

MASTER'S THESIS

**To what extent do learning tasks promote intercultural
communicative competence?**

**- A study of EFL textbooks aimed at Norwegian lower secondary
level.**

I hvilken grad fremmer lærebokoppgaver interkulturell kommunikativ kompetanse? - En studie av EFL lærebøker rettet mot ungdomstrinnet.

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I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 10.

Abstract

The current master thesis is written in the field of English didactics and aims to investigate the extent of learning tasks promoting intercultural communicative competence (ICC) in EFL textbooks. We live in a world where intercultural encounters are unexceptional. These encounters are a result of the increased use of social media, the Internet, travelling as well as the multicultural society, where people with different backgrounds, beliefs and values live side by side. These factors have increased the need for the development of ICC among pupils, both in social life as well as in their future professional life. As research on learning materials used in Norwegian schools has found that textbooks and individual learning tasks are frequently utilised in the EFL classroom, this became the primary motivation for investigating learning tasks and how these promote ICC.

Three Norwegian EFL textbooks aimed at lower secondary level have been included in this thesis, with focus on analysing learning tasks connected to the US and South Africa. The theoretical background for this thesis includes a discussion of ICC and its importance in the Norwegian education. Byram's model of ICC (1997) is the primary fundament of this thesis, and the analysis of the learning tasks are based on criteria modified from his model. In this study, learning tasks addressing aspects and objectives from Byram's model are identified as learning tasks that promote ICC.

The findings of this study show that almost half of the learning tasks under investigation are identified as promoting ICC. The learning tasks identified address four out of the five aspects represented in Byram's model, and seven out of the nine objectives included from the model. However, the findings also show that there is an unbalanced distribution of learning tasks addressing different elements that are of importance for pupils when developing ICC. The findings show that the analysed learning tasks particularly emphasises the 'knowledge'-aspect in Byram's model. This implies that a large proportion of the learning tasks addresses issues related to factual knowledge of culture; that is, the tasks do not require the use of reason, reflection or interpretation, as the answers are usually provided in the associated texts. Learning tasks addressing other aspects from Byram's model, which are of importance when developing ICC, are therefore less emphasised and represented in the investigated textbooks.

Sammendrag

Denne masteroppgaven er rettet mot fagområdet engelsk didaktikk og tar sikte på å undersøke omfanget av læringsoppgaver som fremmer interkulturell kommunikativ kompetanse (IKK) i EFL lærebøker. Vi lever i en verden hvor interkulturelle samhandlinger er dagligdags. Denne samhandlingen mellom mennesker fra ulike kulturer er et resultat av den økende bruken av sosiale medier, internettet og reising, i tillegg til det multikulturelle samfunnet vi er en del av hvor mennesker med ulik bakgrunn, tro og verdier lever side om side. Disse elementene har resultert i et økt behov for utvikling av IKK blant norske elever, både i deres sosiale liv og i deres fremtidige yrkesfaglige karriere. Ettersom forskning på bruk av læringsmateriell i skolen har vist at lærebøker og individuelle læringsoppgaver i stor grad brukes i engelsk-klasserommet, ble dette et grunnlag for å undersøke oppgaver i lærebøker og hvordan de fremmer IKK.

Tre lærebøker i engelsk skrevet for norske elever på ungdomskolen er inkludert i denne oppgaven, med fokus på å analysere læringsoppgaver knyttet til USA og Sør-Afrika. Den teoretiske bakgrunnen for oppgaven inkluderer en diskusjon og forklaring av IKK og dens betydning i norsk utdanning. Byrams modell for IKK fra 1997 er hovedgrunnlaget for oppgaven og analysen av læringsoppgavene er basert på modifiserte kriterier fra modellen. I denne studien blir læringsoppgaver som inkluderer aspekter og mål fra Byrams modell identifisert som læringsoppgaver som fremmer IKK.

Funnene fra denne oppgaven viser at nesten halvparten av læringsoppgavene som ble undersøkt er identifisert som oppgaver som fremmer IKK. Fire av de fem aspektene som er representert i Byrams modell er identifisert i de analyserte læringsoppgavene. I tillegg er syv av ni mål som er inkludert fra modellen identifisert blant oppgavene. Funnene fra denne studien viser derimot også at det er en ubalansert distribusjon av læringsoppgaver som omhandler ulike aspekter som er av betydning for elevers utvikling av IKK. Resultatene viser at de analyserte læringsoppgavene særlig vektlegger kunnskapsaspektet i Byram sin modell. Dette innebærer at en stor andel av læringsoppgavene retter seg mot problemstillinger knyttet til faktakunnskaper om kultur, noe som vil si at oppgavene ikke krever særlig bruk av refleksjon eller tolkning, da svarene gjerne er presentert i tilknyttede tekster. Læringsoppgaver som vektlegger andre aspekter fra Byram sin modell er derfor mindre vektlagt og representert i de undersøkte lærebøkene.

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1.0 INTRODUCTION

“People of different religions and cultures live side by side in almost every part of the world, and most of us have overlapping identities which unite us with very different groups. We *can* love what we are, without hating what – and who – we are *not*. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings”. (Kofi Annan, 2001)

The extract from Kofi Annan’s Nobel lecture in 2001 exhibits two intriguing fundamental beliefs, which are connected to *intercultural communicative competence*. Firstly, Kofi Annan suggests that most of the people living in this world have some kind of overlapping identities in common, despite their cultural beliefs. It could, for example, involve having a common sense of humour, a common sport, a common interest or common values. This implies that even though people might feel that there is a certain distance between themselves and some people from other cultures, they can still have elements of identity in common. If we encounter and learn about other cultures, and if we engage in deeper communications and interactions with people from different cultures, there will be a greater chance of finding at least one common element. This can occur even though one might not agree or even appreciate the other person’s beliefs. Secondly, Kofi Annan implies that we can keep our own beliefs, values and traditions while at the same time being educated and introduced to the beliefs, values and traditions of those around us. Essentially, this means that even though we are part of a specific culture, we should not dismiss the elements that differ from our culture or our own beliefs. Instead, we should embrace the cultural differences and regard them as learning opportunities. If we are not able to appreciate these differences, we should at least try to understand and tolerate each other as fellow human beings.

1.1 Intercultural communicative competence

As interpreted in the excerpt from Kofi Annan’s Nobel lecture, people should be educated and introduced to other cultures and perspectives through communication and interaction. This is essentially the concept of intercultural communicative competence (hereafter abbreviated to ICC). The aim of ICC is that people should communicate confidently with people from other cultures, who might have different values and beliefs than their own. Deardorff defines ICC

as "the ability to behave and communicate appropriately and effectively in intercultural situations based on one's knowledge, skills and attitudes" (2006, p. 247). 'Knowledge', 'skills' and 'attitudes' are aspects that Michael Byram introduced in his model of ICC (1997). The model focuses on establishing and maintaining relationships for successful communication across cultural boundaries (Byram, 1997, p. 3). Byram's model of ICC is composed by five aspects, which should be cultivated in order to secure successful communication between people from different cultural backgrounds (Dervin & Gross, 2016, p. 56). The five aspects are 'knowledge', 'attitudes', 'skills of discovering and interaction', 'skills of relating and interpreting' and 'education'. Byram's model of ICC (1997) and its aspects and objectives are the fundament for this thesis, and the criteria used for analysing the textbook tasks in this study are modified from this model. The concept of ICC and Byram's model will be further explained in chapter 2.

1.2 The present study and its relevance

The present study investigates learning tasks that promote intercultural communicative competence in English textbooks produced for Norwegian pupils at lower secondary level. As the modern society is getting more interconnected than before, it is imperative to educate pupils on culture and how to communicate and interact with people from other cultures. This is basically a result of the globalisation that we have witnessed during the last decades. We live in a world with increased mobility and digital interaction where pupils and young adults experience transnational and intercultural encounters nearly every day. The expanded use of social media, the Internet, movies, travelling, and the multicultural society, where people with different cultural backgrounds and beliefs live side by side has been important factors in shaping today's modern society. By learning about different cultures and how to communicate appropriately, we are given a greater chance of developing an understanding, tolerance and respect for other people, which is an essential part of ICC. Furthermore, ICC is fundamental in many professions such as, e.g. medicine, where doctors must be expected to successfully communicate with people from different cultures. This makes it crucial for pupils to develop successful intercultural communicative competence, both in social interaction and their professional lives.

The elements mentioned above have increased the need to focus on ICC in educational settings, something that is acknowledged in the Norwegian English subject curriculum from 2006. The curriculum states that pupils need to develop English communicative language skills and cultural insight for promoting “greater interaction, understanding and respect between persons with different cultural backgrounds” (Utdanningsdirektoratet, 2006, p. 1). Also the new Core Curriculum and the new English subject curriculum – *fagfornyelsen* –, which will be put into practice in 2020, acknowledge the need for a focus on ICC. One of the aims in the new Core Curriculum is to provide pupils with insight into cultural diversity, with emphasis on showing respect for the individual’s beliefs (Ministry of Education and Research, 2019, p. 5). This aim can be said to demonstrate a clear link to the founding elements of intercultural communicative competence.

The new English subject curriculum goes on by stating that the English subject should expand the pupils’ knowledge of and attitude towards “other languages, societies, and ways of living, ways of thinking, forms of communicating and cultural forms of expression” (Utdanningsdirektoratet, 2019, 18th of mars). Another central element connected to ICC, found in the new English subject curriculum, is that the English subject must develop the pupils’ understanding of and respect for cultural and linguistic diversity (Utdanningsdirektoratet, 2019, 18th of mars). Democracy and citizenship is an interdisciplinary topic in the new English subject curriculum, and the aims are to teach pupils to understand that our perceptions of the world are culturally dependent (Utdanningsdirektoratet, 2019, 18th of mars). Learning English can according to the new English subject curriculum open up for other ways to interpret the world, and pupils will be able to communicate and interact with other people regardless of their first language (Utdanningsdirektoratet, 2019, 18th of mars). The new English subject curriculum goes on by stating that this insight can “create curiosity, interest and commitment to prevent prejudice, develop tolerance and contribute to pupils’ becoming active citizens in a global community” (Utdanningsdirektoratet, 2019, 18th of mars). This implies that ICC is a topic that is highly relevant on an educational basis.

In addition to ICC being an important topic in today’s school system, Juuhl, Hontvedt & Skjeldbred (2010, p. 19) argue that textbooks are the dominant learning material used by teachers in Norwegian primary and lower secondary education. This implies that even though there has been a technological shift during the last two decades, where teachers have received

expanded access to digital resources, there is still a prevailing tendency for textbooks to remain the primary resource in teaching. Juuhl, Hontvedt & Skjeldbred (2010, p. 19) explain that, in particular, the use of individual learning tasks and texts from textbooks are repeatedly applied in the classroom. It must be taken into consideration that changes might have occurred since Juuhl et al.'s study in 2010. Nevertheless, Skjeldbred's study from 2012 (p. 175) also found that pupils' individual work with learning tasks in textbooks are one of the most employed methods in the classroom. Moreover, Gilje et al. published a report on the use of learning material in Norwegian classrooms in 2016. This report shows that the use of textbooks are particularly dominant in the English classroom (Gilje et al., 2016, p. 52). Based on these findings, one may argue that textbooks play an important role in the pupils' learning process and in education in general. The need for the development of ICC among pupils, and the emphasis placed on textbook and learning tasks in Norwegian schools, indicates that a study investigating learning tasks and their promotion of ICC is highly relevant.

1.3 Aims and scope of this thesis

The aim of the present study is to investigate to what extent learning tasks in EFL textbooks promote intercultural communicative competence. The textbooks included in the analysis are EFL textbooks aimed at pupils in 10th grade. The scope of the study has been limited to the inclusion of learning tasks found in three EFL textbooks. Moreover, the learning tasks in the three textbooks in focus concerns chapters and pages related to the US and South Africa. These learning tasks are analysed on the basis of criteria modified from Byram's model in order to identify learning tasks that promote ICC. The learning tasks classified as promoting ICC address an aspect and an objective from Byram's model. The selection of textbooks and topics will be further explained in chapter 3.

1.3.1 Research questions

The research questions of the present study are:

- 1 To what extent do the textbooks contain learning tasks that can promote pupils' development of intercultural communicative competence?
 - 1.1) Which aspects and objectives from Byram's model of ICC are reflected in the learning tasks?
 - 1.2) Are some of the aspects and objectives from Byram's model more emphasised than others?
- 2 Are the same aspects from Byram's model represented in the learning tasks related to different cultures, i.e. South Africa and the US?

The research questions presented above are answered by using criteria modified from Byram's model of ICC (1997). The intention of the first research question is to determine how many of the learning tasks included from the three textbooks promote ICC. The first research question also intends to investigate which aspects and objectives from Byram's model of ICC that can be identified in the learning tasks, and whether some of the aspects and objectives from the model are more emphasised than others. Moreover, the second research question intends to explore whether the same aspects from Byram's model are represented in the learning tasks connected to South Africa and the US. The hypothesis related to the latter research question is that the learning tasks connected to the US have a higher percentage of tasks addressing the aspects from Byram's model. This hypothesis is based on the fact that there are more than twice as many learning tasks connected to the US compared to South Africa in the three textbooks.

1.4 Relationship to other research

Other studies, similar to this thesis have been conducted on Finnish textbooks and on textbooks used in Iranian. A Finnish thesis by Äijälä (2009), aims to investigate to what extent learning tasks in three Finnish EFL textbooks intend to promote intercultural competence (IC), and which aspects of IC the learning tasks potentially address. The findings from Äijälä's (2009) thesis show that the three textbooks include between eight and 15 per

cent learning tasks that intend to promote IC. The results also demonstrate that ‘knowledge’ (55%) is the aspect from Byram’s model with the highest percentage of associated learning tasks, followed by ‘attitudes’ (22%), ‘skills of interpreting and relating’ (18%) and lastly, ‘skills of discovery and interacting’ (5%).

The study of textbooks used in Iran is a part of a broader project investigating the role of culture and intercultural competence for EFL in Iran (Kian, 2016, p. 838). Kian’s study intends to investigate to what extent the textbooks in focus aim at improving learners’ IC, and what dimensions of IC the associated learning tasks address. Kian’s (2017) findings show that the seven textbooks include between three and 10 per cent learning tasks that promote IC. When all the learning tasks from the analysed textbooks are summed up, six per cent of them are classified as learning tasks promoting IC. Kian’s (2017) results also show that ‘knowledge’ (48%) is the aspect from Byram’s model that has the highest percentage of learning tasks related to it, followed by ‘attitudes’ (35%), ‘skills of interpreting and relating cultural issues’ (16%) and lastly, ‘skills of discovery and interacting’ (1%). This is the same order as Äijälä’s (2009) results. All of the learning tasks found in the seven textbooks were included in Kian’s investigation, which means that Kian’s study does not investigate any specific themes; rather, it includes all the learning tasks in the seven textbooks. The same applied for Äijälä’s (2009) thesis.

Research has also been conducted on learning tasks promoting ICC in Norwegian EFL textbooks. Nygaard’s thesis from 2014 examines how textbooks in the subject *International English* at upper secondary level invite students to expand their intercultural perspectives through tasks related to texts about multiculturalism. Nygaard (2014, p. 100) concludes that there are a limited number of tasks in textbooks of International English that have the potential to develop all aspects of students’ ICC. She argues that reflection-tasks and discussion-tasks related to fictional texts may promote all aspects from Byram’s model, but that the wording of the tasks can easily be rephrased to make them more challenging and open for the students (Nygaard, 2014, p. 100). Knudsen (2016) investigates how textbook tasks connected to fictional texts in the subject of English in VG1 (year 11) potentially promote the development of ICC in her thesis. Knudsen’s findings show that it is of importance that learning tasks are open and esthetic in order for pupils to develop ICC. Learning tasks should, according to Knudsen (2016, p. 106), encourage pupils to actively engage with the text so that an intercultural dialogue can occur. She further claims that learning tasks that foster

reflections have proven to be most effective. She concludes by stating that “If the goal is for pupils’ attitudes and values to become altered and broadened, tasks need to go beyond the surface level of a text and exceed the development of declarative, cultural knowledge, which are the focuses of comprehension and linguistic tasks” (Knudsen, 2016, p. 106).

Regarding the previous studies on learning tasks and their promotion of ICC, which are accounted for above, there is, to my knowledge, no research conducted on Norwegian EFL textbooks aimed at lower secondary level. As English is an obligatory subject at lower secondary level in Norway, it seems important to take a closer look at learning tasks and their possible promotion of ICC as featured in textbooks aimed at 10th grade.

