

MASTEROPPGAVE

Teacher pronunciation and pupil motivation in the English classroom

A research study into if and how teacher pronunciation affects pupils' motivation in five English classrooms in Norwegian schools

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Author

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Sammendrag

Denne oppgaven begir seg ut på å svare på forskningsspørsmålet:

Påvirker lærerens engelskuttale elevene sin motivasjon i

Engelskfaget? Metoden brukt for å finne svar på dette spørsmålet var kvantitative spørreundersøkelser. Deltakerne I undersøkelse bestod av tre Engelsklærere og deres elever på syvende trinn. Motivasjonsteori, forskning på holdninger til ulike varianter av Engelsk og språktilegning ble fremhevet I teori dele nav denne oppgaven.

Gjennom dataen som ble samlet fra spørreundersøkelsene fant studiet ut at det er en sammenheng mellom Engelskuttalen til lærere og motivasjonen til elevene deres. I tillegg ble det funnet en generell teori blant deltakerne rundt hvordan uttalen til læreren kan påvirke motivasjonen til elevene. Denne ideen ble funnet i både svarene til lærerne og i svarene til elevene. En sammenheng mellom resultatene i denne undersøkelsen og den generelle holdningen blant norske elever til ulike varianter av Engelsk og ulike grader av aksent ble også sett på som reel. Oppgaven konkluderte med at det er veldig lite forskning gjort på forskningsområdet rundt motivasjon i forhold til uttale, men at resultatene i denne studien indikerer at det er et område som bør undersøkes mer i detalj.

Abstract

This study set out to investigate if there is a connection between pupil motivation and teacher pronunciation. The method used in order to collect data for this study was quantitative questionnaires. The participants in the study consisted of three English teachers and their 7th grade pupils. In the paper theories on motivation, attitudes towards English varieties and language acquisition were included as relevant to the study. Through the data collected from the questionnaires, the study found that there is a connection between pupil motivation and teacher pronunciation. In addition, a general idea of how teacher pronunciation can affect pupil motivation was discovered to be present in both the teacher and pupil answers. A connection between these findings and the general attitude amongst Norwegian students towards different varieties of English and different amounts of accented English was also concluded. The study concludes that the area of motivation in relation pronunciation is one that has very little research on it but should be researched more in future studies.

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1. Introduction

English is becoming an increasingly prominent part of everyone's lives in Norway and the world in today's society. Being able to speak the language is detrimental to success in many parts of a person's life, such as in their work life, in higher education and when out travelling. The reason for English becoming such an essential language in Norway is because of globalisation and the need for a lingua franca. The term lingua franca is, in the Oxford Advanced Learners Dictionary, defined as "a shared language of communication used between people whose main languages are different" (Oxford University Press, n.d.). Because of the increasing importance of the English language in Norway, one should think that there would be high requirements regarding grades, when people want to become English teachers, but this is not the case. In order to become a teacher in Norway, there are grade requirements for both maths and Norwegian, but none in the other subjects in primary school. The grade requirements in maths and Norwegian are there so that the people choosing to study to become teachers have a certain amount of knowledge in order to finish the five-year teacher education. There is, of course, a general requirement to have a certain grade average to get accepted into the schools where they have teacher training, but that is it for the rest of the subjects taught in primary schools.

Before starting my studies, I knew I wanted to become an English teacher, and one of my motivations for this was that I had had mixed experiences with my teachers growing up. Some of my teachers had strong Norwegian accents that made them pronounce words wrong, and others had near authentic English accents. My thoughts were that the ones with prominent Norwegian accents were not suited for being teachers of English and the ones with near authentic English accents were better suited. Earlier studies conducted on this topic show that this view is accurate amongst students in different countries worldwide. A student or pupil's view on their teacher's ability to teach them adequately could affect their motivation to learn in a subject and impact the amount of learning.

As English is becoming more popular and essential, it also raises the question of what variety of English is the "correct" one to use. Terms like "native speaker", "near native

pronunciation”, “nativeness”, “non-native pronunciation”, “lingua franca”, and “intelligibility” are frequently found in the discussion of what is the correct way of speaking a second language. I will go deeper into what these terms mean and what they imply in the theory part of the thesis. These terms are especially relevant to the English language because this is the language that most people are being systematically taught in schools. Therefore the question of variety is relevant to what goal learners should have and what the teachers should focus on.

When talking about what variety of English is “correct”, there are a few papers that investigate the attitudes that Norwegian pupils have towards different varieties of English. Rindal and Piercy (2013) studied Norwegian teenagers and their choice of English variety and pronunciation. They found that Received Pronunciation (RP) and General American (GA) are the most sought-after accents amongst the Norwegian teens. Further, they found that the teenagers they included in their study used a combination of these two varieties in their spoken English. Trømborg (2019) conducted a similar study on what attitudes Norwegian 9th graders have towards different varieties of English. She focused on a more extensive range of varieties than Rindal and Piercy did. She still found that the pupils regarded RP and GA as the most desirable of the accents. These two studies clearly show that there is still a general view that British English (BE) and American English (AE) are the most desirable varieties to speak among young people in Norwegian today. The language goal is still, among most pupils, a native-like pronunciation. These studies also show that students and pupils are aware of different varieties of English and assign the varieties different values and characteristics. They also show that pupils care about what variety they speak and that the language is a way for them to express certain identity traits.

As stated above, the English language is essential in people’s work lives, in higher education and travel. However, it is also becoming increasingly important and used by the younger population in Norway. The importance of the English language for Norwegian children is present in the “Relevance and central values” part of the English curriculum for Norwegian schools. In this part, they say that the subject “shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication”(Ministry of Education and Research, 2020, p. 2). It is not only relevant for their later life but also for their

everyday lives as children. Norwegian children are exposed to the language at an early age through movies and social media like YouTube and TikTok. They use the language to communicate with friends when gaming online with people from around the world, and they use an increasing number of English words in their everyday speech because gaming has become such a big part of their lives. According to the paper *Barn og medier 2020: 9-18-åringers medievaner* by Medietilsynet (2020), English was the most used language among 9–18-year-olds in Norway when gaming and watching movies, tv-series and YouTube videos. These findings show that English plays a big part in the lives of children in Norway. They no longer only use the language in school and on holiday but also in their everyday lives. English has, in other words, become “a fact of 21st-century life”(Linn, 2016, p. 201) for Norwegian children.

Previous studies have been conducted on the impact of pronunciation and accent in educational situations. In Levis et al. (2016), native and non-native English teachers were investigated regarding what effect they had on the development of their student’s pronunciation skills. In this study, they found that it was the teacher’s knowledge on the area of pronunciation teaching, not their actual pronunciation that affected their students’ skills. They also found that the amount of accent affected how their students perceived them and what amount of trust the students gave the teachers. In Tsang’s (2020) article about why English accent and pronunciation are still important for teachers, he finds that students see native or closer to native pronunciation as more efficient. He also finds that teachers with accents closer to native English are seen as more qualified and knowledgeable than teachers with a stronger accent. The importance of the teachers believing in their ability to teach pronunciation is an essential factor in how they actually do when teaching it, and this is one of the reasons why pronunciation is still important for teachers to master. From these two studies, it is clear that the amount of accent a teacher has can affect how their pupils perceive them in class.

As mentioned above, the trust given to a teacher can be affected by the amount of accent the teacher has. The aspect of trust also plays a big part when looking at the pupils’ willingness to learn from different individuals. When speaking about pupils, Corriveau & Winters (2019) say, “they prefer to learn from a teacher who has been an accurate source of information in the past. But they also take into account various social features of the teacher such as familiarity, emotional relationship, and social group

membership” (p. 123). Combining this with the knowledge that pupils also have a particular view of different varieties of English and what **social group** the different varieties belong to can have implications on how much trust pupils give to their teacher, depending on their English pronunciation. Corriveau & Winters (2019) also say that “[a] lack of trust in one’s teacher likely has enormous implications for learning outcomes” (p. 125); this could indicate that the variety of English a teacher speaks could have an impact on learning outcomes.

With the backdrop of English becoming more important for pupils in Norway and around the world, the vague definition of what pupils should learn in the national curriculum in Norway regarding pronunciation, and the fact that the question of what a “correct” variety of English to speak is becoming more and more relevant. This study aims to investigate what impact the teacher’s accent has on the motivation of the pupils in their English classes. It will also look at what implications this could have on the teaching situation in Norway today and if the findings in this study indicate that there should be more focus put on pronunciation in English education in today’s schools. With this in mind, the research question I am investigating is:

- Does a teacher’s pronunciation of English affect the motivation of the pupils in their class?

The method used to collect data and investigate this topic is in the form of two quantitative questionnaires. The use of two different questionnaires, one for the teachers participating and one for the pupils, aims to collect relevant data from both of these perspectives. The pupil questionnaire focuses on their view of their teacher’s accent and English skills and if they are motivated in the English subject. The teacher’s questionnaire focused on how they perceive their own English pronunciation and how they feel the motivation of their pupils is in the English subject.

2. Theory

In this part of the thesis, I am going to review some previous research and theory on relevant topics for my research question. Firstly, I am going to look at research done on pupils' attitudes towards different varieties of English and towards the teacher.

Secondly, I am going to look at different motivational theories, and thirdly I am going to look at how language is acquired regarding pronunciation and spoken English. At the end of this part I am going to look at the Norwegian National Curriculum of English and discuss what I find in it in relation to the topic I am investigating in this thesis.

The language situation in Norway and attitudes towards English

What English is to Norwegians varies from person to person, but everyone has a relationship to the language because of schooling and the general access to resources online and on TV that contain the language. Because of this and the growth of English used in everyday life, the position of the language is changing from just being a language one learnt in school to something else, but exactly what is this? In Rindal (2020) tackles this question. She references to Kachru's concentric circles of English and emphasises that this model is outdated and is a poor representation of the English language and its users in today's society, but she uses it to emphasise the situation English is in in Norway today. In this model, according to Rindal (2020), there are three types of English users. The inner circle are the people who have English as their native language (L1), the outer circle are the people that have English as their second language (ESL) and where English is an official language in the country. The third circle is called the expanding circle and here we find all the users who have English as a foreign language (EFL) where English is not an official language in the country, but it is taught in schools because of its importance in business, travel and education. Traditionally Norway would be viewed as an EFL country and put into the expanding circle because English is not an official language in the country. But according to Rindal, it is not clear in today's society where Norway should be placed in the circles. She argues that Norway has factors that could give it an ESL label. The first factor is that there is a very high proficiency level of English in Norway, and in research Norwegians have been found to be some of the most proficient speakers of language among countries traditionally placed within the expanding circle (Rindal, 2020, p. 28). The second factor

is that research has shown an increased use of English in Norway, both inside and outside of educational settings. Because of these factors, the status of English in Norway today is as Rindal (2013) says “in transition”(p. 23). As the situation described in Rindal’s (2020) articles indicates, there should be a shift in what the definition of English in Norway means, and this shift could be in the direction of English as a *lingua franca*.

In Seidlhofer (2001) she makes an argument for redefining what English means when speaking of English as a *lingua franca*. She says that “the E’ in English as a Native Language is bound to be something very different from the ‘E’ in English as a *Lingua Franca*, and must be acknowledged as such” (Seidlhofer, 2001, p.137-138). Based on this statement she goes on arguing why this is and finally defines what the E in English as a *lingua Franca* means.

According to Rindal & Iannuzzi (2020) “[p]ronunciation is crucial for communication and for how our language proficiency is perceived by others” (p. 117). In their chapter they talk about two principals, and these are the nativeness principal and the intelligibility principal. These two principals oppose each other in the way they look at what focus there should be on the pronunciation when learning a language. The nativeness principal says that the pronunciation goal for language learners should be to attain a native-like pronunciation and use the native speaker of a language as a guide for how to speak the language “correctly”. The intelligibility principal says that the pronunciation goal for a language learner should be to make themselves understood (Rindal & Iannuzzi, 2020, pp.118-119). These two principals have different focus areas, but both have been criticized in relation to how well they could work in practice. The nativeness principal has been criticised for being unrealistic for a language learner to obtain, and it has also led to the question of which native varieties of English are appropriate for the learner to use. The intelligibility principal opens for non-native accents to be used, but this leads to the question of who one must be understood by. The accent required in order to be understood varies depending on if two learners with the same mother tongue speak to each other, and if two learners with different mother tongues speak to each other.

In Trømborg's (2019) article about Norwegian students' attitude towards the different varieties of English, she mentions that American is seen as more relaxed and suitable for informal situations whilst British is seen as more professional and should be used in more formal settings. When we know this about the different varieties it is interesting to see if this has any connection to the motivation in the classroom, when looking at what variety of English the pupils think their teacher speaks in class. This view on the different varieties of English is seen in a lot of studies on this topic.

In Rindal (2010) she investigates the correlation between attitudes and pronunciation. The study looked specifically at the two varieties American English and British English. In the study Rindal found that the participants, who were a class of Norwegian 17-18-year-olds, attributed different qualities to the two varieties. There were more students in the class that aimed for a British English pronunciation than there were students that aimed for an American English pronunciation, but American English was found to be the variety that most of the students actually used. In the study, Rindal investigated what attitudes the students had towards the two varieties of English and compared them to each other. She made three categories with different dimension in them. The categories were "Status and Competence", "Social Attractiveness" and "Linguistic Quality". The students in the study listened to recordings of American English and British English and were asked to evaluate the speakers according to the dimensions. British English got the highest scores in both "Status and Competence" and "Linguistic Quality", whilst American scored the highest in "Social Attractiveness". British speakers were found to scored higher as a model of pronunciation and scored higher in aesthetic quality. They were also seen as more formal, more intelligent, more polite and more educated. American English speakers were evaluated as mor popular than the British counterpart. Through the study Rindal found that the students evaluated each other depending on what variety of English they spoke. The study also found that the students made a conscious choice when choosing what variety they wanted to speak, depending on what weighed heavier for them in relation to the different views on that exist for the British English and American English varieties. In her conclusion she mentions that perceived norms and attitudes towards the English language "could be of importance for learner motivation, pronunciation skills and language insight" (Rindal, 2010, p. 256), and that there should be focus on this among teachers and in teacher education.

