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The Dynamics of Needs in a Course in English Phonetics for In-Service Primary School Teachers of English

Abstract

This article presents a study that seeks to explore the dynamics of needs experienced by a group of in-service primary school teachers of English as a Foreign Language (EFL) who are enrolled in a course in English phonetics at a regional university in Norway. The course in English phonetics is designed for the group of EFL teachers (further – *participants*) who combine working full-time with taking in-service EFL courses. The aim of the study is to explore how the dynamics of the participants' needs change within the time frame of two semesters. The study is based upon theoretical premises of needs analysis (further – NA) formulated by Hyland (2006), who regards EFL learners' needs as a continuous process that changes over time. The results of NA indicate that whereas initially the participants explicitly express the need for obtaining tertiary-level education in English to be able to teach English at primary school, their needs change towards the end of the course to involve the focus on becoming role models in an EFL classroom, paying attention to speech fluency, intonation, and conducting English-only EFL classes. These findings will be further discussed in the article.

Keywords: English as a Foreign Language (EFL), in-service teachers, needs analysis (NA), phonetics, primary school

Introduction

This article presents and discusses a study that seeks to explore a dynamic account of needs experienced by in-service primary school teachers (further – *participants*) during their enrollment in the university course in English phonetics at a regional university in Norway. The participants are certified

primary school teachers with at least three years of tertiary education who teach English to young learners in Years 1–7 within primary school settings in Norway, in addition to teaching other subjects in Norwegian as the language of instruction, for example, literacy, numeracy, the Norwegian language, and digital skills. Even though the participants are university educated and certified teachers, they have no prior tertiary education in English as a Foreign Language (EFL). In order to be able to continue teaching EFL at primary school, they need to complete a university program in English that is comprised of such courses as functional grammar of English, English phonetics, and children's literature.

The study further discussed in this article is embedded in a broad area of teaching English pronunciation to EFL learners. However, whereas the majority of the studies seem to focus upon EFL learners' pronunciation (Waniek-Klimczak, 2015), little is known about the acquisition of English pronunciation by adult in-service primary school teachers and the associated needs they might experience in the process of acquisition (Henderson et al., 2015). A novel facet of the present study rests with the scarcity of research publications that address the needs of those in-service EFL teachers (Gaye, 2020; Hyland & Wang, 2019; Pérez Cañado, 2016, p. 268) who combine a dual role of EFL primary school teachers and adult EFL students enrolled in an in-service EFL course. Moreover, little is known about the needs of those in-service EFL primary school teachers who are enrolled in a tertiary course in English phonetics. The present study seeks to provide more insight into this under-researched issue by means of exploring the participants' needs in the course. Specifically, the focus of the investigation involves the question of potential dynamic changes in the participants' needs during their course enrollment.

The notion of needs analysis (henceforth – NA) is central in this study. It should be noted that the importance of NA is routinely mentioned in research in applied linguistics, EFL and English for Specific Purposes (ESP) studies, respectively (Li, 2018, p. 8). Prior literature indicates that NA involves a systematic collection and analysis of data necessary for the course curriculum development (Belcher, 2006; Brown, 2009; Flowerdew, 2013; Hyland, 2006; Li, 2018; Malicka, Guerrero, & Norris, 2019; Paltridge & Starfield, 2013). The methodological and theoretical premises in this study are based upon Hyland's (2006) approach, who refers to NA as

the techniques for collecting and assessing information relevant to course design: it is the means of establishing the *how* and *what* of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into *evaluation*—the means of establishing the effectiveness of a course. (Hyland, 2006, p. 73)

Hyland's (2006) view of needs as a continuous process is especially relevant to this study, since its specific aims involve an account of how the participants' needs change throughout their enrollment in the course in English phonetics. In this regard, it should be mentioned that scholarly attention to the foreign language (FL) learners' needs as a dynamic process has been growing in applied linguistics, EFL and ESP research communities (Larsen-Freeman, 2016). A relatively recent interest in dynamic aspects of EFL teaching and learning is evocative of the dynamic systems approach towards the teaching and learning of a foreign language in general (De Bot, 2008; Larsen-Freeman, 2016; Van Geert, 2008; Waninge, Dörnyei, & De Bot, 2014). The main concept that is present in the Dynamic Systems Theory approach towards EFL is that language acquisition and language learning are operationalized as non-linear, often chaotic, and liable to change due to a host of variables that are dynamically distributed and redistributed in time (Larsen-Freeman, 2016; Van Geert, 2008). Following this line of argument, it could be reasonable to suggest that EFL learners' needs as a continuous process as posited by Hyland (2006) are dynamic, liable to change, non-linear and marked by the presence of adaptation, and variability on the part of an EFL learner (Larsen-Freeman, 2016), as well as, presumably, on the part of other stake-holders involved in EFL teaching and learning.

The study that is further described in this article is grounded in the aforementioned construal of EFL learners' needs as a continuous and dynamic process as postulated by Hyland (2019). The specific aim of the study is to explore how the participants' needs change over the period of two semesters of study. Further, this article is structured as follows. First, theoretical background notions associated with NA will be given. Second, a literature review of prior studies of NA in EFL contexts will be outlined. Thereafter, an overview of the application of Dynamic Systems Theory (DST) to EFL teaching and learning will be discussed. The literature review will be followed by the context of EFL teaching and learning at Norwegian primary schools. Then, the present study, its hypothesis, participants, methodology, and major findings will be provided. Finally, the article will be concluded with the summary of the findings and their implications.

NA: Theoretical Background

As previously mentioned in the introductory part, NA is extensively employed as a means of collecting and analyzing data in conjunction with course development, especially in applied linguistics and ESP studies (Li, 2018; Malicka, Guerrero, & Norris, 2019; Romanowski, 2017), and, quite recently, in

