics was taught, but they instead followed elementary pedagogical principles that the teaching should be engaging, make the students aware of their pronunciation, have a variety of different approaches such as speaking, listening, reflecting, writing, and discussing, create a safe, positive, and informal learning atmosphere and also practice pronunciation both in isolation and in context. These are principles with a strong foundation in pedagogical theories and the English curriculum, and which most teachers already practice on a frequent if not constant basis. This implies that teaching phonetics does not require much time or research on many groundbreaking approaches, but it still gives excellent results.

The results of this study showed remarkable improvements in the candidates' pronunciation accuracies regarding focus sounds which are difficult for many Norwegian learners of English. The survey conducted showed that a great majority of the participants found it essential to have good pronunciation and that many of them also were willing to put downtime and efforts into improving their pronunciation. This was also confirmed in the results, where the test group showed impressive progress from the pre-tests to the post-tests, and many candidates improved a large percentage of their errors throughout the project.

Some researchers argue that having a close to native accent makes it more intelligible and, therefore, also less disruptive for communication (Beebe, 1978; Morley, 1994). Other researchers question this native speaker ideal as it seems like the Norwegian-English accent is very much intelligible, and that accent carries a lot of identity with it (Kachru, 1985 & Phillipson, 1992, as cited in Rindal 2013, Brevik & Rindal, 2020). Perhaps native-like pronunciation is not an absolute necessity in successful communication. However, on the contrary, one can also consider Sobkowiak's question on whether not caring about correct pronunciation is counterproductive in language teaching (Sobkowiak, 2005, as cited in Brevik & Rindal, 2020, p.126). After all, accents can affect communication as minor differences in phonemes can cause the wrong pronunciation of words and change the sentence's meaning. Furthermore, as this project shows that this is an area students want to succeed in, and small

amounts of time can significantly improve their speaking accuracy, it can be a good argument for why this should be dedicated time in Norwegian L2 classrooms.

6. Conclusion

6.1. Conclusion

The aim of the present study was to investigate the effects of teaching explicit phonetics to enhance students' pronunciation accuracy and to look at possible causes for the results. The results of the survey, pronunciation tests and teacher interviews made it possible to provide the following answers to the research questions:

1. Explicit teaching of phonetic target sounds enhances students' pronunciation significantly in the EFL classroom. The test group exposed to the teaching reduced 47% of their errors throughout the project. The control group, in comparison, reduced 11% of their errors.
2. Most students found good pronunciation to be important. However, there turned out to be no correlation between the amount of reduction and the students' perceptions on the importance of good pronunciation. There was additionally not found any correlation between the reported amount of time spent on pronunciation improvement and amount of reduction.
3. The phonetic knowledge and pronunciation skills acquired in the project seems to be lasting over a longer time span.
4. Teachers value the advantages of phonetic knowledge but does not teach it much explicitly because of a lack of educational preparation, resources, and time.

The result of this project argues for why explicit phonetics should be taught in Norwegian L2 classrooms. The findings show that both teachers and students value good pronunciation, and explicit phonetic teaching does improve pronunciation accuracy significantly. Despite being a small-scale study, it provides new insight on the field and contributes experimental data to the already existing sociolinguistic studies on phonetic teaching in Norway.

6.2. Suggestions for further research

A study of a larger scope should be conducted to gain generalized knowledge on what the effects on teaching phonetics can do to enhance speakers' pronunciation accuracy. Another suggestion for further research is to investigate other phonetic features that can be found challenging for Norwegian L2 learners and look at whether the features are subjected to a different number of errors. A longitudinal study would also better be able to evaluate whether the knowledge attained is lasting or whether it fades due to the passing of time. As this was a fairly short study, with only two lessons of phonetic teaching, yet caused great reductions of errors it would be interesting to see what more teaching could do to the results and investigate whether the learning process stabilizes at some point or continues to progress.

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Appendices

Appendix 1 – Participant information and consent forms

Vil du delta i forskningsprosjektet

“The effects of explicit teaching of phonetics to reduce typical errors in the Norwegian English accent?”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan elevenes engelske uttale kan forbedres gjennom et undervisningsopplegg med fokus på fonetikk. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for ditt barn.

Formål

Prosjektet handler om å teste ut et undervisningsopplegg som tar sikte på å forbedre uttale på engelsk gjennom å fokusere på lyder man vet er vanskelige for norske elever å uttale. I den sammenhengen vil jeg teste elevenes ferdigheter før og etter at de har vært gjennom undervisningsopplegget, og de skal fylle ut et spørreskjema om språkvanene og- ferdighetene deres.

Halvparten av elevene vil være i fokusgruppen og den andre halvparten vil være kontrollgruppe.

Jeg håper at resultatene kan danne grunnlag for undervisningspraksis som vil hjelpe elever til enda bedre engelskuttale

Forskningsprosjektet er en masteroppgave i engelsk ved fakultetet for humaniora og pedagogikk.

Hvem er ansvarlig for forskningsprosjektet?

Avdeling for lærerutdanning ved Universitetet i Agder er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du har fått spørsmål om deltagelse på grunn av at ditt barn er i fokusgruppen «elever på 7.årstrinn».

Barn er en sårbar gruppe å forske på, og derfor er hovedregelen at barn under 15 år ikke kan samtykke på vegne av seg selv. På bakgrunn av dette kreves det samtykke fra deg som forelder/verge for at barnet skal kunne delta i forskningsprosjektet.

Hva innebærer det for deg å delta?

Hvis du velger å samtykke til at ditt barn kan delta i prosjektet innebærer det at eleven gjennomgår testing av engelskferdigheter, testing av uttale, en spørreundersøkelse og et undervisningsopplegg med fokus på uttale og fonetikk.

Hvis du velger å samtykke til at ditt barn kan delta i prosjektet innebærer det at eleven tar en test for å kartlegge elevens helhetlige engelskkunnskaper. Basert på resultatene vil hver elev bli satt enten i kontrollgruppen eller i testgruppen, hvor målet er å lage grupper med tilnærmet likt kunnskapsgrunnlag.

Elevene i testgruppen skal i første omgang fylle ut et digitalt spørreskjema for å kartlegge elevens syn på viktigheten av å ha en god uttale i engelsk. Spørreskjemaet vil ta rundt 10 minutter og svarene vil bli registrert elektronisk. Elevene i denne gruppen vil videre utføre en uttale-test individuelt sammen med forsker. Denne testen vil ta 5-10 min, og det vil gjøres opptak for å sikre at resultatene måles riktig. I neste omgang vil elevene gjennomgå undervisningsopplegget, og dette vil bli gjennomført i engelsktimene i løpet av én skoleuke. Etter undervisningsopplegget vil det gjøres en ny uttale-test tilnærmet lik den forrige testen. Denne testen gjøres for å se om det er forbedringer i uttalen basert på undervisningen som er blitt gitt. Etter noen ukers opphold vil uttale-testen gjøres en gang til for å sjekke om forbedringene er varige.

Elevene i kontrollgruppen vil utføre den samme uttale-testen som testgruppen. Denne gruppen vil få engelsk-undervisning av sin faglærer som vanlig i løpet av uken hvor testgruppen gjennomgår forskerens undervisningsopplegg. Elevene i kontrollgruppen vil også gjennomføre uttale-testen som utføres rett etter undervisningsopplegget.

På bakgrunn av at barn er en sårbar gruppe å forske på kan du som forelder/verge få innsyn i spørreskjemaet på forhånd ved å ta kontakt med forskeren.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å la ditt barn delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle personopplysninger om barnet vil da bli slettet. Det vil ikke ha noen negative konsekvenser for barnet hvis du ikke vil delta eller senere velger å trekke deltagelsen. Det vil heller ikke påvirke ditt barns forhold til skolen eller forskeren. Det å delta og å ikke delta er likestilte alternativ.

Dersom du ikke ønsker at ditt barn skal delta i prosjektet vil ikke barnet bli utsatt for noen av testene, og vil få undervisning av faglærer sammen med elevene som er i kontrollgruppen. Barnet vil også få alternativt opplegg av faglærer mens det foregår testing av generelle engelsk-kunnskaper og uttale-tester hos testgruppen og kontrollgruppen.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Det er kun forskeren [Kine Løvold Mong] og prosjektveilederen [Bjørn Harald Handeland] som vil ha tilgang til opplysninger som kan være identifiserende.

Elevens navn vil bli erstattet med en kode som vil bli brukt ved alle datainnsamlinger. En oversikt over kodene vil bli lagret på en egen navneliste adskilt fra øvrige data på en låst server. Denne navnelisten vil destrueres etter at prosjektet er ferdig og eleven vil ikke kunne bli gjenkjent i den publiserte masteroppgaven.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er innen 30.juni 2022. Alle testresultater vil være anonymisert og kan kun knyttes til koden som har vært benyttet. Alt som kan knytte kodene til personopplysninger vil destrueres.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Agder 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, ta kontakt med:

Universitetet i Agder ved Bjørn H. Handeland (bjorn.handeland@uia.no / +47 91 15 08 56)

Vårt personvernombud: Ina Danielsen (ina.danielsen@uia.no / +47 45 25 44 01)

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

Prosjektansvarlig

Forsker/student

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "The effects of explicit teaching of phonetics to reduce typical errors in the Norwegian English accent", og har fått anledning til å stille spørsmål. Jeg samtykker til at mitt barn kan:

- delta i prosjektet

Jeg samtykker til at mitt barns opplysninger behandles frem til prosjektet er avsluttet

(Signert av foresatt/verge, dato)

(barnets/deltagerens navn)

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

256435

Prosjekttittel

The effects of teaching phonetics to reduce errors typical to the Norwegian-English accent.

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Bjørn Harald Handeland, bjorn.handeland@uia.no, tlf: 91150856

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Kine Løvold Mong, kinelm17@uia.no, tlf: 41420288

Prosjektperiode

01.11.2021 - 30.06.2022

Vurdering (1)

03.01.2022 - Vurdert

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 03.12.2022 med vedlegg, samt i meldingsdialogen mellom innmelder og Personverntjenester. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige personopplysninger frem til 30.06.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

For alminnelige personopplysninger vil lovlig grunnlag for behandlingen være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.

PERSONVERNPRINSIPPER

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

personvernforordningen:

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til Personverntjenester ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken 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 oss før endringen gjennomføres.


OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos oss: Henning Levold

Lykke til med prosjektet!

Appendix 3 - Participant online survey questionnaire

 **UiA** Universitetet i Agder

Hei!

Dette er en spørreundersøkelse til deg på 7.trinn som deltar i forskningsprosjektet om engelsk uttale.


Undersøkelsen tar ca.10 minutter og handler om dine engelskferdigheter slik som du ser det. Du kan bla frem og tilbake i spørsmålene mens du tar undersøkelsen, men når du har levert er svarene dine låst.

Dine svar kan kun linkes til ditt kandidatnummer, og det er kun forskeren som kan se hva nettopp du har svart.

Lykke til, og takk for at du deltar :)

FORRIGE **NESTE**

10%

 **UiA** Universitetet i Agder

Vennligst oppgi ditt kandidatnummer.

FORRIGE **NESTE**

20%

De følgende spørsmålene handler om **hvilke språk du snakker** og **hvor mye du snakker dem**.

Oppgi alle språk du kan. Det du kan best skrives først og det du minst skrives til slutt.

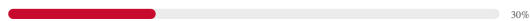
| | |
|---|----------------------|
| 1 | <input type="text"/> |
| 2 | <input type="text"/> |
| 3 | <input type="text"/> |
| 4 | <input type="text"/> |
| 5 | <input type="text"/> |

Vennligst oppgi prosentvis hvor mye tid du bruker/hører de ulike språkene til daglig. Summen av alle prosentene skal tilsvare 100%.

| | |
|---|----------------------|
| 1 | <input type="text"/> |
| 2 | <input type="text"/> |
| 3 | <input type="text"/> |
| 4 | <input type="text"/> |
| 5 | <input type="text"/> |

Har du noen gang bodd i et land hvor det snakkes et annet språk enn norsk som offisielt språk?

- Ja
 Nei

 30%

Hvilket språk ble snakket i landet du bodde i?

 40%

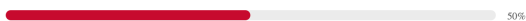
Her kommer noen spørsmål om **når du begynte å lære og lese engelsk.**
Dersom du ikke husker nøyaktig år kan du skrive et omtrent årstall du kan tenke deg.