In Rindal & Piercy (2013), they investigate what being “neutral” when speaking English means in relation to the language attitudes among 17-year-olds in Norway. In this study they find that a large minority of the students in the study aimed at attaining a “neutral” variety of English. The reasoning given behind the choice of variety was that the students did not want to be defined on the background of their English variety. The study refers to Rindal’s 2010 study, mentioned above, for the definitions of the different varieties. Most of the students aimed towards American or British pronunciation, so this goal is still present in this study. The finding of what the pupils actually used when speaking showed that there was a combination of American and British phonemes used in the spoken language of the students. The students that aimed at a neutral variety ended up being in the middle of British and American to the extent that they would neither be defined as speaking American nor British. This leading to the aspect of them not being judged as being the in any of the groups defined by their choice of pronunciation.

In Rindal (2014) she find the same result as in the two previous studies. In her predictions for the future, she mentions that the English language is used in a pragmatic and instrumental way. Some of the students in her study used different varieties of English depending on what situation they were in. One would use American with younger people and British with older people. This shows that Norwegian students are flexible in their use of the English language.

Another article on the topic of attitudes toward accent was written by Haukland (2016). In his thesis he investigated the attitudes of Norwegian and non-Norwegian listeners to Norwegian-accented English. He used different variations of accentedness in a Matched-guise test to compare and evaluate the relevance of the different attitudes against each other. Through his work he found that the intelligibility of the language was not affected by the amount of accent, and that the non-Norwegian listener generally thought that the English of Norwegian speakers was understandable and did not evaluate the speaker’s sociability any different regardless of amount of accent. He also finds that the attitude of Norwegians to Norwegian accented English is in general negative, but that the attitudes relate to purely aesthetic reasons.

In her paper Drakulić (2019) investigates 592 Croatian elementary school learners, and the correlation between these students' motivation and their perception of their foreign language teacher. In her research she finds that there are some attributes that are more important than others when it comes to how the students perceive their foreign language teacher. The teachers teaching methodology, personal characteristics and organizational skills are emphasized in the study as the most important aspects effecting the students' perception of the teacher. In this study there is no mention of the teacher's pronunciation, but the aspect of a safe learning environment is presented as important for the learner to feel comfortable, and this again effects the motivation. If the students do not feel like they can trust their teacher to teach them, what they believe to be, correct pronunciation they might not feel that the learning environment is suitable and safe.

Rugesæter (2012) conducted a study on phonological competence. In the study he investigates 139 Norwegian primary school pupils, in fifth and seventh grades. Through the study he looks at how much exposure the pupils get to English outside of school (their media habits). The habits of the pupils in his study showed that nine out of ten indicated that they watched subtitled television show in English almost every day. The study finds that there has been little change in the phonological competency of pupils in decades, even though the pupils in today's world get exposed to much more English than the generations before them did.

In his study, Rugesæter (2012) says this about what the language goal of pupils is today:

[T]he ideal is no longer to try and create clones of Englishmen and Americans, an aim that very few learners will achieve anyway, but for pupils to develop a pronunciation that is clear and good enough to make them able to communicate efficiently in English. (Rugesæter, 2012, p. 120).

He also mentions this as a factor that could be important in the acquisition of a language:

Lack of phonemic contrasts and L1 interference may not necessarily lead to major problems in communication, but may easily disturb communication in the

sense that the focus may be less on *what* you say than on *how* you say it.
(Rugesæter, 2012, p.121)

These two citations show that the view of English as a lingua franca is present in his paper, but he also sees some challenges with this view on language goal in the English subject.

In Rindal & Iannuzzi (2020) they talk about five different varieties of English, and these were “British”, “American”, “Other”, “Norwegian”, and “Neutral”. “British” and “American” are according to Rindal and Iannuzzi the two varieties of English that are most widely known in the world. These are also the varieties that are most known to the pupils in Norwegian primary schools because of exposure to them through movies, television, and other types of media. “Other” refers to any other variety of English, for example Indian English or South African English. “Norwegian” is a variety where the English is substantially influenced by the Norwegian language, and lastly, “Neutral” is defined as “not identifiable as either American English or British English” (Rindal & Iannuzzi, 2020, p. 120). On the background of these varieties being found in previous research, not only in Rindal and Iannuzzi (2020), on the topic of attitudes to different varieties these are also the varieties I chose as example varieties in my study.

Motivation

Motivation is an important aspect when learning a new language, because if one is not motivated to learn, one will most likely not learn. There are a variety of different motivation theories to talk about, and I am going to start out with an introduction of a more general motivation theory and then move on to motivation theories in regard to language acquisition and pronunciation.

In Ryan and Deci (2002), they write about a theory called organismic integration theory (OIT). Ryan and Deci say that OIT “is based on the assumption that people are naturally inclined to integrate their ongoing experiences, assuming they have the necessary nutriment to do so” (p. 15). When talking about this theory they mention three different types of motivation and what types of regulation these types of motivation entail. They also mention what quality of behaviour these types of motivation include.

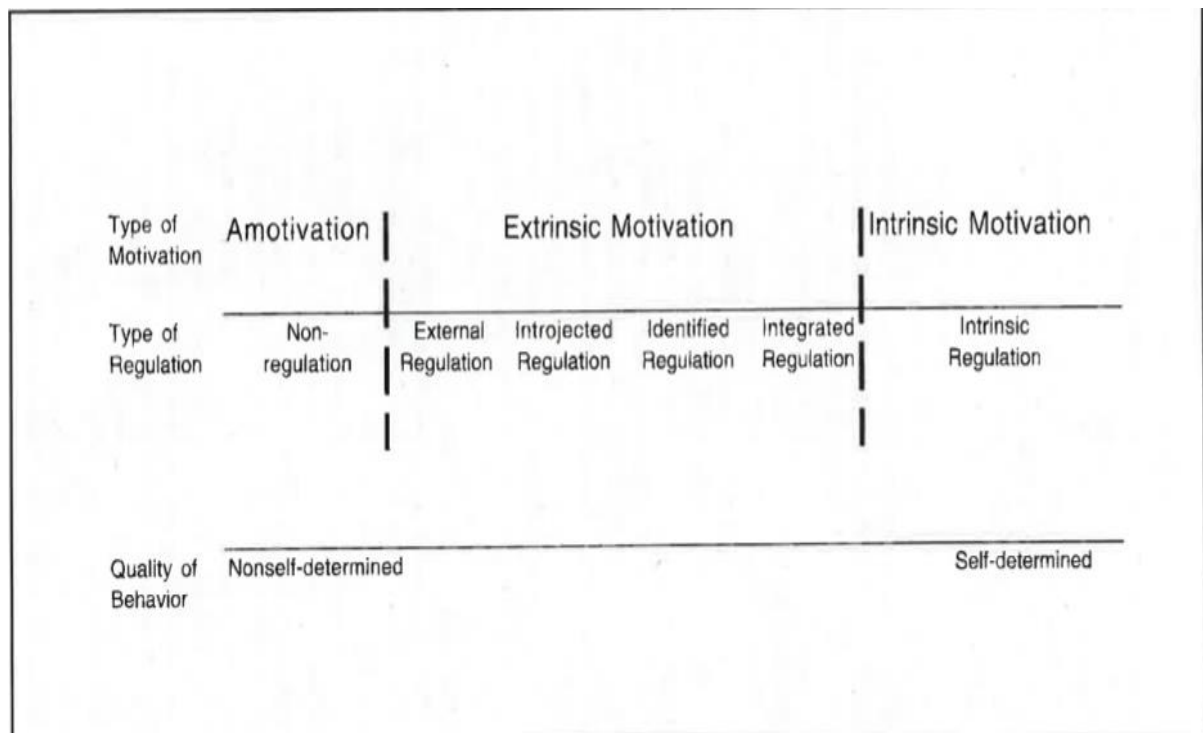


Figure 1 The Self-Determination Continuum, with types of motivation and types of regulation.
 From “Handbook of Self-Determination Research” by Ryan, R. M. and Deci, E. L., 2002, p. 16.
 Copyright 2002, Deci, E. L. and Ryan, R. M.

In Figure 1 we see the three different types of motivation that Ryan and Deci have developed. The first type of motivation they talk about is amotivation. This is when someone is not acting or acts passively when doing an activity. This can be caused by the individual not feeling like they can master a task or that they do not see any use for the task or the outcome of the task. This type of motivation entails no regulation.

The second type of motivation is Extrinsic motivation. This type of motivation lands in between amotivation and intrinsic motivation on the scale in Figure 1. As we can see in Figure 1, this type of motivation includes four types of regulation. External regulation, Introjected regulation, Identified regulation and Integrated regulation. External regulation includes being motivated by the promise of reward or the threat of punishment and is the least autonomous of the Extrinsic motivation regulations. Introjected regulation is partially internalised, but it is not a part of the integrated self. Identified regulation is when one can identify with a value and on a conscious level endorse it. Integrated regulation is when one has internalised something into one's integrated self, but it is still an external motivation that has been internalised, so it

cannot fully be called an intrinsic motivation. This type of regulation still has a lot in common with intrinsic motivation though.

Ryan and Deci (2002) describe intrinsic motivation as “the state of doing an activity out of interest and inherent satisfaction. It is the prototype of autonomous or self-determined behavior” (p.17). As we can see in Figure 1, intrinsic motivation has intrinsic regulations as its only regulation, meaning that you yourself regulate your motivation. When talking about intrinsic motivation they mention the three basic psychological needs that a person is driven to fulfil by one’s own inner motivation. These three needs are: competence, relatedness and autonomy. The first need is competence, and this is the need to maintain or improve one’s knowledge through challenges and activities that are suitable for the level one is on, in order to feel confident in one’s ability to interact with one’s environment in an effective way. This could in practice mean that one needs to maintain one’s vocabulary and pronunciation in order to keep up with one’s peers and feel like one is a proficient member of the group. The second need is relatedness, and this is the aspect of feeling like one belongs in a community and that one cares for and is cared for by others. In other words, this is the need to fit in and feel like a valued member of one’s community. This in practice could be that one wants to fit in to the class environment and feel like one belongs with the people in the class, it could also mean that one feels seen and heard by the teacher and that one feels like the teacher cares about one’s development in the subject. Lastly there is autonomy, which is the need to feel like one is the source of one’s own actions and behaviour. This does not exclude input from others but rather emphasises that one has to feel like one agrees and can endorse what is influencing oneself. This could in practice mean that one feels like the choice of what variety of English one wants to speak is one’s own, and that one gets to choose freely, but one can need help in order to get better at pronunciation though one’s teacher and peers without losing the autonomy of choice.

In Deci and Ryan (1985) they talk about intrinsic and extrinsic motivation and how reward and punishment can stunt the development of the intrinsic motivation in pupils. Rewards and punishments are seen as aspects of the school system that stand in the way of the fulfilment of the previously mentioned basic psychological needs. Some other

aspects that can have an impact on the intrinsic motivation are controlling vs. informative environments and open classrooms vs. traditional classroom setups.

In Reeve (2002) he writes that “the quality of a student’s motivation depends, in part, on the quality of the student-teacher relationship” (p. 183). He presents evidence that pupils benefit specifically from autonomous motivation and not from motivation in general when looking at educational settings and that autonomy-supporting teachers were the ones generating autonomy-motivated pupils. Reeve also mentions recognising interest and disinterest when on the topic of motivation in educational settings.

As Dörnyei (2009) states “a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects”(p. 9). Therefore, it is important to talk about language specific aspects of motivation as well as basic motivational theories as I have done when talking about Deci and Ryan’s theory.

One of the sources that has appeared in many of the articles I have looked at in connection to motivation in language learning is Gardner and Lambert. In Lightbown & Spada (2021) they mention Gardner and Lamberts (1972) theory and present the terms instrumental motivation and integrative motivation. According to Lightbown & Spada (2021) instrumental motivation involves the learners communicative needs, and entails language learning for practical reasons. Integrative motivation looked at the learners view on the language community and entailed language learning through communication with people from a culture in order to enable cultural enrichment and personal growth. Gardner and Lamberts theory is according to Lightbown & Spada (2021) outdated and there are newer theories that are taking their place in the front of L2 motivational theories.

One of these theories is the one established by Dörnyei (2009). When looking at motivation in relation to language learning Ushioda (2011) bases her study on the L2 motivational self-system established by Dörnyei (2009). In it Dörnyei uses aspects from Markus and Nurius’ (1986) psychological theory of future selves. As cited in Ushioda (2011), Markus and Nurius (1986) state that

possible future selves represent individuals' ideas of what they might become, what they would like to become and what they are afraid of becoming. They function as future self-guides that channel and give direction to current motivational behaviours and so provide a conceptual link between the self-concept and motivation.(Ushioda, 2011, p. 201)

This concept that focuses on the idea of your future self, motivating you to learn in today's situation is an interesting position and is the epitome of intrinsic motivation. Ushioda (2011) also presents the statement below in her study, which has a clear connection to the findings in Rindal (2010) and could have an impact on the findings in this these as well.