EFL studies that are associated with pre- and in-service EFL teachers (Barrios-Arnuco et al., 2018; Kang, 2018; Zein, 2017). As indicated by Flowerdew (2013), NA "has a long history and is constantly evolving and redefining itself" (Flowerdew, 2013, p. 326) since its inception in the early 1960s. While it is beyond the scope of this article to present an exhaustive account of NA in terms of its development (see, e.g., Belcher (2006), Flowerdew (2013), Hyland (2019), & Romanowski (2017) for detailed meta-analyses), it should be mentioned that traditionally there has been a variety of approaches towards the definition of the term. Specifically, it is often used as a synonym for *needs assessment* in the literature (Widodo, 2017, p. 128). Concurrently with this view, however, there is an alternative approach to the definition of NA, which posits that *needs assessment* involves obtaining data, whereas *needs analysis* involves assigning value to the data (Graves, 1996, p. 12). It should be noted that further in the article, the term *needs analysis* abbreviated as NA will be referred to as a synonym for *needs assessment*. As far as the definition of NA is concerned, the present research follows Hyland (2019), who regards NA as a series of interlinked techniques that are comprised of (i) the initial "fact-finding stage to discover the current proficiencies and wants of the students and the constraints of the learning situation in terms of time, resources, and so on" (Hyland, 2019, p. 57), and (ii) the subsequent identification of the competencies and tasks that will be required of students and/or desired by the students. By means of expanding upon this definition, Hyland (2019) further argues that NA

> is actually an umbrella term that embraces many aspects: What are learners' goals, backgrounds, and abilities? What are their language proficiencies? Why are they taking this course? What kinds of teaching do they prefer? What situations will they need to write in? How are writing knowledge and skills used in these situations? Needs can be perceived objectively by teachers or subjectively by learners, can involve what learners know, don't know, or want to know, and can be analyzed in a variety of ways.
>
> (Hyland, 2019, p. 58)

An approach which is similar to that formulated by Hyland (2019) is found in Brindley (1989), who distinguishes between objective NA on the one hand and subjective NA on the other hand. The former involves factual data concerning the learners, their current language use and language proficiency inclusive of the challenges posed EFL acquisition (Brindley, 1989, p. 70). The latter is regarded as the learner's context-situated cognition that is associated with the data that are informative of personality, attitudes, and expectations (Brindley, 1989). More specifically, subjective NA is thought to reveal the leaners' "self-knowledge, awareness of target situations, life goals, and instructional expectations" (Belcher, 2006, p. 136).

Brindley's argument concerning the role of the learner's context-situated cognition in subjective NA (1989) is commensurate with the approach proposed by Hutchinson and Waters (1987), who refer to the context-bound target situation needs that are associated with the necessities, wants and challenges in the learning process in a given target situation. In addition to the target situation needs, Hutchinson and Waters (1987) argue that there is a separate set of needs, which is referred to as learning needs that are comprised of the learner's algorithm of action in order to learn. Arguably, learning needs involve a host of variables that include the learners' backgrounds, their motivation, individual learning styles, and other factors.

Among a number of potential variables involved in the learners' needs, Romanowski (2017) emphasizes the consideration of the types of needs. Romanowski (2017), as well as Hyland (2019), and Li (2018) seem to share a contention that the types of needs in NA involve perspective and/or perspectives, and contextual environment of the learners' needs that can be analyzed from the vantage points of various stake-holders. For instance, Romanowski (2017) indicates that NA can be conducted from the learner's, teacher's, and institutional perspectives, respectively.

In addition to the aforementioned types of needs, a NA procedure may focus on the considerations of the learners' language needs as a product or as a process. In this regard, Tzotzou (2014) suggests that NA involves objective needs and subjective needs, such as motivation and personal learning preferences. It should be observed that a subjective process-oriented perspective to NA is employed in the present study. Following Tzotzou (2014), a process-oriented aspect of NA allows to gain insight into how learning as a time-bound process takes place in a variety of EFL teaching and learning contexts. One of the contexts involves the teaching and learning of English in primary school with, arguably, a context-specific set of needs that an EFL learner as well as an EFL primary school teacher might experience. The next section of this article presents an outline of prior studies of NA in EFL contexts that involve EFL teaching and learning in primary school.

NA in EFL Contexts

There is a growing body of current research literature on NA in different EFL contexts that are associated with primary schooling (Barrios-Arnuco et al., 2018; Kabilan & Veratharaju, 2013; Kang, 2018; Nieman & Hugo, 2010; Nijakowska, Tsagari & Spanoudis, 2018; O'Sullivan, 2003; Tzotzou, 2014; Walker, 1999; Zein, 2017). In the literature on NA in primary school contexts, it seems possible to identify several research themes associated with NA that focus on (i) the use of the English language in an EFL classroom (Nieman &

Hugo, 2010; O'Sullivan, 2003; Tzotzou, 2014; Walker, 1999), (ii) professional development of in-service EFL teachers (Kabilan & Veratharaju, 2013; Zein, 2017), (iii) EFL learners with special needs in an EFL classroom (Nijakowska, Tsagari, & Spanoudis, 2018), and (iv) the needs and challenges experienced by pre-service primary school EFL teachers (Barrios-Arnuco et al., 2018; Kang, 2018).

The needs that involve the use of the English language in an EFL classroom are investigated by Nieman and Hugo (2010), O'Sullivan (2003), Tzotzou (2014), and Walker (1999). In the study conducted by Nieman and Hugo (2010), primary school teachers are asked to comment on the main problems and needs that they experience in using English as the medium of instruction in their classrooms. It has been established by Nieman and Hugo (2010) that the needs involve variables that are associated with the learners' awareness of correct English pronunciation and their comprehension of oral communication in English. Other needs, according to Nieman and Hugo (2010), are related to the teachers' needs for a more sophisticated vocabulary and confidence in teaching English.

The classroom use of the English language is the focus of NA conducted by Tzotzou (2014), who investigates primary school learners' attitudes towards EFL learning and their learning preferences in a Greek L1 EFL classroom (Tzotzou, 2014, p. 59). Tzotzou's NA (2014) is suggestive of a desired focus upon those activities that are relevant to the EFL primary school context. In addition, Tzotzou (2014) argues that EFL teaching and learning in Greek primary school contexts would benefit from a focus on teacher development programs. In concert with Tzotzo (2014), Walker (1999) has found that EFL teachers in Spanish primary schools are in need of further in-service training that, in particular, involves attention to English pronunciation. Walker (1999) has established that Spanish L1 EFL primary school teachers are "keen or very keen that their students pronounce English well" (Walker, 1999, p. 25). Whereas EFL primary school teachers in Spain need attention to pronunciation in EFL, the NA conducted by O'Sullivan (2003) in the United Arab Emirates highlights primary school teachers' sensitivity to the flexibility in EFL curriculum that allows them "to use whichever methods and available resources best enable the development of their students' English language skills" (O'Sullivan, 2003, p. 454).