Oppgi alderen din da du begynte å lære engelsk.

Oppgi alderen din da du begynte å lese engelsk.

FORRIGE

NESTE



De følgende spørsmålene handler om hvordan du selv vurderer dine **egne engelsk-ferdigheter.**

Ranger ditt nivå på å snakke engelsk.

Veldig dårlig

Litt dårlig

OK

Litt god

Veldig god

Ranger ditt nivå på å lese engelsk.

Veldig dårlig

Litt dårlig

OK

Litt god

Veldig god

Ranger ditt nivå på å forstå engelsk.

Veldig dårlig

Litt dårlig

OK

Litt god

Veldig god

FORRIGE

NESTE



På de neste spørsmålene skal du vurdere **hvor mye engelsk du har lært av å bruke ulike metoder.**

Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk:

| | Ingenting | Veldig lite | Lite | Noe | Mye | Veldig mye |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Snakke med venner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Snakke med familie | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lese | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Se på tv | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sosiale medier/musikk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gaming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lære engelsk på egenhånd | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lære engelsk på skolen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Annet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Ranger hvor mye du bruker engelsk daglig på følgende områder

| | Ingenting | Veldig lite | Lite | Noe | Mye | Veldig mye |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Snakke med venner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Snakke med familie | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lese | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Se på tv | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sosiale medier/musikk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gaming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lære engelsk på egenhånd | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lære engelsk på skolen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Annet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

FORRIGE

NESTE

70%

Her kommer noen spørsmål om **din engelske uttale og aksent.**

Ranger hvor mye norsk aksent du har når du snakker engelsk.

Ingen aksent Litt aksent Mye aksent

Hvor ofte bruker du norske ord når du snakker engelsk?

Aldri Sjelden Noen ganger Ca. halvparten av tiden Litt ofte Ofte Alltid

Hvor ofte bruker du engelske ord når du snakker norsk?

Aldri Sjelden Noen ganger Ca. halvparten av tiden Litt ofte Ofte Alltid

Sikter du mot noen av disse aksentene når du snakker engelsk?

- Amerikansk
- Britisk
- Australsk
- Annet

Hvor viktig er det for deg å ha en god uttale når du snakker engelsk?

Veldig uviktig Litt uviktig Likegyldig Litt viktig Veldig viktig

Hvor mye innsats og arbeid legger du i å gjøre din engelske uttale bedre?

Ingenting Veldig lite Lite Noe Mye Veldig mye

FORRIGE **NESTE** 80%



De siste spørsmålene handler om hvordan du tror lærerens uttale påvirker deg.

Hvor god engelsk uttale syntes du læreren din har?

Veldig dårlig Litt dårlig OK Litt god Veldig god

Hvor mye tror du lærerens engelske uttale påvirker din uttale?

Ingenting Veldig lite Lite Noe Mye Veldig mye

FORRIGE **NESTE** 90%



Tusen takk for dine svar!

Med vennlig hilsen
Kine Løvold Mong ved Universitetet i Agder

FORRIGE **AVSLUTT** 100%

Teacher interview

MA-thesis

Background

1. How long have you taught English at the lower secondary school level?
2. What kind of education do you have (general + English)
3. How well do you feel your education prepared you to teach oral English skills?
4. How well do you feel your education prepared you to teach English phonetics?

Curriculum

5. In the new english curriculum LK20, it is presented in the central values that «Faget skal gi elevene et grunnlag for å kommunisere med andre lokalt og globalt, uavhengig av kulturell og språklig bakgrunn», and this is more specified in the learning aim “utforske og bruke uttalemønstre og ord og uttrykk i lek, sang og rollespill»
I want to ask you how you interpret this? What do you do with this in the classroom?
6. How important is the curriculum in relation to your teaching of oral English?
7. Does the school management emphasize using the curriculum in a specific way?
8. How much time do you spend teaching oral skills compared to reading, writing, vocabulary and grammar teaching?

Classroom language

8. What language do you predominantly use in your classroom - Norwegian or English?
 - a. Why?
9. If you use Norwegian, how/why do you use it?
10. What language is mostly used by your pupils during your teaching?
11. Do you find it challenging to get your pupils to speak English in your classroom?

Teaching materials

12. What kind of materials do you use in connection with oral activities?
13. How do you think the teaching materials you have access to focus on oral skills?
14. Is phonetic knowledge a focus area in the teaching materials you use?

Teaching methods/activities

15. Do you train correct pronunciation/intonation?
 - a. If so, how?
16. What kinds of methods/activities did you use when teaching oral skills? (listening activities – Recordings, music, video clips, movies. speaking activities - reading aloud, presentations, discussion, conversation, roleplay)
17. What kind of activities work best for teaching oral skills?
 - a. Why?
18. What kind of activities are not so effective for teaching oral skills?
 - a. Why?
19. What kind of English accent do you aim for when teaching oral skills?
20. Do you correct pupils if they use incorrect pronunciation/intonation?
 - a. If so, how?

Others

21. Is there anything else you would like to add on this topic?

Appendix 5: English proficiency test

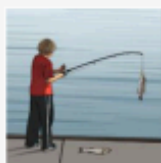
TEST AV ENGELSK-FERDIGHETER

BASERT PÅ NASJONALE PRØVER I ENGELSK FOR 8. TRINN 2020

Kandidatnummer: _____

1. Read the text. Circle the correct picture.

Jayden has bought a canoe, now that he is old enough to go out on the water alone. He saved up some money by doing odd jobs for his parents. His dad bought a new lawn mower, so Jayden mowed the lawn every week during the summer holidays. Click on what Jayden bought.



2. Read the text. Circle the correct picture.

Mary lives in Australia and loves to surf. She takes her board to the beach every chance she gets. She often wonders if her surfing skills would make her good at snowboarding, something she has never tried. She hopes to try it one day, but for now, she is happy surfing on the waves. Click on what Mary wants to try.



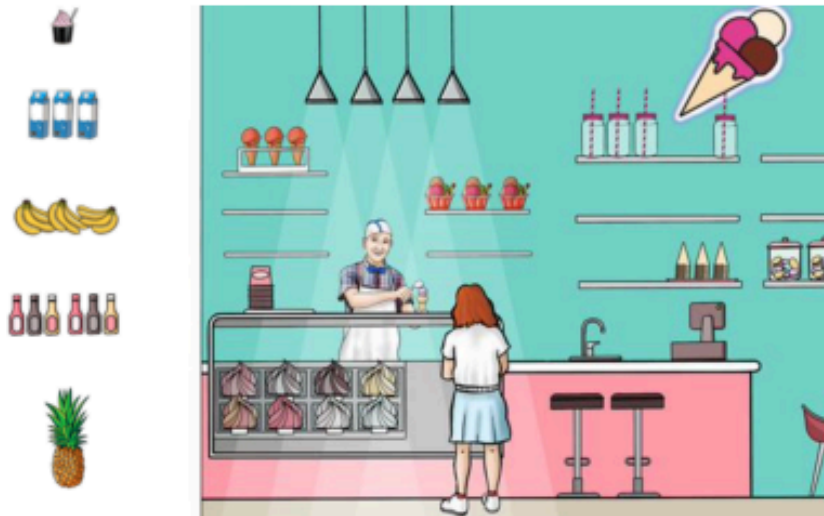
3. Read the text. Circle the correct picture.

Gillian is reading a fantasy novel about an evil and greedy king who hires a man to travel around to collect taxes from the people. The man does as instructed by the king, but he accepts whatever the people can afford as payment. The king is angry with him when he arrives at the castle with farm animals as payment. Click on the tax collector.



4. Read the text. Circle the correct item and put an "x" where it should stand.

There are six bottles of flavoured syrup on the counter in front of the sink and cash register. Circle the bottles and mark the place where they should stand.



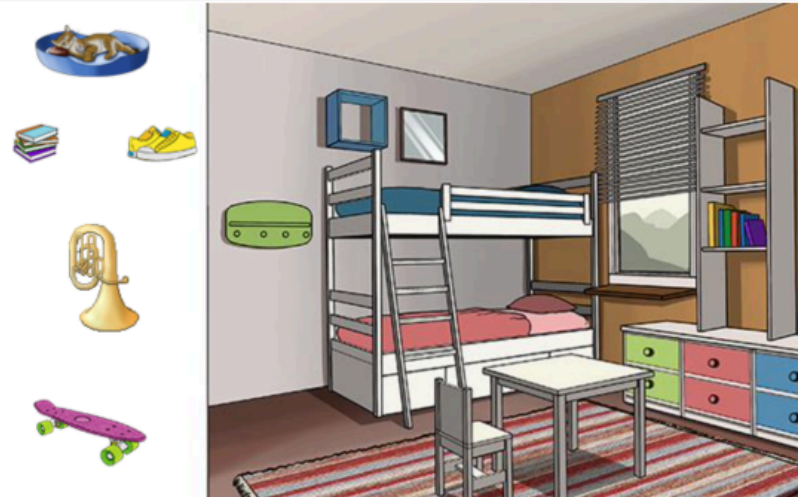
5. Read the text. Circle the correct item and put an "x" where it should stand.

Laura needs to feed her dog, Milo. She knows that Milo wants the biscuits in the jar, so they are kept away from him on the top shelf. He needs to eat his bowl of dog food first! Laura puts the bowl on the floor, just in front of the fridge. Circle the item Milo wants most and mark the place where it is hidden.

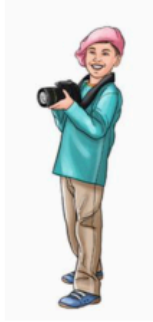


6. Read the text. Circle the correct item and put an "x" where it should stand.

Dylan looked at the tuba on his bedroom table. He had promised to practise for tomorrow's concert, but his friend Harvey had just asked if they could meet up at the skatepark. He put his skateboard next to the tuba while he decided what to do. Then, he grabbed the board and ran out the door. Circle the item Dylan left behind and mark the place where he left it.



7. Look at the picture. Circle the correct text.



Do you want to try something new this summer? The Orlando Camp offers you a great opportunity to explore marine life with highly-skilled instructors. You will spend time in the pool as well as in indoor fish tanks. The camp is aimed at 10 to 15 year-olds. Join us in exploring life under the sea!

The Woodstock Camp invites you to an exciting adventure this summer! If you are creative and artistic, this course is truly for you. We will spend time in the wilderness to find good subjects for photos. We have all the equipment you will need. All teenagers are welcome!

Are you ready for a new mission? The Abell Summer Camp offers you a unique experience. You will "travel" to the moon by using highly advanced virtual-reality programs. You get to try on air-tight suits and to feel what it's like to be weightless. Adventurous kids aged 10 to 15 are welcome!

The Hill Camp invites all teenagers with culinary interests to our summer camp. Do you want to learn more about green eating? During the week, you will explore new ingredients that will challenge your taste buds. The camp will equip you to impress your friends and family!

8. Read the sentence. Circle the correct text.

Circle the text that mentions a turkey that got a new home.

In the USA, Minnesota is the state with the most turkey farms. Most of these are family farms. This means that families run the farms together, and that children take over after their parents have retired.

Turkeys can seem quite funny because of the way they wiggle their necks and the gobbling sound they make. They also have a red, fleshy thing that hangs down from their face. This is called a snood.

Thanksgiving is a very popular holiday in the USA. Families get together on the fourth Thursday of November and celebrate. Most families eat a big roast turkey for the Thanksgiving meal.

A few years ago, a runaway turkey was discovered on top of the headmaster's car outside an English college. The college staff decided to take care of the turkey. Now they use it to teach the students about birds.

9. Read the sentence. Circle the correct text.

Circle the text that mentions two things that are different from person to person.

The human body is amazing and can do many wonderful things. However, one thing most people cannot do is touch their own elbow with their tongue.

You probably know that your fingerprints are unique, meaning that nobody's fingerprints are the same. But did you know the same goes for your tongue print?

The human tongue is made up of eight muscles. We use these muscles when we talk. The tongue's movements help us form words and make different sounds.

People use their tongues to eat and to taste food. But some animals, such as frogs and chameleons, stick out their tongue in order to actually catch their food.

10. Read the sentence. Circle the correct text.

Circle the text written by someone who is unhappy with a member of staff.

The local newspaper has a letters page where the readers can share thoughts and experiences.