A foreign language is not simply something to add to our repertoire of skills, but a personalized tool that enables us to expand and express our identity or sense of self in new and interesting ways and with new kinds of people; to participate in a more diverse range of contexts and communities and so broaden our experiences and horizons; and to access and share new and alternative sources of information, entertainment or material that we need, value or enjoy. (Ushioda, 2011, p. 204)

In this statement, the connection between motivation and identity created with language is clear, and the fact that there are so many different varieties of English in the world gives the language learner a wide variety of options for expressing their identity through. When looking at this statemen in relation to the psychological theory of future selves, a learner could be motivated simply by the fact that they want to able to project their identity in a certain way through using the English language.

Language acquisition

When it comes to language acquisition in regard to the topic I am writing about in this thesis, there are a few terms that need to be defined. Throughout the paper I am going to talk about accents, but what is an accent? This question is a hard one to answer, because there are many different definitions of this word going around. In Nilsen's book (2018), he says that accent "refers exclusively to pronunciation, including both the intonation

and the pronunciation of segments” (p. 14). According to the Oxford Learner’s Dictionaries the noun accent is defined as “a way of pronouncing the words of a language that shows which country, area or social class a person comes from; how well somebody pronounces a particular language” (1st definition). I have chosen to use this as my basis for the definition I gave the participants of this study. The definition I used was “How much a person’s mother tongue shines through when they speak English”. So, if a person had a strong accent, their mother tongue would be very present and clear in the way they spoke English. If someone had almost no accent, it would not be clear where that person was from, and it could mean that they sound like a native speaker.

In Lightbown & Spada (2021) they say that the more exposure young pupils get to spoken English the more proficient they become in speaking English themselves. Lightbown & Spada talk about different teaching methods in relation to how they taught pronunciation. The first method mentioned is the audiolingual approach. This approach focused on pronunciation through segmentals and used minimal pair drills so that the learners would identify and become aware of the different sound differences (for example “vest” and “west”). After this approach was swapped out with other teaching methods, the focus on pronunciation practically disappeared from language teaching. When communicative language teaching appeared, there was little focus on the teaching of pronunciation, and other aspects more detrimental to communication were focused on. This is the teaching method that now is focused on in the English curriculum in Norway today.

According to Pennington and Rogerson-Revell (2019)

A person’s pronunciation ensures the clarity required for a listener to be able to pick out words from the stream of speech and put them together in meaningful, comprehensible patterns, and also projects information about the speaker and the context of communication that makes a certain impression and establishes the common ground between speaker and listener that is needed for effective communication. (Pennington and Rogerson-Revell, 2019, p. 1)

Therefore, we can assume that pronunciation is an important part of learning a new language. For Norwegian learners the English language is used both with people from

English speaking countries, but also with people who do not speak English natively. So this citation is especially relevant to the different situations Norwegian users of English could meet in their use of the language.

In part 3 Phonology and Pronunciation in Flognfeldt and Lund's (2021) book, they write "Good pronunciation will make it easier for others to understand what you mean to say" (p. 205). The teachers are language models for the pupils, and they will have a lot of interaction with them though school, and therefore it is very important that the teacher shows a good example when it comes to pronunciation. If a teacher has a strong Norwegian accent and pronounces words wrong, this can lead to their pupils adopting this pronunciation and having problems with being understood later on.

In regard to the question of what English pronunciation is the "correct" English pronunciation Flognfeldt & Lund (2021) talk about the problems surrounding the view that native like pronunciation should be the pronunciation goal for learners of English. They start with the aspect that there are more non-native speakers of English than there are native speakers in the world today. They say that many of these non-native speakers have a good English pronunciation and that they have no problems with being understood. They also mention that learners could be reluctant to acquire a specific pronunciation variety for several different reasons. The last point they make is that there are arguments in play that state that native like pronunciation is an unrealistic goal that few learners will be able to reach.

In part 4 Varieties of English, Flognfeldt and Lund (2021) write about what variety of English should be taught in schools around the non-native English speaking world. The authors mention that there has been established two different directions in connection to English today. The first direction is that of English as a lingua franca. Here the mention of a World Standard English comes up, but the authors say that so far no one has landed on what such a thing would be. The second direction is towards more diversity in the English language. The concept of "New Englishes" (Flognfeldt & Lund, 2021, p. 278) is mentioned. This concept refers to the English that occurs as a result of the first language of a learner interacting and merging with the English language. This creates local varieties of English used among the people in a country or area with a different

first languages. There are already many “New Englishes” that exist and are seen as valid varieties of English, such as Singlish.

When it comes to teaching pronunciation explicitly and systematically there has been little tradition to do this in Norwegian classrooms. According to Flognfeldt & Lund (2021), there could be several reasons for this. The first thing, they state could be a reason, is that the Norwegian and English sounds and melodies are quite similar to each other. This makes it easy for Norwegian pupils to learn an understandable way of speaking English. The second reason they state, is that Norwegian children are exposed to a lot of English in their everyday life, as mentioned in the introduction part of this thesis. This means that they use the language in their spare time when doing leisure activities and get to practice their pronunciation then. The interactions are often with people from other countries than Norway if they play videogames online, watch YouTube videos of people from other countries, and use social media where they follow people from other countries, and this leads to them having to adapt their pronunciation so that they are understood, and to them hearing a lot of language models in addition to their teachers. A third reason could be the national curriculum that the schools follow. This will get more attention further down.

In Drew & Sørheim (2016) they say “The best way for learners to acquire a good pronunciation of English is through exposure to as much authentic spoken language as possible, both inside and outside of the classroom”(p. 151). The aspect of learning English outside of school is already established as something that happens, because of the findings in the paper by Medietilsynet (2020) that was mentioned in the introduction part of this thesis. When looking at listening sources Drew & Sørheim (2016) say that “the development of good pronunciation and intonation depends largely on the quality of the language that the learners hear” (p. 51). The importance of a teacher with good pronunciation could therefore be essential for learners of English. In the same paragraph, Drew and Sørheim also deliver this statement, “Language is like music, and by listening to natural samples of the target language, learners will develop a feeling for the sound system, as well as get an awareness of regional accents and variations” (2016, p. 51).

Knowledge Promotion 2020 (LK20)

Even though English is such an important language for Norwegian pupils to learn, and a big part of learning the language includes learning how to speak and communicate with the language, there is very little focus on this aspect of the English subject in the core curriculum. In the Knowledge Promotion of 2020, there is no mention of what variety of English should be taught. The curriculum only says that “The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background” (Ministry of Education and Research, 2020, p. 2).

There is a small mention of pronunciation in the part labelled “Language learning”, in this part the curriculum says “Learning the pronunciation of phonemes, and learning vocabulary, word structure, syntax and text composition gives the pupils choices and possibilities in their communication and interaction.” (Ministry of Education and Research, 2020, p. 2). In this part pronunciation is only mentioned in connection to learning phonemes, and this does not relate to any specific variety of English.

In the Basic skills part of the national curriculum in English, this is what oral skills are described as “Oral skills in English refers to creating meaning through listening, talking and engaging in conversation. This means presenting information, adapting the language to the purpose, the receiver and the situation and choosing suitable strategies.” (Ministry of Education and Research, 2020, p. 4). There is no mention of pronunciation in this part of the curriculum. When elaborating on what is needed for the development of this skill the paper says, “Developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds.” (Ministry of Education and Research, 2020, p. 4). Again, there is no mention of pronunciation here either.

In the list of Competency aims for the different years of these were the aims that referred to the spoken language:

In the competency aims for after year 2 the list included these two aims:

- “use digital aids to experience the language through authentic language models and interlocutors”(Ministry of Education and Research, 2020, p. 5)

and

- “listen to and explore the English alphabet and pronunciation patterns through play and singing” (Ministry of Education and Research, 2020, p. 5)

There is some mention of pronunciation with regard to pronunciation patterns, but there is no mention of what variety of English these patterns belong to.

In the competency aims for after year 4 these two aims related to the spoken language:

- “use digital resources to explore the language and interact with others” (Ministry of Education and Research, 2020, p. 6)

and

- “explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities”(Ministry of Education and Research, 2020, p. 6)

The same situation appears in the competency aim for after year 4 as did in the ones for after year 2.

In the competency aims for after year 7 these three aims were found:

- “use digital resources and different dictionaries in language learning, text creation and interaction” (Ministry of Education and Research, 2020, p. 7)

and

- “explore and use pronunciation patterns and words and expressions in play, singing and role playing” (Ministry of Education and Research, 2020, p. 7)

and

- “express oneself in an understandable way with a varied vocabulary and polite expressions adapted to the receiver and situation” (Ministry of Education and Research, 2020, p. 7)

These are the aims that are most relevant for the participants in this study. In these these there is an added focus on expressing oneself in an understandable way, but there is still just mention of pronunciation in relation to patterns.

These are the competency aims for after year 10, these are the most detailed aims, and refer to varieties of English and communication. I chose to include them, because these are going to be the aims my participants are going to work towards as their next step in their English education. The aims were:

- “use key patterns of pronunciation in communication” (Ministry of Education and Research, 2020, p. 8)

and

- “listen to and understand words and expressions in variants of English” (Ministry of Education and Research, 2020, p. 8)

and

- “express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation” (Ministry of Education and Research, 2020, p. 8)

In these aims we see the first mention of different variants of the English language. The aim of understanding words and expressions in different variants could indicate that the pupils are going to be exposed to the different variant in a more significant way than they have before.

3. Method

In this part of the thesis, I am going to write about what methods I have chosen to use to collect the data I need to answer my research question. Firstly, I am going to explain the process around how I defined my demographic and found teachers and classes to participate in the survey and secondly, I am going to go through the process of choosing a method and how I developed this for the thesis paper.

Participants

In order to answer the research question, I had to narrow down who the demographic for this thesis should be. On the background of what I am writing my masters in, the demographic naturally narrowed itself down to be about primary school pupils and their teachers. Looking at what I was going to research and what I needed in terms of answers, I chose to only investigate pupils and teachers in the 7th grade in Norwegian schools. These pupils have had seven years of English education and are at a level where they are able to reflect on their teachers accent and are aware of the fact that there are a lot of different varieties of English in the world.

After choosing what grade to collect answers from I had to find participants that wanted to partake in the study. I used my own contacts and used the snowball effect to try to find more teachers who wanted to participate in the study. I also used social media groups to try and find participants, but I had no luck with this. The process of finding participants did not go as planned and at the beginning of the thesis I had set a goal of 15-20 teachers, but as I was trying to find participants, I soon realised that this goal was not going to be possible to meet. After a lot of work trying to recruit teachers, I only ended up with three who said they would participate and that actually went through with completing the survey with their classes. These three teachers I acquired through personal contacts and with help from one of the supervisors in my master's course. One of the teachers had three classes so I gathered answers from three teachers and five classes. I therefore had to rethink how I was going to tackle the research questions with only the three teachers and their five classes that I managed to find, and with a little tweaking of the method I managed to make do with the participants I had gathered. In total I got 3 teachers and 79 pupils, divided into 5 classes, to participate in the study.

Teacher 1 had three classes that they taught English, and for the ease of the study these

three classes were grouped together since they answered questions in relation to the same teacher.

Table 1 Overview of participants

	Pupils participating	Pupils not participating	Total
Teacher 1	35	9	44
Teacher 2	20	0	20
Teacher 3	24	7	31
Total	79	16	95

Before the pupils could begin the survey, they were asked if they consented to their answers being used in this thesis, and they had the option to answer “no” because I wanted participation in the survey to be voluntary. If the pupils answered “no” the survey did not move on, and they were not able to see the rest of the questions, and the survey did not collect any answers from these pupils. As one can see in Table 1 there were 16 pupils in total that did not participate in the survey either because they answered no or because they were not present when the survey was completed. 79 of the pupils chose to participate in the survey. There were 95 pupils in total in the five classes. I did not collect information on gender because I did not deem it relevant or necessary in relation to the research question. The pupils were all in the age group 12-13 year and in their last year of primary school. The participants were from two different schools in two different counties in Norway.

Method of data collection

The method I chose to use to collect data for my thesis was a questionnaire. In order to collect relevant data for the thesis I chose to make two different questionnaires for the teachers and the pupils participating in the study. The questionnaire was made in Norwegian, but I translated the questions in the thesis for continuity in the text. The reason for writing the questionnaire in Norwegian was so that even though the pupils had had seven years of English education they still were more capable of understanding nuances in questions in Norwegian. The questions in the two questionnaires are similar to each other, but with different perspectives based on who is answering.

A questionnaire is, according to Gleiss and Sæther (2021), a quantitative method of collecting data (Gleiss and Sæther, 2021, p. 143). It can consist of a combination of different types of questions with different alternatives of outcomes.

In the two questionnaires different types of questions have been included in order to get a good overview of what the participants think. One of the question types used in the questionnaires is Likert-scale questions. In Holand (2018) he says that a Likert-scale consists of multiple statements with closed answer options.

In the questionnaire for the teachers (Appendix 1) the focus is on how they view the motivation of their pupils in the English subject and how they view their own ability to teach the subject in a satisfactory way. Because the teachers view of their own abilities and qualification can have an impact on how the teachers are viewed by their pupils this aspect is included in the questionnaire. If a teacher is not confident with teaching English this can affect how they act and are perceived by their pupils.