The research theme of primary school English teachers' needs that involve their professional development is explored by Kabilan and Veratharaju (2013), and Zein (2017), respectively. Kabilan and Veratharaju (2013) seek to establish the needs associated with professional development of primary school EFL teachers in Malaysia. Kaliban and Veratharaju (2013) indicate that the participants in their study express the need for professional development programs and activities that reflect their own needs and their students' needs. The study suggests that primary school teachers' and their students' needs are construed as a fluid and dynamic discursive space that is comprised of the verbally ex-

pressed needs for planning, development, and engaging teachers in their professional development (Kaliban & Veratharaju, 2013). Similarly to Kaliban and Veratharaju (2013), professional development needs of primary EFL teachers are addressed in an empirical study by Zein (2017). That study aims at elucidating the needs of primary school EFL teachers by means of combining the teachers' and teacher educators' perspectives. Notably, the findings in Zein (2017) are evocative of those reported by Kaliban and Veratharaju (2013). Specifically, these two investigations are indicative of the focus on knowledge of primary school students in addition to the needs of primary school EFL teachers' own needs. Among other needs reported by Zein (2017), there is a need for introducing a course on children psychology that is seen as playing a facilitative role in a primary school teacher's professional development.

The topic of primary school teachers' willingness and preparedness to include dyslexic learners into an EFL classroom is examined by Nijakowska, Tsagari, and Spanoudis (2018). The authors report that statistically significant effects are observed in relation to the teachers' training and previous experience with dyslexic EFL learners. Nijakowska, Tsagari, and Spanoudis (2018) indicate that the needs of those primary school teachers who have to teach English to dyslexic EFL learners are associated with the teachers' preparedness to successfully include these learners in an EFL classroom. Additional facets of the NA that have been discovered by the authors involve the need for professional training in EFL and dyslexia.

The NA conducted by Barrios-Arnuco and the colleagues (2018), and Kang (2018) focus upon the needs of pre-service primary school EFL teachers. Specifically, Kang's (2018) study has established that EFL primary school teachers in South Korea express the need for EFL teaching methods, whereas their needs do not appear to reflect the importance of EFL proficiency. The NA in the study by Kang (2018) highlights the importance of practical English teaching courses and EFL classroom-related courses that are prioritized by the pre-service teachers. In contrast to the studies by Kaliban and Veratharaju (2013), and Zein (2017), the NA in Kang (2018) does not indicate the presence of needs that focus on the knowledge base of primary school students. It also should be mentioned that whereas in the study by Kang (2018) EFL didactics and teaching methods appear to be among the main needs of pre-service primary school teachers, the investigation by Barrios-Arnuco et al. (2018) points to the pre-service primary school teachers' need for EFL literacy assessment. Particularly, they have found that the participants in the study express the need for the alignment of assessment practices with the national classroom assessment reform policy in the Philippines.

It is evident from the present literature review that while there are numerous studies associated with in-service and pre-service primary school EFL teachers' needs, research that focuses upon NA related to in-service primary

school EFL teachers who lack formal qualifications in EFL is not sufficiently represented. The study further described in the article seeks to address that issue. However, prior to proceeding to the present study, it seems pertinent to provide (i) a brief outline of dynamic systems theory in relation to needs in EFL teaching and learning and (ii) the background context of the teaching and learning of English in Norway.

Dynamic Systems Theory (DST) in Relation to Needs in EFL Teaching and Learning

As previously indicated, needs are thought to be specific to EFL learners' (e.g., primary school EFL learners, EFL learners with special needs) and/or EFL teachers' cohorts (e.g., in-service teachers, pre-service teachers), context-dependent (e.g., primary school, college), and liable to change due to a myriad of competing needs and stake-holders' interests (Widodo, 2017). These characteristics of needs in EFL contexts are evocative of the theoretical approaches to EFL teaching and learning which are found in the Dynamic Systems Theory (DST).

In general, a complex dynamic system is characterised by "(a) […] at least two or more elements that are (b) interlinked with each other but which also (c) change independently over time" (Dörnyei, 2011, p. 81). One of the principal contentions in DST is that complex dynamic systems involve variables and elements, or sub-systems, which are non-linear and interact in a difficult-to-predict and chaotic manner, whereby the result of their interaction and change appears to significantly disproportionate to its cause either in qualitative or quantitative terms, or both (Dörnyei, 2011; Kruk & Zawodniak, 2019; Larsen-Freeman, 2016). The variables and/or sub-systems in a complex dynamic system evolve in the space-time continuum (Dörnyei, 2011) by means of undergoing a sequence of states, for example, relatively stable states, or those states that are marked by instability and an abrupt change or a series of chaotic changes (Dörnyei, 2011; Waninge, Dörnyei, & De Bot, 2014). In its relatively stable state, the complex dynamic system is stabilized and anchored by a strong attractor that renders it less dynamic (Mercer, 2016). In contrast to that state, a complex dynamic system may be influenced by an agent of change (e.g., one variable or several variables that simultaneously impact upon the system). In this regard, change is construed in DST as the repeller state of a system that alters its stability and enters a period of flux or an abrupt catastrophic change (Kruk & Zawodniak, 2019; Mercer, 2016).

Having originated in cognitive sciences and the philosophy of mind (Van Gelder, 1995), there is a fairly recent application of DST to the realm of applied linguistics (Cameron & Larsen-Freeman, 2007), bilingualism (Shook & Marian, 2013), second language acquisition (SLA) and EFL studies (De Bot, Lowie, &

Verspoor, 2007; Larsen-Freeman, 2016). From the DST perspective, an EFL learner can be regarded as an open-ended contextualized and context-dependent complex system that dynamically changes in the process of EFL acquisition (Larsen-Freeman, 2016). The EFL learner as a complex dynamic system is conceptualized as an "interplay of multiple, temporally and spatially situated systems, including motivation and learning styles" (Kruk & Zawodniak, 2019, p. 179). The EFL learner's motivation could be conceived of as a complex dynamic system that undergoes changes from a state of flux to stability and vice versa, and interacts in a difficult-to-predict manner with other variables in the EFL classroom (Kruk & Zawodniak, 2019; Ghafarpour & Moinzadeh, 2019; Mercer, 2016). EFL classrooms can be regarded as complex dynamic communicative systems "in which behaviours are primarily determined by situation, context and class atmosphere" (Ghafarpour & Moinzadeh, 2019, p. 3).