Yesterday, the bus was about to leave the bus stop when I was approaching. I ran like crazy to reach it while signalling to the driver to wait. Luckily, she did, and I made it to school in time! I want to say thank you to the nice driver who waited for me!
Paul

Yesterday, I looked for a new book in the local bookstore. When I pulled out a book from a shelf, a shop assistant rushed over. She rudely told me not to flick through the books! She really embarrassed me, and I will never go back there!
Laura

On Friday, I was taking the bus. The bus was full, but I managed to squeeze myself inside. As we left the bus stop, I noticed an elderly man left behind. I want to tell this man that I am so sorry for jumping the queue! I did not realise what I had done before it was too late.
Lindsey

Thank you to the person who helped me on Sunday! I fell on the icy pavement and hurt my arm. A very nice man helped me back up onto my feet. Luckily, I did not break anything, but I really appreciate that he sat with me until my dad picked me up.
William

11. Read the text. Circle the correct word(s) inside the parentheses. For example (road slide path/river)

Technology is always developing, and many people have no idea what the next big invention will be. One thing that we know (for/of/by/to) certain is that many cars in the near future will be self-driving, using computers and sensors to navigate the roads safely. The roads, however, may not be the kind of roads we have today; some cities, such as Los Angeles, are considering (to build/build/building/builds) multiple underground tunnels. The idea is that people driving (around/over/under/through) these tunnels will ease the traffic above ground and possibly reduce pollution. Some of the bigger cities may even have multiple levels of tunnels, possibly removing all heavy traffic from the surface.

12. Read the text. Mark the correct answer.

"Mum, these muffins taste awful! You told me they would be great, but they're not!" Joe looked angrily at his mum. He had been eager to taste the cinnamon muffins she had just made and was really disappointed! "What? Let me try a bite", she said. Mum looked strange as she swallowed, and then cried out: "Yuck! What on earth!" She tried another one and then started to laugh: "You're right that there's something very wrong with these, Joe! I must have put salt in the batter instead of sugar!"

Why was Joe disappointed?

- His mum had made a mistake.
- His mum was angry at him.
- His mum was acting strangely.
- His mum had laughed at him.

13. Read the text. Mark the correct answer.

The Tenere Tree in northeast Niger was the most isolated tree on earth. It was the only tree for over 400 km in every direction, and was the last of a group of trees that had thrived when the area was not so dry. It grew near a deep well and served as a landmark on caravan routes crossing the Sahara desert. For the nomads, the tree was sacred, and they took care not to damage it. Unfortunately, a truck driver ran into it in 1973 and knocked it down. Imagine managing to run into the only obstacle within 400 km!

What is this text mainly about?

- A serious accident
- A special tree
- A trade route
- A deep desert well

14. Read the text. Mark the correct answer.

Hedgehogs are popular with gardeners, as they like to eat slugs and other things that can damage plants. In the autumn, they fill their stomachs by eating lots of food, then build nests of grass and leaves and settle down for a long sleep until the spring. This is called hibernating. To keep themselves really warm in their nests, they roll up into a little ball. But even while they're hibernating they may come out on sunny days to drink water. They often hibernate in piles of rotting garden material, so if you're digging or making a bonfire, watch out for hedgehog nests.

What is this text mainly about?

- How hedgehogs get through the winter
- How hedgehogs make their nests
- How hedgehogs keep warm
- How hedgehogs eat their food

15. Read the text. Mark the correct answer.

An American farmer received the shock of his life recently when armed police arrived at his house in the early hours of the morning, shouting for him to come out with his hands up. John Durant came out, wondering what the problem was, only to be arrested for an armed bank robbery!

He later found out that the bank card he had lost the day before had been found by police on the floor of a nearby bank that had been robbed. The police assumed that the card had been dropped by the masked robber and traced the card back to John. When he explained that he had lost the card whilst out in town, the police realised he was innocent and quickly released him.

What is true about John Durant?

- He stole a card from a bank.
- He was guilty of a bank robbery.
- He was the victim of mistaken identity.
- He shared a name with a robber.

16. Read the text. Mark the correct answer.

When major sporting events begin or end, they often have huge shows, featuring concerts and dance performances. However, sometimes these shows don't go quite to plan! During the opening ceremony of the 1994 World Cup in the USA, soul singer Diana Ross performed a song. The plan was that, during the performance, Diana would kick a ball into a net, which would explode into pieces. However, with millions watching live, Diana kicked the ball... and totally missed the net! But the net still exploded, making it quite an awkward moment! However, like a true pro, Diana Ross pretended it never happened and just carried on singing. It's a good thing that she's a singer and not a football player!

What is this text mainly about?

- An embarrassing incident
- A concert in America
- A World Cup goal scorer
- An artist playing football

17. Read the text. Mark the correct answers.

Daniel was making a deal with his dad. He had wanted a new games console for ages, as he was getting a bit bored with playing games on his old computer. But Dad said that he wouldn't just buy him a new console; Daniel would have to earn some money himself if he wanted it. Dad owned a little shop in the village, so Daniel guessed that Dad would want him to help out in the shop.

However, Dad had other ideas for how Daniel could earn some money. He asked Daniel to help him coach his junior football team for a few days as he had injured his ankle and couldn't really take part in training sessions. Daniel was horrified – he had never coached anybody, and he didn't even like football that much! Dad said that it would be fine as he would be there to supervise, even if he had to sit down.

On the first day of training, Daniel was quite nervous. The players were only about eight years old, though. When the players arrived at the training pitch, it was chaos! The kids were running around, screaming and shouting, so Daniel tried to get their attention. "Erm...excuse me", Daniel said quietly. None of the kids listened. Dad told Daniel that he needed to be a bit more strict with the kids. He then shouted: "Right everyone, listen to Daniel please!"

Daniel decided to start the session with warm-ups that he usually did in PE lessons at school, which the kids seemed to enjoy. When it came to the actual football though, the kids insisted that Daniel join in their game. This is what he had dreaded! Daniel played as a goalkeeper but actually did quite well! He wasn't sure what he was doing exactly, but none of the kids could score against him.

Once the game was over, Dad said that he would never have expected Daniel to be such a natural football player and coach. He even offered to make a new deal with Daniel: if Daniel

coached the team for the rest of the month, Dad would buy him the games console for his birthday. Daniel decided this was a pretty good deal!

Which of these is the best title for this text?

- A surprising talent
- A noisy team
- An injured dad
- An old computer

Which of these words could describe the junior football players?

- Bored
- Embarrassed
- Energetic
- Quiet

Which of these is true about Daniel's dad, according to the text?

- He had an injured back.
- He bought a games console.
- He gave money to Daniel.
- He gave Daniel a responsibility.

Why was Daniel sceptical about his new role?

- He was injured.
- He lacked experience.
- He didn't know the kids.
- He was already working in the shop.

What lesson could Daniel learn from what happened?

- That kids never listen to him
- That helping people can have its rewards
- That his interest in football could pay off
- That his coaching skills need improvement

18. Read the text. Write the name of the person who could be speaking.

At 11.40 p.m. on 14 April, 1912, the famously 'unsinkable' ocean liner, *Titanic*, struck an iceberg. Within three hours she sank deep into the freezing Atlantic waters.

Joseph Boxhall was junior officer on bridge duty when the iceberg was struck. Seeing no obvious damage, he advised a passenger holding a piece of ice to return to bed. However, he found flooding in lower compartments. Back on deck, Boxhall sighted another ship about five miles off, which was heading away, ignoring the flares sent up from the *Titanic*. Captain Edward Smith sent a distress message to the *Carpathia*, which was some hours away, and Boxhall was ordered to man the lifeboats.

Frederick Dent Ray, a steward, had to be awoken twice and told the ship had hit an iceberg; the first time he thought it was a joke. He coolly collected his toothbrush and shaving material before going to deck to herd reluctant passengers into lifeboats.

Passenger Edith Russell recalls how nobody took the incident seriously at first. She remembers some people having snowball fights with ice from the large, ghostly iceberg scraping the rails. Wearing a tight evening dress, she had no intention of getting into a lifeboat. She locked her valuables in her room but brought along a toy pig that her mother, Ellen, had given her. It was by dropping this pig into a lifeboat that a clever crewman got her to change her mind.

Eva Hart, aged seven, was with her parents. Eva's mother, Esther, had been dreading the journey, and refused to go to bed at night, so was sitting up, dressed, when she heard bumping noises. Her father, Benjamin, investigated and said that she and her mother should put coats on and get into a lifeboat, just as a precaution. They did this and, like all those lucky enough to be in lifeboats, they were finally picked up by the *Carpathia*.

Who could say: "I took things from my bathroom before I went out"?

Ditt svar:

Who could say: "I wanted my belongings to stay safe on the ship"?

Ditt svar:

Who could say: "I found worrying signs below deck"?

Ditt svar:

Who could say: "He used a cunning trick to get me to safety"?

Ditt svar:

Who could say: "I was really reluctant to travel on such a large ship"?

Ditt svar:

19. Read the text. Circle the correct word.

Circle the word that means almost the same as 'topic'.

Hyde Park is one of London's largest parks. It belonged to the monks of Westminster Abbey until 1536. It then became a private hunting ground for King Henry VIII, until it was opened up to the public a hundred years later. The park has been the scene of several demonstrations over the years. Speaker's Corner is an area in the park where people can talk openly about any subject, although the speeches have to be kept within the confines of the law.

20. Read the text. Circle the correct word.

Circle the word that, in this context, means the same as 'except'.

When Catharina woke up, it was nearly ten o'clock. It was a wonderful day; the first day of her summer holiday! The sun was shining from the bright blue sky, and it was already very hot. Catharina went outside, and strolled barefoot around the garden. She heard the birds singing, and she could smell the flowers and the grass. The leaves on the trees were intensely green! It was a perfect day to do nothing but enjoying the weather!

21. Read the text. Circle the correct word.

Circle the word that, in this context, means the same as 'constant'.

Many different types of rockets have been launched into space, but in 2018, the businessman Elon Musk sent his own sports car into space, attached to a rocket. He wanted to demonstrate that rockets could carry heavy objects out of the atmosphere and asked for the silliest suggestions possible for what he could send into orbit. The car is being 'driven' by a dummy in a spacesuit, and the car's stereo is playing the David Bowie song *Space Oddity* on a continuous loop. Due to gravity the car is now an artificial satellite that orbits the sun. The launch was the second-most viewed live video in Internet history.

22. Read the text. Circle the correct word.

Circle the word that, in this context, means the same as 'assumed'.

Roger had tried several sports but didn't really feel like he was particularly good at any of them. Being an impatient boy, Roger didn't like anything that he wasn't good at straight away. He decided to look online for a more unconventional hobby. He found all sorts of suggestions, such as knitting, Chinese cooking, and even Frisbee golf! In the end, Roger opted for go-kart racing, as he knew there was a track near his house. He loved going fast on his bike, so Roger figured that he would enjoy the speed of go-karts. If not, he would need to seek something new once again!

23. Read the text. Circle the correct word.

Circle the word that, in this context, means the same as 'ran out of'.

It was rather late when we checked into our hotel in Nashville. When we returned from dinner, it was already dark, so we drew the curtains – and out flew a bat! Just as quickly, we fled the room and raced down to reception. The woman behind the desk didn't quite believe us since this had never happened before! She rang the maintenance man, and he soon appeared carrying a large net. It didn't take long to find the bat, but it flew out into the corridor. So our helper had to run up and down trying to catch it. He succeeded eventually and set it free. It took us quite a while to get to sleep that night!

24. Complete the second sentence so **that it means the same as the first sentence**. Write **one word in the gap**.

John asked me: "did you go to the beach last Saturday?"

John asked if I to the beach last Saturday.

25. Complete the second sentence so **that it means the same as the first sentence**. Write **one word in the gap**.

A stream is narrower than a river.

A river is than a stream.

26. Complete the second sentence so **that it means the same as the first sentence**. Write **one word in the gap**.

Tom has asked Chris to leave.

Chris asked to leave by Tom.

27. Complete the second sentence so **that it follows on from the first sentence**. Write **one word in the gap**.

The Ariana Grande concert was amazing!

Apparently there reporters from all over the world.

28. Complete the second sentence so **that it follows on from the first sentence**. Write **1-2 word in the gap**.

Chloe was waiting for her train.

She hoped that it be late so that she could meet her friend by 12 p.m.