In the questionnaire for the pupils (Appendix 2) there are more questions than in the questionnaire for the teachers. The reason for it being longer is that the answers from the pupils are the most relevant to the research question, and there is a need for more information from this group of participants. The questionnaire focuses on how the pupils perceive their teacher's verbal skills, and how they perceive their teacher's ability to teach them English. It also focuses on what the pupils think motivate them the most in the English subject, and if and how the teacher's way of speaking affects their motivation in class. The last question asks if the pupils speak any other languages than Norwegian, and this is relevant because this can affect how they view their teacher's verbal skills in a different way than how a pupil that only speaks Norwegian views it.

Even though I am using a quantitative method of gathering data, there are some qualitative questions in the surveys I am using. There are two questions in particular in the survey for the pupils that use this type of open-ended question, and these are the questions:

- What motivates you the most in the English subject?

and

- Do you think your teacher's way of speaking English affects your motivation in class, if yes, how?

These two open-ended questions are worded this way because I want to know the personal opinions of the pupils participating, and it would not be possible to predict this and make answer alternatives that cover all the pupils' opinions.

There is also an open-ended question in the survey for the teachers, and this is:

- What do you think motivates your pupils most in the English classroom?

In addition, there is a yes/no-question where I ask the teachers to elaborate on their answer, and this is:

- Do you think your accent and variety of English affects the motivation of your pupils?

These questions from the questionnaire for the teachers are very similar to the ones in the survey for the pupils, but there is a shift in perspective from what the pupils think to what the teacher thinks. I chose to do this so that I could compare the different views and see if they correlate or not.

Partly because of the ongoing pandemic, but also for practical reasons I chose to collect my data using a digital survey. The digital survey I used is called Nettskjema and is made by the University of Oslo as a secure way of collecting data for research.

Nettskjema does not collect any personal information such as IP-addresses and this is the reason I chose to use this solution. The questionnaires do not contain any questions of the personal kind, and it is not possible to identify who has given the answers to the questions by looking at them. The fact that the questionnaires do not collect personal data is a conscious choice to make the data collection process as easy as possible. I started the process of applying for approval from the *Norwegian Centre for Research Data* (NSD), but I later found out through chatting with someone on NSDs help chat

that I did not need approval since I did not collect what they would categorise as personal information.

Analysis method

The survey site I chose to use to collect my data lets you transfer the answers that you have gathered to an Excel sheet. I did this, I made graphs of the questions with the Likert scale answers and calculated what percentage the different answers got compared to each other. I made graphs for the three groups of pupils in order to compare the classes to each other. This method worked with the questions with fixed answers, but there were some questions that were open-ended, and these were not as easy to make statistics on so I categorized them so that I could analyse the different questions in groups and narrow the amount of data down to a manageable amount. For the teachers answers I did not have enough data to make percentages from because there were only three teachers participating, so here I just made some tables with what the three teachers answered on the Likert scale questions and wrote down what they answered on the open-ended questions and translated it for the continuity of the thesis. Further on in the analysis I compared the teacher answers to what I found in the pupils' answers to see if there was any correlation between them or not.

4. Dataset and Analysis

In this part of the thesis, I am presenting the findings from the questionnaires I sent out to the different classes and their English teachers. The classes are connected to their teachers through numbers, **Teacher 1** is the teacher of **Class 1**, **Teacher 2** is the teacher of **Class 2** and **Teacher 3** is the teacher of **Class 3**. **Class 1** is the combined answers from the three classes that **Teacher 1** teaches English. I am also analysing the answers up against each other, starting with comparing and analysing the teachers' answers, then comparing and analysing the classes, and lastly comparing the teachers with their classes.

Questionnaire for teachers

The questionnaire for the teachers consists of six questions. Some of the questions have Likert scale answers, and some are open ended questions where I ask the teachers to answer from their own perspective and give a thorough answer.

The **first question** in the teacher survey was what their mother tongue is. All the three teachers participating in the survey answered that they have Norwegian as their mother tongue.

The **second question** was divided into two statements that the teachers were asked to answer to what degree they agreed or disagreed with the statements. The teachers answered with a 1–7-point Likert scale. The points were divided like so: 1 represented “Strongly disagree”, 4 was “Neither/nor” and 7 represented “Strongly agree”. The numbers in between 1 and 4, and 4 and 7 were rising and falling in degree depending on what side of 4 they were on. 2 would then be interpreted as meaning “Disagree” and 3 meaning “Partially disagree”. 5 would be “Partially agree” and 6 would be “Agree”. The first statement was “My pupils are motivated to learn in the English subject”.

Table 2 Answers to the first statement in Question 2 (Teacher Questionnaire)

Teacher	My pupils are motivated to learn in the English subject (score)
1	6
2	5
3	4

As you can see in Table 2 the three teachers answered differently to this statement.

Teacher 1 answered 6 which says that they agree with the statement and think that their pupils are motivated to learn in the English subject. **Teacher 2** answered 5 which says that they partially agree with the statement and think that their pupils are somewhat motivated to learn in the English subject. **Teacher 3** answered 4 which means that neither agree nor disagree with the statement that their pupils are motivated to learn. This can mean that the class is divided in being motivated, and that it is hard to determine the degree of motivation in the class because of this.

The next statement was “I feel qualified to teach my pupils English”. This statement also had a 1-7-point Likert scale, with the points having the same meaning as in the first statement.

Table 3 Answers to the second statement in Question 2 (Teacher Questionnaire)

Teacher	I feel qualified to teach my pupils English (score)
1	6
2	3
3	6

As illustrated in table 3, **Teacher 1** and **Teacher 3** both answered that they agree with the statement. This means that they feel qualified to teach their pupils English, and probably means that they are confident when teaching the subject. **Teacher 2** answered that they partially disagree with the statement. This means that they don't feel very qualified to teach the subject and could lead to them not being that confident when doing so.

The **third question** was also a 1-7-point Likert scale question. The question was "What degree of accent do you think you have?". The definition of accent given to the teachers was "Accent meaning how much does your mother tongue shine through in your English pronunciation". For this question 1 represents "No accent at all", 4 represents "Neutral" and 7 represents "Very strong accent". The numbers in between 1 and 4, and 4 and 7 are varying in degree depending on what side of 4 they are on. 2 would be interpreted as "Very little accent" and 3 as "Little accent". 5 would be "Some accent" and 6 would be "Strong accent".

Table 4 Answers to Question 3 (Teacher Questionnaire)

Teacher	What degree of accent do you think you have? (score)
1	2
2	3
3	5

In Table 4 we can see that **Teacher 1** answered "2" which means that they think that they have very little accent and do not think that their mother tongue shines through that much when they speak English in class. **Teacher 2** answered "3" which is still on the lower side of the scale meaning that they think they have little accent and that their mother tongue does not shine through too much when they speak English in class.

Teacher 3 on the other hand is leaning on the opposite side of the scale and answered “5” which means that they think that they have some accent and that their mother tongue shines through when they speak English in class.

Question number four was an open-ended question where the teachers were asked to elaborate when they answered. The question was “What do you think motivates your pupils the most in class?”. I first chose to write down what they answered in Norwegian and then I translated the answers into English for continuity in the thesis. Here is what the three teachers answered:

Teacher 1

«Varierte oppgaver der de får være aktive. Leker. De liker å lese, skrive og snakke engelsk i grupper.»

- *Translation: “Varied tasks where they get to be active. Games. They like to read, write and speak in groups.”*

Teacher 2

«Når du får ha en lek eller en form for konkurranse»

- *Translation: “When you get to have a game or a type of competition”*

Teacher 3

«Varierte oppgaver»

- *Translation: “Varied tasks”*

As we can see from the answers, the three teachers answer quite similarly. **Teacher 1s** answer is sort of a combination of **Teacher 2s** and **Teacher 3s** answers. It is clear that the teachers think that varied tasks and games motivate their pupils the most in class.

The fifth question was “What variety of English do you speak in class?”. The teachers got five alternatives to choose from for this question. The alternatives were: “British”, “American”, “Norwegian English”, “Neutral” and “Other...”. If they answered “Other...” they got the chance to explain what variety they meant.

Table 5 Answers to Question 5 (Teacher Questionnaire)

Teacher	What variety of English do you speak in class?
1	Neutral
2	Norwegian English
3	Norwegian English

As we can see in Table 5, **Teacher 1** answered “Neutral” and **Teacher 2** and **Teacher 3** both answered “Norwegian English”.

The sixth and last question in the teacher survey was a Yes/No question asking, “Do you think your degree and type of accent affects your pupils’ motivation?”. The teachers were also asked to elaborate on their answers, but only **Teacher 1** elaborated. Here are the answers the teachers gave:

Teacher 1

«Jeg tror min aksent påvirker elevenes motivasjon i liten grad eller i noe grad. Føler den er ganske nøytral. Jeg tror at hvis jeg hadde sterk norsk aksent, ville det påvirket elevene mine negativt på den måten at de kanskje ville fått feil uttale på ord, som på sikt kan gjøre det vanskelig å bli forstått/ lytter hører bare aksenten ikke fokus på innholdet. Min engelsk er litt verken eller. Men jeg prøver å representere britisk eller amerikansk i autentiske BE eller AE tekster. De legger merke til og gir positive tilbakemeldinger om de hører at jeg leser med britisk aksent. De sier det er morsomt å høre på. Noen ønsker mer britisk aksent enn amerikansk. Vi lytter også til endel autentiske lydfiler i skolestudio og youtube.»

- *Translation: “I think that my accent affects the pupils to a small degree or to some degree. I feel like it is quite neutral. I think that if I had a strong Norwegian accent, that would affect my pupils negatively in a way that they might get the wrong pronunciation of words, which in the long run could make it hard to be understood/ the listener only hears the accent no focus on what is being said. My English is a bit neither nor. But I try to represent British or American in authentic BE or AE texts. They notice and give positive feedback if they hear that I read with a British accent. They say it is fun listening to. Some*

want more British accent than American. We also listen to quite a few authentic audio files in skolestudio and YouTube.”

Teacher 2

«Nei, i grunn ikke»

- Translation: “No, I don’t think so”

Teacher 3

«Ja»

- Translation: “Yes”

Since it is hard to know what exactly **Teacher 2** and **Teacher 3** means when their answers are so short and straight to the point, there is not that much to be analysed. But it is clear that **Teacher 2** does not think their accent and variety affects their pupils’ motivation, and **Teacher 3** thinks that their accent and variety does affect them.

Teacher 1 came up with a very thorough and reflective answer. It is clear that they think that their accent as it is now does not affect their pupils that much. But they believe that if they had a stronger accent, it would affect their pupils negatively because they would be learning wrong pronunciation, and this could lead to misunderstandings later on in life for them. The pupils show a lot of enthusiasm when **Teacher 1** puts on a certain accent, and they think this is very positive. The pupils in **Teacher 1**’s classroom get exposed to different varieties of authentic speech through audio files, which means that they do not only hear their teacher’s version of an accent or English variety.

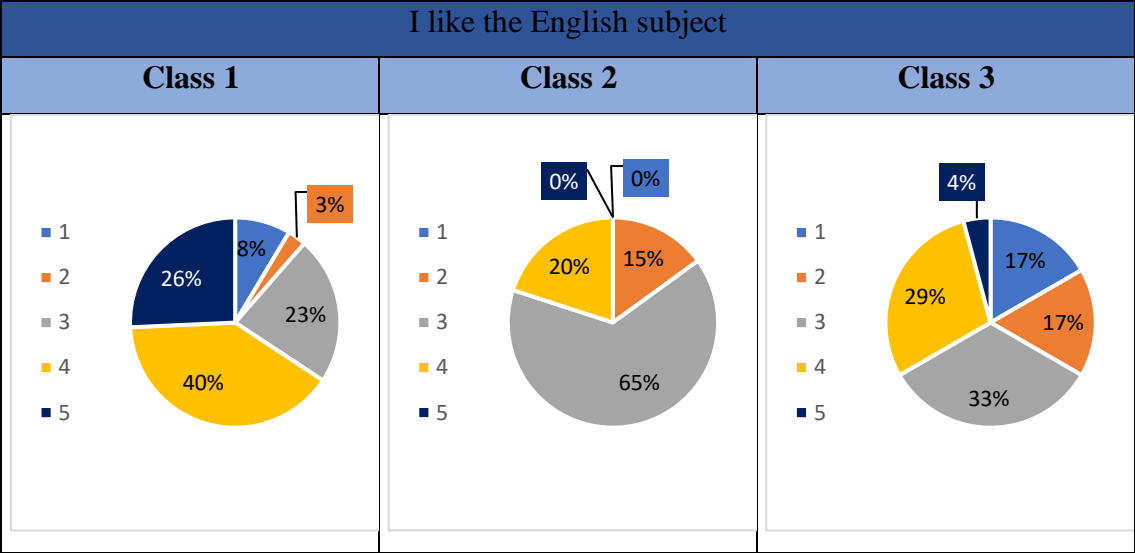
Questionnaire for pupils

The questionnaire for the pupils is divided into six questions. Some of the questions have Likert scale answers, and some are open-ended questions, where I ask the pupils to answer what they think and give thorough answers. There are also some Yes/No questions in the questionnaire.

The first question was divided into five statements with a 1-5-point Likert scale answer for each of the statements. The points are graded like this: One is “I strongly disagree” with the statement, three is “Indifferent” and five is “I strongly agree” with the

statement. Two would then be interpreted to mean “Disagree” and four would be “Agree”. The first statement was “I like the English subject”.

Table 6 Answers to the first statement in Question 1 (Pupil questionnaire)



Class 1

As one can see in Table 6 above, the pie chart for **Class 1** shows that 26% of the participants strongly agreed and 40% agreed with the statement and like the English subject. 23% were indifferent, and neither like nor dislike the subject. 3% answered that they disagreed and 8% strongly disagreed with the statement, meaning that they dislike the English subject.