Similarly, EFL students' needs could be seen through the lenses of DST. Presumably, an EFL learner's desirable future needs to deepen their EFL proficiency could be regarded as a repellent state that acts as an agent of change, which shifts the leaner's stable zone into a new and often chaotic trajectory of language growth and development. At the same time, if an EFL learner's needs are stable as an attractor state, they can facilitate the maintenance of relative stability of the learner's language development. As far as contextual needs are concerned, it could be argued that from the DST perspective they are conducive to variability on the part of the learner, since macro- and micro-contexts in a typical EFL classroom are comprised of a multitude of interactive variables that contribute to variation in the classroom dynamics and, in their turn, impact upon the trajectory of EFL acquisition by an individual learner (Larsen-Freeman, 2016; Mercer, 2016).

EFL Teaching and Learning in Norwegian Primary School Contexts

In Norwegian primary schools, English is taught as an obligatory school subject from Year 1 or from grade one in American terminology to Year 7 (Krulatz, Neokleous, & Henningsen, 2016, p. 142). Thereafter, students study English in lower secondary school (Years 8–10), which is compulsory to attend (Udir, 2018). From Year 1 to Year 4 of primary school, there are 138 teaching hours allocated for English, whereas in the upper primary school (from Years 5 to 7) the number of teaching hours increases to 228 (Scheffler, Horverka, & Domińska, 2018, p. 134). With this allocation of teaching hours, primary schools in Norway typically offer English lessons at least once a week (Rugesæter, 2014).

Current research suggests that English is regarded as an essential international language in Norway (Rugesæter, 2012, p. 120). The teaching and learning

of English in Norwegian primary school contexts is marked by a prestigious status of the English language. In this regard, Bøhn and Hansen (2017, p. 55) indicate that while "English does not have status as a first or an official language in Norway, it has a strong position in Norwegian society." The growing importance of English and its prestigious status are reflected "in the tendency for national school systems to start teaching English from an increasingly early age" (Coburn, 2014, p. 1). This situation creates a current demand for EFL teachers in Norwegian primary schools (Udir, 2018). To meet the growing demand for EFL teachers, Norwegian universities and university colleges offer teacher education programs, where pre-service primary school teachers can choose whether or not they want to teach EFL in Years 1–7 of primary school, or Years 5–10 that combine upper primary and lower secondary school (Krulatz, Neokleous, & Henningsen, 2016).

Whereas there are teacher education programs that are tailored to the needs of pre-service primary school teachers, a significant number of in-service primary school teachers "teach English to children on a regular basis without formal qualifications or preparation" (Coburn, 2014, p. 1). This observation is specifically topical for the age bracket of primary school teachers between 40 and 67 years of age. Typically, primary school teachers in that demographic group (i.e., 40–67 y.o.) did not have to study English as an obligatory part of their teacher training. According to Coburn (2014), "it is safe to say that many thousands of primary school teachers in Norway currently teach English without formal competence in the subject" (Coburn, 2014, p. 2). To reiterate the point, Coburn (2016) posits that

> In Norway, EFL teaching in primary school is done almost exclusively by generalists in the 1st–4th grades, with more semi-specialists in the 5th–7th grades. As indicated, a high proportion of those who teach English to children in Norway have no specific EFL teacher education.

<div align="right">(Coburn, 2016, p. 7)</div>

In order to address the issue of primary school teachers' competence in the English language, the Norwegian government has introduced a scheme which is commonly referred to as *Kompetanse for Kvalitet* (in English "Competence for Quality") program of in-service training for those teachers who need formal university-level education in English (Udir, 2019). Usually, these in-service programs are co-financed by the Norwegian Ministry of Education and Research and local municipalities (Coburn, 2014) and administered by local universities and university colleges. However, the municipality is responsible for the selections of primary school teachers to participate in the course (Coburn, 2014; Udir, 2019).

The Present Study

The present study is contextualized within an in-service EFL program that is offered at a regional university in Norway to in-service primary school teachers, who are referred to as *participants* further in the article. It should be emphasized that the participants are generalist primary school teachers without formal tertiary education in EFL. However, they are all certified primary school teachers who completed university teacher training programs.

In terms of its design, the in-service program in EFL is comprised of the courses in children's literature, functional grammar of English, and English phonetics, respectively. The program's duration is two semesters, or one academic year. The course in English phonetics follows the book "English Phonetics for Teachers. Third Edition" written by Nilsen and Rugesæter (2015). The course in English phonetics involves in-mural sessions, two obligatory written assignments that are expected to be written individually and submitted by the participants online via the study platform *Canvas*, and two written exams in functional grammar and phonetics, where the mark is equally distributed between these two subjects (i.e., 50% of the total mark is for grammar and 50% is for phonetics). The exams are the so-called *take-home exams*, that is, after the participants have been provided with the exam questions on the digital platform, they are expected to work on the exam individually at home and submit it via the digital platform within one week. The outline of the course design in English phonetics is summarized in Table 1.

The course design outlined in Table 1 allows the participants to combine full-time employment with the in-mural and extramural forms of EFL training at tertiary level. The participants are given a work-free paid week during the examination period. In addition, their study-related costs, such as course books, study materials, hotels and transportation for those who reside far from the university campus are paid for by the state via the municipality.

Table 1.

Course design in English Phonetics

N	Course design	Topics
1	Autumn semester, in-mural seminar 1.	Introduction to the course. The participants' writing of their course-related expectations and needs
2	Autumn semester, in-mural seminar 2.	Chapter 2 in Nilsen and Rugesæter (2015). Introduction to phonetics. Sound foundation. Introduction to the International Phonetic Alphabet (IPA)
3	Autumn semester, in-mural seminar 3.	Chapter 3 in Nilsen and Rugesæter (2015). Consonants. IPA

4	Autumn semester, in-mural seminar 4.	Chapter 4 in Nilsen and Rugesæter (2015). Vowels. IPA
5	Autumn semester. An obligatory assignment either in grammar or phonetics (extramural). Take-home written exam in grammar and phonetics (extramural).	The participants are free to choose one topic either in grammar or phonetics. They are expected to write a reflective essay of approximately 1000 words upon a topic in English phonetics in relation to the teaching and learning of EFL phonetics in Norwegian primary schools. The essay writing is carried out individually within the timeframe of one month. The take-home exam consists of two halves, for example, functional grammar of English and phonetics, respectively. The time frame of the take-home exam is one week.
6	Spring semester, in-mural seminar 1.	The participants' writing of their mid-course expectations and needs. Chapter 5 in Nilsen and Rugesæter (2015). Stress, rhythm, and sounds in company. IPA
7	Spring semester, in-mural seminar 2.	Chapters 6–7 in Nilsen and Rugesæter (2015). Intonation. Varieties of spoken English. IPA
8	Spring semester, extramural seminar 3 delivered online via the study platform Canvas	Feedback on the participants' pronunciation problems
9	Spring semester. An obligatory assignment either in grammar or phonetics (extramural). Take-home written exam in grammar and phonetics (extramural). The participants' writing of their course assessment (extramural)	The participants are free to choose one topic either in grammar or phonetics. They are expected to write a reflective essay of approximately 1000 words upon a topic in English phonetics in relation to the teaching and learning of EFL phonetics in Norwegian primary schools. The essay writing is carried out individually within the timeframe of one month. The take-home exam consists of two halves, for example, functional grammar of English and phonetics, respectively. The time frame of the take-home exam is one week.