1.5 The outline of the thesis

This thesis consists of six chapters, which all have corresponding sub-sections. The first chapter started out with an introduction to the topic and the thesis. The second chapter introduces the theory underlying this thesis, paying special attention to intercultural communicative competence and Byram’s model of ICC (1997). In addition, the chapter provides a discussion of findings related to the use of textbooks in Norwegian classrooms and a definition and explanation of learning tasks. The third chapter displays the method that has been employed in this study, and a detailed description of the steps that have been taken in order to complete the analysis. Chapter 4 presents the results and the findings retrieved from the analysis, while chapter 5 discusses the results and findings in relation to the research questions. Finally, chapter 6 concludes the study, presenting the study’s practical implications, its limitations and suggestions for further research.

2.0 THEORETICAL FRAMEWORK

The aim of this thesis is to explore the extent of learning tasks promoting ICC in three EFL textbooks aimed at Norwegian lower secondary level. In order to do so, the current chapter will provide definitions and discussions of the terms *culture*, *communication* and *intercultural communicative competence*. Byram's model of ICC (1997) will also be explained and discussed in detail, as this model provides a crucial resource for this thesis. In section 2.2.3, intercultural communicative competence and its connection to the Norwegian educational system will be highlighted. An explanation of the current English subject curriculum and the new Core Curriculum with their inclusion of ICC will also be discussed here. This will serve to illustrate the importance of ICC, and its relevance to education. Section 2.3 will provide information on the use of textbooks in Norwegian schools by referring to previous research on textbooks as a learning material in education. Finally, section 2.4 will provide a definition of learning tasks as applied in this thesis.

2.1 The concept of culture

In order to investigate and understand the term intercultural communicative competence, it can be beneficial to firstly look at the term *culture*. Culture may be perceived as a complex and abstract term, with various definitions. DeCapua & Wintergerst, for example, define culture as a “set of fundamental ideas, experiences and practices shared by a group of people” (2004, p. 11). According to DeCapua and Wintergerst (2004, p. 11), these sets of fundamental ideas can consist of shared beliefs, norms, and attitudes, which can be used to “guide the behaviours of a group of people, to solve their problems and to explain the world around them” (DeCapua & Wintergerst, 2004, p. 12). Since culture is the framework through which people understand and interpret the world, DeCapua and Wintergerst (2004, pp. 9-11) state that culture also influences the way people talk, think and behave.

Another understanding of culture is provided by Harry C. Triandis (2002) when quoting Clyde Kluchohn's (1954) definition. He states that “culture is to society what memory is to individuals” (Triandis, 2002, p. 3). By implementing this quote, Triandis (2002, p. 3) explains that culture consists of ideas that have worked in the past and therefore are worth transmitting on to future generations. In relation to this, it is important to stress that culture is not

something that is imprinted on people genetically. Lustig & Koester (2013, p. 25) argue that culture is learned through interacting and socialising with people around you, like family members, friends or even strangers that are a part of your culture. “[C]ulture is a learned set of shared interpretations about beliefs, values, norms, and social practices, which affect the behaviour of a relatively large group of people” (Lustig & Koester, 2013, p. 25). In this definition of culture, Lustig and Koester emphasise the interconnectedness of culture and communication. The central aspect related to communication in their definition is the emphasis on “shared interpretations” (Lustig & Koester, 2013, p. 25). In order for people to share their ideas with each other, they will have to communicate. Lustig and Koester (2013, p. 26) argue that culture may only develop by sharing and communicating ideas with a relatively large group of people. The aspect of shared interpretations in this definition suggests that communication is a central aspect of culture. This thesis will, therefore, use the definition of culture as defined by Lustig and Koester (2013).

2.1.2 Culture and communication

As mentioned above, it can be necessary to have a general understanding of the term culture in order to understand intercultural communicative competence. In addition, some basic knowledge about communication may also be essential in order to understand and investigate the term.

As with the term culture, one can find various definitions of communication, which includes some renowned online dictionaries. The Merriam-Webster defines communication as: “a process by which information is exchanged between individuals through a common system of symbols, signs, behaviours” (communication, n.d. A). The Cambridge Dictionary states that communication is “the process of sharing information, especially when this increases the understanding between people or groups” (communication, n.d. B), while the Oxford English Dictionary has one definition of communication that involves “the transmission or exchange of information, knowledge, or ideas, by means of speech, writing, mechanical or electronic media” (communication, n.d. C). As these definitions imply, communication involves exchanging, sharing, and transmitting information between people.

The word communication comes from the Latin word *communicare*, which means “to share with” or “to make common”. According to Jandt (2007, p. 27), this involves giving another

person a part or share of your knowledge, thoughts or hopes. Lustig & Koester define communication as “a symbolic, interpretative, transactional, contextual process in which people create shared meanings” (2013, p. 12). Symbols illustrate the shared meanings that are communicated, and they are thus central to the communicational process. A symbol can be a word, an action or an object, which can stand for or represent a unit of meaning. An example of this could be to raise a hand and wave, which is an action that symbolises saying hello or good-bye in many western cultures. This gesture, which many western cultures regard as a polite action, is actually quite similar to an insulting gesture called *moutza*, which is “formed by opening your palm with your fingers slightly apart and extending your arm towards someone” (Cotton, 2013, 13th of August). The action of waving your hand towards someone to say hello or good-bye can therefore be interpreted as an insulting gesture in Greece, Pakistan and parts of the Middle East where its meaning changes to “enough is enough” (Cotton, 2013, 13th of August). A symbol can thus have a different meaning in other cultures, but it involves perceptions, thoughts or feelings that a person wants to communicate with others (Lustig & Koester, 2013, pp. 12-13).

Lustig & Koester (2013, p. 14) further state that communication is always an *interpretative* process. This is a result of peoples' need to interpret the symbols and behaviours of others and assign significance to some of those behaviours as a process of creating meaning (Lustig & Koester, 2013, p. 14). Because communication can be interpretative, people in communicative settings may not interpret messages and meanings in the same way. By categorising communication as *transactional*, Lustig & Koester (2013, p. 15) argue that all participants in the communication process must work together to create and endure the meanings that develop. The two authors explain that communication is transactional as a result of people simultaneously sending and receiving information when they are involved in communication (Lustig & Koester, 2013, p. 15).

Communication is also *contextual* because it takes place within a setting or situation in a specific context (Lustig & Koester, 2013, p. 17). The authors argue that the place where people meet, the social purpose for being together and the nature of the relationship is a result of the context. The context of communication involves the physical and social settings where meanings are exchanged (Lustig & Koester, 2013, p. 17).

It has often been claimed that the two concepts, culture and communication, are inseparable. Fred Jandt (2007, p. 27), for example, refers to a part from Alfred G Smith's preface in *Communication and Culture* (1966) when quoting "Culture is a code we learn and share, and learning and sharing require communication" (Jandt, 2007, p. 27). This quote is quite suitable because it shows that culture and communication can influence one another. Liu, Volcic & Gallois (2015, p. 44) explain that culture can influence how we adapt and learn, by means of our perception of reality, our habits, expectations, norms, rules and our language patterns. As a result of this, Liu et al., (2015, p. 44) state that culture shapes what we do, how we look, what we say and how we say things. However, for people to share these codes with each other, they must be able to communicate them. Jandt (2007, p. 27) further argues that every cultural pattern and single act of behaviour involves some kind of communication, and in order to be understood, both culture and communication must be studied together. Culture can, according to Jandt (2007, p. 28), not be understood without a study of communication, and likewise, can communication only be fully understood with an understanding of the culture it supports.

2.2 Intercultural communicative competence

Intercultural communicative competence involves our ability to communicate effectively across cultures. "Inter" is a Latin word, which means "between", and intercultural can, therefore, be defined as something that occurs between cultures. Much research within the field of ICC uses the terms *intercultural communicative competence* (IC) and *intercultural competence* (ICC) without distinguishing between them. Byram explains that IC refers to people's "ability to interact in their own language with people from another country and culture" (1997, p. 70), while ICC includes language teaching with a focus on "the ability to interact with people from another country and culture in a foreign language" (1997, p. 71). As this thesis investigates learning tasks in EFL textbooks aimed at Norwegian lower secondary pupils, a clear link between ICC and foreign language teaching is present. The term intercultural communicative competence will thus be used instead of intercultural competence throughout this thesis.

The field of ICC was, according to Kramsch & Hua (2016, p. 41), established in the 1950s out of an interest for national security in the post-second world war. The aim at this point was to identify aspects of communication within the enemies' culture in order to gather crucial

information. The scholarly concern was primarily in understanding the verbal and non-verbal aspects of communication of different cultural groups (Kramsch & Hua, 2016, p. 41). In the 1980s, research on ICC was dominated by cross-cultural psychology, where culture was defined solely in terms of nationality, and one culture was compared to another (Kramsch & Hua, 2016, p. 41). Since the 2000s, the field of ICC has shifted away from this approach and instead focuses on how more substantial structures of powers (e.g. politicised identities regarding class, gender, sexuality, religion and ethnicity) impact intercultural communication (Kramsch & Hua 2016, p. 42). Research on ICC has, in other words, shifted from a national focus to a more transnational focus, with less emphasis on actual national borders.

The concept of intercultural communicative competence involves our ability to communicate in an appropriate and convenient way with people that have a different cultural background than our own. Risager (2009, p. 16) describes ICC as a navigation in life, both at a micro-social level, involving culturally complex contexts, and at a macro level, as participants in transnational networks. Skalle, Gjesdal & Tveit (2015, p. 258) explain that pupils who develop ICC in a successful manner will be able to meet people from other cultures with a reflective attitude towards their own and others' views and ways of life. Even though the concept of ICC has been widely researched during the last decades, there is little consensus on the definition of ICC. Out of many definitions, two additional definitions will be highlighted here to exemplify the critical aspects of ICC.

Chen and Statrosta, two professors in the field of intercultural communication, define intercultural communicative competence as “the ability to effectively and appropriately execute communication behaviours that negotiate each other’s cultural identity or identities in a culturally diverse environment” (1999, p. 28). This implies that people who have developed ICC know how to obtain a desired response in intercultural interactions as well as fulfilling their communicative aim by respecting and affirming the belief, values and the cultural identities of the other interlocutors (Chen & Statrosta, 1999, p. 28). In other words, Chen and Statrosta argue that intercultural communicative competence involves “the ability to acknowledge, respect, tolerate, and integrate cultural differences that qualifies us for enlightened global citizenship” (1999, p. 28). Darla Deardorff, who is a well-known theorist in the field of ICC, defines ICC as “the ability to behave and communicate appropriately and effectively in intercultural situations based on one’s knowledge, skills and attitudes” (Deardorff, 2006, p. 247). By stating that one must communicate appropriately, Deardorff

(2006, p. 247) warns us to avoid insults and violations of values in intercultural communication. Knowledge, skills and attitudes are concepts that Deardorff borrows from Byram’s model of ICC (1997), which will be explained in the subsequent section.

2.2.1 Byram’s model of intercultural communicative competence

Michael Byram is one of the most prominent theorists in the field of ICC, and in 1997 he developed a model that introduces all the different aspects involved when developing ICC. Byram’s model is based on a view of language learning as a communicative, interactive and meaningful process (Hoff, 2014, p. 510). The focus of Byram's model lies in establishing and maintaining relationships for successful communication across cultural boundaries (Byram, 1997, p. 3). To foster successful ICC, Byram’s model identifies five aspects that should be cultivated (Dervin & Gross, 2016, p. 56). The five aspects are illustrated in Figure 1 below:

	Skills <i>(Savoir comprendre)</i> : Skills of interpreting and relating.	
Knowledge <i>(Savoirs)</i> : Knowledge of self and other; of interaction; individual and societal.	Education <i>(Savoir s’engager)</i> : Political education, critical cultural awareness.	Attitudes <i>(Savoir être)</i> : relativizing self, valuing other.
	Skills <i>(Savoir apprendre/faire)</i> : Skills of discovering and/or interacting.	

Figure 1: Byram’s model of ICC (Byram, 1997, p. 34)

The model demonstrates that the aspects of ICC are *knowledge, skills, attitudes and education*. The aspect that lays the foundation of ICC reflects the attitudes of the intercultural

communicator, called *savoir être*. According to Byram, Gribkova & Starkey (2002, p. 7), *savoirs être* involves curiosity and openness towards other people and cultures, as well as willingness to exclude disbeliefs about other cultures and beliefs about one's own. Byram et al. (2002, p. 7) also state that this can be called the ability to "decentre", meaning that one is prepared to relativize own beliefs, values and behaviours and not to consider them as the only desirable and appropriate ones. To appropriately communicate across cultural boundaries, Byram et al. (2002, p. 7) argue that you have to be able to understand how your own beliefs, values and behaviour might be interpreted from an outsider's perspective, a perspective that may differ in the view of life. In education, 'attitudes' is an aspect that includes the pupils' interest in discovering new perspectives on cultural issues, linked to both familiar and unfamiliar phenomena. This requires that the pupils do not assume that cultural issues, cultural practices or products familiar to them are understood in the same way by people from different cultures (Byram, 1997, p. 58). Byram (1997, p. 58) also argues that pupils should not try to understand cultural issues, which are unfamiliar to them, by assimilating these issues to their own culture. The pupils should rather aim to understand the phenomena by discovering and interpreting other peoples' understanding of the issue (Byram, 1997, p. 58).

'Knowledge' is also an essential aspect of Byram's model of ICC, but it is not primarily concerned with knowledge about a specific culture (Byram et al., 2002, p. 7). Instead, 'knowledge', or *savoir*, involves "knowledge of how social groups and identities function and what is involved in intercultural interaction" (Byram et al., 2002, p. 7). 'Knowledge' can, therefore, be defined as consisting of two major components, which involve factual knowledge on cultural issues, and knowledge of the process of social interaction in different cultures (Byram, 1997, p. 60). This means that in order to successfully communicate with people across cultural boundaries, interlocutors need to understand how other people are likely to perceive them (Byram et al., 2002, p. 8). In addition to this, they will also need knowledge about other social groups and cultures, and how the process of social interaction functions (Byram et al., 2002, p. 8). When referring to social interaction, Byram (1997, p. 60) explains that it includes pupils who are educated to know about levels of formality used when speaking the language. This also includes the non-verbal behaviour of interaction, involving "conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport etc." (Byram, 1997, p. 60).

Another prominent feature in Byram's model of ICC is skills, which are divided into two aspects. The first one, *savoir comprendre*, requires the 'skills of interpreting and relating'. Byram et al. explain that this aspect involves the ability to interpret elements from different cultures (e.g. a document or an event) and to be able to explain and relate it to elements from other cultures or our own (2002, p. 8). Moreover, this aspect also involves the pupils' ability to identify areas of misunderstanding in intercultural interaction and mediate between interlocutors where a misunderstanding is present (Byram, 1997, p. 61). The second aspect of skills that is prominent in Byram's model includes the 'skills of discovery and interaction', called *savoir apprendre/faire*. According to Byram et al. (2002, p. 8), this skill involves the ability to acquire new knowledge and information on culture and cultural practices from different sources. Additionally, pupils will need to actively use the aspects 'knowledge' (savoirs), 'attitudes' (savoir être) and skills (savoir comprendre) in communication to secure successful interaction (Byram et al., 2002, p. 8). This could involve the ability to expand existing knowledge while interacting with people that have a different cultural background than our own and thus ensure successful communication.

The last feature in Byram's model is 'education' or *savoir s'engager*, which is linked to the development of critical cultural awareness. This means that, in order to communicate across cultural boundaries in an effective way, intercultural speakers need a critical awareness of themselves and their own values as well as people that they communicate with (Byram et al., 2002, p. 9). By developing critical awareness, interlocutors are able to evaluate aspects of their own culture as well as other cultures and countries (Byram et al., 2002, p. 9). This implies that pupils with intercultural communicative competence should be able to interact and mediate in intercultural exchanges by using the aspects present in Byram's model (Byram, 1997, p. 64).

These five aspects will, according to Byram (1997), lay the foundation for successful communication between people from different cultures. Nevertheless, the acquisition of ICC will never be complete or perfect. We can never acquire all the knowledge one might need when interacting with people from other cultures, and ICC is therefore a lifelong process (Byram et al., 2002, p. 7).

2.2.2 Criticism of Byram's model of ICC

Byram's model of intercultural communicative competence has had an important impact on cultural studies in EFL education as well as on curriculum development in a number of countries, including Norway (Hoff, 2014, p. 508; Hoff, 2018, p. 72). Despite of this, some researchers claim that the model of ICC has been exposed to limited testing and criticism from other scholars. This criticism will be addressed now.