Class 2

The pie chart for **Class 2** shows that none of the participants felt very strongly in either direction of the statement. 15% of the participants answered that they disagreed with the statement, and do not like the English subject, and 20% answered that they agreed and liked the English subject. Over half of the class answered that they neither liked nor disliked the English subject.

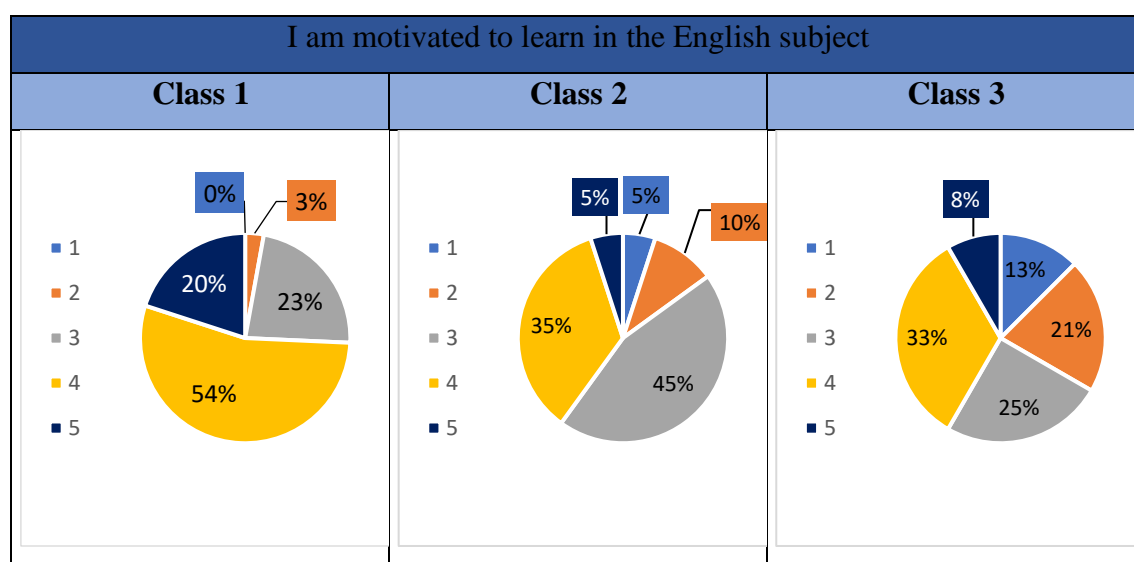
Class 3

Class 3s answers were quite interesting, because the class was quite evenly divided into liking, disliking, and being neutral to the English subject.

We can see in Table 6 that there is a big difference between the three groups of pupils on the statement “I like the English subject”. While **Class 1** was predominantly positive to the statement, **Class 2** was predominantly indifferent and **Class 3** was evenly divided between like, dislike and indifferent. This shows that one can not look at one class and have the answer to the question about liking or disliking the English subject, because each class is different.

The second statement was “I am motivated to learn in the English subject”. The points are graded in the same way as the first statement.

Table 7 Answers to the second statement in Question 1 (Pupil questionnaire)



Class 1

As one can see in Table 7, 74% of the participants in **Class 1** answered positively to this statement (either “strongly agree” or “agree”), and it is clear that most of the pupils in this class are motivated to learn English. 23% said that they are neither motivated nor demotivated to learn in English class. Only 3% answered that they disagree with the statement and are not motivated to learn in the English classroom. None of the pupils in **Class 1** answered that they strongly disagreed.

Class 2

In this class 40% answered positively to the statement and are motivated to learn in the English subject. 45% were indifferent to the statement, and neither is nor is not

motivated to learn in the English subject. Only 15% of this class answered that they were not motivated to learn in the English subject.

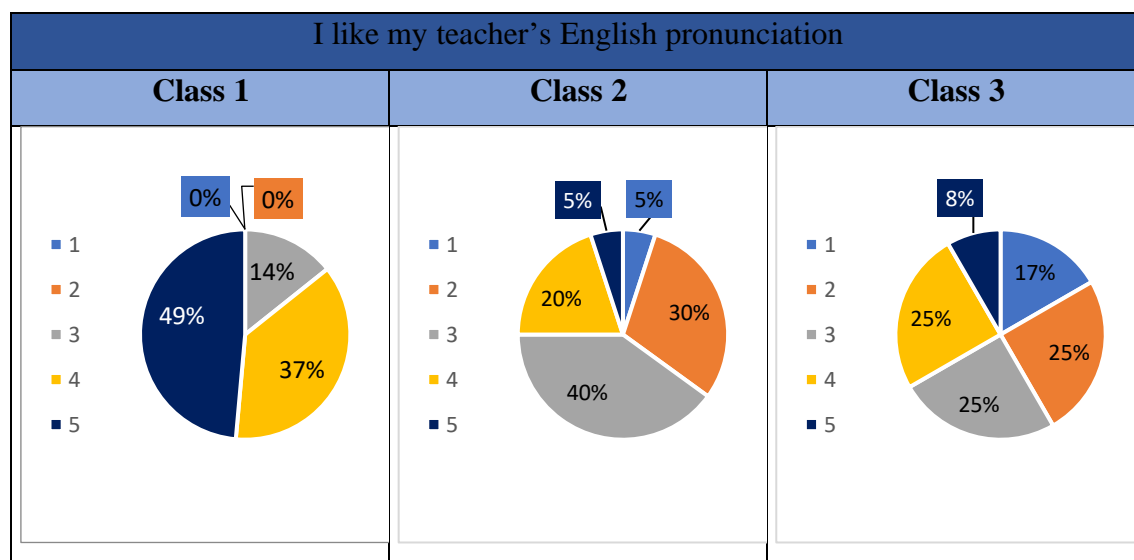
Class 3

A third of the class answered that they agreed to the statement and 8% strongly agreed, showing that a little under half the class are motivated to learn in the English subject. 25% of the class were indifferent to the statement. 21% disagreed and 13% strongly disagreed, showing that a little over a third of the class is not motivated to learn in the English subject.

Table 7 shows a similar division of the three classes as Table 6 showed. **Class 1** is again predominantly positive, **Class 2** predominantly indifferent and **Class 3** somewhat evenly divided. This could show a connection between liking the subject and being motivated to learn in it.

The third statement was “I like my teacher’s English pronunciation”.

Table 8 Answers to the third statement in Question 1 (Pupil questionnaire)



Class 1

As seen in Table 8, 49% of the participants strongly agreed with this statement, and 37% agreed with it, showing that 86% of the pupils in **Class 1** like their teacher’s English pronunciation. 14% answered that they were indifferent about their teacher’s pronunciation and none of the participants disagreed with the statement.

Class 2

A fourth of this class answered that they are positive to the statement, and like their teacher's English pronunciation. 40% answered that they were indifferent, and 35% answered that they were negative to the statement, and do not like their teacher's pronunciation.

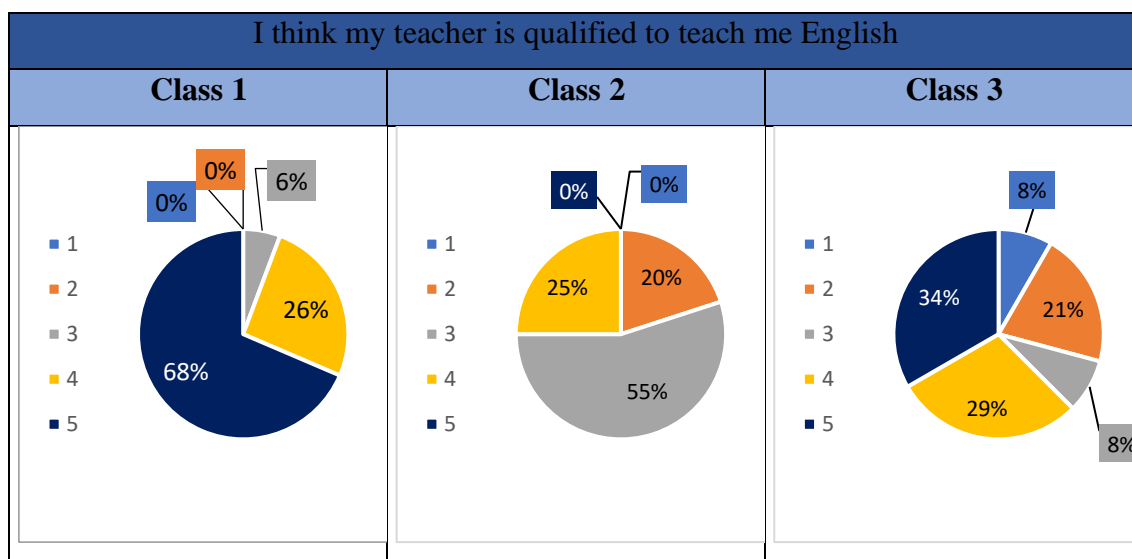
Class 3

This class was evenly divided into fourths, where agree, indifferent and disagree all got a 25% score. 8% were very positive and 17% were very negative to if they liked their teachers English pronunciation in **Class 3**.

From the pie charts in Table 8 we can see that there is a division between **Class 1** which is only positive/indifferent and has no negative answers, and **Class 2** and **3** who have more negative answers than positive ones. There is still a similar division in these pie charts as in the ones in Table 6 and Table 7, and this could show a connection between the three statements.

The fourth statement in the survey was "I think my teacher is qualified to teach me English".

Table 9 Answers to the fourth statement in Question 1 (Pupil questionnaire)



Class 1

As seen in Table 9, 68% of the participants in **Class 1** answered that they strongly agreed with this statement, and 26% agreed with it, again showing that this class is predominantly positive to the statements in the survey. 6% answered that they were indifferent about their teacher's qualifications to teach them English, and none of the participants answered that they disagreed or strongly disagreed to the statement.

Class 2

In this class there were no pupils who felt very strongly either in the positive or negative direction. 25% of the pupils agreed with the statement and thought that their teacher was qualified to teach them English, and 20% answered disagree and did not think their teacher was qualified. Over half of the class were indifferent about the statement and did not feel either positively or negatively about their teacher's qualifications to teach them English.

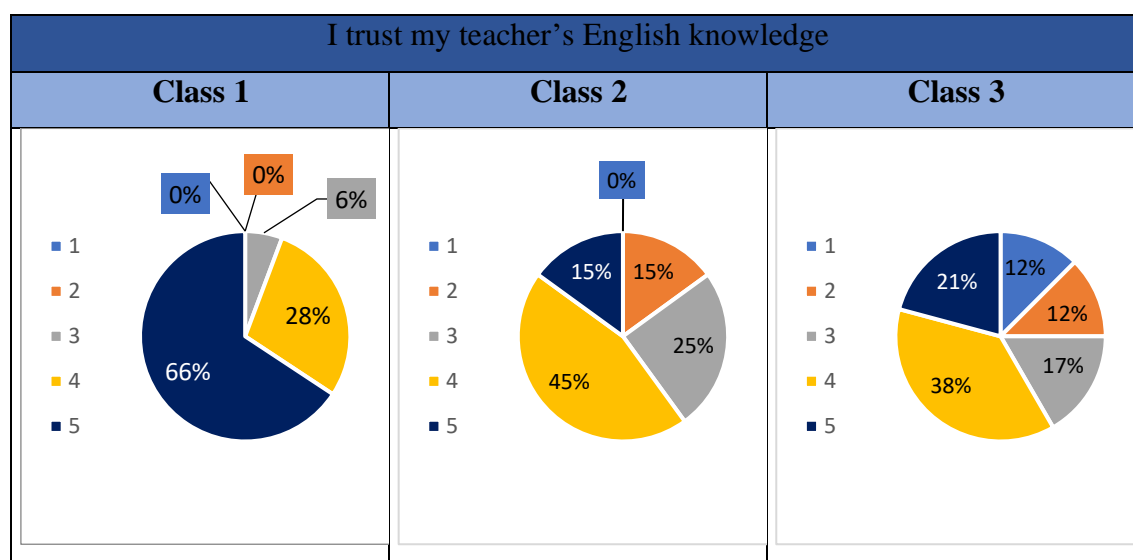
Class 3

In **Class 3** we can see that almost two thirds (63%) of the class answered positively to the statement and think that their teacher is qualified to teach them English. Only 8% of the class were neither positive nor negative to the statement, and 29% of the class were negative to the statement and did not think that their teacher is qualified to teach them English.

As we can see in Table 9, there are more positive answers than negative ones in all three of the pie charts. There is still a predominantly positive attitude in **Class 1**, and a predominantly neutral attitude in **Class 2**, but in **Class 3** there has been a change from the evenly divided chart to a chart that is almost two thirds positive.

The fifth and last statement with a 1-5-point Likert scale was "I trust my teacher's English knowledge".

Table 10 Answers to the fifth statement in Question 1 (Pupil questionnaire)



Class 1

As seen in Table 10, 66% of the participants answered that they strongly agreed with the statement, and 28% agreed with it. 6% answered that they were indifferent to the statement, and none of the participants answered that they disagreed or strongly disagreed to the statement.

Class 2

In **Class 2** 15% of the class answered that they strongly agreed to the statement, and 45% answered that they agreed, meaning that they trust their teacher's English knowledge. 25% answered that they were neutral to the statement and 15% answered that they disagree with the statement. No one answered that they strongly disagreed to the statement.