As far as the hypothesis in the present study is concerned, it is based upon an assumption that the participants' needs are reflective of the dynamics associated with their in-service study contexts, learning trajectory, individual internal needs and needs that are external to the participants. Specifically, the hypothesis involves a contention that the participants' needs could be regarded as a continuous process that changes over time throughout the course in English phonetics. Following the DST approach to EFL teaching and learning (Larsen-Freeman, 2016; Mercer, 2106), it is hypothesized in this study that the participants' needs would be liable to change and would exhibit variability throughout the duration of the course in English phonetics. Based upon the hypothesis, the following research question has been formulated:

RQ: Would the participants' needs be stable during the course in English phonetics or would they be subject to change and variability?

In conjunction with the aforementioned research question, the present study involves the following specific research aims:

i) to conduct the analysis of the participants' needs at the beginning (NA 1), mid-course (NA 2), and the end of the course (NA 3);
ii) to analyze the participants' needs by means of a NA procedure;
iii) to juxtapose the participants' needs at the beginning (NA 1), mid-course (NA 2), and the end of the course (NA 3) in order to establish whether or not they are marked by the presence dynamic changes.

Participants

In total, this study involves 32 participants (30 females, 2 males, M age = 43 y.o., standard deviation = 8.3). Whereas all participants are university educated primary school teachers, none of them reports prior EFL studies at college/university. All participants are speakers of Norwegian as their first language (L1). There are neither native speakers of English nor bilinguals among the participants. Given that none of the participants is a university-trained EFL specialist teacher, it is assumed in the study that the participants can be regarded as adult EFL students, who need to obtain formal instruction in EFL for work purposes.

The participants' experience with the learning of the English language appears to be confined to primary and secondary school (M years of learning English at school = 8, standard deviation = 2.3). To reiterate, all participants are in-service primary school teachers who are enrolled in the in-service EFL course concurrently with full-time employment at their respective primary schools. Thirty-two participants signed the consent form allowing the author of the article to collect and analyze their needs associated with the course in English phonetics. To ensure confidentiality, the participants' real names are coded as P1,…, P32, where the abbreviation P stands for *participant* and the number from 1 till 32, respectively.

Methods and Procedure

NA in the present study is regarded as a means of collecting and examining data associated with the participants' needs, inclusive of their "perceived and present needs, as well as their potential and unrecognized needs" (Tzotzou, 2014, p. 59). As previously mentioned in the introduction, the methodological premises of this study are based upon Hyland's (2006) contention that NA should be treated as a continuous process. Following that contention,

the methodological design in the study involves a series of analyses of the participants' needs, for example, (i) prior to the beginning of the course (NA 1), (ii) upon the completion of the first semester (NA 2), and (iii) at the end of the second semester of their studies (NA 3).

In accordance with Hyland (2006), NA procedure in the study reflects the methodological approach that involves the foci on what the participants know, do not know and want to know. Following Hyland (2006), who posits that NA can be collected and analyzed in a variety of ways, the procedure of NA in this study is conducted by means of soliciting the participants' written reflections upon their needs at the very beginning of the first semester (NA 1), upon the completion of the first semester (NA 2), and at the end of the second semester after the completion of the course (NA 3). In each of the NA (i.e., in NA 1, NA 2, and NA 3) the participants are asked to reflect upon their current needs (what they know and do not know) and their future needs and expectations and write their reflections down in the form of short reflective essays written in the English language. Apart from those open-ended and general instructions, the participants are given no specific support questions in conjunction with their essay writing. The corpus of the participants' essays in total is comprised of 9 545 words (the total number of words in NA 1 = 3 328, number of words in NA 2 = 2 119, and in NA 3 = 4 098).

Methodologically, the analysis of the corpus of the participants' reflective essays in NA 1, NA 2, and NA 3 is based upon the premises that are embedded in a discourse-analytical framework described in Garzone (2018). In accordance with Garzone (2018), the analysis of needs in the present study is associated with the attitudes and evaluation on the part of the participants. Following Garzone (2018), attitudes and evaluation are conveyed by various elements in written discourse, such as lexis and textual constructs that are explicitly found in the text.

Since the present data are comprised of the participants' written reflections on their needs, it can be argued that the reflections are subjective, value-laden and as such are based on the "criteria of "what is good" and "what is bad" defined in terms of goals, achievement, and/or parameters of certainty, expectedness, and importance" (Garzone, 2018, p. 18). In the analysis, the notions of certainty, expectedness, importance, positivity and negativity were investigated contextually in the corpus of the participants' written reflections. In order to facilitate the analysis, the participants' reflections were merged into one file per each NA (e.g., NA 1, NA 2, NA 3) and analyzed quantitatively by means of using the software program WordSmith (Scott, 2012). In accordance with Garzone (2018), it was assumed in the study that the computer-assisted word frequency analysis would be suggestive of lexico-semantic categories in the corpus of the participants' written reflections. Once the word frequencies of the words associated with attitudes, certainty, evaluation, expectedness, nega-

tivity, and positivity were compiled in WordSmith (Scott, 2012), the frequency lists were examined qualitatively by means of establishing correspondences between the most frequent lexical words and possible themes in the corpus of the participants' written reflections. Then, the participants' written reflections were analyzed in WordSmith (Scott, 2012) again with the data being reduced by means of omitting articles, pronouns, discourse markers, and auxiliary verbs. Afterwards, a meticulous reading of the reflections followed. It was executed with the help of the aforementioned word frequency lists in order to identify possible themes and cluster those themes into the categories that represented the participants' in English phonetics. Afterwards, the categories were manually checked again with the frequent words lists. The labeling of the categories was executed by the author of the article and verified by a university lecturer in didactics, who confirmed the coding.