29. Complete the second sentence so **that it follows on from the first sentence**. Write **1-2 word in the gap**.

I won't include lemon in the sauce.

Mum like the taste of it.

30. Complete the text. Write **one** word in each gap.

Christine is now old enough to babysit for her neighbours. She finds it quite enjoyable, and it pays well too. She hopes save up enough money to go on a language-learning camp when she's in high school. It's organized a company called Travel & Learn. They offer a wide range of courses in countries across world.

31. Complete the text. Write **one** word in each gap.

Lorraine is 15 years old and has just recently started a career as a vlogger. She posts videos twice a week where talks about her daily life, while also giving her thoughts on local politics. She hopes this will inspire young teens to become more engaged in their local community. Less than half of the people in England the ages of 18 and 24 vote at elections, and that worries Lorraine. She hopes that with her vlog, more young people vote in the near future.

32. Read the paragraphs below. In the boxes next to the paragraphs, write in what order the paragraphs should be. The first paragraph is given. Write the numbers from 2-6 based on the correct order.

Marco had been working as a truck driver in the USA for over 40 years and was about to retire. However, his last day as a driver turned out to be one of the most memorable days at work for all the wrong reasons!

Marco guessed that the building looked like this to keep it hidden from the public, so he rang the doorbell. A tired-looking man answered the door and took the package from Marco. "Wow", the man said. "A birthday present from my brother. You know this is the first time in 20 years he's actually paid to send a package to me?" A disappointed Marco realized he'd been tricked into being the world's cheapest delivery driver!

Marco was surprised and wondered how the country could possibly need his help.

The stranger said he worked for a secret branch of the government in California and that he had parts of an alien spaceship in his car that needed to be transported to New York, away from the eyes of the media.



The stranger told Marco that he was unable to transfer the alien parts himself, as he has to rush back to headquarters. Marco was of course pretty sceptical about this, until the man showed him some strange photos of creatures that certainly didn't look like they were from Earth. This excited Marco quite a lot so he agreed to transport the alien package to the New York address.



Whilst Marco's day may have started out in the normal way, with breakfast in his favourite roadside diner, things were about to get weird. Just as Marco was paying the bill, a man in a suit and sunglasses approached him and said that the country needed Marco's help.



Driving along the highway, Marco could hardly contain his excitement at the thought of being part of history. He hadn't planned on driving as far as New York, on the other side of the country, but this was something special. When Marco arrived at the address, it looked more like a shabby apartment than a government building.



Appendix 6 – pre-test presentation

English pronunciation test



1

Important:

- The words will appear one by one on the slides
- Say the words like you normally do
- Take your time, do not rush!



3

Verse



4

Teeth



5

Those

U*i*A

6

House

U*i*A

7

Went

U*i*A

8

Bath

U*i*A

9

Toes



10

Visit



11

Car



12

Winter



13

Smooth

Vet

Pencil

Father

Thank you



18

Zebra



19

Wet



20

Vase



21

Other



22

Vest



23

Both



24

Thought



25

With

 UjA

26

Thumb

 UjA

27

Dog

 UjA

28

Wipe

 UjA

29

These



30

West



31

Very



32

English pronunciation test



1

Important:

- The words will appear one by one on the slides
- Say the words with your best efforts
- Take your time, do not rush!



3

Vow



4

Three

Than

Apple

Uia

7

Wow

Uia

8

Thigh

Uia

9

Round

Uia

10

Beaver

U:A

11

Chair

U:A

12

Worse

U:A

13

They

U:A

14

Above



15

Funny



16

Breathe



17

Math



18

Team



19

Whale



20

Veil



21

Together



22

Active

 UiA

23

Theme

 UiA

24

Something

 UiA

25

Awake

 UiA

26

Thing



27

There



28

Reward



29

Weather



30

Snake



31

Brave



32

Appendix 8 – Lesson presentation 1

7th Grade

What is pronunciation?

Pronunciation:
Why even bother trying to speak with perfect pronunciation?

What is pronunciation?

Talk to your neighbor for 1 minute

Pronunciation is:

The way we say a word.
3 parts: articulation, stress and intonation

Pronunciation

Articulation

How you make sounds

Stress

The rhythm.

"Did you buy a house in Spain?"

Intonation

The music.

"Who is your teacher?"

The Norwegian rollercoaster.

The Norwegian rollercoaster

Hello!
My name is Søren Sørpå.
Nice to meet you.

Hello!
My name is Nora Nordpå.
Nice to meet you.

Hello!
My name is Mickey Mouse.
Nice to meet you.



Activity

Can you hear where these people are from?

Do you think good pronunciation is important?

Why/why not?

The importance of good pronunciation

Being understood!

Three / Tree
West / Vest
Those / Does
Vet / Wet

What is good pronunciation?

Being understood or speaking like the natives?

| | | monophthongs | | | | diphthongs | | | Phonemic Chart voiced unvoiced |
|------------|---------|--------------|------|---------|--------|------------|------------|----|---|
| VOWELS | i: | ɪ | ʊ | u: | ɪə | eɪ | | | |
| | sheep | ship | good | shoot | here | wait | | | |
| | e | ə | ɜ: | ɔ: | ʊə | ɔɪ | əʊ | | |
| bed | teacher | bird | door | tourist | boy | show | | | |
| æ | ʌ | ɑ: | ɒ | eə | aɪ | aʊ | | | |
| cat | up | far | on | hair | my | cow | | | |
| CONSONANTS | p | b | t | d | tʃ | dʒ | k | g | |
| | pea | boat | tea | dog | cheese | June | car | go | |
| | f | v | θ | ð | s | z | ʃ | ʒ | |
| fly | video | think | this | see | zoo | shall | television | | |
| m | n | ŋ | h | l | r | w | j | | |
| man | now | sing | hat | love | red | wet | yes | | |

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout adapted by EnglishClub.com

Appendix 9 – Lesson presentation 2

7th Grade

Pronunciation:

Challenging sounds

Getting the correct pronunciation of difficult sounds



Activity

On a post-it note, write down 2-3 English words that you find difficult/challenging to pronounce.

Difficult words

Why is this word difficult/challenging?
What is difficult about it?

YOU ARE NOT ALONE!



| | | monophthongs | | | | diphthongs | | | Phonemic Chart |
|------------|-------|--------------|-------|-------|---------|------------|-------|------------|--------------------|
| | | i: | ɪ | ʊ | u: | ɪə | eɪ | | |
| VOWELS | sheep | ship | good | shoot | here | wait | | | voiced unvoiced |
| | e | ə | ɜ: | ɔ: | ʊə | ɔɪ | əʊ | | |
| | bed | teacher | bird | door | tourist | boy | show | | |
| | æ | ʌ | ɑ: | ɒ | eə | aɪ | aʊ | | |
| | cat | up | far | on | hair | my | cow | | |
| CONSONANTS | p | b | t | d | tʃ | dʒ | k | g | |
| | pea | boat | tea | dog | cheese | June | car | go | |
| | f | v | θ | ð | s | z | ʃ | ʒ | |
| | fly | video | think | this | see | zoo | shall | television | |
| | m | n | ŋ | h | l | r | w | j | |
| | man | now | sing | hat | love | red | wet | yes | |

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout adapted by EnglishClub.com

Why is it important to say it right?

May day, may day!



ð

say it right ;)



- Verse / Worse
- Those / Does
- Through / True



ð and θ



θ

- tongue, teeth
- Just air



ð

- tongue and teeth
- Air and voice



V and W



V

- Teeth and lips
- Air and voice



W

- Round lips
- Back of the tongue up
- Air and voice



Activity



Use your mirror and say these sentences.

Firstly – say it with the heaviest American accent you can do.

Secondly – say it with the heaviest British accent you can do.

Thirdly – say it with the heaviest Norwegian-English accent you can do.

Lastly – say it like you normally do but focus on saying the sounds v, w, ð and θ correctly.

1. The rainbow is very bright and pretty.
2. I was lucky and got the very last pack of wipes.
3. The swimmers can hold their breath for a long time.
4. We are thinking about trying those new levels.
5. Math gives me a very good vibe.
6. Dentists wears white clothes and fixes teeth.



Appendix 10 – Transcription of pre- and post-tests¹

Candidate: 1

| | Pre-test | Immediate post-test |
|-----------|-----------------|---------------------|
| House: | | |
| Teeth: | /θi:z/ | /θi:z/ |
| Verse | | |
| Those | | /tu:/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | /smu:θ/ |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /wɑ:z/ | |
| Thought | /tu:θt/ | /tu:geðɑ:z/ |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ | /dʌmb/ |
| These | /ti:/ -> /ti:z/ | /tri:/ |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | /tri:/ |
| Than | |
| Apple | |
| Wow | |
| Thigh | /tɪŋ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | /əvʊ:/ |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | /æktɪ:/ |
| Theme | /ðem/ |
| Something | |
| Awake | |
| Thing | |
| There | /tri:/ |
| Reward | /raʊnd/ |
| Weather | |
| Snake | |
| Brave | /bri:/ |

¹ Only mispronounced words containing a target sound error were transcribed. All the correctly pronounced utterances were in accordance with the phonemic transcription provided in Table 3 and Table 4. The orange candidate numbers are the participants from the control-group, and the blue candidate numbers are the participants from the test-group.

Candidate: 2

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /doos/ | /doos/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | /ðɔ:t/ | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | /des/ |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /breθ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | /ðem/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 3

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | /smu:θ/ |
| Vet | | /wet/ |
| Winter | /vɪntər/ | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /veɪs/ | /weɪs/ |
| Thought | | /ðoʊ/ |
| Other | | |
| Vest | | /west/ |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | |
| West | | |
| Dog | | |
| Thumb | | |
| These | /ði:z/ | |
| Wipe | /wɪp/ | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /waʊ/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | /əbaʊ/ |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 4

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | /vent/ | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | /wiθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

Late post-test

Vow
Three
Than
Apple
Wow
Thigh
Round
Beaver
Chair
Worse
They
Above
Funny
Breathe
Math
Team
Whale
Veil
Together
Active
Theme
Something
Awake
Thing
There
Reward
Weather
Snake
Brave

Candidate: 5

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | | |
| Verse | /w3:s/ | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | /wizit/ | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wiθ/ | /wiθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|-----------------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /bri:θ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | /ði:m/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 6

| | Pre-test | Immediate post-test |
|-----------|------------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /tu:z/ -> /ðu:z/ | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | |
| Winter | /vɪnθər/ | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | /wɪθ/ |
| West | /vest/ -> /west/ | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | /taɪ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /brɪd/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 8

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | /θi:θ/ | /θi:θ/ |
| Verse | | |
| Those | /tooz/ | /tooz/ |
| Went | /vent/ | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | /vet/ | /vet/ -> /wet/ |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | /ʌdər/ | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | | |
| West | | /vest/ |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|-----------------------|
| Vow | |
| Three | /tri:/ |
| Than | /den/ |
| Apple | |
| Wow | |
| Thigh | /taɪ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | /ti:mi:/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 9

| | Pre-test | Immediate post-test |
|-----------|-------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜ:s/ | |
| Those | /doʊz/ | /doʊz/ |
| Went | | |
| Toes | | |
| Visit | | /vɪzɪt/ |
| Bath | /bæ/ | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | /fɑ:də/ | /fɑ:də/ |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /tɔ:t/ | /tɔ:θ/ |
| Other | /ədə/ | |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | /boʊt/ | |
| With | /wɪt/ | /wɪt/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | /veri/ | /veri/ |

| | Late post-test |
|-----------|----------------|
| Vow | /woʊ/ |
| Three | /tri:/ |
| Than | /θen/ |
| Apple | |
| Wow | |
| Thigh | /taɪ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /deɪ/ |
| Above | /əboʊ/ |
| Funny | |
| Breathe | /bri:θ/ |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | /tʊɡedə/ |
| Active | |
| Theme | /ti:m/ |
| Something | /səmθɪŋ/ |
| Awake | |
| Thing | |
| There | /ðer/ |
| Reward | |
| Weather | /wedə/ |
| Snake | |
| Brave | |