Class 3

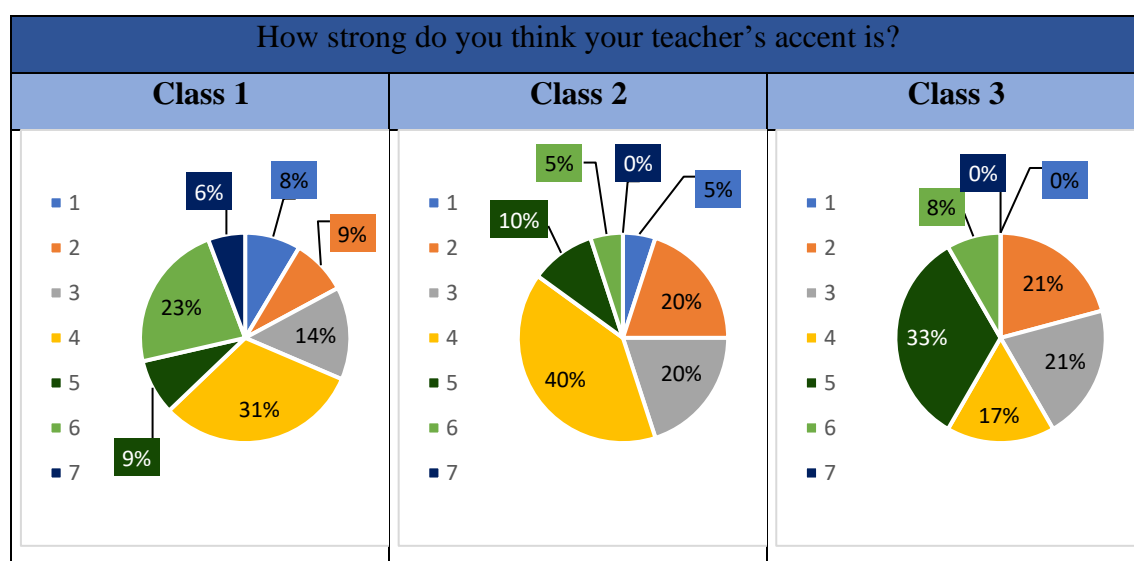
21% of **Class 3** answered that they strongly agree to the statement, and 38% answered that they agree. 17% answered that they were neutral and were neither positive nor negative to the statement. And both disagree and strongly disagree received 12% each from the participants.

In Table 10 the pie charts show that **Class 1** still have predominantly positive answers. But **Class 2** and **3** also have mostly positive answers to this statement. Around 60% from both classes answered positively to the statement. The answers from **Class 2** and **3**

to the statement in Table 10 deviate from the pattern from the answers in Table 6, 7 and 8.

The second question in the survey was “How strong do you think your teacher’s accent is?” and here I used a 1–7-point Likert scale, where 1 is “No accent at all”, 4 is “Neutral” and 7 is “Very strong accent”. The numbers in between 1 and 4, and 4 and 7 are varying in degree depending on what side of 4 they are on. So, 2 would be interpreted as “Very little accent” and 3 as “Little accent”. 5 would be “Some accent” and 6 would be “Strong accent”. The pupils got a similar explanation on what an accent is as the teacher’s got. This was “An accent is a way of pronouncing a language, for example one can speak English with a Norwegian accent. In this setting we are speaking about how much your teacher’s mother tongue shines through in their English.” (Translated from Norwegian)

Table 11 Answers to Question 2 (Pupil questionnaire)



Class 1

As we can see in Table 11, there were mixed opinions on this question. A little over a third (38%) of the participants meant that their teacher had little to no degree of accent. 31% of the participants answered neutral to this question, this could mean that the participants think that their teacher’s degree of accent varies or that they think it is hard to pinpoint the amount of accent their teacher has. And 31% answered that their teacher had some to a very strong degree of accent. The biggest part of this class meant that their teacher had little to no degree of accent, but overall, the division was quite even.

Class 2

In **Class 2** almost half (45%) of the participants said that their teacher had some to a very strong degree of accent. 40% answered neutral to this statement, and 15% answered little to very little degree of accent. None of the participants answered that their teacher had no accent.

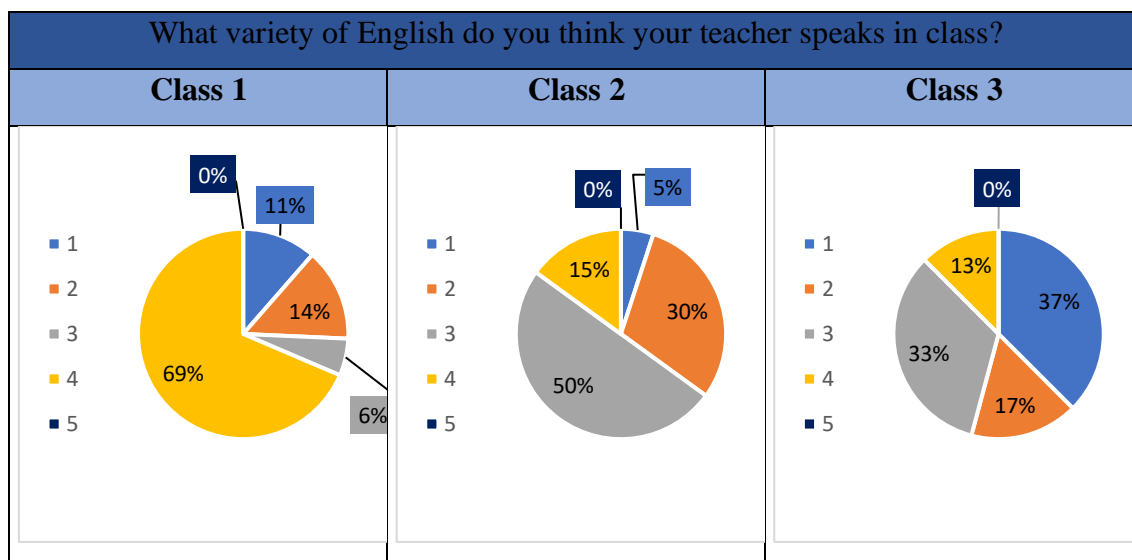
Class 3

42% of the participants in **Class 3** answered that their teacher had a little to a very little degree of accent. 17% answered neutral and 41% answered that they thought their teacher had some to a strong degree of accent.

The reason for the varied answers to this question could be that the aspect of accent was hard for the pupils to understand. Another reason could also be that the different participants have different opinions on what the different degrees of accent entail.

The third question was “What variety of English do you think your teacher speaks in class?”. The alternatives that were given in the survey were: British (1), American (2), Norwegian English (3), Neutral (4) and Other...(5). The numbers in parenthesis are the corresponding numbers of the varieties in the pie charts. If someone answered other, they were asked to clarify what variety they meant that their teacher spoke.

Table 12 Answers to Question 3 (Pupil questionnaire)



Class 1

As one can see in Table 12, 69% of the participants in **Class 1** answered that they thought their teacher spoke a neutral variety of English. 6% answered Norwegian English, 14% American and 11% answered British. It is clear that there is an overall view that **Teacher 1** speaks a Neutral variety of English, with some small groups thinking otherwise. None of the participants answered Other....

Class 2

50% of **Class 2** answered that they think their teacher speaks a Neutral variety of English. 30% answered that they think they speak American, 15% answered Norwegian English and 5% answered British. None of the participants answered Other....

Class 3

From the pie chart for Class 3 in Table 12 one can see that 14% of the pupils answered neutral. A third of the pupils in this class answered that they thought their teacher spoke Norwegian English. 17% answered American English. The largest number of pupils in this class at 37% answered that they thought that their teachers spoke British English. None of the participants in Class 3 answered Other....

From the pie charts in Table 12 we can see that in **Class 1** there is an undeniable majority that answered that their teacher spoke a neutral variety. In **Class 2** the majority answered that their teacher spoke Norwegian English. But in Class 3 there was not a clear view on what variety of English the teacher spoke, because a third of the class meant that their teacher spoke a neutral variety and 37% answered that they thought that their teacher spoke British English.

The fourth question in the survey was “What do you think motivates you the most in the English subject?”. This was an open-ended question and the answers have been grouped together in categories in order for it to be easier to analyse what the classes think. These are the categories:

1. Do not know/nothing
2. Things relating to things outside of school: travel/gaming/social media/etc.
3. Things relating to the teacher and classroom practice
4. Other...

Class 1

Table 13 Answers from Class 1 to Question 4 (Pupil questionnaire)

Categories	Number of answers in categories
1. Do not know/nothing	4
2. Things relating to outside of school situations: travel/gaming/social media/etc.	11
3. Things relating to the teacher and classroom practice	16
4. Other...	4

As seen in Table 13, there were four pupils in **Class 1** that answered in category 1 and did not know what motivated them the most or answered that nothing motivated them. 11 pupils answered in category 2 and were motivated most by things outside of the school setting, such as being able to communicate whilst traveling and understanding what is being said in movies and videos. Sixteen of the pupils in **Class 1** answered in category 3, and these answers included that the teacher was the thing that motivated them the most in the English subject, that the English lessons were fun, and this was motivating and writing was mentioned as an activity that was motivating. The answers in category 3 relating to the teacher ranged from just saying that the teacher motivated them to them saying that the teacher made the subject fun and interesting to participate in. The teacher being helpful and fair was also mentioned in the answers in this category. The last category included four answers from **Class 1**. Two of the pupils answered that they were mostly motivated when they mastered something, one answered that it was themselves that motivated them the most and the last pupil in category 4 answered that the knowledge of English being “important to know”, and them not being that good at it but wanting to become better motivated them the most.

Class 2

Table 14 Answers from Class 2 to Question 4 (Pupil questionnaire)

Categories	Number of answers in categories
1. Do not know/nothing	7
2. Things relating to outside of school situations: Travel/Gaming/Social media/etc.	9
3. Things relating to the teacher and classroom practice	3
4. Other...	1

As illustrated in Table 14, seven of the pupils in **Class 2** answered in category 1, and the answers ranged from “nothing” to “I don’t know”. Nine of the participants answered in category 2. All the answers were in the area of English being spoken by so many people and wanting to be able to communicate with these people. Three of the pupils answered in category 3, with “tests”, “doing something fun in class” and “that one can learn something” being factors that were motivating in this category. The last pupils answered in category 4, and they said that the desire to become better at English was what motivated them.

Class 3

Table 15 Answers from Class 3 to Question 4 (Pupil questionnaire)

Categories	Number of answers in categories
1. Do not know/nothing	2
2. Things relating to outside of school situations: Travel/Gaming/Social media/etc.	8
3. Things relating to the teacher and classroom practice	9
4. Other...	5

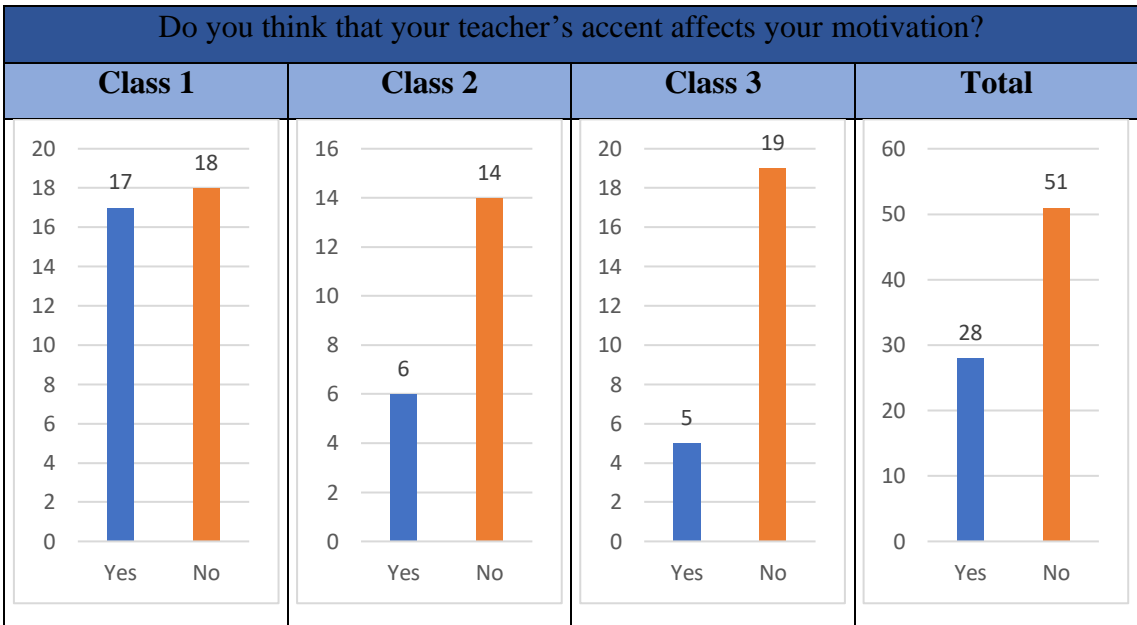
In Table 15 on can see that two of the pupils in **Class 3** answered in category 1 and said that nothing motivated them. Eight of the pupils answered in category 2. The answers

ranged from English being spoken by a lot of people and them being able to communicate and being able to understand what is being said in movies and games being what motivated them. Nine pupils in **Class 3** answered in category 3. These answers included that the teacher was what motivated them, looking at tests and seeing improvement and different tasks being motivating. In the last category there were five pupils, three pupils answered that the learning of the language in itself was what motivated them, and the last two of the pupils in Class 3 answered that they did not really participate in the English subject.

The different answers that came from the pupils for this question varied a lot, but there was one topic that repeated itself in all the classes, and this was that the English language is used as a way of communicating with people from other countries and with other mother tongues than the participants and this was what motivated most of the participants in the survey.