Results and Discussion

The analyses of the participants' needs in NA 1, NA 2, and NA 3 have yielded several categories that, in accordance with Hyland (2006), can be classified into two discursive spaces, such as (i) current needs that reflect the state of affairs, that is, what the participants know and do not know and (ii) future needs, that is, what they want to achieve in the course. Table 2 summarizes the results of the data analysis in NA 1.

Table 2.

The participants' needs in NA 1

N	NA 1	Percentage of participants %
1	**The participants' current needs**:	
	Do not have university education in English	91.00
	Do not feel confident in teaching English	9.00
	Worry about the course	6.00
	Struggle with English pronunciation	3.00
2	**The participants' future needs:**	
	To get university education in English	56.00
	To become a better teacher of English	53.00
	To speak English confidently in class	31.00
	To improve English pronunciation	22.00
	To be inspired by the course	13.00
	To teach English pronunciation to dyslexic students	3.00

The results of NA 2 are presented in Table 3. Analogously to the data summarized in Table 2, the needs in Table 3 fall under two broad discursive spaces, namely the participants' current and future needs.

Table 3.

The participants' needs in NA 2

N	NA 2	Percentage of participants %
1	**The participants' current needs:**	
	Realize the importance of pronunciation in EFL	100.00
	Like to study problematic English sounds	88.00
	Know relevant terminology	66.00
2	**The participants' future needs:**	
	To improve English pronunciation	97.00
	To listen to authentic audio texts in English	88.00
	To practice difficult English sounds	56.00
	To be corrected when they make mistakes	34.00
	To master English rhythm and intonation	22.00

Similarly to Tables 2–3, Table 4 provides an account of the participants' current and future needs in NA 3, which the participants express at the end of the course.

Table 4.

The participants' needs in NA 3

N	NA 3	Percentage of participants %
1	**The participants' current needs**:	
	Confidence in using English in the classroom	78.00
	Awareness of their own pronunciation difficulties	38.00
	Improved self-esteem in relation to English	38.00
	Awareness of the varieties of the English language	31.00
	Increased speech fluency in English	28.00
2	**The participants' future needs:**	
	To be a role model in EFL classroom	59.00
	To improve English pronunciation	34.00
	To use IPA in EFL classroom	28.00
	To continue working on English intonation	25.00
	To change how they teach English pronunciation	25.00
	To use English-only instruction in EFL classroom	18.00

As previously mentioned, the participants' needs in the present investigation are regarded as a continuous process in the sense posited by Hyland (2006). It is seen in Tables 2–4 that the needs change over time from NA 1 (the beginning of the first semester) to NA 3 (the end of the second and final semester). In particular, the change is evident from the juxtaposition of the participants' needs. Further in the discussion section of the article, the participants' needs will be compared by means of juxtaposing NA 1 and NA 2, NA 2 and NA 3, and NA 1 and NA 3, respectively.

Juxtaposing Needs in NA 1 and NA 2

As mentioned in the hypothesis in the present study, the participants' needs would be reflective of the dynamics of their in-service study contexts, learning trajectory, as well as internal and external needs. The juxtaposition of NA 1 and NA 2 seems to support the hypothesis. In particular, the change in the dynamics of needs related to the course in English phonetics is evident from the comparison of the participants' current needs (i.e., what they know and do not know) in NA 1 and NA 2. Specifically, it is seen in Table 2 that the major current need in NA 1 is the participants' lack of university education in English (91%). Arguably, this need maps onto the participants' future need in NA 1 to obtain tertiary education in English (56%). These findings are further illustrated by excerpts (1)—(2) below:

(1) I am an English teacher with very little formal training. I have to take some courses to be allowed to continue to teach English. I expect to be able to speak English in a comfortable and relaxed way, without having to doubt myself when I speak English in front of my students. I would also like to learn some tips and tricks on how to teach phonetics in an appropriate way to small children. I have already read that this course is going to be closely tied to our jobs as English teachers. Also I hope I will become more confident in speaking English, which is crucial to my job as an English teacher. (Participant P 2, female)

(2) I chose this course because I have been teaching English in school for about 15 years, although I have no formal education in English. I think the course was an opportunity I couldn't miss. I think the course will make me confident when it comes to spoken English. In the classroom I often use soundtracks to let the pupils hear the audio file of the text. After this course, I will hopefully be able to speak more myself, instead of presenting the text through soundtracks on the pc. (Participant P 5, male)

Whereas the need to be university educated in EFL could be regarded as fulfilling a dual role of both an internal need and an external need, another set of the participants' current needs in NA 1 appears to be associated with internal factors, such as anxiety. For instance, the participants report that they do not feel confident in teaching English (9%), worry about the course (6%), and struggle with English pronunciation (3%). For example, one of the participants indicates that "I never studied English at university. I am a bit worried about homework and studies. Will I manage?" (Participant P 25, female). Notably, the needs associated with anxiety are not reported in the previous literature (Kabilan & Veratharaju, 2013; Kang, 2018; Nieman & Hugo, 2010; O'Sullivan, 2003; Walker, 1999; Zein, 2017). While anxiety as a variable is present in NA 1,

the anxiety-related needs are not observed in the participants' current needs in NA 2. Instead, the current needs in NA 2 are predominantly internal and oriented towards the participants' learning trajectory that involves the realization of the importance of pronunciation in EFL (100%), the focus on problematic English sounds (88%), and the awareness of relevant terminology (66%).

The juxtaposition of the participants' future needs in NA 1 and NA 2 reveals a substantial difference between what the participants desire and want at the beginning of the semester and at mid-semester. Whereas there is one category of future needs that is common to the participants in NA 1 and NA 2 (their desire to improve their English pronunciation), all other future needs in NA 1 and NA 2 appear to be qualitatively different. There is a substantial change in the most frequent future need between NA 1and NA 2. Whereas in NA 1 the most frequent need is to be university educated in EFL (56%), in NA 2 it is the internal need to improve English pronunciation (97%). In contrast to NA 1, we can observe in NA 2 that the participants' future needs involve language-related considerations, such as listening to authentic audio texts in English (88%), practicing difficult English sounds (56%), mastering English rhythm and intonation (22%), as well as the need to be corrected by the course teacher when the participants make mistakes in pronouncing English words (34%). The EFL-specific and internal future needs in NA 2 are in opposition to the participants' future needs in NA 1 that are centered, predominantly, on more general notions, such as becoming a better teacher of English (53%), speaking confidently in class (31%), and being inspired by the course (13%). It can be inferred from these findings that the participants' trajectory of needs changes from the dominant need to obtain higher education in EFL to the participants' wants and desires to focus upon their individual EFL-related problems.