Hild Hoff is one of the scholars who has been critical towards Byram's model of ICC. She claims that the aspect called 'attitudes' (*savoir être*) in Byram's model, which according to Hoff aims to train learners "to exhibit 'correct' attitudes towards the Other" (Hoff, 2014, p. 514), does not promote independent, critical thinking, but rather "rely solely upon exposing learners to a certain cultural content of which they are to acquire knowledge" (Hoff, 2014, p. 510). Hoff explains that the aim for learners to 'adapt' to the expectations of people from other cultures "suggests a passive, uncritical process of socialisation as well as an imbalance of power between the participants" (Hoff, 2014, p. 515). Consequently, she states that the description and objectives linked to the aspect called 'attitudes' (*savoir être*) could "benefit from a more nuanced choice of words, allowing for the recognition that openness towards the Other is not the same as self-effacement" (Hoff, 2014, p. 515).

Furthermore, she points out that Byram's model "may be criticised for painting an overly idealistic, and to some extent, naïve, picture of interculturality through its emphasis on harmony and agreement" (Hoff, 2014, p. 515). Hoff (2014, p. 515) claims that pupils might experience that entering into a dialogue with people from other cultures may at times feel like a challenging and even uncomfortable experience. Without a conscious acknowledgement of this fact, pupils may, according to Hoff, be "allowed to keep the Other safely at arm's length instead of dealing with aspects which may be difficult to comprehend or appreciate" (Hoff, 2014, p. 515).

Karen Risager has also pointed out elements that she is critical to in Byram's model of ICC. Firstly, Risager states that the model has a strong focus on national culture, by the explicit use of the word 'national' (Risager, 2007, p. 124). She explains that a focus on a national culture may seem reasonable as most pupils have been socialised in a national school system, where national school knowledge is acquired (Risager, 2007, p. 125). Risager argues that this does

“not justify foreign-language teaching underpinning the state of affairs” (2007, p. 125). She further claims that it is in fact foreign-language teaching that “has the potential to support a transnational approach – one that questions this national binding and its side effect: the belief in the inseparability of the national language and the national culture” (Risager, 2007, p. 125). Consequently, Risager concludes that “Byram’s model of ICC is still too ambivalent regarding the national paradigm: sometimes this paradigm is obvious, elsewhere he dissociates himself from it” (2007, p. 224). Fred Dervin has also expressed his concern regarding the national focus in Byram’s model, whereas he questions the artificially created boundaries that are present in the model by the explicit use of the term ‘countries’ (2016, p. 76). Additionally, Risager claims that there is too little focus on the use of lingua franca in Byram’s model of ICC (2007, p. 125). She claims that Byram only refers to the use of English, when describing his model, by using the abbreviation EFL (2007, p. 125). Risager (2007, p. 215) argues that any language can in fact be used in Byram’s model of ICC as a lingua franca. Lastly, Adelheid Hu, a German professor on education, has also had objectives to Byram’s model of ICC. She criticizes that Byram does not describe “which level of ICC can be reached at which developmental stage or age” (translated and cited in Alter, 2015, p. 51)

Hoff’s (2014) critique of Byram’s model can to some point be justified, regarding the idealistic picture of interculturality, which she argues is portrayed in the model. In favour of the model, one should acknowledge that this is not the whole picture as ‘education’ or savoir s’engager has objectives that aim to identify dysfunctions and conflicts in intercultural interactions. This includes that the goal is for people to become aware of potential conflicts between their own and other cultures in communication (Byram, 1997, p. 64). Byram states that people should be able to establish common criteria of evaluation when conflicting or dysfunctional situations occur in intercultural communication (1997, p. 64).

In cases where people are not able to establish common criteria because of incompatibilities in beliefs and values, the aim is that they negotiate some agreement on places of conflict and accept that people have different views on cultural topics (Byram, 1997, p. 64). This means that ‘education’ as an aspect in Byram’s model does include issues related to conflicting and dysfunctional communication between people from different cultures. However, Hoff’s critique of Byram’s model can be seen as relevant because the majority of the aspects and

objectives from Byram's model hold an somewhat idealistic and naïve portrait of intercultural harmony.

Risager (2007) and Dervin's (2016) critique of Byram's model of ICC can also be justified for the purpose of this study. The strong focus on national culture is indeed evident in the model. However, this issue will be taken into consideration by the implementation of the definition of culture presented earlier in this thesis. This definition suggests that culture "[...] affect the behaviour of a relatively large group of people" (Lustig & Koester, 2013, p. 25). This definition does not isolate the term to national cultures. Moreover, Risager's critique of the emphasis on the English language in the model is not relevant for this thesis as it aims at analysing learning tasks and their promotion in EFL textbooks. In connection to Hu's (translated and cited in Alter, 2015, p. 51) critique of Byram's model, and its lack of information on which level of ICC can be reached at which developmental stage or age, one must keep in mind that children and young adults are different, and that it is the input, both in educational and social settings, that secures the development of ICC. In addition, Byram et al. (2002, p. 7) have stated that ICC is a lifelong process which will never be complete. This suggests that there is no easy answer to which level of ICC can be reached at which age.

Keeping the criticism of Byram's model in mind, I believe that the model is relevant for the purpose of this thesis. Byram's model of ICC (1997) is still one of the most frequently used and known models in the field of ICC.

2.2.3 Intercultural communication and education

The growing globalisation that we have witnessed in recent decades has clearly increased the need for a focus on intercultural communicative competence in the Norwegian school system. This obligation has also been acknowledged by the Norwegian Ministry of Education and Research. The need for ICC is apparent in the Norwegian subject curriculum for English from 2006, and it states that the pupils shall develop English communicative language skills and cultural insight for the promotion of "greater interaction, understanding and respect between persons with different cultural backgrounds" (Utdanningsdirektoratet, 2006, p. 2). This implies that the aspect of interculturality is linked to "the general education perspective"

(Hoff, 2018, p. 77). Hoff states “that notions of interculturality have been present in Norwegian curricula for the subject of English since the 1990s” (2018, p. 77).

As English is a central and obligatory subject in the Norwegian school system, the English subject curriculum has over the years pointed out that Norwegians need proficient English skills in almost all areas of life (Lund, 2012, p. 42). The previous curriculum in Norway, L-97, placed greater emphasis on English as a lingua franca than the preceding curricula. Lund (2012, p. 42) explains that the L-97 curriculum had a broader focus on how pupils could use English as a language to get in touch with people from all corners of the world. Additionally, L-97 implied that English should not only be about developing pupils' linguistic skills but also focus on learning to communicate beyond cultural differences (Lund, 2012, p. 42).

The current curriculum, ‘Kunnskapsløftet’ or LK-06, follows up on this perspective by stating that pupils must be able to “take cultural norms and conventions into consideration” (Utdanningsdirektoratet, 2006, p. 1). Lund (2012, p. 42) explains that LK-06 emphasises that the development of understanding and respect for people with a different cultural background than one’s own is an essential element of the English education in Norwegian schools. Although the term ICC is never mentioned in the English subject curriculum, it is evident that the curriculum from 2006 includes ICC as a central element of English learning.

At the time of writing this thesis, a new Core Curriculum and new subject curricula, *fagfornyelsen*, are being developed, and will be put into practice in 2020. These curricula have an explicit focus on *democracy and citizenship*, which is one of several interdisciplinary topics that are linked to the UN sustainability goals. Oxfam, a global organisation that works to end the injustice of poverty, defines global citizenship as “encouraging young people to develop the knowledge, skills and values they need to engage with the world” (Oxfam, 2019). This definition implies that citizenship can in fact be tied up to intercultural communicative competence because of the emphasis on developing knowledge, skills and values necessary when communicating with people from different cultures. This indicates that the inclusion of democracy and citizenship as an interdisciplinary topic in the new subject curricula can be related to ICC.

One of the aims in the new Core Curriculum is to provide pupils with insight into cultural diversity, with an emphasis on showing respect for the individual’s beliefs (Ministry of Education and Research, 2019, p. 5). This implies that pupils will have to be introduced to

other cultures and people in order to develop respect for others. The new Core Curriculum goes on by stating that “common reference frameworks are important for each person's sense of belonging in society” (Ministry of Education and Research, 2019, p. 7). This involves that pupils are introduced to other cultures and develop new knowledge, which can prevent stereotypical views or prejudice attitudes towards other cultures or people from other countries from establishing. The new Core Curriculum claims that common reference frameworks creates “solidarity and connects each individual's identity to the greater community and to a historical context (Ministry of Education and Research, 2019, p. 7). A common framework will, according to the new Core Curriculum, provide a scope for diversity, where the pupils will gain insight into how people in our society exist together with “different perspectives, attitudes and views of life” (Ministry of Education and Research, 2019, p. 7). In light of this, the new Core Curriculum aims to provide both historical and cultural insight, which will give pupils a good support in developing their own identity in an intercultural society (Ministry of Education and Research, 2019, p. 7).

The new Core Curriculum also claims that different impacts and cultural traditions have influenced the Norwegian society throughout the times (Ministry of Education and Research, 2019, p. 8). The current Norwegian population is more complex than ever and the world is becoming more closely linked than before, which increases the importance of language skills and cultural understanding (Ministry of Education and Research, 2019, p. 8). This implies that education must support “the development of each person's identity, make the pupils confident in who they are, and also present common values that are needed to participate in this diverse society and to open doors to the world and the future” (Ministry of Education and Research, 2019, p. 8). This suggests that the new Core Curriculum indeed has a strong focus on intercultural communicative competence, as it aims to develop each pupils' identity as well as present them with common values that are needed in order to actively take part in a multicultural society. A good society is according to the new Core Curriculum “founded on the ideals of inclusiveness and diversity” (Ministry of Education and Research, 2019, p. 7). This statement implies that the pupils have knowledge of other cultures, in addition to acceptance, tolerance and respect for other people with different values and beliefs than their own, which are a part of our society.

After reading the new Core Curriculum, it is clear that ICC is an essential aspect also for the future education in Norway. Despite the fact that the term intercultural competence or

intercultural communicative competence is not explicitly mentioned in the curriculum, Hoff claims that “the intercultural dimension is nevertheless acknowledged as a central aspect of learning English” (2018, p. 77). The pupils will need to develop ICC in order to meet the world, as well as for participation in their own society.

2.3 Textbooks as a resource in foreign language education

As mentioned earlier, Juuhl, Hontvedt & Skjeldbred (2010, p. 19) state that textbooks are still the dominant learning material used by teachers in Norwegian primary and lower secondary education. The use of learning resources among teachers in Norwegian schools was further analysed in a report called ARK&APP from 2016 (Gilje et al., 2016). The study found, in line with the findings from Juuhl et al. (2010), that the paper-based textbook is still a dominant resource in teaching (Gilje et al., 2016, p. 4). Findings from the interview material show that many teachers consider the textbook as a reasonable assurance for covering the competence aims in the subject, as well as an assurance for their work being extensive enough (Gilje et al., 2016, p. 27).

The teachers that participated in the study argue that finding resources outside of the textbooks appears as a time-consuming effort in their work alongside planning the lessons (Gilje et al., 2016, p. 30). However, the teachers do state that they use other resources as supplements when they perceive the topics in the textbook as insufficient (Gilje et al., 2016, p. 20). The findings in the ARK&APP report show that the textbook is especially dominant in the English classroom. Out of all the English teachers working at lower secondary level who participated in the study, 70 per cent stated that they use the textbook as their primary resource in teaching (Gilje et al., 2016, p. 52). On the basis of these findings, one can assume that the textbook is widely used in the English classroom, which makes it relevant to analyse learning tasks in textbooks.

2.4 Learning tasks

Learning tasks, also referred to as activities or exercises, are in this thesis regarded as a “written language action where the recipient is encouraged or instructed to perform a particular action” (Bakken & Andersson-Bakken, 2016, p. 12). Learning tasks are found in the textbook’s paratext, which are designations of text elements that surround a text. Bakken

& Andersson-Bakken explain that paratext can be further divided into peritext: text elements within the text, and epitext: text elements outside the text (Bakken & Andersson-Bakken, 2016, p. 11).

Activities

16 Reading to understand. For each of the sub-headings in the text, make a one sentence summary of the information given in the paragraph.

17 Speaking. Work with a classmate. Each of you chooses one of the people from this text. Imagine they meet and act out the conversation between them. Begin by presenting yourself and your story and then discuss

- views on Native Americans and African Americans.
- events that are taking place in your time period.
- other topics related to life in the US.

Understanding

Civil Rights Movement Timeline Match each event to the year it happened.

1955 – _____
 1955-56 – _____
 1963 – _____
 1964 – _____
 1965 – _____
 1968 – _____

March on Washington to protest against segregation and discrimination
 Assassination of Martin Luther King, Jr. Montgomery Bus Boycott
 The Civil Rights Act prohibits segregation in schools, public places and jobs
 Voting Rights Act gives all blacks the right to vote
 Rosa Parks refuses to give up her seat to a white man on a bus

Figure 2: Peritext (Deskin & Winsvold, 2017, p. 61)

Figure 3: Epitext. (Lokus, 2016)

Text, learning tasks, registers, keywords, titles, pictures and so on are a part of the textbook’s peritext. This involves all the elements that are present in a published textbook. Figure 2 illustrates a learning task, which is a part of the peritext. This learning task is found on page 61 in *Enter 10* (Diskin & Winsvold, 2017), and as this task is featured in a published textbook, it is a part of the textbooks peritext. The teacher’s resource guide, movie clips, reviews, resource material and other Internet resources are on the other hand a part of the epitext (Bakken & Andersson-Bakken, 2016, p. 11). This involves elements that are connected to the textbook, but not apparent in the published textbook itself. Figure 3, which displays an exercise involving understanding the Civil Rights Movement, is found on *Stages 10’s* (2016) research page online. This means that this exercise is connected to the textbook, but that one cannot find it in the textbook itself, which implies that it is a part of the textbooks epitext. In this study, only peritext will be analysed as this thesis aims at investigating learning tasks featured in published textbooks.

In most cases, it is unproblematic to identify learning tasks in textbooks as they stand out from the body text (the main text) and the other elements of the textbook by being marked with either number, letter or framing (Bakken & Andersson-Bakken, 2016, p. 15). However, some learning tasks can be complex and composed of several questions or imperatives, which might cause doubts about whether these learning tasks should be regarded as one or more tasks (Bakken & Andersson-Bakken, 2016, p. 15). Learning tasks that consist of several questions/imperatives in the same section are regarded as one learning task by Bakken & Andersson-Bakken (2016, p. 15). This will also be the case in this thesis. An example of several imperatives within the same section, which is regarded as one learning task, is task 5 on page 211 in *Stages 10*:

“Compare the lyrics in “A dream” to Martin Luther King, Jr.’s speech. What is similar and what is different?” (Areklett et al., 2016, p. 211).

If a learning task consists of several questions/imperatives and is separated from each other by numbering (e.g. a,b,c) it is counted as several individual tasks by Bakken & Andersson-Bakken (2016, p. 15). This will also be applied in this thesis. An explanation of this division of tasks will be further explained in sub-chapter 3.4.

3.0 METHODOLOGY

This chapter serves to provide a detailed description of the mixed methods applied in this study. Firstly, a presentation and explanation of the selection of material included in this thesis will be accounted for. Secondly, a short explanation of quantitative research, qualitative research and mixed methods research will be provided, followed by an explanation of how the research methods were implemented in this study. This chapter also provides a detailed presentation of how the investigation was carried out, with an introduction of the criteria applied in the analysis. Lastly, reliability and validity will be discussed in relation to this inquiry.

3.1 Selection of materials

In this thesis, the aim is to investigate whether learning tasks in EFL textbooks promote intercultural communicative competence. In order to do so, a selection of the textbooks and theme in focus was made. Investigating all of the learning tasks in several different textbooks would have been beyond the scope of this thesis. The selections of textbooks and themes are therefore accounted for in the following sub-chapters.

3.1.1 Textbooks

Prior to the analysis of the learning tasks, a selection of the textbooks included in this study had to be made. First, an attempt was made to find out which EFL textbooks were mostly sold to Norwegian schools. As it became apparent that the textbook publishers do not announce their sales numbers, this was not possible. The final selection of the three textbooks was therefore based on them being produced by well-known publishers for school materials, as well as out of convenience. In stating that the textbooks were selected out of convenience, it is implied that the chosen textbooks were readily available and easy to get a hold of.