The fifth question was “Do you think that your teacher’s accent affects your motivation?”. Here the pupils got a choice between Yes or No and a follow-up question of “How and why, do you think the accent affects you?” if they answered “Yes”.

Table 16 Answers to Question 5 (Pupil questionnaire)



As one can see in Table 16 the majority of the participants in the three classes do not think that their teacher’s accent affects their motivation. But there is a clear division in

Class 1 where the class is quite evenly divided between Yes and No. Below are the answers the pupils from the three classes came with to the “How and why” followup question. The answers have been grouped together in categories in order to make them easier to analyse. The categories that I chose to use were:

1. Negative direction
2. Positive direction
3. Do not know how and why the teachers accent affects them
4. Relates to other topics

Class 1

Table 17 Answers from Class 1 to Question 5 (Pupil questionnaire)

Categories	Number of answers in categories
1. Negative direction	7
2. Positive direction	6
3. Do not know	2
4. Other...	2

As mentioned, **Class 1** had the largest group of pupils that answered yes to if they thought their teachers accent affected their motivation, with 17 yeses. In Table 17 we can see how these answers were divided into the four categories. Two of the pupils in this class had answers that correlated with group 3, and they did not know how and why their teacher’s accent affected them. Seven of the pupils’ answers fitted in to category 1 and these answers included that it would be hard to understand and learn if the teacher had a strong accent and spoke bad English and this could lead to the pupils adopting the same way of speaking English, in other words this would affect the pupils in a negative way. Six of the participants answered in the positive direction. These answers included that they saw their teacher as a role model for pronunciation and that if the teacher had a good pronunciation, it would be fun to listen to and they started believing that they also could have as good of a pronunciation as their teacher has. In the last category there were two answers: one answered that they wanted to become better at English and the other answer that the experience of a lesson changes depending on what pronunciation the teacher has.

Class 2

Table 18 Answers from Class 2 to Question 5 (Pupil questionnaire)

Categories	Number of answers in categories
1. Negative direction	0
2. Positive direction	2
3. Do not know	3
4. Other...	1

In **Class 2** there were much fewer pupils that answered yes to question 5 than in **Class 1**. In Table 18 we see that three of the six pupils that answered yes fell under group 3 and did not know how or why their teachers accent affected them. Two answered in a positive direction and said that they understood the teacher, and this motivated them because this could influence their own pronunciation in a positive way. The last participant answered, “I just want to learn English” (translated from Norwegian), and this falls under the fourth category, and is not really a way in which the teacher’s pronunciation affects the pupil.

Class 3

Table 19 Answers from Class 3 to Question 5 (Pupil questionnaire)

Categories	Number of answers in categories
1. Negative direction	2
2. Positive direction	1
3. Do not know	1
4. Other...	1

In **Class 3** there were five pupils that answered yes to question 5. As illustrates in Table 19 we see that out of these five, one answered in category 3, and said that they did not know how or why the teachers accent affected them. Two of the pupils answered in category 1 and meant that their teacher’s accent could affect them negatively if the teacher taught the wrong pronunciation of words, because this could lead to them also pronouncing words wrong. One of the five answered in group 2, meaning that they

thought they were affected in a positive way. This pupil answered that their teacher spoke good English and they were motivated because they wanted to speak even better than their teacher. The last pupil in Class 3 answered in category 4, this pupils answer was “because I like to learn new languages” (translated from Norwegian).

All the answers combined

Table 20 Combined answers to Question 5 from all classes (Pupil questionnaire)

Categories	Number of answers in categories
1. Negative direction	9
2. Positive direction	9
3. Do not know	6
4. Other...	4

When we combine all the answers from the three classes, we see in Table 20 that both category 1 and 2 received 9 answers each, category 3 received 6 answers and category 4 received 4.

The sixth and final question in the questionnaire for the pupils was “Do you speak other languages than Norwegian?”. As a specification for the question, the pupils were asked to mark their mother tongue with an (m) if this was not Norwegian. There were very few pupils with different mother tongues than Norwegian. Only two pupils out of all the 79 participants answered that they had another mother tongue than Norwegian. Most pupils answered English as a language other than Norwegian that they spoke, and these answers were put into the category of not speaking other languages because this was already assumed because they were learning it in school. The answers to the question indicate that it was hard for the pupils to understand what they were asked to answer, and therefore I am not going to include this as a factor in the discussion. The answers were so inconclusive and there were so few pupils with another mother tongue that there would not be anything substantial enough to extract from them. As for the rest of the answers about another language, they did not specify how well they spoke these languages, so it would be hard to know how significant these languages were on their overall language learning. After the questionnaires were answered it was clear that this

question should have been formulated in a different way, so that it was clearer what the pupils were being asked to do, and so that the results would be easier to analyse.

Comparing results from teachers and classes

Below are comparisons of the three teachers and their pupils' answers.

Teacher 1 and Class 1

From the answers **Teacher 1** provided, it is clear that they think their class is quite motivated and they feel very qualified to teach their pupils English. This correlates with what the pupils in **Class 1** answered to the similar questions in their questionnaire. The majority of the pupils answered that they like the English subject and are motivated to learn in it. The pupils in **Class 1** also answered that they thought their teacher was qualified to teach them English, that they liked their teacher's pronunciation, and that they trust their teacher's English knowledge. **Teacher 1** believed that they have a small degree of accent when speaking English and answered that they think they speak a neutral variety of English in class. The majority of the pupils in **Class 1** agreed with their teacher when it came to what variety they thought the teacher spoke and answered that they spoke a neutral variety of English in class. But the class was divided on the subject of what degree of accent the teacher had. The class was roughly divided into thirds, where one third answered little to no degree of accent, and agreed with what the teacher thought, another third answered that they did not know/could not determine what degree of accent their teacher had, and the last third answered that their teacher had some to a very strong degree of accent when speaking English. The fact that the class was so divided on the subject could, as mentioned earlier, be because the aspect of accent was hard for them to understand. **Teacher 1** thought that varied tasks, games and activities in groups were what motivated their pupils the most in the English class. The class answers were divided into four categories, and 16 of the pupils' answers related to the teacher and the classroom practice. These answers included that they thought the subject was fun and that the teacher made the subject interesting, and that these were the things they were motivated by. The rest of the answers addressed subjects not related to what the teacher answered as you can see in Table The last subject in the questionnaires was about the teachers accent and variety affecting the pupils. Teacher 1 thought that their accent and variety did not affect their pupils or affected them to a small degree. They hypothesized that if they had a strong Norwegian accent this would

affect their pupils in a negative way, because this could lead to the pupils attaining wrong pronunciation and this again could lead to them having problems with being understood or take away the focus from what they were saying. This teacher also said that they tried to represent British and American accents in authentic British and American texts, and that they introduced the pupils to more authentic audio files in class. Half of the pupils in **Class 1** answered that they thought the teacher's accent affected their motivation. Seven of the answers correlated with the hypothesis **Teacher 1** came with, and the answers included that if the teacher had a strong Norwegian accent this could lead to the pupils also attaining a strong accent and pronounce words wrong. Six pupils answered that they thought their teacher's pronunciation affected their motivation in a positive way, these answers included that their teacher acted as a role model for pronunciation, and they wanted to become as good as their teacher at speaking English, leading to them being motivated to learn in order to obtain this goal. Through this comparison of **Teacher 1's** and **Class 1's** answers one can deduce that the pupils and the teacher agree on most of the questions in the questionnaires.

Teacher 2 and Class 2

Teacher 2 answered that they thought their class was somewhat motivated and that they partially disagreed with the statement "I feel qualified to teach my pupils English", indicating that they do not entirely feel qualified to teach the subject. Over half of **Class 2** answered that they neither liked nor disliked the English subject, a fifth of the class answered that they liked it and 15% answered that they did not like it. Two fifths of the class answered that they were motivated to learn in the subject, almost half answered that they were neither motivated nor demotivated to learn in the subject, and 15% answered that they were not motivated to learn in the subject. The results from these two statements show that there might not be that much correlation between the pupils liking the subject and them being motivated to learn in the subject. The answers that the pupils came with to the question of motivation correlate with what the teacher answered about the motivation in their class. To the statement "I like my teacher's English pronunciation" the class was quite divided. A fourth of the class answered that they liked it, two fifths answered that they neither liked nor disliked their teacher's pronunciation and just over a third of the class answered that they did not like it. Over half of **Class 2** answered that they neither thought their teacher was qualified nor not qualified to teach them English. A fourth answered that they thought their teacher was

qualified and a fifth answered that they did not think their teacher was qualified. This view of qualification from the pupils could be a result of the teacher not feeling that qualified to teach the subject, and the pupils picking up on this. Even though the class was divided on the teacher's qualifications, 60% of the class answered that they trusted their teacher's English knowledge, with 25% answering neither trust nor distrust, and 15% answering that they did not trust their teacher's knowledge. These results indicated that even though the pupils were unsure of the teaching qualifications of the teacher in the English subject they still think that the teacher has good knowledge on the subject and that they trust this knowledge, pointing towards that knowledge on the subject is not enough for the pupils to perceive the teacher as qualified to teach it. **Teacher 2**

answered that they have a little degree of accent and that they speak a Norwegian English variety in class. The class was very divided on the topic of accent, just as in **Class 1**, the reasoning probably being the same. Almost half of the pupils in **Class 2** answered on the "little" to "no" accent side of the scale. 40% of the class answered "neutral" and 15% were on the "some" to "strong" accent side of the scale, but none of the pupils answered that they thought their teacher had a very strong accent. Half of **Class 2** agreed with their teacher on the question of variety and answered that they thought their teacher spoke a Norwegian English variety in class, indicating that this would be the general opinion of most. The rest of the class answered either British (5%), American (30%) or Neutral (15%).

Teacher 2 answered that games and competitions motivated their pupils in the English subject. The pupils did not answer in this manner, and most of the pupils were motivated by aspects outside of the school setting. The only answer from the pupils that could relate to the same topic as the teacher answered said that "doing something fun in class", but they do not mention what this fun activity could be. **Teacher 2** answered that they do not think that their accent and variety affect their pupils' motivation. Only six of the pupils in **Class 2** answered that they thought that their teachers accent affected their motivation. Out of these six, only two answered in what way the accent could affect them. These two answered that their teacher's accent affected them in a positive way because, in their opinion, they could learn a good and understandable pronunciation from their teacher, and this was motivating. Through the answers it is clear that the teacher and class agree on the fact that they do not think the teachers accent affects the pupils' motivation. From the comparison of **Teacher 2's** and **Class 2's** answers we see that the teacher and class agree on a lot of the topics mentioned in the questionnaires.

Teacher 3 and Class 3

Teacher 3 answered that they thought their pupils were neither motivated nor not motivated to learn in the English subject. They also answered that they feel very qualified to teach their pupils English. **Class 3** was evenly divided between liking, being indifferent and disliking the English subject. A little over two fifths of the class answered that they were motivated to learn in the English subject, a third answered that they were not motivated and a fourth of the class answered that they were neither motivated nor not motivated to learn in the subject. This correlated with what the teacher answered and shows that the class is hard to evaluate when one is speaking of motivation because they are so divided. Two fifths of **Class 3** answered that they did not like their teacher's English pronunciation. A third of the class like their teacher's pronunciation and one fourth of the class neither liked nor disliked the pronunciation. Almost two thirds of the class answered that they thought their teacher was qualified to teach them English and agreed with what the teacher thought. A third of the class did not think their teacher was qualified and disagreed with the teacher. 59% of **Class 3** answered that they trusted their teacher's English knowledge. 17% answered that they neither trusted nor distrusted their teacher's knowledge and 24% answered that they did not trust their teacher's knowledge. These answers correlate with what was said about the teacher's qualifications in the subject. **Teacher 3** thought that they had some degree of accent and that their mother tongue shined through when they spoke English. They also answered that they thought they spoke a Norwegian English variety in class. Exactly a third of **Class 3** agreed with the teacher on what degree of accent they had, and this was also the biggest group of pupils on one answer in this question. The same number of pupils agreed with the teacher in what variety of English the teacher spoke in class, answering Norwegian English. But the biggest number of pupils in this class answered British English as the variety they thought their teacher spoke, with this variety getting 37% of the votes from the class. The rest of the class answered American (17%) and Neutral (13%). **Teacher 3** answered that varied tasks were what motivated the pupils in their class the most. Nine of the pupils in **Class 3** mentioned things relating to the teacher or the school situation as motivations for them. But only two of these answers related to what the teacher answered. **Teacher 3** also thought that their accent

and variety of English affected their pupils' motivation but did not elaborate on how they thought it affected their motivation. Only five of the 34 pupils that participated in **Class 3** answered that they thought their teachers accent affected their motivation. Three of these gave an explanation on how they thought it affected their motivation. Two of the pupils meant that their teacher's accent could affect their motivation in a negative way, because if the teacher had a bad English pronunciation this could lead to them also acquiring a bad pronunciation. The last pupils answered that their teacher's accent affected their motivation in a positive way because they thought the teacher spoke good English and they wanted to become even better than their teacher.

5. Discussion

In this part of the thesis, I am going to discuss the findings from the dataset and figure out if I have managed to find the answer to the research question "Does a teacher's pronunciation of English effect the motivation of the pupils in their class?". I am also going to present if and what this thesis can add to the research area of motivation and language acquisition, and also mention what further research can be done to add to the findings in this thesis.

As mentioned in the theory part of this thesis, Lightbown and Spada (2021) say that the more exposure young pupils get to spoken English the more proficient they become in speaking English themselves. But what happens when the exposure they get is not in one of the more sought-after varieties of English, does this effect the motivation to listen and learn from the teacher or does the variety of English and the degree of accent not have any effect on the motivation of the pupils?