Juxtaposing Needs in NA 2 and NA 3

Whereas there is a substantial change in the needs between NA 1 and NA 2, the juxtaposition of the participants' current needs in NA 2 and NA 3 does not reveal a major dynamic change. On the contrary, it can be argued that the participants' current needs in NA 2 and NA 3 exhibit a relatively stable state in the sense postulated by DST (Larsen-Freeman, 2016). Presumably, this stable state is explicable by the participants' needs being anchored in EFL-related variables that are internal to the participants. At the same time, while the future needs in NA 2 and NA 3 are generally EFL-related, they are different in terms of the application of the needs. It follows from the data analysis that the participants' future needs in NA 2 are primarily associated with their own EFL-related issues, for instance, listening to authentic audio texts (88%), practicing difficult-to-pronounce sounds (56%), mastering English intonation and rhythm (22%),

and being corrected by the course teacher when mistakes in pronunciation are made (34%). Arguably, these EFL-related future needs are concomitant with the dominant future need of improving the participants' pronunciation (97%). These findings are in concert with the prior research conducted by Nieman and Hugo (2010), who argue that EFL teachers' needs involve awareness of correct English pronunciation. Additionally, the findings in the present study provide indirect support to Walker (1999), who indicates that EFL teachers in primary school are in need of a substantial focus on English pronunciation. Similarly to the observations made by Nieman and Hugo (2010), and Walker (2010), the participants' attention to pronunciation in this study can be exemplified by excerpt (3), for example:

(3) It has been great to learn about the theory of phonetics, and especially to learn about how the different sounds are pronounced in English. This course has shown me what I need to work more with to improve my English in relation to pronunciation. (Participant P 1, female)

Whereas the need of improving English pronunciation is present among the participants' future needs in NA 3 (34%), the future needs with the EFL-focus in NA 3 are in contrast to the future needs in NA 2, since they involve the considerations of being a teacher, who is a role model in an EFL classroom (59%), who uses IPA in their teaching (28%), changes how they teach English pronunciation (25%), and employs English-only approach to EFL teaching and learning in Norwegian primary school contexts (18%). These needs are exemplified by excerpts (4) and (5) below, for example:

(4) I guess I am much more conscious of how to pronounce English sounds correctly and my awareness of correct sounds has improved considerably. This is particularly important when it comes to the fact that the meanings of many words depend upon the use of one specific sound, for instance in minimal pairs. This awareness will definitely help me in my teaching career. I find myself much more capable of teaching my students how to pronounce correctly. I am much more confident as a teacher. This is an important aspect of my life. I feel that I have improved my knowledge, and that makes me a better teacher, and it is something that both I and my students will benefit from. (Participant P 21, female)

(5) I have learned a lot about phonetics. That said, I still have a lot to learn. I had previously minimal knowledge of phonetics, so I almost started from scratch. The content of the course in phonetics has been a little difficult for me since I never studied phonetics before. Still, I can now say that I am quite sure that this knowledge I have acquired in phonetics will help me in my teaching career. To a much greater extent, I will be concerned with

my own pronunciation of words. This will in turn lead to better learning outcomes by the students. I've got a much better overall picture of teaching English. It is an advantage for both me and the students. (Participant P 29, female)

The aforementioned future needs represent a change in the participants' focus from their own EFL-related needs as EFL learners to EFL-related needs as EFL teachers. The qualitative change in future needs from NA 2 to NA 3 eventuates within the same domain of knowledge and experience, namely EFL pronunciation. As future needs in NA 3 show, pronunciation by an EFL teacher should be continuously addressed by the participants even after their graduation from the course. These findings are commensurate with the results that are reported in Kabilan and Veratharaju (2013), and Tzotzou (2014), who suggest that EFL teaching in primary school contexts should involve a specific focus on continuous in-service EFL teacher development which is aimed at ameliorating teachers' language skills.

Juxtaposing Needs in NA 1 and NA 3

By means of juxtaposing the participants' needs in NA 1 and NA 3, it is possible to note a series of substantial qualitative changes. One of the major changes is associated with the initial need to obtain formal qualifications in order to be able to teach English at school in NA 1 (56%), which is superseded by the need to become a role model in EFL classroom in NA 3 (59%). Arguably, the need of obtaining formal qualifications can be described as both internal and external to the participants. Its external aspect eventuates from the requirements of the Norwegian Ministry of Education and Research. However, the external as well as internal aspects of obtaining formal qualifications in EFL in NA 1 are overridden by the internal dominant need to become a role model in teaching English in NA 3. This finding is exemplified by the following quote made by the participant: "Mainly, the course in phonetics has made me being a more fluent speaker and wanting to be a better role model in speaking English" (Participant P 4, female). The participants' need to be a role model for their primary school students is evocative of the findings that are discussed in Kabilan and Veratharaju (2013), and Zein (2017), respectively, who suggest that the needs of primary school teachers of English involve the focus not only on their immediate personal needs, but also on the needs of primary school students in terms of their EFL acquisition. In addition, the findings in the present investigation lend indirect support to Walker (1999), who has also observed EFL primary school teachers' need to provide the best example in terms of pronunciation to the students.

As far as the participants' internal needs are concerned, it can be argued that the dynamic changes in the participants' future needs are associated, to an extent, with the learning trajectory they have experienced between the start of the first semester and the end of the second (i.e., final) semester. The major change involves the participants' generic needs in NA 1 of becoming better EFL teachers (53%) and speaking confidently in class (31%), which are overridden by specific needs in NA 3, such as using IPA in EFL classroom (28%), continuing working on English intonation (25%), changing the ways how they teach English pronunciation (25%), and using English-only instruction in their EFL classrooms (18%).

In contrast to NA 1, the analysis of the participants' future needs in NA 3 indicates that they seem to prioritize their teaching of English phonetics and pronunciation by referring to English-only instruction, the use of IPA, and changing the way they teach English pronunciation. However, the participants do not specify how these future needs will eventuate from a didactic perspective. This finding is explained by the fact that Norwegian primary school teachers are flexible in choosing any teaching methods they deem necessary provided that they ensure the learning outcomes that are prescribed by the Ministry of Education and Research (Udir, 2019). Notably, this finding appears to be in contrast with the NA reported in the study by O'Sullivan (2003), who argues that flexibility in EFL curriculum is regarded among the desirable needs by EFL primary school teachers in the Persian Gulf.