The textbooks that were eventually chosen for this thesis are *Enter 10* (Diskin & Winsvold, 2017) published by Gyldendal, *Stages 10* (Areklett et al., 2016) published by Aschehoug, and *Searching 10* (Fenner & Nordal-Pedersen, 2008) published by Gyldendal. All of the textbooks that have been chosen for this study are aimed at 10th grade. This was done in order to make

it easier to compare the textbooks to the English subject curriculum, which has defined competence aims in English for pupils after year 10.

During my own teaching practice in different schools, I have observed all of the three textbooks in use in the EFL classroom. Additionally, a survey conducted for a report on the use of educational resources in the planning, conducting and evaluation of teaching found that *Searching* was one of the most used EFL textbooks among the English lower secondary teachers participating in the survey (Waagene & Gjerustad, 2015, p. 34). However, it must be mentioned that Waagene & Gjerustad's study is not representative, but instead provides indications of which EFL textbooks that are frequently used in Norwegian lower secondary level. Additionally, it must be specified that neither *Enter 10* (Diskin & Winsvold, 2017) nor *Stages 10* (Areklett et al., 2016) were published when Waagene & Gjerustad's study was conducted. All of the three chosen textbooks are published after the introduction of LK06, however, *Searching 10* (Fenner & Nordal-Pedersen, 2008) was already published a decade ago, something that might affect its inclusion of learning tasks promoting ICC.

3.1.2 Theme

Additionally, specific themes in the three textbooks in focus, had to be selected to make this thesis feasible, as it would have been beyond the scope of this study to include all the learning tasks in the three different textbooks. A decision was therefore made to investigate learning tasks in relation to chapters about English speaking countries that were represented in all three textbooks. Out of all the English speaking countries that were included in the selected textbooks (England, the US, South Africa, Australia, New Zealand, Canada, India, Jamaica and Malta), South Africa and the US were the only topics that were featured in all three textbooks and therefore the two topics that became relevant for this study.

In line with the new Core Curriculum, which states that pupils will be provided with new perspectives on their own learning, upbringing and identity when encountering people of all ages and from different parts of the world (Kunnskapsdepartementet 2017, p. 15), the assumption is that chapters about South Africa and the US can provide learning tasks that include different cultural perspectives. Consequently, these two topics may promote learning tasks that give the pupils an opportunity to develop knowledge, understanding and respect for

people with a different cultural background than their own, which is an essential element of LK06 as well as the new Core Curriculum.

3.2 Research methods

For this subsection, a general introduction of quantitative methods, qualitative methods and mixed methods research will be provided. Secondly, descriptions and explanations of the methods in relation to the thesis will be implemented.

3.2.1 Quantitative approach

A quantitative research approach is often associated with numerical data, which consists of data material that is countable. Johannessen, Tufte & Christoffersen (2010, p. 363) state that quantitative methods are concerned with counting how often a phenomenon occurs, which means measuring the prevalence. The term ‘quantify’ is defined as “to measure or judge the size or amount of something” (quantify, n.d) which is related to numbers. Quantitative approaches can be defined as “any investigative procedures used to describe in numerical terms a setting and the things going on in it” (Brown & Rodgers, 2002, p. 118).

Johannessen et al. (2010, p. 368) claim that quantitative research is primarily concerned with measuring the prevalence of and connection between phenomena and occurrences.

Denscombe (2010, p. 237) argues that quantitative research often is “objective”. This implies that quantitative data should exist independently of the researcher, whereas the researcher should be detached from the data (Denscombe, 2010, p. 237). In quantitative research the researcher's interpretation should thus not influence the data analysis. Denscombe (2010, p. 237) argues that data from quantitative research data should be a product of research instruments that have been tested, both for validity and reliability. Validity and reliability will be an essential aspect in quantitative research in order to ensure that the data collection precisely represents the event or documents that are analysed rather than the researchers own preferences (Denscombe, 2010, p. 237).

Quantitative data can be associated with research strategies such as experiments, surveys or observations. However, these strategies are not the only possible strategies for collecting quantitative data. Denscombe (2010, p. 242) states that a content analysis of texts can also

provide quantitative data. Content analysis involves analysing the content of texts, which in this case will be learning tasks featured in textbooks. In a quantitative manner, content analysis is used to classify and count different parts of texts, in order to make a systematic analysis of parts or the whole text (Sæter & Sterri, 4th of September 2015). Such a quantitative content analysis, with an inclusion of qualitative aspects, will be applied in this thesis, as the aim is to investigate learning tasks in textbooks. This implies that the method used for collecting data is not essential in defining quantitative data, but rather the nature of the data that are collected through the method (Denscombe, 2010, p. 242).

3.2.2 Qualitative approach

Qualitative research is often associated with researchers being more involved in the data material compared to quantitative data. The researcher in qualitative studies can potentially be an essential part of the construction of the data, because “the researcher’s background, values, identity and beliefs might have a significant bearing on the nature of the data collected and the analysis of that data” (Denscombe, 2010, p. 237). As a result, Denscombe (2010, p. 237) argues that qualitative research tends to be associated with *interpretivism*, which implies that the researcher has an active part in interpreting the data. Mackey & Gass state that the term qualitative research can refer to “research that is based on descriptive data that does not make (regular) use of statistical procedures” (2015, p. 215).

A qualitative method is often used when seeking to explore the “how” and “why” of systems and human behaviour (Edmonds & Kennedy, 2013, p. 112). Edmonds and Kennedy (2013, p. 112) claim that the overarching aim of qualitative research is to understand and interpret different phenomena. Qualitative data is often collected in a small-scale form, and it is therefore important not to generalise on the basis of findings (Edmonds & Kennedy, 2013, p. 112). As with quantitative research, qualitative data can also be collected through a variety of methods, such as interviews, observation, focus groups and so on. This implies that it is the nature of the data that is essential when defining qualitative research and not the method itself (Denscombe, 2010, p. 273).

3.2.3 Mixed methods

For this study, a mixed methods approach has been used. Mixed methods include the use of both quantitative and qualitative research within a single study to answer the research questions (Mackey & Gass, 2015, p. 275). John Creswell provides a definition of mixed methods research where he states that mixed methods is:

An approach to research in the social, behavioural, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand the research problem. (Creswell, 2015, p. 2)

Mixed methods research requires the researcher to obtain both quantitative and qualitative skills when collecting and analysing data (Creswell, 2015, p. 24). However, Creswell (2015, p. 2) explains that mixed methods research is not merely about collecting qualitative and quantitative data, rather, it is about the integration of the two approaches. Mackey & Gass state that mixed method approaches can be useful as quantitative data can “provide researchers with a large numerical data basis” (2015, p. 278), while qualitative data can “provide the richer contextualized data for a fuller understanding” (2015, p. 278). This implies that studies that integrate both quantitative and qualitative data may open up for a better understanding of the phenomenon under investigation.

To integrate the qualitative and quantitative data in this study, the mixed methods approach will be based on dominance of a quantitative method, with an integration of qualitative aspects. This issue will be further discussed in the following section.

3.2.4 The implementation of the methods in this thesis

Different challenges may often occur when conducting a study on text elements (Johannessen et al, 2010, p. 164). A study investigating text involves the use of words and Johannessen et al. (2010, p. 164) claim that words can involve deeper and several meanings compared to numbers, which is partly the case in this study. The aim of this thesis is to investigate the

extent of learning tasks promoting ICC in three EFL textbooks, and with an emphasis on “extent”, this research question is quantitative in nature, as it seeks to measure frequency. Mackey & Gass (2015, p. 293) state that measures of frequency are used to indicate how often a phenomenon occurs, which in this case will be learning tasks promoting ICC. This implies that the dominance clearly lies in the quantitative approach, as it involves measurements of numbers and amounts. Regardless of this, Denscombe (2010, p. 146) argues that quantitative research still involves some elements of interpretation, which can be related to a qualitative approach. Johannessen et al. (2010, p. 365) claim that quantitative data usually does not solely consist of numbers, but can also refer to specific features, like for example words expressing meaning. Johannessen et al. (2010, p. 366) argue that although quantitative data is counted it does not necessarily mean that interpretations should not be included. This implies that quantitative data can be analysed by using qualitative techniques.

The learning tasks analysed in this thesis are categorised into criteria modified from Byram's model of ICC, with the purpose of identifying and analysing learning tasks that promote intercultural communicative competence. The criteria used will be presented in section 3.4.1. The idea of categorisation is to use a set of categories systematically and consistently on the entire data material collected in the thesis (Johannessen et al., 2010, p. 167). In order to this, an interpretative reading is included, as it is a subjective aspect involved when considering the learning tasks as intending to promote the development of ICC. This occurs because the learning tasks included in the analysis consists of words, which implies that different meanings are involved. The criteria applied in this study do not emphasise specific words, but rather the meaning and intention that the words in a learning task express. In order to understand the meaning of the words included in the analysed learning tasks, one must take an active part in interpreting the data and this implies that the researcher is not entirely objective. This suggests that there is a qualitative aspect included when categorising the learning tasks as tasks that promote ICC and tasks that do not promote ICC. According to Johannessen et al. (2010, p. 367) qualitative methods can be applied in the preparation of a quantitative data collection. This suggests that the analysis in this study is mainly quantitative, as it intends to measure the frequency of learning tasks that promote ICC, but that it also includes a qualitative approach when interpreting the learning tasks. This thesis is therefore based on a mixed-methods approach.

The following two sub-research questions are aimed at investigating which aspects and objectives from Byram’s model of ICC are reflected in the learning tasks (1.1) and whether some of the aspects and objectives are more emphasised than others (1.2). When categorising the learning tasks according to the criteria modified from Byram’s model, the learning tasks that are identified as promoting ICC are connected to an aspect and objective from the model. This means that the analysis regards both the extent of learning tasks connected to ICC and which aspects and objectives from Byram's model these learning tasks are linked to. Consequently, these two sub-research questions are answered by using the criteria modified from Byram’s model, which makes it feasible to classify the learning task to their possible aspect and objective. By doing so, the analysis provides data of the total number of learning tasks addressing each of the aspects and objectives. This also makes it possible to investigate if some aspects from Byram’s model are more emphasised than others in the learning tasks.

Research question 2 intends to investigate whether the same aspects from Byram’s model are represented in the learning tasks related to South Africa and the US. The same analysis as applied with the previous research questions reveals whether the same aspects from Byram’s model are connected to the two topics. The findings from the learning tasks connected to the US and South Africa will be analysed and compared in order to see whether the same aspects from Byram’s model are represented.

3.4 Carrying out the investigation

Learning tasks linked to chapters and pages concerning the US and South Africa were analysed in each of the selected textbooks. Considering that the textbooks *Enter 10* (Diskin & Winsvold, 2017) and *Stages 10* (Areklett et al., 2016) did not have an entire chapter dedicated to South Africa, pages from chapters that included South Africa were used instead. The table below introduces the amount of learning tasks related to South Africa and the US, found in each of the textbooks with specific pages.

Table 1: Amount of learning tasks found on the selected pages in each textbook.

Topic/Textbook	<i>Enter 10</i> (2017)	<i>Stages 10</i> (2016)	<i>Searching 10</i> (2008)	All three textbooks
South Africa	24 learning tasks. Pp. 228-235.	75 learning tasks. Pp. 83-100.	56 learning tasks. Pp. 76-97.	155 learning tasks.
The US	211 learning tasks. Pp. 46-94.	152 learning tasks. Pp. 191-230.	33 learning tasks. Pp. 28-53.	396 learning tasks.

As demonstrated by Table 1, 24 learning tasks connected to South Africa in *Enter 10* (Diskin & Winsvold, 2017) are included in the analysis of this study. These learning tasks are related to the graphic novel, *The Servant of the People* (pp. 228-235), which is about Nelson Mandela. This graphic novel is found in a chapter entitled “Solving Conflicts”. Additionally, 211 learning tasks linked to the chapter, “The US” (pp. 46-94), in *Enter 10* (Diskin & Winsvold, 2017) are included in the analysis. In *Stages 10* (Areklett et al., 2016), a chapter called “Around the world” included factual texts and short stories about South Africa (pp. 83-100) and 75 learning tasks linked to these pages are analysed. The 152 learning tasks linked to the chapter entitled “The USA Today” (pp. 191-230) in *Stages 10* (Areklett et al., 2016) are also analysed. In the last textbook, *Searching 10* (Fenner & Nordal-Pedersen, 2008), 56 learning tasks connected to a chapter called “Voices of Africa” (pp. 76-97), which is primarily related to South Africa, are analysed. Similarly, 33 learning tasks linked to a chapter entitled “Stopover USA” (pp. 28-53) are analysed.

When stating that all of the learning tasks linked to the different chapters and pages are analysed, it includes all “written language action where the recipient is encouraged or instructed to perform a particular action” (Bakken & Andersson-Bakken, 2016, p. 12) found on each of the pages. This means that pre-reading tasks, language tasks, grammar tasks, writing tasks, listening tasks, tasks that promote discussion and tasks dealing with understanding, which appeared on the pages/chapters, are all analysed in relation to the criteria modified from Byram’s model. In addition to including all of the learning tasks, a decision was made to divide learning tasks that consisted of several different sub-questions into different tasks. This means that tasks that are treated as one learning task in the textbook but contain one or more sub-questions (e.g. a, b, c...) are all analysed as individual learning tasks. An example of this is task 31 on page 67 in *Enter 10*:

“Task 31: Speaking: *Choose an event that has happened recently in the US. Find an article about the event, summarise the article and reflect on it.*

A: Write key words from the article. Pretend that the class knows nothing about this event.

B: What impact has this event had on the world?

C: Has anything like this happened before?

D: Give your reaction to the event.

E: Present your event in class or record it” (Diskin & Winsvold, 2017, p. 67).

This task is originally one task with five different sub-questions, but in this thesis, it will be divided into five individual learning tasks. The reason for separating learning tasks that contain several sub-questions is that each of the sub-questions may be linked to different objectives of the criteria used in the analysis. By analysing them as individual learning tasks, each of the tasks are assigned their possible objective/objectives in the criteria. This leads to a reduced chance of dealing with a learning task that can include several different aspects of Byram's model, as well as tasks that contain several different sub-questions, where just one of them is linked to the aspects in the criteria. By separating learning tasks consisting of several sub-questions into individual tasks, it is possible to be more specific about each task and their possible connection to the different aspects and objectives in the criteria.

3.4.1 Byram's model – criteria for identifying tasks aimed at promoting ICC

To be able to conduct the analysis, some criteria had to be implemented in order to answer research question 1, 1.1, 1.2 and 2. The criteria used in this thesis are modified from Byram's model of ICC, with an intention of identifying learning tasks that contain aspects of intercultural communicative competence. As mentioned in the theory chapter, Byram's model consists of five aspects. The first one is 'attitudes' (*savoir être*), which includes "the ability to relativising self and valuing others" (Byram, 1997, p. 34). The second is 'knowledge' (*savoirs*), which includes "knowledge of self and other, of interaction and of the individual and the social" (Byram, 1997, p. 34). The model also includes two aspects of skills, where one is the 'skills of discovering and/or interacting' (*savoir apprendre/fair*), and the second one is the 'skills of interpreting and relating' (*savoir comprendre*) (Byram, 1997, p. 34). The last aspect in Byram's model is called 'education' (*savoir s'engager*), which involves "political education and critical cultural awareness" (Byram, 1997, p. 34).

In order to analyse learning tasks aimed at promoting ICC, each aspect from Byram's model has been divided into its own category. Each category includes the specific aspect from Byram's model, some objectives that are related to this aspect, an explanation of the objectives in relation to learning tasks as well as examples of learning tasks that are linked to these objectives. The objectives in each category are listed as the desired achievement that pupils' should obtain. An example of a learning task related to each objective was included from the analysed textbooks in order to illustrate and operationalize the objectives. Fictitious

examples were included in cases where the textbooks did not provide any to address the objectives.