Main findings

Looking at the dataset and seeing what the results mean, there are a few things that stand out. The teachers and the pupils' answers correlate quite well in most of the topics in the questionnaires. The teachers have a good impression of what amount of motivation there is in their classes. Many of the pupils agreed with the teachers on what amount of accent the teacher had and on what variety of English they spoke. One of the areas that had the most deviation between the teachers and the pupils was the question about what amount of accent the teacher had. As mentioned earlier, this could be

because the aspect of accent is hard for the pupils to understand or that it is hard for them to evaluate the teacher's accent. A very interesting find was that a lot of the pupils that answered yes to the question "Do you think your teacher's accent affects your motivation?", had a similar view to what **Teacher 1** hypothesised. The view that if a teacher has a very strong accent influenced by their mother tongue it would be demotivating for the pupils, leading to them not wanting to learn from this teacher, because they would not want to learn to speak the same way the teacher did. In turn there were also answers that indicated that if a teacher had a good pronunciation this could be motivating for the pupils. The reason given for this was that they would see that a person with another mother tongue than English could become efficient and attain a good pronunciation in English and this would motivate them to attain the same or a better pronunciation. These findings indicate that there could be a connection between the attitude that Rindal (2010, 2013, 2014), Trømborg (2019) and (Haukland, 2016) found in their studies, and motivation to learn in the English subject.

Even though the findings in Table 16 suggest that most pupils do not think that their teacher's accent affects their motivation, there are still some findings in the dataset that can suggest otherwise. The data from **Class 1** suggests that there is a large amount of trust between the pupils and their teacher, and that they like their teacher's English pronunciation. One can also see that the class is very motivated to learn in the English subject. These findings indicate that there could be a connection between these aspects. At the same time one can see that there is a similar correlation between the trust and the motivation reported in **Class 2** and **3** and the number of pupils liking their teacher's pronunciation. These classes report a lower amount of motivation and a similarly lower number of pupils liking their teacher's pronunciation. From these findings the data from the questionnaires indicate that there could be a connection between the motivation in the classes and the English pronunciation of the teachers. The aspect of trust and motivation in relation to the teachers pronunciation could have a connection to what was said about how pupils evaluate who to trust in Corriveau & Winters (2019). If the teacher has an accent that is related to a certain degree of knowledgeability and social status this could impact the pupils' trust towards them.

Though the findings in this study suggests that the English pronunciation of a teacher could have an impact on the motivation of their pupils in the English subject, the aspect

of pupils in Norway today being exposed to English outside of school could affect the importance of these findings. Because pupils are exposed to different varieties of English outside of school, this could mean that pupils do not mind their teacher's accent, because they get exposed to other language models through other media. This could make the importance of the teacher's accent less relevant to the pupils accurately learning how to speak the language, but there is still the aspect of motivation separate from the actual language acquisition. And this could be one of the reasons why there is such a high number of pupils answering no to the question about their teachers accent affecting their motivation. They do not look at their teacher as their main language model and therefor the importance of their pronunciation is not that significant.

The results in this study are not conclusive enough to set in motion big implications for neither the teacher education nor have any impact on the educational practice. But the study does show some connection between pupil motivation and teacher pronunciation and indicates that this is an area that could be beneficial to look further into.

Finding in relation to earlier studies

The findings in this study indicate that there is a connection between teacher pronunciation and pupil motivation, and this was what it set out to figure out. Since there is very little research on the area of motivation in relation to pronunciation, there is very little to compare the findings to. But in the area of attitudes to different varieties and degrees of accent, we can add that these attitudes might play a significant role in the opinions pupils have towards their teachers.

English is used as a lingua franca, and it is therefore important that a certain degree of accuracy in the pronunciation and conveyance of the language is present when talking to people with other native languages than English and Norwegian. For people from countries with other native languages, where the Norwegian language system is not known, it can be difficult to understand Norwegians when they speak English if they have a strong Norwegian accent. In relation to the findings in this study it is clear that one of the things that motivate the pupils participating in this study is that they want to be able to communicate with people from other countries than Norway, and therefor English as a lingua franca is also seen as important to the motivation of the pupils, without them knowing that this is what they are talking about.

Limitations of the study

There were various limitations in the implementation of this thesis. Firstly, the number of participants in the study lead to problems with generalisation in regards to the population of seventh graders in Norway, and also in regard to generalisation when looking at the amount of pupils with other mother tongues than Norwegian. Secondly, the method used to gather data was limited in the aspect of getting a wider view of the area in question. If the research was conducted again, teacher and pupil interviews could have been used to get a more detailed picture of what the different answers the participants came with entailed. The answers from **Teacher 2** and **3** might have been more detailed on the question about if they thought their accent and variety affected their pupils. The study also has its limitations in regards to the validity of the findings. The results show that there could be a connection between pupil motivation and teacher pronunciation, but there could also be other factors at play in these classes and in the findings, and if the study were to be recreated this should be an area that should be fine-tuned. Other factors like classroom practice and teacher-pupil relationship in general could have affected the results from the questionnaires.

Practical applications

In regard to practical applications of the findings in this study, and increased awareness, among teachers of English, of the affect pronunciation could have on the motivation of pupils in the English subject could have implications for classroom procedure and could open for discussions about the topic as a part of the English subject. In addition the findings in this study could lead to pronunciation being given more focus both in primary schools, but also in the teacher education. The view on different accents and varieties of English is present not only among pupils but also among the teachers, and it is therefore an important topic to tackle in teacher education. As mentioned in the theory part of this thesis, Reeve (2002) mentions interests and disinterests as factors for motivation. Making the teachers aware of the reasons for motivation mentioned by the pupils and looking at their reasons for wanting to learn the language, could lead to the teachers being more aware of them and implementing them more into the lessons. This could again lead to more motivation among the pupils.

From the findings in the dataset there has arisen a very interesting view that a few of the pupils answering that they think their teachers accent affects their motivation, and this is that a lot of the pupils and also one of the teachers answered that the degree of accent can affect the motivation in a positive or negative way depending on what amount of accent the teacher has. With a stronger accent the motivation would be affected in a negative way and if the teacher had a good pronunciation the motivation would be affected in a positive way.

Further research

Further research could be done on a larger group of participants with a more realistic representation of the Norwegian demographic. Since the group of pupils in this study did not include a significant enough number of pupils with other mother tongues, this could be something that could be interesting to investigate further. If there is a difference between pupils with Norwegian as their mother tongue and pupils with other mother tongues, this could have an impact on how one treats the results in regard to the educational situation. Conducting a Matched-guise test with different varieties of English and different degrees of accentedness where the focus is on how the pupils' motivation and opinions are in relation to the different examples could be beneficial when further investigating the topic of this thesis and could produce more valid results than the method used in this thesis did. In addition to this, further research on the topic could include using a "selective learning paradigm" as mentioned in Corriveau & Winters (2019), but for the purpose of looking at the topic of pronunciation this would be the variant that differed in the two example teachers. Looking at the motivation of teachers teaching the English subject and their pronunciation could also be interesting to investigate, because this could lead to more findings that imply that more focus on pronunciation could be beneficial.

6. Conclusion

This study aimed to investigate if there is a connection between teacher pronunciation and pupil motivation in the English subject in Norwegian school. Through reviewing earlier research and conducting two questionnaires with three teachers and five classes, the paper has discovered two interesting findings. Firstly there is a general view that a

teacher with “bad” pronunciation produces a class that are not motivated and a teacher with “good” pronunciation produces a class that is motivated. This view was found both in the teachers answers and in the pupils’ answers, and is therefor precent in both the younger generation and in the older generation, even though these two genertions have grown up in two different worlds in regard to the importance of and role of English. Secondly, the findings in the study could indicate that there is a connection between teacher pronunciation and pupil otivation, but there is still a lot of research needed in order to come to a definit conclusion in this area.

The findings in this thesis suggests that there is a connection between pupil motivation and teacher pronunciation in the English subject, but in order to apply these findings to the general population, a more extensive research project is required. Even so, the findings from this thesis are good indications that this is an area that should be researched in more detail and that there could be significant findings that could affect how pronunciation is taught in Norwegian schools in the future.

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Appendices

Appendix 1: Teacher Questionnaire

1. Hva er morsmålet ditt? *

2. I hvilken grad stemmer disse utsagnene?

Elevene mine er motivert til å lære i engelsktimene *

Svar etter din mening



Verdi



Jeg føler meg kvalifisert til å lære elevene mine engelsk *

Svar etter din mening



Verdi



3. Hvilken grad av aksent mener du du selv har? *

Med aksent menes det hvor mye ditt morsmål skinner gjennom i engelsktalalen din.



Verdi



4. Hva tror du motiverer elevene dine mest i engelsktimene? *

Svar utdypende.

5. Hvilken variant av engelsk snakker du i klasserommet? *

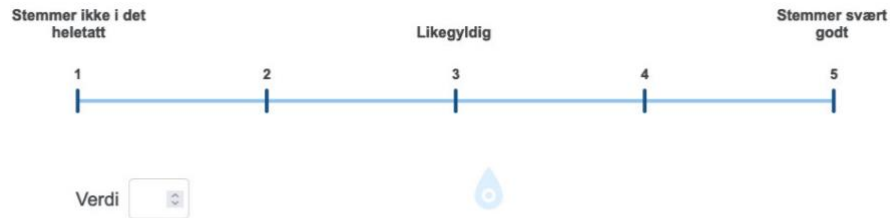
6. Tror du at din grad av og type aksent påvirker motivasjonen til elevene?

Svar utdypende.

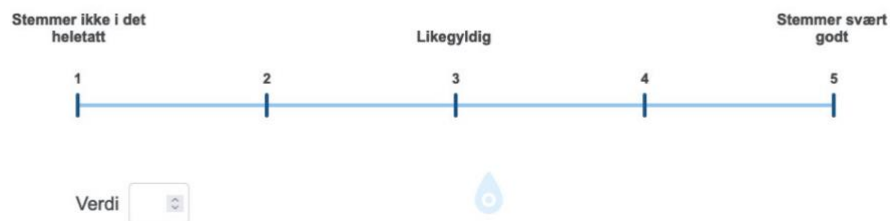
Appendix 2: Pupil Questionnaire

1. I hvilken grad stemmer disse utsagnene?

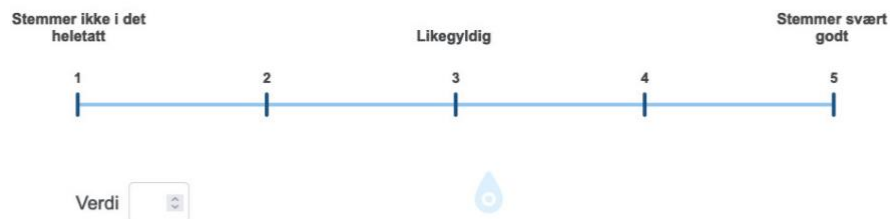
Jeg liker faget engelsk *



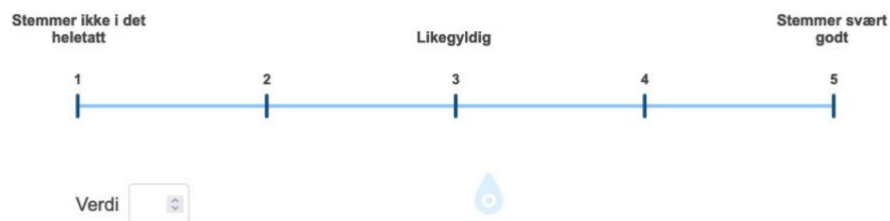
Jeg er motivert til å lære i faget engelsk *



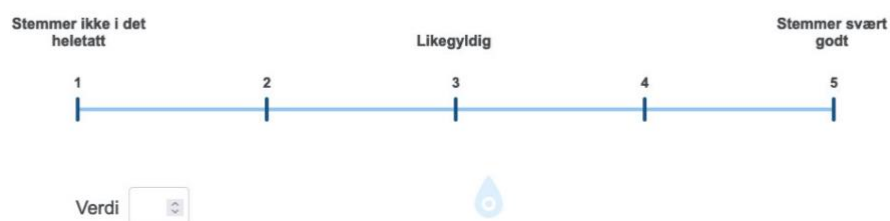
Jeg liker engelskuttalen til læreren min *



Jeg synes at læreren min er kvalifisert til å lære meg engelsk *



Jeg stoler på engelskkunnskapene til læreren min *



2. Hvor sterk aksent synes du læreren din har? *

En aksent er en måte å uttale et språk på, for eksempel at man snakker englesk med en norsk aksent. I denne sammenheng er det snakk om hvor mye morsmålet til læreren din påvirker engelsken til læreren din.

https://snl.no/aksent_-_talemelodi

Ikke noe aksent i det heletatt Nøytral Veldig sterk aksent

1 2 3 4 5 6 7

Verdi

3. Hvilken engelsk variant synes du læreren din snakker? *

Det vil si, hvilken variant er mest lik din lærers måte å snakke engelsk på.

Velg ...

4. Hva tror du motiverer deg mest til å lære i faget engelsk? *

5. Tror du at lærerens aksent påvirker din motivasjon i faget engelsk? *

☒ Ja

☐ Nei

Hvis du svarte ja på spørsmålet 5: Hvordan og hvorfor tror du det påvirker motivasjonen din? *

6. Snakker du andre språk enn norsk? *

Hvis ja, rams opp de språkene du snakker. Hvis du har et annet språk enn norsk som morsmål merk dette språket med (m).