Candidate: 10

| | pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | /ˈtʊz/ -> /ðʊz/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | /wɪnθər/ | |
| Thank you | | |
| Father | /fɑːdər/ | |
| Wet | | |
| Pencil | | |
| Vase | /veɪs/ | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | late post-tests |
|-----------|-----------------|
| Vow | /wɔʊ/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /breθ/ |
| Math | |
| Team | /ti:m/ |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | |
| Something | /θəmɪŋ/ |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | /wedər/ |
| Snake | |
| Brave | |

Candidate: 11

| | Pre-test | Immediate post-test |
|-----------|------------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /doos/ | /doos/ |
| Went | /vent/ | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wiθ/ | |
| West | /vest/ -> /west/ | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | /tri:/ |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 12

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /tu:θ/ | |
| Went | | |
| Toes | /ðo:z/ | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /θɔ:ŋ/ | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | |
| West | | |
| Dog | | |
| Thumb | | |
| These | /di:z/ | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /vow/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | /əboʊ/ |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | /ti:mi:/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 13

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜːs/ | /wɜːs/ |
| Those | /ðoʊz/ | /ðoʊz/ |
| Went | | |
| Toes | /ðoʊz/ | |
| Visit | /vɪzɪt/ | /vɪzɪt/ |
| Bath | | |
| Car | | |
| Smooth | /smuːθ/ | |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | /fɑːdər/ | /fɑːdər/ |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /doʊ/ | /toʊg/ |
| Other | /ʌdər/ | /ʌdər/ |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | /boʊt/ | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | /diːz/ | /diːz/ |
| Wipe | | |
| Very | /veri/ | /veri/ |

| | Late post-test |
|-----------|-----------------------|
| Vow | /woʊ/ |
| Three | /triː/ |
| Than | /den/ |
| Apple | |
| Wow | |
| Thigh | /taɪt/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /deɪ/ |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | /tuːgeðər/ |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | /deɪ/ |
| Reward | |
| Weather | /weðər/ |
| Snake | |
| Brave | |

Candidate: 14

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | /ti:t/ | /ti:th/ |
| Verse | | |
| Those | /doʊz/ | |
| Went | | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | /bout/ |
| With | /wiθ/ | /wiθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|-----------------------|
| Vow | |
| Three | |
| Than | /θen/ |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | /səmθɪŋ/ |
| Awake | |
| Thing | /θɪŋ/ |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 15

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | /tu:θ/ | /tu:θ/ |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | /wet/ |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /wes/ | |
| Thought | | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | /di:z/ | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | /tarts/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | /ði:m/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 16

| | Pre-test | Immediate post-test |
|-----------|-------------------|---------------------|
| House: | | |
| Teeth: | /ti:f/ -> /ti:θ/ | |
| Verse | | |
| Those | /tu:θ/ | /tu:θ/ |
| Went | | |
| Toes | / tu:s/ | /tu:θ/ |
| Visit | /wɪzɪt/ | /wɪzɪt/ |
| Bath | | |
| Car | | |
| Smooth | /smu:θi/ | /smu:θ/ |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | | /tæŋk/ /ju/ |
| Father | /fɑdər/ | |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /tru: / -> /trʌg/ | /trʌgθ/ |
| Other | /ʌdər/ | |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | /bu:θ/ | |
| With | /wɪd/ | |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ | /tʌmb/ |
| These | /di:z/ | /di:z/ |
| Wipe | | |
| Very | | /weri/ |

| | Late post-test |
|-----------|----------------|
| Vow | /waʊ/ |
| Three | /tri:/ |
| Than | /den/ |
| Apple | |
| Wow | |
| Thigh | /taɪs/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /deɪ/ |
| Above | |
| Funny | |
| Breathe | /briθ/ |
| Math | /mat/ |
| Team | |
| Whale | |
| Veil | /wel/ |
| Together | |
| Active | |
| Theme | /di:m/ |
| Something | /səmθɪŋ/ |
| Awake | |
| Thing | /tɪŋ/ |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 17

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | /θi:θ/ | |
| Verse | | |
| Those | /tu:z/ | /θu:z/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | /smu:d/ |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | /fɑ:dɑ:/ | |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | |
| Thought | /tɔ:t/ | |
| Other | /ʌdər/ | |
| Vest | /west/ | |
| Zebra | | |
| Both | /bu:t/ | |
| With | /wɪd/ | |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ | |
| These | /di:z/ | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | /θæn/ |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /deɪ/ |
| Above | |
| Funny | |
| Breathe | |
| Math | /mæt/ |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 18

| | pre-test | immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | /wiθ/ | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

late post-test

Vow
Three
Than
Apple
Wow
Thigh
Round
Beaver
Chair
Worse
They
Above
Funny
Breathe
Math
Team
Whale
Veil
Together
Active
Theme
Something
Awake
Thing
There
Reward
Weather
Snake
Brave

Candidate: 19

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:d/ | |
| Vet | | |
| Winter | /vɪnθər/ | /vɪntər/ |
| Thank you | | |
| Father | | |
| Wet | /vet/ | /vet/ |
| Pencil | | |
| Vase | | |
| Thought | /ðoʊ/ | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wɪtʃ/ | |
| West | /vest/ | /vest/ |
| Dog | | |
| Thumb | /tʌmb/ | |
| These | /ðers/ | /ders/ |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | /vɜ:rs/ |
| They | |
| Above | /əbɔ:rd/ |
| Funny | |
| Breathe | /brɪtʃər/ |
| Math | |
| Team | /ði:m/ |
| Whale | |
| Veil | |
| Together | /tʊɡədər/ |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | /ðer/ |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 20

| | Pre-test | immediate post-test |
|----------------|------------------|----------------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜ:s/ | |
| Those | /tu:z/ | |
| Went | | |
| Toes | /tu:z/ -> /ðu:z/ | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ -> /vɑ:z/ | |
| Thought /θɔ:ɱ/ | | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | /wɪt/ -> /wɪθ/ | /wɪθ/ |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ -> /θʌmb/ | |
| These | | |
| Wipe | | |
| Very | /veri/ | |

| | Late post-test |
|-----------|-----------------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /bri:θ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | /ðem/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 21

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /dous/ | /dɔ:s/ |
| Went | | |
| Toes | /dous/ | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:d/ | |
| Vet | | |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /veɪs/ | |
| Thought | /ðoʊt/ | |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ | /tʌmb/ |
| These | /des/ | |
| Wipe | /vaɪp/ | /vaɪp/ |
| Very | | |

| | Late post-test |
|-----------|-----------------------|
| Vow | /vu:v/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | /daɪk/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | /mɒt/ |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | /təgedə/ |
| Active | |
| Theme | /ti:m/ |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 22

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜːs/ | /wɜːs/ |
| Those | /ʃuːs/ | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smuːθ/ | /smuːθ/ |
| Vet | | /wet/ |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | /vet/ | |
| Pencil | | |
| Vase | | |
| Thought | /tɔːt/ | /tʌθ/ |
| Other | | |
| Vest | | /west/ |
| Zebra | | |
| Both | | |
| With | /wit/ | /wiθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | /diːs/ |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /vuːv/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /briθː/ |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | |
| Something | /θɒmθɪŋ/ |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 23

| | Pre-test | Immediate post-test |
|-----------|-------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | /tooz/ |
| Went | /vent/ | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | /smu:d/ |
| Vet | | /wet/ |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | / ðoo/ |
| Other | | |
| Vest | /west/ | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | /di:z/ |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | /tri:/ |
| Than | /ðen/ |
| Apple | |
| Wow | |
| Thigh | /tai/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /ðet/ |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weil/ |
| Together | /təgedə/ |
| Active | |
| Theme | /ti:m/ |
| Something | |
| Awake | |
| Thing | |
| There | /ðet/ |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 24

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /doʊz/ | /doʊz/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /vet/ | /wet/ -> /vet/ |
| Winter | | |
| Thank you | | |
| Father | /fa:dər/ | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | /ʌdər/ | /ʌdər/ |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | /wɪθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | /di:z/ | /di:z/ |
| Wipe | | |
| Very | | |

| | Late post-test | (Not present) |
|-----------|----------------|---------------|
| Vow | | |
| Three | | |
| Than | | |
| Apple | | |
| Wow | | |
| Thigh | | |
| Round | | |
| Beaver | | |
| Chair | | |
| Worse | | |
| They | | |
| Above | | |
| Funny | | |
| Breathe | | |
| Math | | |
| Team | | |
| Whale | | |
| Veil | | |
| Together | | |
| Active | | |
| Theme | | |
| Something | | |
| Awake | | |
| Thing | | |
| There | | |
| Reward | | |
| Weather | | |
| Snake | | |
| Brave | | |

Candidate: 25

| | | |
|-----------|--------------|-------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | /tu:θ/ | /dooz/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:d/ | |
| Vet | | |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | N/A | N/A |
| Other | /ʌdər/ | |
| Vest | | |
| Zebra | | |
| Both | /boot/ | |
| With | /wid/ | |
| West | | |
| Dog | | |
| Thumb | /tʌmb/ | /tʌmb/ |
| These | /ti:/ -> N/A | /ti:s/ |
| Wipe | | |
| Very | | |

| | | |
|-----------|-----------|--|
| Three | | |
| Than | | |
| Apple | | |
| Wow | | |
| Thigh | /tai/ | |
| Round | | |
| Beaver | | |
| Chair | | |
| Worse | | |
| They | /det/ | |
| Above | | |
| Funny | | |
| Breathe | /breθ/ | |
| Math | | |
| Team | | |
| Whale | | |
| Veil | | |
| Together | /təgedər/ | |
| Active | | |
| Theme | /tem/ | |
| Something | | |
| Awake | | |
| Thing | | |
| There | /θri:/ | |
| Reward | N/A | |
| Weather | /wedər/ | |
| Snake | | |
| Brave | | |

Candidate: 26

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | /dooz/ |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | /fa:dar/ | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | /wɪθ/ |
| West | /vest/ | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 27

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | /vest/ | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /wao/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /bri:θ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 28

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | /bæt/ | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wiθ/ | /wiθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /vou/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 29

| | Pre-test | Immediate post-test |
|-----------|-----------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | /ðʊə/ -> /θɑ:t/ | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /wʊə/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 30

| | Pre-test | immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | /bi:θ/ |
| Verse | | |
| Those | /doʊz/ | |
| Went | /vent/ | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smu:θ/ | /smu:θ/ |
| Vet | | /wet/ |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | /ðoʊ/ | |
| Other | | |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | | |
| With | /wit/ | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /vɔ:v/ |
| Three | /tri:/ |
| Than | |
| Apple | |
| Wow | |
| Thigh | /taɪ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /bri:θ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | /θəmθɪŋ/ |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 31

| | Pre-test | Immediate post-test |
|-----------|-----------------|----------------------------|
| House: | | |
| Teeth: | | /bi:θ/ |
| Verse | /wɜ:s/ | /wɜ:s/ |
| Those | /tu:θ/ | |
| Went | | |
| Toes | | /θoʊz/ |
| Visit | | /vɪzɪt/ |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /θu:z/ | |
| Other | | |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | |
| West | | |
| Dog | | |
| Thumb | | |
| These | /θi:z/ | |
| Wipe | | |
| Very | /veri/ | /veri/ |

| | Late post-test |
|-----------|-----------------------|
| Vow | /waʊ/ |
| Three | |
| Than | /dɛn/ |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | /weɪl/ |
| Together | /tʊɡedə/ |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | /wedə/ |
| Snake | |
| Brave | |

Candidate: 32

| | Pre-test | Immediate post-test |
|-----------|----------------|---------------------|
| House: | | |
| Teeth: | /θi:θ/ | |
| Verse | | |
| Those | /θoʊs/ | /doʊs/ |
| Went | | |
| Toes | | /ðoʊs/ |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /vet/ -> /wet/ | |
| Winter | | |
| Thank you | | |
| Father | /fɑ:də/ | /fɑ:də/ |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | /θru:./ | |
| Other | /ʌdə/ | /ʌdə/ |
| Vest | | |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | /wɪθ/ |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | /breθ/ |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | /tʊgedə/ |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | /wedə/ |
| Snake | |
| Brave | |