Attitudes (Savoir être)

Table 2: Category 1 (attitudes)

Aspects of ICC	Objective	Explanation of objective	Example of learning task
<p>1: Attitudes (Savoir être) Relativising self, valuing other.</p> <p><i>“Curiosity and openness, readiness to suspend disbeliefs about other cultures and beliefs about one’ own” (Byram, 1997, p. 50)</i></p>	<p>1.1: Discovering new perspectives on cultural issues: (Savoir être)</p>	<p>1.1 a: Tasks in this category invite pupils to discover other perspectives on familiar and unfamiliar phenomena, in their own or in others cultures (Byram, 1997, pp. 57-58). Learning tasks in this category may involve arguing for/against, playing a certain role, or taking part in a discussion.</p>	<p>1.1 b: <u>Task 61:</u> <i>“Create characters. Write role cards for Romiette, Julio, Romiette’s mother and Julio’s father. The cards should give information about how the actors should play the characters. For example what the person thinks about people from other parts of the country” (Diskin & Winsvold, 2017, p. 91)</i></p>
	<p>1.2: Questioning values and presuppositions on cultural issues: (Savoir être)</p>	<p>1.2 a: Tasks in this category attract the pupils’ attention to their own opinions and attitudes towards cultural issues as well as any presuppositions, generalisations, or stereotypical views on cultural issues (Byram, 1997, p. 58). Learning tasks in this category may question the values and presuppositions in cultural practices and products in their own or others environment or invite pupils to express their impressions, attitudes and opinions towards cultural issues (Byram, 1997, p. 58).</p>	<p>1.2 b: <u>Task 38:</u> <i>“Amanda Riske suggests that increased use of social media leads to more bullying. To what extent do you agree with her?” (Diskin & Winsvold, 2017, p. 71).</i></p>

The first category in the criteria, which is illustrated in Table 2 above, is the aspect called ‘attitudes’ (savoir être). This aspect involves the pupils’ ability to be curious and open

towards other people and cultures, to not judge other people or cultures by any assumptions they may have, as well as to not consider their own culture as the only desirable and appropriate one (Byram, 1997, p. 50). As illustrated in Table 2, ‘attitudes’ consist of two objectives, where the first objective involves ‘discovering new perspectives on cultural issues’ (objective 1.1 in Table 2). This objective invites the pupils to explore new perspectives on familiar and unfamiliar phenomena, both in their own culture as well as in other cultures (Byram, 1997, pp. 57-58). In relation to learning tasks, this can provide instructions to find new perspectives by arguing for and against cultural issues, playing a certain role in a specific context or by taking part in a discussion where multiple perspectives are present. An example of a learning task that is categorised in correspondence with the objective of ‘discovering new perspectives on cultural issues’ is presented in Table 2 (example 1.1b). The learning task referred to above in example 1.1b address this objective because it instructs the pupils to take on a specific role, where they will have to come up with different perspectives and values for the characters involved. Prior to this learning task, the pupils’ will preferably have read the text about Romiette and Julio, which is a text, featured on pages 89-90 in *Enter 10* (Diskin & Winsvold, 2017), about an interracial relationship between two young people that meets a lot of resistance from friends and family. One might therefore assume that the pupils will develop some general knowledge about the values and beliefs of the different characters when reading the text, something that will make it easier for them to complete task 61 on page 91. As this learning task introduces the pupils to different and possible new perspectives on a cultural issue, regarding the different characters, it can be classified as a learning task that intends to promote ICC.

The second objective linked to ‘attitudes’ is ‘questioning values and presuppositions on cultural issues’ (objective 1.2). This objective draws the pupils’ attention to possible presuppositions, generalisations, or stereotypical views on cultural issues (Byram, 1997, p. 58). Learning tasks addressing this objective invite pupils to express their opinions and presuppositions as well as identifying generalisations or stereotypical elements. A learning task that can be linked to this objective may involve questioning values and presuppositions in cultural practices and products or give the pupils the opportunity to express their opinion and attitude towards specific cultural issues, both in the pupils own culture as well as others. Example 2.1b, listed in Table 2, is a learning task that is connected to the objective of ‘questioning values and presuppositions on cultural issues’, which is found in *Enter 10* (Diskin & Winsvold, 2017, p. 71). This learning task invites the pupils to express their

opinions to a statement that suggests that increased use of social media leads to more bullying (Diskin & Winsvold, 2017, p. 71). In this case, the pupils are invited to address their attitudes and opinions towards social media and if the use of social media can increase bullying. Social media can in this connection be regarded as a cultural product of our society and because the pupils are given the opportunity to express their own opinions and attitudes towards this cultural issue the learning task is categorised as a task that address objective 1.2.

Knowledge (Savoirs)

Table 3: Category 2 (Knowledge)

Aspects of ICC	Objectives	Explanation of objectives	Examples of learning tasks
2: Knowledge (Savoirs) Of self and other: of interaction: individual and societal. <i>“Knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s culture, and of the general process of interaction” (Byram, 1997, p. 51)</i>	2.1: Factual knowledge: (Savoirs)	2.1 a: Tasks in this category include learning tasks that contribute to increase factual knowledge about culture specific (one’s own/others) events, significant individuals, national memory, political and economic factors, emblems, geography, private and public institutions, products, and social distinctions (class, gender, ethnicity, religion) (Byram, 1997, pp. 59-60).	2.1 b: <u>Task 10:</u> <i>“Answer the questions:</i> A: <i>When was the Anglo-Boer War?</i> B: <i>Who were the Boers?”</i> (Fenner & Nordal-Pedersen, 2008, p. 83).
	2.2: Knowledge of the level of formality in social interaction: (Savoirs)	2.2 a: Tasks in this category contribute to increase pupils’ knowledge of the appropriate use of language and levels of formality in language as well as of socialization (e.g. non- verbal behaviour in communication and taboos in routine situations) (Byram, 1997, pp. 60-61).	2.2 b: <u>L6:</u> B: <i>“At your school the pupils are not allowed to use the school’s computers at break time. You think this is a stupid rule and want to have it changed. Write a formal letter to the headmaster about it – and remember to be polite”</i> (Fenner & Nordal-Pedersen, 2008, p. 53).

The second category in the ICC model, which is displayed in Table 3 above, is ‘knowledge’ (savoirs). ‘Knowledge’ is a central aspect in Byram’s model and involves the ability to

develop knowledge of social groups and their products and practices, both in the pupils' own culture as well as in other cultures (Byram, 1997, p. 51). 'Knowledge' is also concerned with the ability to understand the general process of interaction. This means that pupils need knowledge about other social groups and cultures, their function, as well as knowledge about how to communicate with people from other cultures in order to develop successful ICC (Byram et al., 2002, p. 8). As displayed in Table 3, 'knowledge' consists of two objectives, where the first is 'factual knowledge' (objective 2.1). The objective of 'factual knowledge' includes learning tasks that contribute to increasing the pupils' factual knowledge on culture. This can involve knowledge about events, significant individuals, national memory, political and economic factors, emblems, geography, private and public institutions, products, and social distinctions related to culture, both in the pupils own culture or others (Byram, 1997, pp. 59-60). Example 2.1b listed in Table 3 is connected to the objective of 'factual knowledge', which is found in *Searching 10* (Fenner & Nordal-Pedersen, 2008, p. 83). This learning task contributes to increasing the pupils' factual knowledge of South Africa's national memory, as they will have to answer questions about the Anglo-Boer war by reading the text prior to the learning task.

The second objective linked to the aspect called 'knowledge' is 'knowledge of the level of formality in social interaction' (objective 2.2). This objective aims at contributing to increasing the pupils' knowledge of the appropriate use of language in communication. It is also concerned with the appropriate levels of formality in communication as well as in socialisation (Byram, 1997, pp. 60-61). Learning tasks addressing this objective can involve the use of non-verbal behaviour in communication, the use of formality in different contexts, or taboos in cultural situations. Example 2.2b, presented in Table 3, is linked to objective 2.2 and is found in *Searching 10* (Fenner & Nordal-Pedersen, 2008, p. 83). This learning task instructs the pupils to write a formal letter to the headmaster of their school about an issue that they are supposed to disagree with. As the pupils are supposed to write a letter to the headmaster, they will have to be aware of the formality of the writing; contrary to for example, writing a letter to a friend. Example 2.2b can be linked to the objective 2.2 because of the appropriate formality that should be applied when writing a letter to a headmaster.

Skills of interpreting and relating (Savoir comprendre)

Table 4: Category 3 (Skills of interpreting and relating)

Aspects of ICC	Objectives	Explanation of objectives	Examples of learning tasks
<p>3: Skills of interpreting and relating (Savoir comprendre).</p> <p><i>“Ability to interpret a document or an event from another culture, to explain it and relate it to documents from one’s own” (Byram, 1997, p. 52)</i></p>	<p>3.1: Relating cultures and cultural issues: (Savoir comprendre)</p>	<p>3.1 a: Tasks in this category invite pupils to compare and contrast cultural events, documents, and conventions and relate it to their own culture or others (Byram, 1997, p. 61).</p>	<p>3.1 b: Task 2: <i>B: “How were the segregation in the USA and apartheid in South Africa similar?” (Areklett et al., 2016, p. 203).</i></p>
	<p>3.2: Identifying causes of dysfunction in interaction and mediate between the interlocutors: (Savoir comprendre)</p>	<p>3.2 a: Tasks in this category invite pupils to identify causes of misunderstanding in interaction and explain them in terms of each of the cultural systems present. Identifying sources of misunderstanding and dysfunctions can help interlocutors overcome conflicting perspectives. (Byram, 1997, p. 61).</p>	<p>3.2 b: <i>Ragnar is fourteen and on holiday in India with his family. He becomes friends with Jamal, the hotel owner’s son. When Jamal brings Ragnar to meet his friends, Jamal holds Ragnar’s hand the entire time. Ragnar feels uncomfortable because he is not used to boys holding hands without being in love. Ragnar knows that Jamal has a girlfriend and thus finds it strange that he wants to hold his hand. What do you think is the reason for this misunderstanding? (Fictitious example, KNM).</i></p>

The third category in the criteria that was applied in this study is the aspect called ‘skills of interpreting and relating’ (savoir comprendre), which is displayed in Table 4 above. This aspect involves the pupils’ ability to interpret documents or events from other cultures. The aim is for the pupils to explain the documents or events and to relate it to documents/events in their own culture or other’s culture (Byram, 1997, p. 52). As shown in Table 4 ‘skills of interpreting and relating’ contains two objectives. The first objective is ‘relating cultures and cultural issues’ (objective 3.1). This objective includes learning tasks that invite pupils to compare and contrast cultural events, documents or conventions and relate these

events/documents/conventions to their own culture or others (Byram, 1997, p. 61). Example 3.1b is a learning task that address this objective. This learning task is found in *Stages 10* (Areklett et al., 2016, p. 203), and it invites the pupils to compare and contrast the apartheid in South Africa to the segregation in the US in order to find similarities. As the learning task referred to above instructs the pupils to compare two cultural events, from different cultures, this learning task is linked to the objective of ‘relating cultures and cultural issues’ (3.1).

The second objective in the category for ‘skills of interpreting and relating’ (*savoir comprendre*) is ‘identifying causes of dysfunction in interaction and mediate between the interlocutors’ (objective 3.2 in Table 4). This objective involves the pupils’ ability to identify causes of dysfunction in interaction and aims at pupils being able to mediate between interlocutors in dysfunctional interaction (Byram, 1997, p. 61). Learning tasks addressing this objective may invite pupils to “identify causes of misunderstanding in interaction and to explain these misunderstandings in terms of cultural systems that are present in the communicational setting” (Byram, 1997, p. 61). By identifying sources of misunderstanding and dysfunctions in intercultural settings, the pupils may be able to help interlocutors overcome conflicting perspectives (Byram, 1997, p. 61). Example 3.2b, shown in Table 4, is not found in a textbook as none of the learning tasks related to the two topics were categorised as a learning task addressing objective 3.2. Consequently, I made a fictitious example of a learning task connected to this objective for illustrative purposes. Example 3.2b illustrates a case where the pupils are introduced to two young boys, from two different cultures, where a misunderstanding is presented. The purpose of this fictitious learning task is for pupils to identify the cause of misunderstanding, where the cultural norm in India regarding male (and female) friends holding hands is quite different from many westerns cultures.

Skills of discovering and interacting (Savoir apprendre/faire)

Table 5: Category 4 (Skills of discovering and interacting)

Aspects of ICC	Objectives	Explanation of objectives	Examples of learning tasks
<p>4: Skills of discovering and interacting (Savoir apprendre/faire).</p> <p><i>“Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”</i> (Byram, 1997, p. 52)</p>	<p>4.1: Acquiring and eliciting new information on cultural issues: (savoir apprendre)</p>	<p>4.1 a: Tasks in this category invite pupils to find new knowledge on culture from different sources, e.g. the Internet, resource books etc. (Byram, 1997, p. 63).</p>	<p>4.1 b: <u>Task 12:</u> <i>“Work in groups and tell each other about people and places in Texas. Use the Internet. Here are some cues: Houston, Dallas, Texas Rangers, Davy Crockett, cowboys, Dallas (the “soap”), President Dwight D. Eisenhower”</i> (Fenner & Nordal-Pedersen, 2008, p. 42).</p>
	<p>4.2: Applying one’s abilities in interaction: (Savoir faire)</p>	<p>4.2 a: Tasks in this category invite pupils to interact with representatives of foreign cultures by making use of their ‘knowledge’ (savoirs), ‘attitudes’ (savoir être) and ‘skills’ (savoir comprendre) in interaction (Byram, 1997, p. 62).</p>	<p>4.2 b: <u>Task 3:</u> D: <i>“What do you think you would have done in Rosa Parks’ situation?”</i> (Areklett et al., 2016, p. 203).</p>

The fourth category in the model is called ‘skills of discovering and interacting’ (savoir apprendre/faire), which is illustrated in Table 5. This aspect involves the pupils’ ability to acquire new knowledge of culture and cultural practice, which is the aspect linked to discovering (savoir apprendre) (Byram, 1997, p. 52). It also includes the pupils’ “ability to operate the aspects from Byram’s model (knowledge, attitudes, and skills) under the constraints of real-time communication and interaction” (Byram, 1997, p. 52), which is related to the aspect of interacting (savoir faire). As shown in Table 5, ‘skills of discovering and interacting’ consists of two objectives. The first one is ‘acquiring and eliciting new information on cultural issues’ (savoir apprendre) (objective 4.1). This objective involves learning tasks that invite pupils to find new knowledge and information on culture from different sources (Byram, 1997, p. 62). Learning tasks linked to this objective may ask pupils to use the Internet, a resource book or other sources outside of the textbook to find new

information on culture. Example 4.1b in Table 5 is linked to this objective as it invites pupils to use a source outside of the textbook to find information about people and places in Texas. This learning task was found in *Searching 10* (Fenner & Nordal-Pedersen, 2008, p. 42).

The second objective linked to ‘skills of discovering and interacting’ (savoir apprendre/faire) is ‘applying one’s abilities in interaction’ (savoir faire) (objective 4.2). Learning tasks related to this objective invite the pupils to interact with people from foreign cultures by making use of their knowledge (savoirs), attitudes (savoir être), and skills (savoir comprendre) in interaction (Byram, 1997, p. 62). An example of a learning task linked to this objective is example 4.2b. This learning task is featured in *Stages 10* (Areklett et al., 2016, p. 203) and invites the pupils to express their reaction if they were in Rosa Parks’ situation. This will require that the pupils have some knowledge (savoirs) of the public segregation that was present during the time that Rosa Park refused to give up her seat to a white man on the bus. It also invites the pupils to express their opinions and attitudes towards this specific event (attitudes (savoir être)) as well as giving the pupils the opportunity to identify the dysfunction in the interaction between Rosa Park and the white man/the police (skills of interpreting and relating (savoir comprendre)). Because example 4.2b requires that the pupils make use of the components from Byram’s model; ‘knowledge’, ‘attitudes’ and ‘skills of interpreting and relating’, this learning task is linked to the objective of ‘applying one’s abilities in interaction’. Learning tasks addressing objective 4.2 actively invite the pupils to make use of the other aspects from Byram’s model in order to secure successful communication.