The juxtaposition of the participants' needs in NA 1 and NA 3 reveals a dynamic change in what they know, what they have achieved, and what they consider desirable. In particular, whereas 9% of all participants do not feel confident in teaching English and explicitly express a future need of speaking English confidently in class (31%) in NA 1, 78% of them indicate that they are confident in using English in classroom in NA 3. The participants' current confidence in using English by the end of the course is reinforced by the increased level of self-esteem (31%) in relation to speaking English in NA 3.

Similarly, while 22% of the participants express the future need for improving English pronunciation in NA 1, 28% of them report the increase in speech fluency in English as the current need in NA 3. This increase seems to be concomitant with other current needs in NA 3, such as awareness of their own pronunciation difficulties (38%), as well as the varieties of the English language (31%). Presumably, these findings are suggestive of the dynamic changes in the participants' needs that involve a trajectory of desirable future needs that turn into achievable and internalized needs by the end of the course. In other words, it could be argued that certain aspects of the participants' future needs in NA 1 have been mapped onto the current needs in NA 3.

By means of comparing NA 1 and NA 3, it is possible to observe the disappearance of the need of teaching English pronunciation to dyslexic students

(3%) that is present in NA 1 and absent from NA 3. This finding provides indirect support to the study conducted by Nijakowska, Tsagari, and Spanoudis (2018), who have found that typically primary school EFL teachers experience insufficient awareness of young EFL learners with dyslexia. Judging from the present data, the participants' awareness and professional needs associated with dyslexic EFL learners appear to change from epiphenomenal (3%) in NA 1 to non-existent in NA 3.

Similarly, the change in needs from epiphenomenal to none at all is evident from the juxtaposition of the participants' anxiety concerning the course (6%) and struggle with English pronunciation (3%) in NA 1 with their needs in NA 3. It seems that their initial worries and anxieties have undergone a substantial change by the time of NA 3, since they appear to be non-existent in NA 3. This finding could be taken to reflect a substantial change in the participants' learning trajectory that has progressed from internally motivated needs associated with anxiety in NA 1 to a qualitatively different internal need of being confident in speaking English.

Conclusions

The article discusses a study that aims to identify the participants' needs in the course in English phonetics that is offered to EFL primary school teachers at a regional university in Norway. The NA in the study is conceptualized as a continuous and dynamic process in accordance with Hyland's (2006) methodology. Following that view of NA, the analyses of the participants' needs have been carried out during the course, for example, at the beginning of the course (NA 1), mid-course (NA 2), and at the end of the course (NA 3). The series of NA reveal dynamic changes in the participants' needs. In particular, it has been established that NA 1 is focused upon the participants' lack of prior tertiary education in English and the need to obtain it. It could be concluded that initially the participants' needs are associated with the requirements of the external stake-holders, such as the Norwegian Ministry of Education and Science that mandates primary school teachers of English to be formally educated in order to be able to teach English in primary school. However, the needs that are dominant in NA 1 have undergone a dynamic change towards the end of the course. Specifically, in NA 3 the participants' needs are internal, such as their need to be a role model in teaching English and, in particular, English pronunciation. In contrast to NA 1, in NA 3 the participants exhibit such internally motivated needs as the future need to focus on improving their pronunciation, intonation and fluency in English.

The findings in the present study are taken to indicate that NA reflect dynamic changes in the participants' needs. Consequently, it could be concluded that the hypothesis in the study is supported. Namely, it is assumed in the hypothesis that the needs of in-service primary school teachers would be dynamic and subject to change due to a host of variables. From a linguo-didactic perspective, it could be concluded that the in-service primary school teachers' needs in the present study are subject to change from externally motivated (i.e., the desire to obtain university-level qualifications in teaching English to be able to work at school) to internally motivated (i.e., the participants' ambitions to become role models in terms of English pronunciation in an EFL classroom). Taking the present findings into consideration, a course design in English phonetics for in-service primary school teachers should involve externally and internally motivated components that would be reflective of the dynamic changes in the participants' needs. Another suggestion that could be drawn from the NA in this study involves a contention that a course design in English phonetics for in-service primary school teachers should be receptive to the teachers' (i) course-initial anxieties concerning the course content, (ii) course-final motivation to share their acquired knowledge with the primary students, and (iii) course-final motivation to introduce changes in the current EFL teaching practices, such as English-only teaching.

Acknowledgements

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Dynamik der Bedürfnisse in den Kursen zur englischen Phonetik für eine Gruppe berufstätiger Englischlehrender

Z u s a m m e n f a s s u n g

Dieser Artikel stellt eine Studie zur Dynamik der Bedürfnisse von berufstätigen Lehrenden für Englisch als Fremdsprache (EFL) in der Grundschule vor, die an einem Kurs zur englischen Phonetik an einer regionalen Universität in Norwegen teilnehmen. Der Kurs richtet sich an Englischlehrende (im Weiteren als „Teilnehmer" bezeichnet), die ihren Vollzeitunterricht mit der Beteiligung an Kursen für Englisch als Fremdsprache verbinden. Ziel der Untersuchung ist es herauszufinden, wie sich die Dynamik der Bedürfnisse der Teilnehmer über einen Zeitraum von zwei Semestern ändert. Die Forschung basiert auf den theoretischen Prämissen der Bedarfsanalyse (NA) von Hyland (2006), der die Bedürfnisse von Fremdsprachenlernenden als einen kontinuierlichen Prozess betrachtet, der sich im Laufe der Zeit ändert. Die Ergebnisse der Bedarfsanalyse verweisen darauf, dass die Teilnehmer am Anfang ein starkes Bedürfnis nach Abschluss des Sprachunterrichts auf einem höheren Niveau zum Ausdruck bringen, um eine Fremdsprache an der Grundschule zu unterrichten. Diese Einstellung entwickelt sich jedoch gegen Ende des Kurses dahingehend, dass der Rolle des Lehrers, der als nachzuahmendes Vorbild für Lernenden im Bereich der Geläufigkeit, der Intonation und des Unterrichtens nur in der Fremdsprache fungiert, mehr Gewicht beigemessen wird. Diese Beobachtungen bilden eine Basis für weitere Überlegungen in dieser Arbeit.

Schlüsselwörter: Englisch als Fremdsprache, berufstätige Lehrkräfte, Bedarfsanalyse, Phonetik, Grundschule