Candidate: 33

| | Pre-test | Immediate post-test |
|-----------|----------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | | |
| Those | | |
| Went | | |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | | |
| Vet | /wet/ | |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | |
| Thought | | |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | | |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | |
| Very | | |

| | Late post-test |
|-----------|----------------|
| Vow | /wao/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 34

| | Pre-test | Immediate post-test |
|-----------|------------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜ:rs/ | /wɜ:rs/ |
| Those | /ðooz/ | /ðooz/ |
| Went | /vent/ | /vent/ |
| Toes | | |
| Visit | | |
| Bath | | |
| Car | | |
| Smooth | /smooθ/ | |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | | |
| Father | | |
| Wet | | |
| Pencil | | |
| Vase | | /weɪs/ |
| Thought | /θɔ: / -> /tɜ:ʃ/ | /tɜ:ʃ/ |
| Other | | |
| Vest | | |
| Zebra | | |
| Both | | |
| With | | |
| West | | /vest/ |
| Dog | | |
| Thumb | | |
| These | | |
| Wipe | | /vaɪp/ |
| Very | /veri/ | |

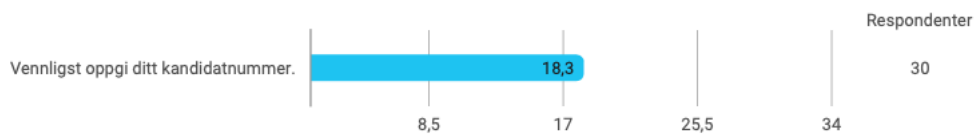
| | Late post-test |
|-----------|----------------|
| Vow | /vɔ:v/ |
| Three | |
| Than | |
| Apple | |
| Wow | |
| Thigh | |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | |
| Above | |
| Funny | |
| Breathe | |
| Math | |
| Team | |
| Whale | |
| Veil | |
| Together | |
| Active | |
| Theme | |
| Something | |
| Awake | |
| Thing | |
| There | |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Candidate: 35

| | Pre-test | Immediate post-test |
|-----------|-------------|---------------------|
| House: | | |
| Teeth: | | |
| Verse | /wɜ:rs/ | /wɜ:rs/ |
| Those | /ðoʊz/ | /ðoʊz/ |
| Went | | |
| Toes | | |
| Visit | /vɪzɪt/ | /vɪzɪt/ |
| Bath | | |
| Car | | |
| Smooth | /smu:tʃ/ | /smu:tʃ/ |
| Vet | /wet/ | /wet/ |
| Winter | | |
| Thank you | /tæŋk/ /ju/ | /tæŋk/ /ju/ |
| Father | | /fɑ:də/ |
| Wet | | |
| Pencil | | |
| Vase | /weɪs/ | /weɪs/ |
| Thought | /tɔθs/ | /tɔθ/ |
| Other | /ʌdər/ | /ʌdər/ |
| Vest | /west/ | /west/ |
| Zebra | | |
| Both | | |
| With | /wɪθ/ | /wɪθ/ |
| West | | |
| Dog | | |
| Thumb | /tʌmbər/ | /tʌmb/ |
| These | /ði:z/ | /ði:z/ |
| Wipe | | |
| Very | | /veri/ |

| | Late post-test |
|-----------|----------------|
| Vow | /waʊ/ |
| Three | /tri:/ |
| Than | /den/ |
| Apple | |
| Wow | |
| Thigh | /tɪŋ/ |
| Round | |
| Beaver | |
| Chair | |
| Worse | |
| They | /dei/ |
| Above | /əbu:θ/ |
| Funny | |
| Breathe | /bri:tɪŋ/ |
| Math | |
| Team | |
| Whale | |
| Veil | /wel/ |
| Together | /tʊɡədər/ |
| Active | |
| Theme | /tem/ |
| Something | /səmɪŋ/ |
| Awake | |
| Thing | /tɪŋ/ |
| There | /der/ |
| Reward | |
| Weather | |
| Snake | |
| Brave | |

Appendix 11 – Survey data



Oppgi alle språk du kan. Det du kan best skrives først og det du kan minst skrives til slutt. - 1

- Norsk
- norsk
- Norsk
- Norsk
- Norsk
- norsk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- norsk
- Norsk
- Arabisk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- Norsk
- norsk
- Norsk
- Norsk
- Norsk
- norsk
- norsk
- Norsk

Oppgi alle språk du kan. Det du kan best skrives først og det du kan minst skrives til slutt. - 2

- Engelsk
- engelsk
- Engelsk
- Engelsk
- Engelsk
- engelsk
- Engelsk
- Engelsk
- Engelsk
- Engelsk
- Engelsk
- engelsk
- Engelsk
- Norsk
- Engelsk
- Engelsk
- Engelsk
- Engelsk

- Svensk
- Engelsk
- Engelsk
- engelsk
- Engelsk
- Engelsk
- Engelsk
- Engelsk
- engelsk
- engelsk
- Engelsk

Oppgi alle språk du kan. Det du kan best skrives først og det du kan minst skrives til slutt. - 3

- Spansk
- spansk
- dansk
- Svensk
- Engelsk
- Svensk
- Spansk
- Svensk
- Engelsk
- Spansk
- Svensk
- spansk
- bulgarsk

Oppgi alle språk du kan. Det du kan best skrives først og det du kan minst skrives til slutt. - 4

- svensk
- svensk
- Spansk
- Dansk
- Dansk
- Dansk
- Svensk
- Dansk
- spansk

Oppgi alle språk du kan. Det du kan best skrives først og det du kan minst skrives til slutt. - 5

- Fransk
- dansk
- Dansk
- Fransk
- Tysk
- dansk

Vennligst oppgi prosentvis hvor mye tid du bruker/hører de ulike språkene til daglig. Summen av alle prosentene skal tilsvare 100%. - 1

- 100
- 80%
- 80%
- 50
- Norsk 85%
- %70
- Jeg bruker norsk nesten hele tiden så jeg bruker/hører det ca 90% hver dag.
- 90
- 60%

- 100%
- 60%
- Norsk 60%
- 70
- 55
- 70
- 50
- norsk 70%
- 70
- 30 % Engelsk
- Norsk 70%
- 70
- 60
- Norsk 50%
- 80%
- 80%
- 90
- 80%
- 70
- 25%
- 100%

Vennligst oppgi prosentvis hvor mye tid du bruker/hører de ulike språkene til daglig. Summen av alle prosentene skal tilsvare 100%. - 2

- 30% Det er videoer på engelsk.
- 20%
- 20%
- 35
- Engelsk 15%
- %25
- Jeg hører en del engelsk på youtube og sånn og jeg bruker av og til noen engelske ord i hverdagen min. Så 10%
- 10
- 40%
- 30%
- 40%
- Engelsk 49.987&
- 20
- 30
- 29
- 40
- engelsk 30%
- 30
- 70% Norsk
- Engelsk 30%
- 20
- 40
- Engesk 50%
- 20%
- 20%
- 9
- 20%
- 30
- 70%
- 60-70%

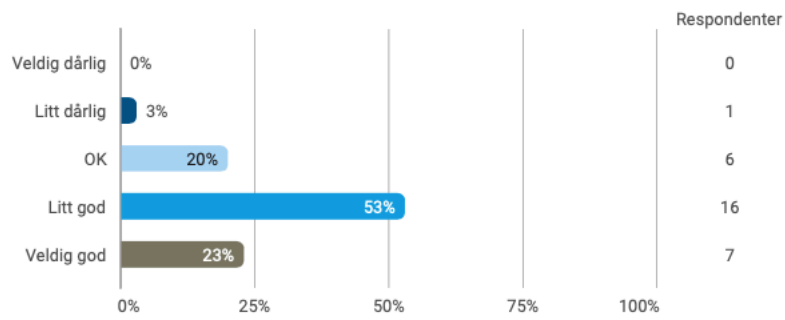
Vennligst oppgi prosentvis hvor mye tid du bruker/hører de ulike språkene til daglig. Summen av alle prosentene skal tilsvare 100%. - 3

- 5,00
- 3,00
- 6,00
- 5,00
- 4,00
- 6,00
- 5,00
- 6,00
- 4,00
- 7,00
- 4,00
- 2,00
- 4,00
- 6,00

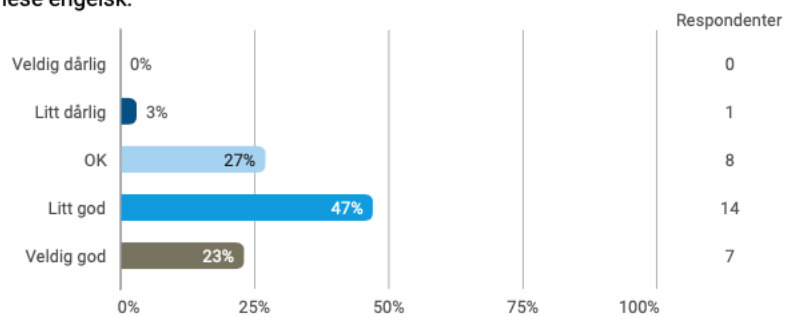
Oppgi alderen din da du begynte å lese engelsk.

- 8,00
- 7,00
- 7,00
- 6,00
- 6,00
- 6,50
- 6,00
- 7,00
- 3,00
- 7,00
- 3,00
- 7,00
- 7,00
- 10,00
- 8,00
- 6,00
- 8,00
- 6,00
- 7,00
- 8,00
- 5,00
- 6,00
- 6,00
- 6,00
- 6,00
- 7,00
- 6,00
- 6,00
- 7,00
- 6,00

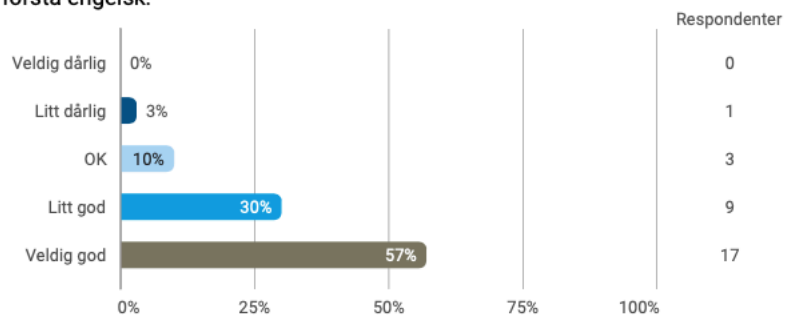
Ranger ditt nivå på å snakke engelsk.



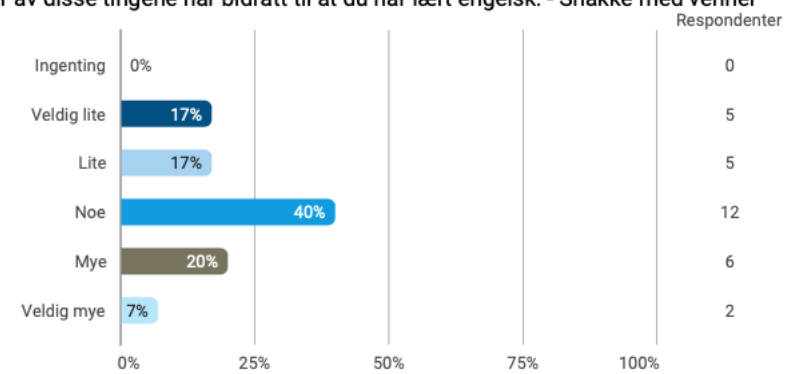
Ranger ditt nivå på å lese engelsk.



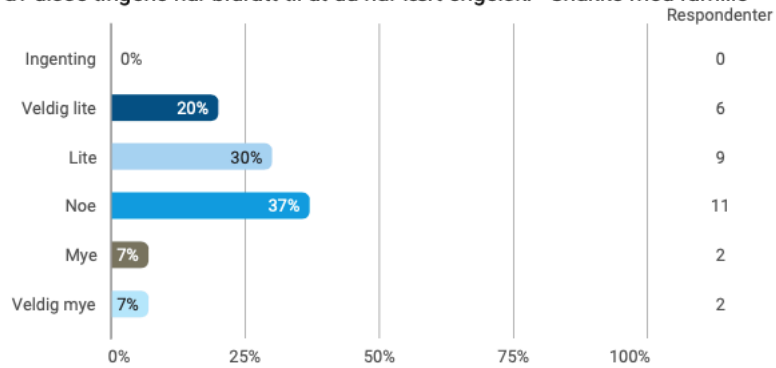
Ranger ditt nivå på å forstå engelsk.