Education (Savoir s'engager)

Table 6: Category 5 (Education)

Aspects of ICC	Objectives	Explanation of objectives	Examples of learning tasks
<p>5: Education (Savoir s'engager)</p> <p>Political education – critical cultural awareness.</p> <p><i>“Ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures” (Byram, 1997, p. 53)</i></p>	<p>5.1: Interact and mediate in intercultural exchanges: (Savoir s'engager)</p>	<p>5.1 a: Tasks in this category invite pupils to interact and mediate in intercultural interaction in accordance with criteria, negotiating where necessary a degree of acceptance of those exchanges by drawing upon one’s <i>knowledge</i> (savoirs), <i>attitudes</i> (savoir être) and <i>skills</i> (savoir comprendre) (Byram, 1997, p. 64).</p>	<p>5.2 b: <i>You are leading a meeting between the president of the United States and the president of Mexico. The meeting is about the boarder wall that the president of the US wants to establish. Act out the meeting in groups of three, where you change character after 5 minutes. For each character you have to argue for their viewpoints. The leader of the meeting must try to negotiate between the two presidents and try to find common ground (Fictitious example, KNM).</i></p>

The last category in the criteria applied is linked to the aspect called ‘education’ (savoir s'engager), which is presented in Table 6. ‘Education’ involves political education and the development of critical cultural awareness. According to the aspect of ‘education’, pupils will need the ability to evaluate practices, perspectives and products in their own culture as well as in other’s cultures in order to develop successful ICC. The pupils should be able to evaluate these elements critically and on the basis of explicit criteria (Byram, 1997, p. 53). The aspect of ‘education’ includes one objective, namely ‘interact and mediate in intercultural exchanges’ (savoir s'engager) (objective 5.1). Learning tasks addressing this objective can invite pupils to interact and mediate in intercultural interaction in connection to the criteria (Byram, 1997, p. 64). The pupils might need to negotiate, where necessary, a degree of acceptance of the exchanges that are presented by using their knowledge (savoirs), attitudes (savoir être) and skills (savoir comprendre) (Byram, 1997, p. 64). This objective is quite similar to objective 4.2, ‘applying one’s abilities in interaction’ (Table 5). The distinction

between these two objectives, however, is that objective 5.1 should be applied in accordance with explicit criteria, if possible. This implies that the pupils are aware of a potential conflict between their own and other cultures, and therefore are able to establish common criteria (Byram, 1997, p. 64). In cases where the pupils are not able to establish common criteria because of incompatibilities in beliefs and values, they should be able to negotiate some agreement on places of conflict, and accept that people have different views on cultural topics (Byram, 1997, p. 64).

Because none of the leaning tasks related to the two topics featured in the selected textbooks were categorised as a learning task connected to objective 5.1, I made a fictitious learning task for illustrative purposes (example 5.1 b). The learning task referred to here invites the pupils to play out a discussion by taking on different characters (the president of the US, the president of Mexico, and a leader of the discussion). The pupils will after a given time switch role so that each pupil will play all of the three characters. The intention with this fictitious learning task is for the pupils to establish some common criteria, if possible, to find common ground. If they are not able to find common ground, the pupils should at least try to accept that the characters have different viewpoints and beliefs. To carry out the discussion in example 5.1b, the pupils will need factual knowledge about the current debate on the border wall between the US and Mexico (knowledge (savoirs)), they will discover/listen to other perspectives on this specific issue (attitudes (savoir être)) as well as discover the dysfunction in the interaction between the characters (skills (savoir comprendre)).

3.5 Validity and reliability

The concept of reliability and validity is often used when explaining good criteria in research. Reliability is understood as how reliable the research is and has to do with the consistency and credibility of research results (Kvale & Brinkmann, 2017, p. 276). This involves finding out whether repeated measurements conducted with the same measuring instrument gives equal results (Ringdal, 2013, p. 96). Denscombe (2010, p. 326) explains that if the research instruments produce the same data on each occasion it is used it is implied that there is a high level of reliability involved, which is deemed as positive when conducting research. This means that a study is regarded as reliable if the research instruments produce consistent results (Denscombe, 2010, p. 326). Ringdal (2013, p. 96) exemplifies reliability by stating

that arrows shot at a dartboard should arrive at about the same place, which implies that reliability involves a result that can be reproduced at other times by other people. For this thesis, the analysis has been given a great amount of time in order to secure the methodical process. However, there was unfortunately not enough time to crosscheck the results by doing a pilot study. This can potentially affect the reliability of this inquiry. Additionally, the qualitative element, which is involved when interpreting the meaning and intention behind words in a learning task, may be subjective and implies that another researcher might interpret the intention and meaning of a learning task in another way. This can potentially cause different results, which can lead to the study being less reliable. Consequently, it is of great importance to emphasise that the research methods and implications are made transparent by providing a well-explained research process, and thereby strengthening the reliability of this inquiry. The criteria applied in this thesis are thoroughly explained and defined with specific examples of learning tasks, which will decrease the chance of different interpretations regarding the learning tasks. Through the structural presentation of the actual investigation, the criteria applied and their implementation, other researchers should be able to test the results.

Research must be reliable for the research to be valid. Validity is concerned about how valid the research is, which means that the findings of the study should make sense (Miles & Humberman, 1994, p. 278). Kvale and Brinkmann state that validity is about “whether a method is suitable for examining what it is supposed to investigate” (2017, p. 276). According to Edmonds and Kennedy (2013, p. 3), the aim of every research is to reach a valid outcome by using an appropriate research method. This implies that validity involves measuring what you actually intend to measure by implementing relevant methods. Edmonds and Kennedy define validity as “the extent to which the outcome accurately answers the stated research questions of the study” (2013, p. 3). Ringdal (2013, p. 96) exemplifies validity by explaining that arrows shot towards a dartboard should be centred in the middle, as this is the aim of the game. This implies that the goal of the research is to reach validity by analysing data that accurately answers the research question. In this study, the findings of the inquiry reflect the phenomena that were under investigation, namely the extent of learning tasks promoting ICC, which aspects and objectives from Byram’s model these learning tasks address, whether some of the aspects and objectives are more emphasised than others and whether the same aspects are addressed in the learning tasks connected to the US and South Africa. As the method applied in this thesis provided data that made it possible to answer the research questions, it

suggests that the current study is valid. Moreover, the implementations of consistent criteria throughout this thesis can also enrich the validity and objectivity of the study.

4.0 FINDINGS AND RESULTS

As the previous chapters have accounted for the theoretical background of the study as well as the methods employed in this thesis, the current chapter presents the results that were retrieved from the investigation. It includes the findings from the analysis of the learning tasks related to the US and South Africa in the textbooks *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008).

When answering the first research question, ‘to what extent do the textbooks contain learning tasks that promote the development of intercultural communicative competence’, a quantitative method, with qualitative aspects, was applied. Learning tasks linked to selected chapters and pages about the US and South Africa in three different EFL textbooks were categorised in relation to criteria modified from Byram’s model of ICC (1997). The criteria consist of five aspects from the model, which have been described in detail in chapter 2, namely:

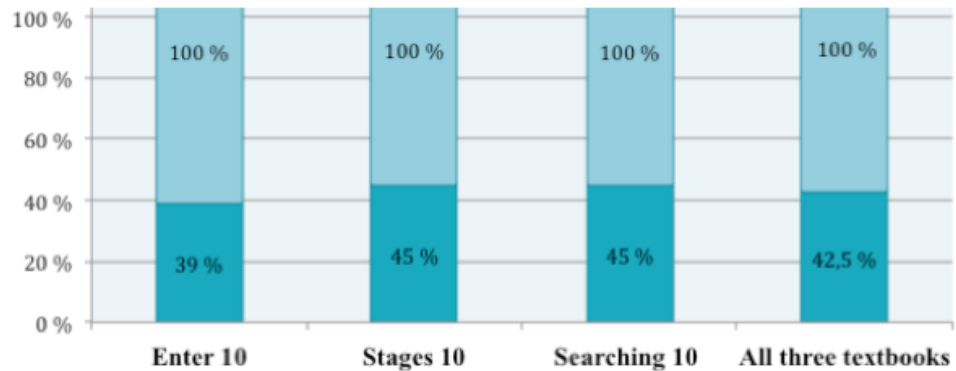
- 1: Attitudes (savoir être)
- 2: Knowledge (savoirs)
- 3: Skills of interpreting and relating (savoir comprendre)
- 4: Skills of discovering and interacting (savoir apprendre/faire)
- 5: Education (savoir s’engager)

4.1 Learning tasks identified as tasks that promote ICC in the three textbooks

The findings from the analysis show that there are quite a balanced percentage of learning tasks classified as tasks that promote ICC in each textbook. This accord despite the fact that the three textbooks consist of an uneven amount of learning tasks related to South Africa and the US. Table 7 is presented below and introduces the number of learning tasks included in the analysis in each of the selected textbooks. The table also introduces the percentages and number of learning tasks found in the analysis, which are identified as learning tasks that promote ICC in *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008). The findings are presented in form of bars in the graph. Lastly, the graph in table 7 encompasses a bar that includes all the learning tasks

that were analysed in the three textbooks, as well as a contraction of the amount of learning tasks that were classified as tasks that promote ICC in *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008).

Table 7: Percentages of learning tasks linked to ICC from the selected topics in the three textbooks



	Enter 10	Stages 10	Searching 10	All three textbooks
Number of learning tasks included in the analysis	235	227	89	551
Learning tasks linked to the criteria, which promote ICC	91	103	40	234

The first bar in the graph in Table 7 demonstrates that 39 per cent of the learning tasks related to the two topics, the US and South Africa, in *Enter 10* (Diskin & Winsvold, 2017) are categorised as learning tasks that promote ICC. The table also displays that 235 learning tasks from *Enter 10* (Diskin & Winsvold, 2017) were included in the analysis. Out of these, 91 learning tasks are connected to at least one of the five possible aspects in the criteria modified from Byram’s model, which implies that these learning tasks are regarded as tasks that promote ICC to some degree.

The second bar in the graph presented above shows that 45 per cent of the learning tasks analysed in *Stages 10* (Areklett et al., 2016) are classified as learning tasks that promote ICC. The table demonstrates that 227 learning tasks from chapters and pages about South Africa and the US in *Stages 10* (Areklett et al., 2016) were included in the analysis. Out of these 227 learning tasks, 103 are linked to at least one of the five possible aspects in the criteria used, which mean that they are classified as tasks promoting ICC.

The last textbook, *Searching 10* (Fenner & Nordal-Pedersen, 2008), is represented in the third bar in the graph. This textbook includes the same percentage of learning tasks promoting ICC as *Stages 10* (Areklett et al., 2016), where 45 per cent of the learning tasks connected to the

two topics are categorised as learning tasks that promote ICC. For *Searching 10* (Fenner & Nordal-Pedersen, 2008), 89 learning tasks related to South Africa and the US were included in the analysis. Out of these 89 learning tasks, 40 tasks are linked to the aspects in the criteria and regarded as learning tasks that promote ICC.

The last bar in the graph in Table 7 presents the findings from all the analysed learning tasks, retrieved from *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008), added together. The table shows that 42.5 per cent of the learning tasks included in the analysis are classified as learning tasks that promote ICC. In total, 551 learning tasks from the three selected textbooks were included in the analysis in this thesis. Out of these 551 learning tasks, 234 tasks have been related to the aspects in the criteria modified from Byram's model and are thus classified as learning tasks that promote ICC.

4.2 The aspects and objectives identified in the analysed learning tasks

In order to answer research question 1.1 and research question 1.2, which intends to investigate which aspects and objectives from Byram's model of ICC that can be identified in the learning tasks, and whether some of the aspects and objectives from the model are more emphasised than others, a presentation of the findings from all the analysed learning tasks in the three textbooks will firstly be presented in order to give a general overview. Additionally, a presentation and explanation of the findings from each textbook will be provided.

4.2.1 Learning tasks linked to the criteria in the three textbooks

Of the learning tasks from the selected chapters and pages in the three textbooks, 551 learning tasks have been included in the analysis. Out of these, 234 learning tasks have been classified as tasks that promote ICC according to the criteria. These learning tasks address an objective in the criteria, which is connected to an aspect from Byram's model (1997). Table 8 below introduces the aspects that were identified in the analysed learning tasks in the three textbooks. The table presents the objectives that the learning tasks are connected to as well as the number and percentages of learning tasks linked to each aspect. As seen in Table 8, four

out of the five aspects represented in Byram’s model were identified in the selected learning tasks featured in the three textbooks.

Table 8: Learning tasks linked to aspects and objectives identified in the three textbooks.

The aspect from Byram’s model of ICC	Learning tasks related to an objective linked to the aspect		Number(N) of learning tasks related to the aspect (N=234)	
		N	N	%
1: Attitudes	1.1: Discovering new perspectives on cultural issues:	32	87	37%
	1.2: Questioning values and pre-suppositions on cultural issues:	55		
2: Knowledge	2.1: Factual knowledge:	103	104	44.5%
	2.2: Knowledge of the level of formality in social interaction:	1		
3: Skills of interpreting and relating	3.1: Relating cultures and cultural issues:	13	13	5.5%
	3.2: Identifying causes of dysfunction in interaction and mediate between interlocutors:	-		
4: Skills of discovering and interacting	4.1: Acquiring and eliciting new information on cultural issues:	29	30	13%
	4.2: Applying one’s abilities:	1		
5: Education:	5.1: Interact and mediate in intercultural exchanges:	-	-	-

The first aspect from Byram’s model, which was identified in the analysed learning tasks in section 4.1, is ‘attitudes’. Table 8 displays that 87/551 learning tasks are linked to this aspect, and that these learning tasks address two objectives. The first is objective 1.1, ‘discovering new perspectives on cultural issues’ and is connected to 32/87 learning tasks. These learning tasks instruct the pupils to argue for and/or against a cultural issue, play a specific character or take part in a discussion where other and possibly new perspectives on cultural issues might arise (Byram, 1997, pp. 57-58). The second objective connected to ‘attitudes’ is ‘questioning values and presuppositions on cultural issues’ (objective 1.2), which is addressed by 55/87 learning tasks in the selected textbooks. These learning tasks are, in general, tasks that give the pupils an opportunity to express their own opinions and attitudes towards a cultural issue (Byram, 1997, p. 58). In total, 37 per cent of the learning tasks classified as tasks that promote ICC are linked to ‘attitudes’. As will become clear in the following analysis, this makes ‘attitudes’ the second most frequent aspect of tasks addressing ICC in the three textbooks.

'Knowledge' is the second aspect displayed in Table 8, and 104 (44.5%) out of 234 learning tasks identified as promoting ICC are connected to this aspect and its two objectives.

'Knowledge' is thus the aspect that has the highest proportion of learning tasks linked to it. The first objective linked to 'knowledge' is 'factual knowledge' (objective 2.1), which includes nearly all the learning tasks connected to this aspect. Out of 104 learning tasks, 103 are linked to objective 2.1. The learning tasks that are connected to this objective are tasks that contribute to increasing the pupils' factual knowledge about cultural issues (Byram, 1997, pp. 59-60). This could involve learning tasks that introduce the pupils to historical issues, geography or for example significant individuals, which can be connected to culture. The second objective linked to 'knowledge' is 'knowledge of the level of formality in social interaction' (objective 2.2). Only one learning task from the selected chapters and pages in the three textbooks addresses this objective. This is task L6B in *Searching 10* (Fenner & Nordal-Pedersen, 2008, p. 53), which instructs the pupils to write a letter to the headmaster at their school regarding a rule that they disagree with. Since the pupils will have to be aware of the appropriate use of formality when writing to a headmaster, this learning task has been classified as a learning task addressing objective 2.1.

The third aspect presented in Table 8 is 'skills of interpreting and relating', which 13 learning tasks are linked to. All of the learning tasks linked to this aspect are connected to the same objective 3.1, 'relating cultures and cultural issues'. Learning tasks that address this objective often invite the pupils to compare and contrast cultural aspects, such as events, documents, and conventions, and relate these aspects to their own culture or others (Byram, 1997, p. 61). Since only 13/234 (5.5%) learning tasks are linked to 'skills of interpreting and relating', this is the aspect that is the least frequent in the learning tasks investigated.

'Skills of discovering and interacting' is the last aspect displayed in Table 8, and 30 out of 234 identified learning tasks (13%), from the selected chapters and pages in the three textbooks, are linked to this. Consequently, this aspect has the second lowest proportion of learning tasks linked to it. The learning tasks connected to this aspect are related to objective 4.1 and 4.2. The first objective 4.1, 'acquiring and eliciting new information on cultural issues', is addressed by 29/30 of the analysed learning tasks in the three textbooks. These learning tasks instruct the pupils to find new information on cultural issues from sources outside of the textbook (Byram, 1997, p. 62). The second objective, connected to 'skills of

discovering and interacting’, is objective 4.2, ‘applying one’s abilities’. Only one learning task out of the 551 learning tasks that were included in the analysis is linked to this objective. The learning task that addresses this objective is task 3D found in *Stages 10* (Areklett et al., 2016, p. 203). This task instructs the pupils to give a reaction to what they would have done if they were in Rosa Parks’ situation when she refused to give up her seat to a white man on the bus. The learning task referred to here requires that the pupils make use of their knowledge, attitudes and skills in order to solve the task. As the pupils will need to actively use the aspects from Byram’s model to accomplish this task, the learning task is linked to ‘skills of discovering and interacting’ and classified as a learning task that promotes ICC. This implies that learning tasks connected to objective 4.2 require that the pupils make use of the other aspects from Byram’s model (‘knowledge’, ‘attitudes’ and ‘skills of interpreting and relating’) in order to actively and successfully communicate with people from other cultures.

4.2.2 Learning tasks linked to the criteria in *Enter 10* (Diskin & Winsvold, 2017)

In *Enter 10* (Diskin & Winsvold, 2017), 235 learning tasks associated to chapters and pages about South Africa and the US were analysed in relation to the criteria modified from Byram’s model (1997). Out of these 235 learning tasks, 91 of them were categorised as learning tasks that promote ICC. Table 9 introduces the aspects that were identified in the analysed learning tasks in *Enter 10* (Diskin & Winsvold, 2017). The table presents the objectives that the learning tasks are connected to, as well as the number and percentages of learning tasks linked to each aspect.

Table 9: Learning tasks linked to aspects and objectives identified in *Enter 10* (Diskin & Winsvold, 2017)

The aspect from Byram's model of ICC	Learning tasks related to an objective linked to the aspect		Number(N) of learning tasks related to the aspect (N=91)	
		N	N	%
1: Attitudes	1.1: Discovering new perspectives on cultural issues:	8	32	35%
	1.2: Questioning values and pre-suppositions on cultural issues:	24		
2: Knowledge	2.1: Factual knowledge:	35	35	38.5%
	2.2: Knowledge of the level of formality in social interaction:	-		
3: Skills of interpreting and relating	3.1: Relating cultures and cultural issues:	10	10	11%
	3.2: Identifying causes of dysfunction in interaction and mediate between interlocutors:	-		
4: Skills of discovering and interacting	4.1: Acquiring and eliciting new information on cultural issues:	14	14	15.5%
	4.2: Applying one's abilities:	-		
5: Education:	5.1: Interact and mediate in intercultural exchanges:	-	-	-

The first aspect listed in the table above is 'attitudes', which 32 of the analysed learning tasks are linked to. Eight of these learning tasks address objective 1.1, which aims at introducing pupils to other and possibly new perspectives on cultural issues. Some of the learning tasks connected to this objective do for example instruct the pupils to place themselves in someone else's shoes. Here, multiple perspectives on cultural issues are presented, like the apartheid in South Africa or the segregation between white and black people before 1964 in the US. Objective 1.2 is the second objective that is addressed in the learning tasks related to 'attitudes'. This objective is addressed by 24 learning tasks, which are concerned with giving the pupils an opportunity to express their own opinions and attitudes towards cultural issues. Some of the learning tasks found in this textbook give the pupils the opportunity to address how they think technology has changed the way teenagers communicate or which prejudices they believe Hispanic and African Americans meet in the US. In line with the results retrieved from all three textbooks, 'attitudes' (35%) is also the second most frequent aspect in the learning tasks addressing ICC in this textbook.

The second aspect presented in Table 9 is ‘knowledge’, which 35 of the analysed learning tasks are linked to. ‘Knowledge’ (38.5%) has the highest proportion of learning tasks related to it and all of the 35 learning tasks addressing this aspect are connected to objective 2.1, ‘factual knowledge’. The learning tasks addressing this objective are mainly tasks that instruct the pupils to answer factual questions, where the correct answer often can be found in the text prior to the learning task. The learning tasks that addresses this objective in *Enter 10* (Diskin & Winsvold, 2017) include questions about the American states and state capitals, historical issues related to Native Americans and African Americans, the system of government and the election in the US, the civil rights movements and Martin Luther King Jr., or Nelson Mandela and the apartheid in South Africa.

‘Skills of interpreting and relating’ is the third aspect presented in Table 9. Ten of the analysed learning tasks are connected to this aspect. These learning tasks address objective 3.1, ‘relating cultures and cultural issues’, which invite the pupils to compare and contrast cultural events, documents or conventions. The learning tasks addressing this objective in *Enter 10* (Diskin & Winsvold, 2017) instruct the pupils to compare life for teenagers in Norway to the US and South Africa, and compare the apartheid to the segregation in the US. ‘Skills of interpreting and relating’ is the aspect that has the lowest proportion of learning tasks linked to it, which corresponds with the results from all three textbooks. Only 11 per cent of the learning tasks that were classified as tasks promoting ICC are related to this aspect.

The last aspect displayed in Table 8 is ‘skills of discovering and interacting’, which is linked to objective 4.1, ‘acquiring and eliciting new information on cultural issues’. Fourteen of the analysed learning tasks are connected to this objective. These learning tasks invite the pupils to use the Internet as a source to get new information on cultural issues, whereas they instruct the pupils to find information about American states, American presidents, the Black Lives Matter Movement, famous speeches, famous people, and the apartheid in South Africa. ‘Skills of discovering and interacting’ is the aspect that has the second lowest proportion of learning tasks linked to it, with only 15.5 per cent of the learning tasks identified as tasks that promote ICC connected to this aspect.

4.2.3 Learning tasks linked to the criteria in *Stages 10* (Areklett et al., 2016)

In *Stages 10* (Areklett et al., 2016), 227 learning tasks connected to chapters and pages about South Africa and the US were analysed according to the criteria modified from Byram's model of ICC. Out of these 227 learning tasks, 103 learning tasks were classified as tasks that promote ICC. Table 10 displays the aspects that were identified in *Stages 10* (Areklett et al., 2016), which objectives the learning tasks are connected to and the numbers and percentages of learning tasks connected to each aspect. The learning tasks linked to an objective and an aspect from the criteria are classified as learning tasks that promote ICC.

Table 10: Learning tasks linked to aspects and objectives identified in *Stages 10* (Areklett et al., 2016)

The aspect from Byram's model of ICC	Learning tasks related to an objective linked to the aspect		Number(N) of learning tasks related to the aspect (N=103)	
		N	N	%
1: Attitudes	1.1: Discovering new perspectives on cultural issues:	13	39	38%
	1.2: Questioning values and pre-suppositions on cultural issues:	26		
2: Knowledge	2.1: Factual knowledge:	52	52	50.5%
	2.2: Knowledge of the level of formality in social interaction:	-		
3: Skills of interpreting and relating	3.1: Relating cultures and cultural issues:	1	1	1%
	3.2: Identifying causes of dysfunction in interaction and mediate between interlocutors:	-		
4: Skills of discovering and interacting	4.1: Acquiring and eliciting new information on cultural issues:	10	11	10.5%
	4.2: Applying one's abilities:	1		
5: Education:	5.1: Interact and mediate in intercultural exchanges:	-	-	-

'Attitudes' is connected to 39 out of 103 identified learning tasks from the analysed chapters and pages. Table 10 shows that 38 per cent of the learning tasks identified as promoting ICC are linked to this aspect, which makes it the second highest proportion of learning tasks related to ICC. As seen in Table 10, 13/39 learning tasks connected to 'attitudes' address objective 1.1. The learning tasks that are connected to this objective in *Stages 10* (Areklett et

al., 2016) are tasks that aim to introduce the pupils to other and possibly new perspectives on cultural issues, such as imagining that they are in Rosa Parks' or Martin Luther King Jr.'s situation or as an immigrant in a new country. The second objective addressing 'attitudes' is objective 1.2. Twenty-six learning tasks are connected to this objective, as these tasks encourage the pupils to express their own opinions and attitudes towards cultural issues, events or people like Rosa Parks, Nelson Mandela, apartheid, segregation, statements about equality and the American dream, proms, and issues regarding immigration.

The second aspect displayed in Table 10 is 'knowledge', which is linked to objective 2.1, 'factual knowledge'. Fifty-two learning tasks are connected to this aspect and comprise 50.5 per cent of the learning tasks classified as tasks that promote ICC. These learning tasks contribute to increasing the pupils' factual knowledge of cultural issues regarding South Africa and the US. Since 50.5 per cent of the learning tasks identified as promoting ICC address this aspect, 'knowledge' is the most frequent aspect featured in the analysed learning tasks in this textbook.

'Skills of interpreting and relating' is the third aspect displayed in Table 10. Only one learning task is linked to this aspect. This learning task is connected to objective 3.1 and the pupils are instructed to compare similarities between segregation in the US and the apartheid in South Africa (Areklett et al., 2016, p. 203). In this task, the pupils are asked to compare and contrast two cultural events from different cultures, and this learning task is therefore linked to objective 3.1 'relating cultures and cultural issues'. Only one per cent of the learning tasks that were identified as tasks promoting ICC are linked to 'skills of interpreting and relating'.

The last aspect displayed in Table 10 is 'skills of discovering and interacting'. Ten learning tasks are linked to objective 4.1, 'acquiring and eliciting new information on cultural issues'. The learning tasks found in *Stages 10* (Areklett et al., 2016) instruct the pupils to use the Internet as a source to provide new information on cultural issues or people, like for example South African townships, Nelson Mandela and the ANC, Martin Luther King Jr., Ground Zero, and cultural events such as celebrating 'sweet sixteen' or 'quinceanera'. The second objective connected to this aspect is 'applying one's abilities' (objective 4.2). This objective is linked to one learning task, which is the same task as the one explained after Table 8, and exemplified in Table 5 (example 8b).

4.2.4 Learning tasks linked to the criteria in *Searching 10* (Fenner & Nordal-Pedersen, 2008)

In *Searching 10* (Fenner & Nordal-Pedersen, 2008), 89 learning tasks linked to chapters and pages about South Africa and the US were analysed in relation to criteria modified from Byram’s model of ICC. Out of these 89 learning tasks, 40 tasks were categorised as learning tasks that promote ICC. Table 11 below presents the four aspects from Byram’s model (1997) that were identified in *Searching 10* (Fenner & Nordal-Pedersen, 2008). The table also includes the objective/objectives linked to each aspect and the numbers and percentages of learning tasks related to each aspect in *Searching 10* (Fenner & Nordal-Pedersen, 2008).

Table 11: Learning tasks linked to aspects and objectives identified in *Searching 10* (Fenner & Nordal-Pedersen, 2008)

The aspect from Byram’s model of ICC	Learning tasks related to an objective linked to the aspect		Number(N) of learning tasks related to the aspect (N=40)	
		N	N	%
1: Attitudes	1.1: Discovering new perspectives on cultural issues:	11	16	40%
	1.2: Questioning values and pre-suppositions on cultural issues:	5		
2: Knowledge	2.1: Factual knowledge:	16	17	42.5%
	2.2: Knowledge of the level of formality in social interaction:	1		
3: Skills of interpreting and relating	3.1: Relating cultures and cultural issues:	2	2	5%
	3.2: Identifying causes of dysfunction in interaction and mediate between interlocutors:	-		
4: Skills of discovering and interacting	4.1: Acquiring and eliciting new information on cultural issues:	5	5	12.5%
	4.2: Applying one’s abilities:	-		
5: Education:	5.1: Interact and mediate in intercultural exchanges:	-	-	-

The first aspect in Table 11 is ‘attitudes’ and 16 out of 40 identified learning tasks are linked to this aspect. Eleven learning tasks are linked to objective 1.1 ‘discovering new perspectives on cultural issues’, which invite the pupils to discover new perspectives on cultural issues. The remaining five learning tasks address objective 1.2 ‘questioning values and

presuppositions on cultural issues’, which invite the pupils to express their own opinions and attitudes towards cultural issues. The aspect, ‘attitudes’, includes 40 per cent of the learning tasks identified as promoting ICC. This implies that ‘attitudes’ is the aspect that contains the second highest proportion of learning tasks linked to it, which is comparable to the findings in both *Enter 10* (Diskin & Winsvold, 2017) and *Stages 10* (Areklett et al., 2016).

‘Knowledge’ is the second aspect displayed in Table 11 and is connected to two objectives. The first objective, ‘factual knowledge’ (objective 2.1), has 16 out of 40 identified learning tasks linked to it. These are learning tasks that contribute to increasing the pupils’ factual knowledge about cultural issues. The second objective linked to ‘knowledge’ is objective 2.1, ‘knowledge of the level of formality in social interaction’. Only one learning task address this objective, which is the same learning task as the one illustrated in Table 2 (example 4.1b) and explained succeeding Table 8. In total, 17 learning tasks address ‘knowledge’. These tasks comprise 42.5 per cent of the learning tasks identified as promoting ICC, and the ‘knowledge’ aspect is therefore the aspect that has the highest proportion of learning tasks linked to it. This is also similar to the findings from the two other textbooks.

The third aspect presented in Table 11 is ‘skills of interpreting and relating’, which is connected to objective 3.1 ‘relating cultures and cultural issues’. Two learning tasks are linked to this objective and both of the tasks instruct the pupils’ to compare and contrast cultural issues that teenagers in Norway are concerned with to issues concerning teenagers from the US and South Africa. As only 2 out of 40 identified learning tasks are linked to ‘skills of interpreting and relating’ this is the aspect that has the lowest proportion of learning tasks related to it. Only five per cent of the learning tasks classified as tasks promoting ICC in the textbook address this aspect. This also corresponds to the findings related to the two other textbooks.

‘Skills of discovering and interacting’ is the last aspect displayed in Table 11. This aspect is connected to 5/40 learning tasks, which are all linked to objective 4.1, ‘acquiring and eliciting new information on cultural issues’. These learning tasks are tasks that instruct the pupils to find new information on cultural issues by using the Internet. Similar to the findings in the two other textbooks, ‘skills of discovering and interacting’ is also the aspect that has the second lowest proportion of learning tasks linked to it, as it only includes 12.5 per cent of the learning tasks identified as tasks promoting ICC.

The findings in section 4.2 provide the justification of answering the following research question in this study: ‘which aspects and objectives from Byram’s model of ICC are reflected in the analysed learning tasks’. Additionally, the findings also made it possible to answer research question 1.2, ‘are some of the aspects and objectives from Byram’s model more emphasised than others’. The findings presented in section 4.2 show that four out of the five aspects from Byram’s model are represented in the learning tasks, whereas ‘education’ is the only aspect that is not found. Additionally, seven out of nine objectives from Byram’s model are identified in this thesis. Moreover, the learning tasks in each of the textbooks do most frequently address ‘knowledge’, followed by ‘attitudes’, ‘skills of discovering and interacting’ and lastly, ‘skills of relating and interpreting’.

4.3 The analysed learning tasks related to the US and South Africa

Research question 2 aims to investigate whether the same aspects from Byram’s model are identified in learning tasks related to the topics of ‘the US’ and ‘South Africa’. To answer research question 2, the findings from the learning tasks related to the two topics will be presented and compared.

Of all the learning tasks included in this analysis, 396/551 learning tasks were related to the US. This means that the remaining 155 learning tasks are connected to South Africa. Both *Enter 10* (Diskin & Winsvold, 2017) and *Stages 10* (Areklett et al., 2016) had chapters that include an increasingly higher number of learning tasks connected to the US than to South Africa. This is displayed in Table 12 below. In *Enter 10* (Diskin & Winsvold, 2017), 211 learning tasks related to the US were identified and included in the analysis, while only 24 learning tasks connected to South Africa were included. In *Stages 10* (Areklett et al., 2016), 152 learning tasks linked to the US were included, while 75 learning tasks related to South Africa were identified and included in the analysis. The learning tasks analysed in *Enter 10* (Diskin & Winsvold, 2017) include almost nine times as many learning tasks connected to the US than to South Africa, while the analysed learning tasks from *Stages 10* (Areklett et al., 2016) include twice as many learning tasks related to the US than to South Africa. On the other hand, the chapters analysed in *Searching 10* (Fenner & Nordal-Pedersen, 2008) include more learning tasks related to South Africa than the US, were 56 of the analysed learning

tasks are related to the South Africa, and 33 learning tasks related to the US.

Table 12: Amount of learning tasks linked to each topic in the selected textbooks.

Topic / textbook	<i>Enter 10</i> (2017)	<i>Stages 10</i> (2016)	<i>Searching 10</i> (2008)	All three text- books in total
The US				
Tasks in total	211 tasks	152 tasks	33 tasks	396 tasks
Tasks linked to ICC	82 tasks (39%)	79 tasks (52%)	12 tasks (36%)	173 tasks (44%)
South Africa				
Tasks in total	24 tasks	75 tasks	56 tasks	155 tasks
Tasks linked to ICC	9 tasks (37.5%)	24 tasks (32%)	28 tasks (50%)	61 tasks (39%)

Out of the total of 396 analysed learning task related to the US in the three textbooks, 173 learning tasks address an objective and an aspect from the criteria and are therefore classified as learning tasks that promote ICC. This indicates that 44 per cent of the analysed learning tasks, related to the US in *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008), are classified as learning tasks that promote ICC according to the criteria applied in this thesis. Out of the 155 learning tasks related to South Africa in the three textbooks, 61 tasks (39%) are classified as tasks that promote ICC. Both *Enter 10* (Diskin & Winsvold, 2017) and *Stages 10* (Areklett et al., 2016) has a higher percentage of learning tasks promoting ICC in the learning tasks connected to the US, than the learning tasks connected to South Africa has. *Searching 10* (Fenner & Nordal-Pedersen, 2008) does on the other hand have a higher percentage of learning tasks that promote ICC connected to South Africa compared to the US.