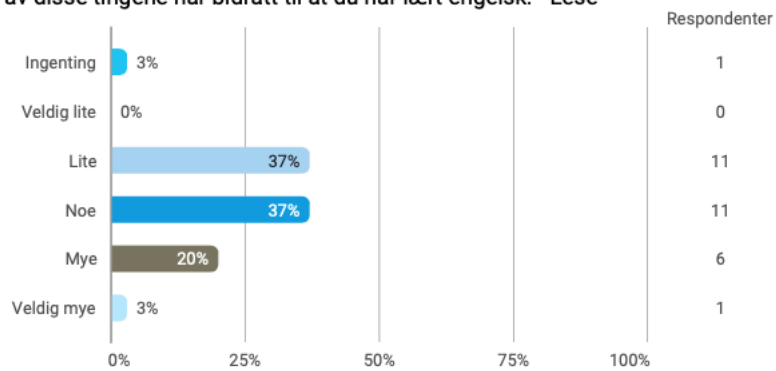
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Snakke med venner



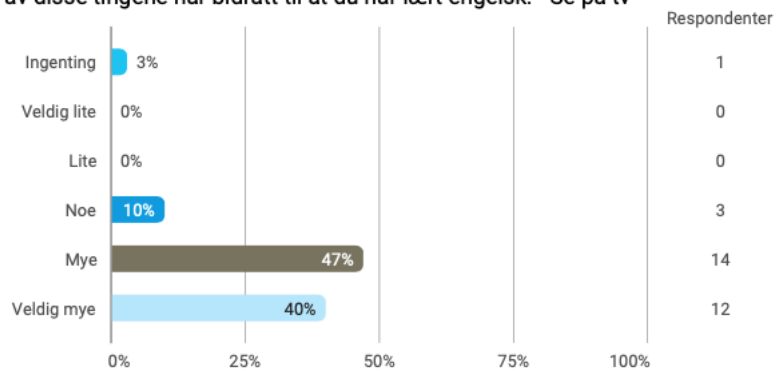
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Snakke med familie



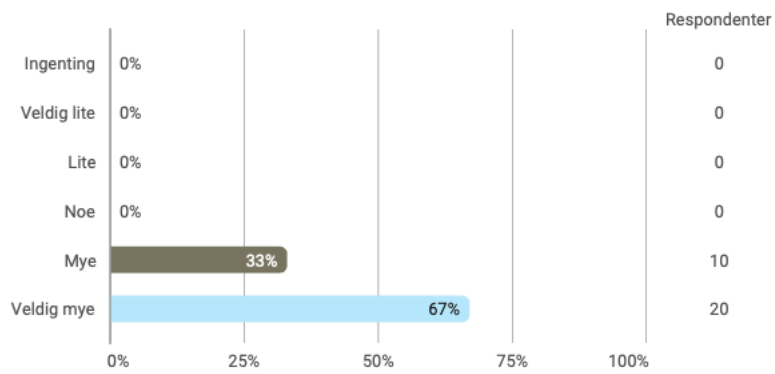
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Lese



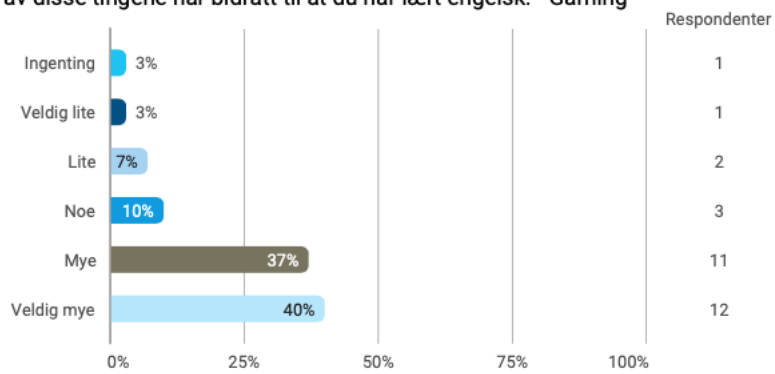
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Se på tv



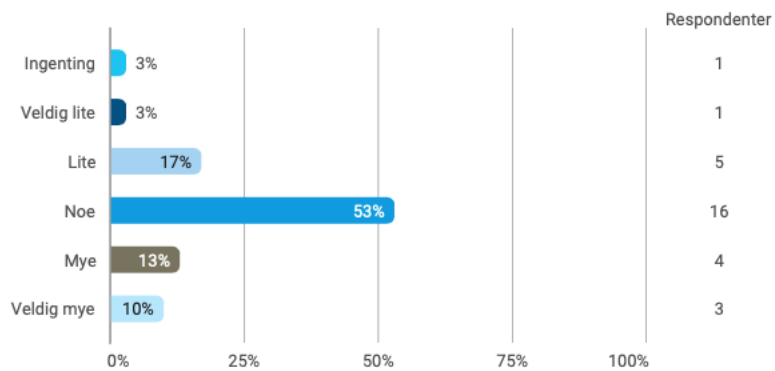
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Sosiale medier/musikk



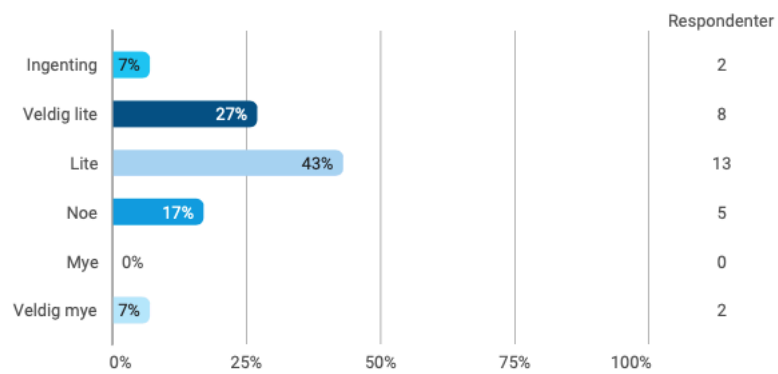
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Gaming



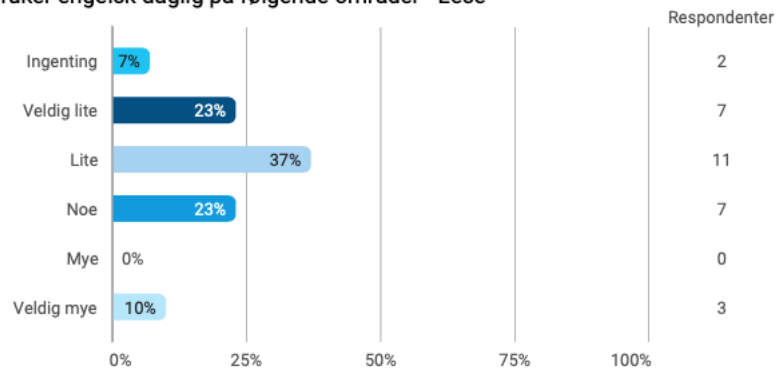
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Lære engelsk på egenhånd



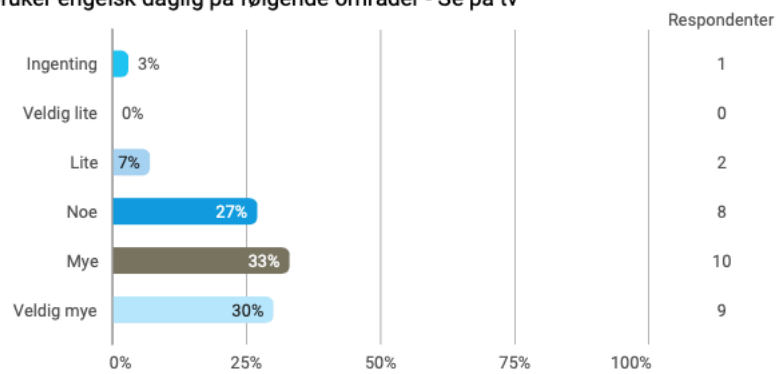
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Lære engelsk på skolen



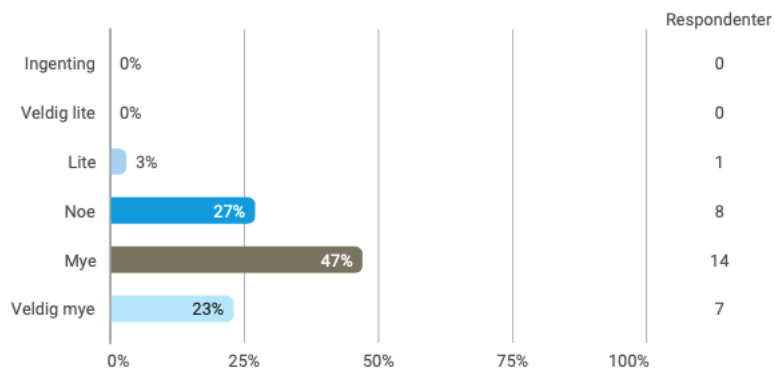
Ranger hvor mye du bruker engelsk daglig på følgende områder - Lese



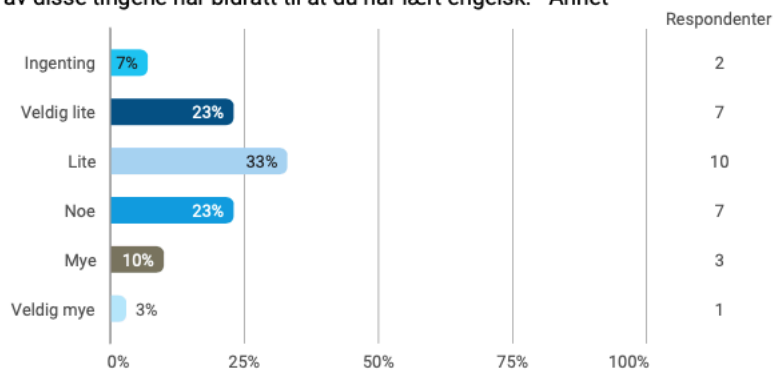
Ranger hvor mye du bruker engelsk daglig på følgende områder - Se på tv



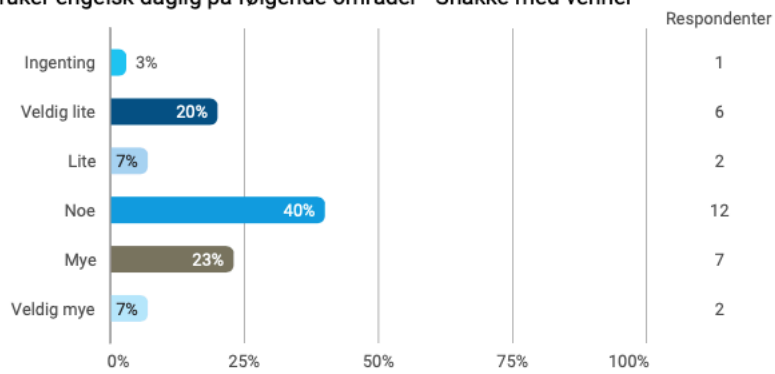
Ranger hvor mye du bruker engelsk daglig på følgende områder - Sosiale medier/musikk



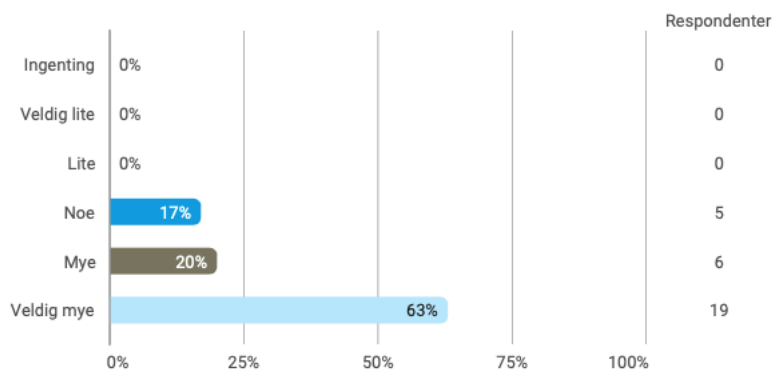
Ranger hvor mye hver av disse tingene har bidratt til at du har lært engelsk: - Annet



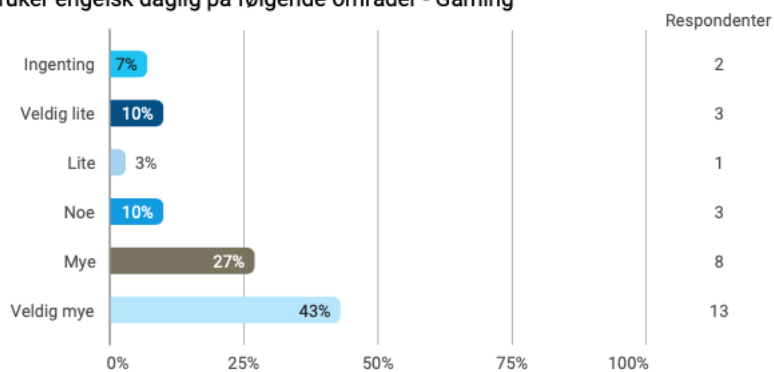
Ranger hvor mye du bruker engelsk daglig på følgende områder - Snakke med venner



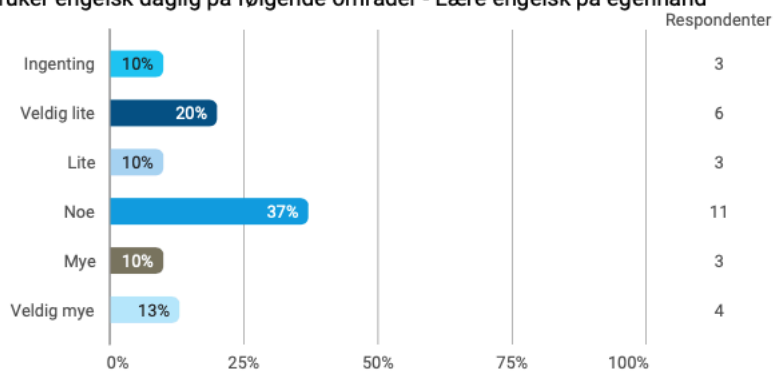
Ranger hvor mye du bruker engelsk daglig på følgende områder - Snakke med familie



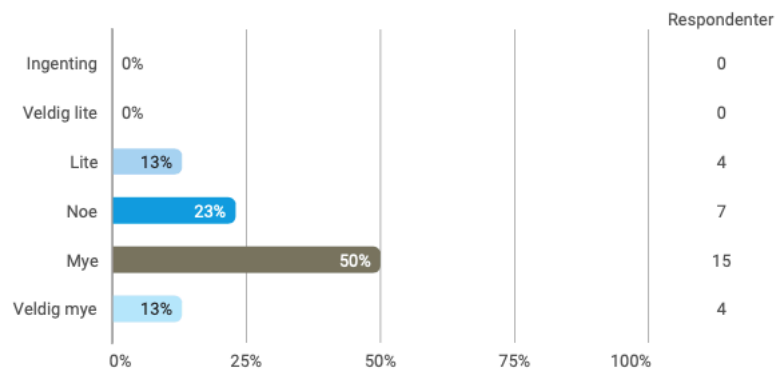
Ranger hvor mye du bruker engelsk daglig på følgende områder - Gaming



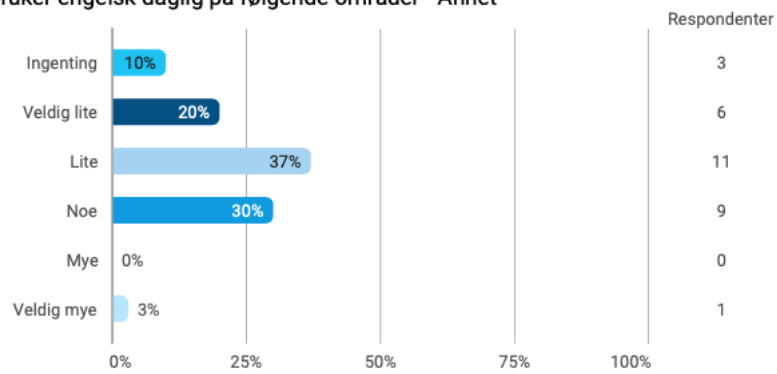
Ranger hvor mye du bruker engelsk daglig på følgende områder - Lære engelsk på egenhånd



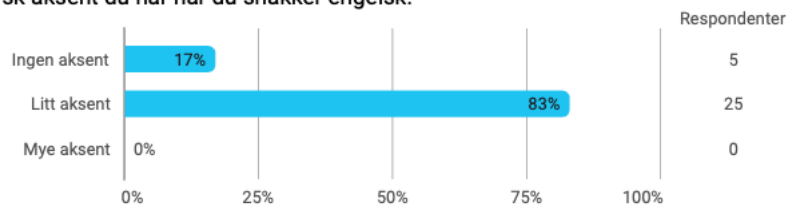
Ranger hvor mye du bruker engelsk daglig på følgende områder - Lære engelsk på skolen



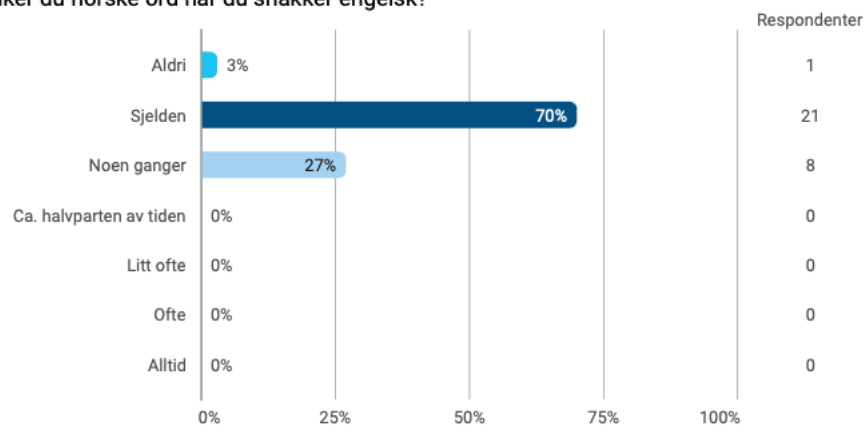
Ranger hvor mye du bruker engelsk daglig på følgende områder - Annet



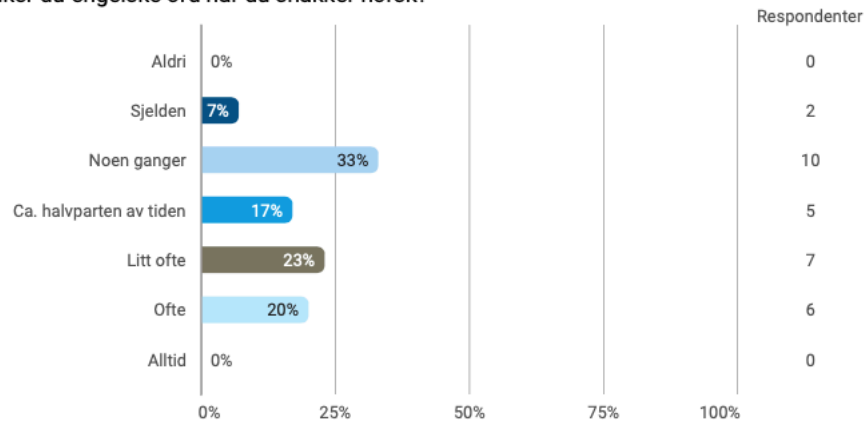
Ranger hvor mye norsk aksent du har når du snakker engelsk.



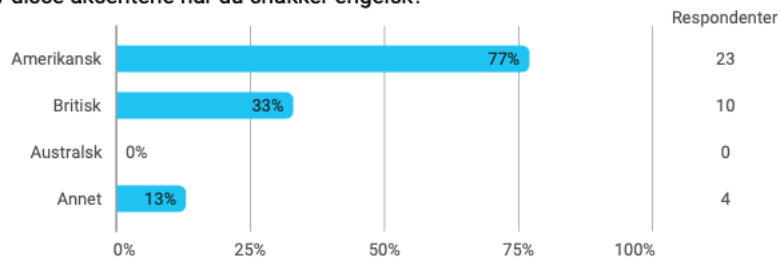
Hvor ofte bruker du norske ord når du snakker engelsk?



Hvor ofte bruker du engelske ord når du snakker norsk?



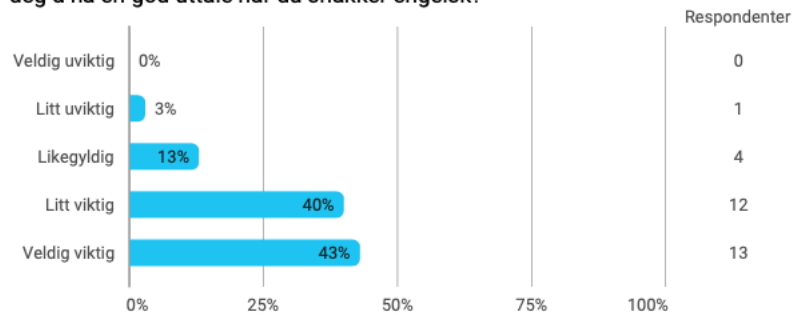
Sikter du mot noen av disse aksentene når du snakker engelsk?



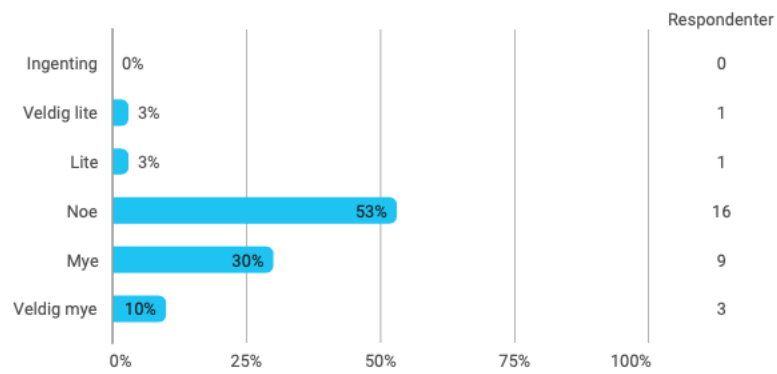
Sikter du mot noen av disse aksentene når du snakker engelsk? - Annet

- vet ikke
- vet ikke
- Hvet ikke
- Nei tenker ikke så mye på det når jeg snakker

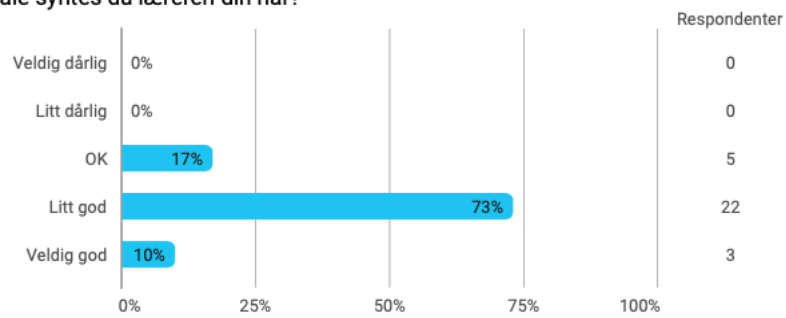
Hvor viktig er det for deg å ha en god uttale når du snakker engelsk?



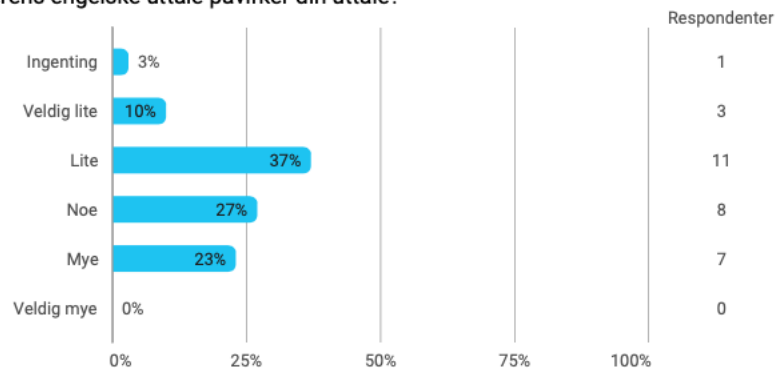
Hvor mye innsats og arbeid legger du i å gjøre din engelske uttale bedre?



Hvor god engelsk uttale syntes du læreren din har?



Hvor mye tror du lærerens engelske uttale påvirker din uttale?



E-post
Samlet status