4.3.1 The aspects represented in the learning tasks related to the two topics

Despite of the fact that the findings demonstrate that there is a significantly higher number of learning tasks related to the US than to South Africa, the types of learning tasks addressing the different aspects from Byram's model (1997) are still quite identical regarding the two

topics. Figure 4 and Figure 5 presented below show two pie charts that encompasses the analysed learning tasks related to the US and South Africa. As seen in Figure 4, 17 per cent of the analysed learning tasks related to the US in the three textbooks address 'attitudes', while Figure 5 displays that 12 per cent of the learning tasks related to South Africa address the same aspect. This implies that there is only a five per cent difference between the results for the two topics regarding 'attitudes'. Figure 4 also show that 19 per cent of the analysed learning tasks related to the US in *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008) are connected to 'knowledge'. This is the exact same result as for the analysed learning tasks regarding South Africa in the three textbooks. These numbers are displayed in Figure 5.

The green slices in the pie charts represent 'skills of interpreting and relating'. Three per cent of the analysed learning tasks related to the US address this aspect, while two per cent of the learning tasks related to South Africa are linked to the same aspect. It becomes clear that there are minimal differences (1%) between the results regarding these two topics. The last aspect from Byram's model featured in the pie charts is 'skills of discovering and interacting', marked in purple. Five per cent of the learning tasks related to the US are linked to this aspect, while six per cent of the learning tasks connected to South Africa are linked to the same aspect. Again, it becomes clear that the differences between the results regarding learning tasks linked to the US and South Africa in *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008) are minimal.

The last slice, which composes more than half of the pie chart in both cases (marked in light blue), includes the majority of the learning tasks, with 56 per cent connected to the US and 61 per cent connected to South Africa. These learning tasks have not been classified as tasks addressing ICC.

Learning tasks related to South Africa in the three textbooks

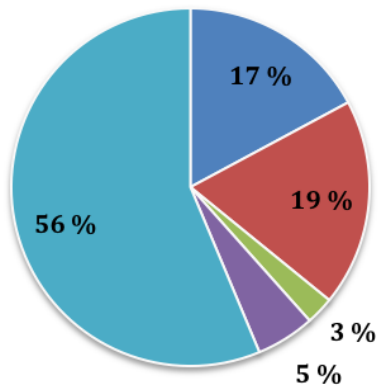


Figure 4: learning tasks related to the US

Learning tasks related to the US in the three textbooks

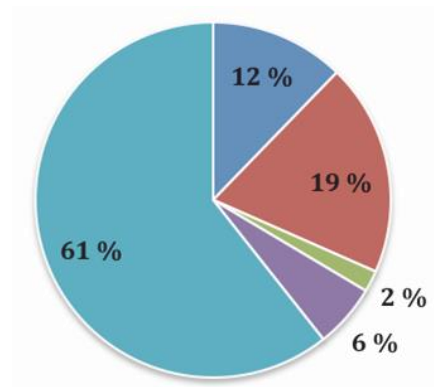


Figure 5: learning tasks related to South Africa

■ Attitudes ■ Knowledge ■ Skills of interpreting and relating ■ Skills of discovering and interacting ■ Tasks that do not promote ICC

According to the findings, both of the two topics (the US and South Africa) have a relatively even distribution of learning tasks addressing each of the aspects from Byram's model (1997). This occurred despite of the fact that more than twice as many learning tasks included in the analysis were connected to the US than to South Africa.

5.0 DISCUSSION

The following chapter brings together the theory, previous research on the topic and the findings from the investigation of the three textbooks aimed at 10th grade. Moreover, these elements will be discussed to shed some light on the research questions of this study. In section 5.1 will research question 1 be addressed, while section 5.2 provides a discussion of research questions 1.1 and 1.2. Lastly, section 5.3 will discuss research question 2.

5.1 The extent of learning tasks promoting ICC in the three textbooks

This section aims to discuss the findings in relation to research question 1, ‘to what extent do the textbooks contain learning tasks that can promote pupils’ development of ICC’. The findings from the analysis show that the extent of learning tasks promoting ICC in the three textbooks is relatively equal in percentages (see Table 7). There is a maximum difference of six per cent with regard to learning tasks promoting ICC in the three textbooks, which is a modest variation. As presented in Table 7 (section 4.1), the percentages of learning tasks classified as promoting ICC in both *Stages 10* (Areklett et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008) are indeed identical (45%). The comparable results between the two textbooks occurred even though 227 learning tasks from *Stages 10* (Areklett et al., 2016) were included in the analysis, while only 89 learning tasks from *Searching 10* (Fenner & Nordal-Pedersen, 2008) were analysed. This implies that more than twice as many learning tasks from *Stages 10* (Areklett et al., 2016) were included compared to *Searching 10* (Fenner & Nordal-Pedersen, 2008). Regardless of the unbalanced amount of learning tasks investigated in the two textbooks, the findings show that the learning tasks on the selected pages and chapters analysed in both textbooks contain 45 per cent tasks that promote ICC. The findings also show that *Enter 10* (Diskin & Winsvold, 2017) had the lowest percentage of learning tasks promoting ICC (39%), out of the three textbooks. This occurred even though 235 learning tasks from *Enter 10* (Diskin & Winsvold, 2017) were included in the analysis, which was the highest proportion of learning tasks from the three textbooks. This implies that the number of learning tasks included from the selected chapters and pages in the three textbooks, did not influence the percentages of learning tasks identified as promoting ICC.

The findings from section 4.1 further show that out of 551 learning tasks included in this analysis are 234 learning tasks identified as tasks that promote ICC. This implies that the learning tasks investigated in this inquiry, from all three textbooks, include 42.5 per cent learning tasks that are identified as promoting pupils' development of ICC. This finding is significantly higher in regard to percentages compared to the findings presented in previous research on learning tasks and their promotion of ICC in EFL textbooks (Äijälä, 2009; Kian, 2017). As stated in section 1.4, Äijälä's (2009) investigation of three Finnish EFL textbooks found that 15% of the analysed learning tasks promote ICC. Kian's (2017) findings showed that six per cent of the learning tasks, from seven different textbooks used in Iran, promote ICC. These results are considerably lower than the findings presented in this study. A possible explanation for this might be caused by Äijälä's (2009) and Kian's (2017) inclusion of all the learning tasks featured in each of the investigated textbooks, while this inquiry focuses on learning tasks connected to chapters and pages about the US and South Africa.

The focus in Byram's model lies in establishing and maintaining relationships for successful communication across cultural boundaries (Byram, 1997, p. 3). Just under half of the learning tasks included in the analysis have been classified as tasks that promote ICC, by addressing an objective and an aspect from Byram's model (1997). The five aspects in Byram's model include different elements, such as curiosity and openness, readiness to suspend disbeliefs about other cultures, knowledge of social groups and their products and practices, the general process in interaction, the ability to interpret aspects from other cultures, the ability to acquire new knowledge on culture, and the ability to obtain critical cultural awareness (Byram, 1997, pp. 50-53). The learning tasks that are identified as tasks promoting ICC in this thesis introduce the pupils to cultural knowledge such as history, national memory, geography, as well as cultural misunderstandings, different conventions and different beliefs and values from their own culture as well as other cultures. These learning tasks will according to the criteria applied in this study increase the pupils' intercultural communicative competence. The pupils are in the identified learning tasks invited to express their own attitude and opinion towards cultural issues by questioning values and beliefs that they are introduced to. They are also instructed to analyse events and documents from their own culture or others, and compare them as well as interact with representatives from foreign cultures. This requires that the pupils make use of the aspects from Byram's model in order to secure successful communication. Additionally, the identified learning tasks also aim to increase the pupils' knowledge on cultural issues and their ability to find new information on culture. The

findings related to each aspect and objective from Byram's model will be discussed in the following section.

5.2 Aspects and objectives represented in the analysed learning tasks

This section aims to discuss research question 1.1 and research question 1.2, concerning which aspects and objectives from Byram's model of ICC are reflected in the learning tasks and whether some of the aspects and objectives from the model are more emphasised than others. The findings in section 4.2 show that four out of the five aspects from Byram's model (1997) are identified in the analysed learning tasks from *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (2016 Areklett et al.) and *Searching 10* (Fenner & Nordal-Pedersen, 2008). The identified aspects are 'attitudes', 'knowledge', 'skills of interpreting and relating' and 'skills of discovering and interacting'. The only aspect from Byram's model that is not represented in the analysed learning tasks is 'education'.

'Knowledge' is the aspect from Byram's model that is most frequently addressed by the learning tasks in the three analysed textbooks (44.5%). There are some variations between each of the textbooks, whereas *Stages 10* (Areklett et al., 2016) is the textbook that contains the highest percentages of learning tasks connected to 'knowledge' (50.5%), out of the learning tasks identified as promoting ICC, while *Enter 10* (Diskin & Winsvold, 2017) contains the lowest (38.5%). *Searching 10* (Fenner & Nordal-Pedersen, 2008) includes 42 per cent, but all three textbooks have in common that 'knowledge' is the aspect that has the highest percentage of learning tasks linked to it from the selected pages and chapters included in the analysis. This finding corresponds to Äijälä's (2009) and Kian's (2017) results, where knowledge was the aspect that was most frequently addressed by the learning tasks analysed in their studies. Furthermore, nearly all of the learning tasks connected to 'knowledge' in this thesis address objective 2.1, 'factual knowledge'. This means that a vast majority of the learning tasks analysed involve some kind of instruction where the pupils' are supposed to find the correct answer to a cultural question. The learning tasks addressing objective 2.1 often instruct the pupils to identify and retell a specific subject, which is present in the text prior to the learning task. These learning tasks usually do not require any reflection or interpretation from the pupils as they can skim through the text and find the correct answer to the question. One can thus debate whether 'knowledge' actually should be the aspect that is

given priority in the textbooks. Since there is little to no requirements of reasoning, reflection or interpretation in the learning tasks addressing this objective and aspect, we can question the degree of ICC the pupils actually develop from solving them. The results from Knudsen's study also suggested that learning tasks need to "go beyond the surface level of a text and exceed the development of declarative, cultural knowledge" (2017, p. 106) in order secure the development of ICC.

Only one learning task, out of all the learning tasks related to 'knowledge' in the three textbooks, is linked to objective 2.2, 'knowledge of the level of formality in social interaction'. This learning task is found in *Searching 10* (Fenner & Nordal-Pedersen, 2008), which means that this is the only textbook that includes a learning task addressing this objective. As stated in section 2.2.1, Byram argues that objective 2.2 aims at developing educated pupils who are able to learn and know about levels of formality used when speaking the language. The pupils should also be educated to know and recognise the non-verbal behaviour of interaction, which involve "conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport etc." (Byram, 1997, p. 60). In my opinion, this objective seems like an important objective when educating pupils in intercultural communicative competence, as it introduces the pupils to different issues regarding social interaction present in other cultures. To secure successful communication between interlocutors from different cultures, knowledge of the level of formality in interaction and non-verbal behaviour is essential to avoid insults and disrespectful situations. In relation to this, it can thus be problematized that only 1/551 learning tasks address objective 2.2.

The aspect that has the second highest percentage of learning tasks connected to it in each of the three textbooks is 'attitudes', which 37 per cent of the tasks identified as promoting ICC in the three textbooks are linked to. Äijälä's (2009) and Kian's (2017) results also found that 'attitudes' were the second most frequent aspect identified in their studies. The findings presented in section 4.2 show that the percentages of learning tasks linked to this aspect in each textbook are relatively comparable, as there is a maximum difference of five per cent concerning learning tasks addressing 'attitudes'. Out of the 77 learning tasks addressing this aspect in the three textbooks, 55 (71.5%) are linked to objective 1.2, 'questioning values and presuppositions on cultural issues'. These learning tasks invite the pupils to express their own opinions and attitudes towards cultural issues, as well as any presuppositions, generalisations

or stereotypical views on issues related to culture. The learning tasks connected to this objective encourage the pupils to reason, reflect and interpret their own attitudes and opinions. This is what Byram (1997, p. 34) refers to as the ability to ‘decentre’, which is explained in section 2.2.1. By interpreting and expressing their own attitudes and opinions towards cultural issues, the pupils might be able to relativize their own beliefs, values and behaviour. One can argue that learning tasks addressing this objective stimulate a more profound sense of ICC, because the pupils are identifying their own attitudes, opinions, potential generalisations, etc. towards cultural issues. According to Byram (1997, p. 58), this will help the pupils to actively seek their own and others perspectives on cultural phenomena that may often be taken for granted.

The 22 remaining learning tasks linked to ‘attitudes’ (28,5%) in the three textbooks address objective 1.1, ‘discovering new perspectives on cultural issues’. These learning tasks invite the pupils to discover other perspectives on familiar and unfamiliar cultural phenomena. The intention is for the pupils to understand and acknowledge that cultural issues, phenomena or products can be understood and interpreted in different ways. By introducing the pupils to other perspectives on issues related to culture they might be able to not prioritise their own beliefs and values over the perspectives of other people from different cultures (Byram, 1997, p. 50). When engaging in intercultural encounters, the pupils need to be aware of the other person’s perspectives, as well as acknowledging that these perspectives might differ from their own. Each of the analysed textbooks included in this thesis contains learning tasks that introduce the pupils to other’s perspectives. This will, according to the criteria, promote the pupils’ development of ICC as they need to be aware of that their own perspectives, values and beliefs, are not the only correct or appropriate ones when communicating with others (Byram, 1997, p. 35).

‘Skills of discovering and interacting’ is the aspect in this study that has the second lowest percentages of learning tasks linked to it in each of the analysed textbooks. This finding does not correspond with Äijälä’s (2009) and Kian’s (2017) findings, as they found that ‘skills of discovering and interacting’ was the aspect that had the lowest percentages of learning tasks linked to it. This is most likely a result of the categories applied in their studies, as they only included one objective connected to this aspect. On the contrary, this thesis included two objectives related to ‘skills of discovering and interacting’ from Byram’s model. This may be explanatory for the diverging results. As presented in section 4.2, 15.5 per cent of the learning

tasks identified as promoting ICC in *Enter 10* (Diskin & Winsvold, 2017) address this aspect. In *Stages 10* (Areklett et al., 2016) 11 per cent of the learning tasks addresses ‘skills of discovering and interacting’, and 12.5 per cent addressing the same aspect were found in *Searching 10* (Fenner & Nordal-Pedersen, 2008). Nearly all of the learning tasks connected to this aspect address objective 4.1, ‘acquiring and eliciting new information on cultural issues’. This objective also invites the pupils to obtain new knowledge on cultural issues, similar to objective 2.1, ‘factual knowledge’. The difference between these two objectives is that the pupils are trained to acquire new information and knowledge on culture independently in objective 4.1, as the answers are not provided in the text prior to the learning task, like objective 2.1. It would be reasonable to expect that pupils gain more from learning tasks that invite them to use sources outside of the textbook to increase their cultural knowledge. When solving learning tasks that instruct the pupils to use other sources, which in most cases were the Internet, the pupils will have to be aware of the fact that the Internet provides tremendous access to a multiplicity of information. The scope places great demands on the pupils’ ability to assess the information they find. This requires that they are able to distinguish good sources from those that do not hold such high quality, which is a skill that is important in today’s society where the Internet holds an important place. An explanation for why there are more than three times as many learning tasks addressing objective 2.1 compared to objective 4.1 in the analysed learning tasks might be because of time management and resources. If the aim is for the pupils to use sources that contain high quality one must expect that this will require more time than finding information that is provided in a text in the textbook. Learning tasks addressing objective 4.1 also requires that there are enough resources available at schools regarding computers, tablets or phones with Internet access.

The findings in section 4.2 also show that only one of the learning tasks connected to ‘skills of discovery and interacting’ addresses objective 4.2, ‘applying one’s abilities in interaction’. This learning task is found in *Stages 10* (Areklett et al., 2016), which thus is the only textbook that includes a learning task addressing this objective. Byram states that the aim of this objective is for the pupils to master the skill of interaction, which requires that they need to “draw upon their existing knowledge, have attitudes which sustain sensitivity to others with sometimes radically different origins and identities, and operate the skills of discovery and interpretation” (1997, p. 38). This implies that the pupils will need skills to manage potential dysfunctions that can arise in the course of intercultural interaction by drawing upon the aspects present in Byram’s model. Learning tasks addressing this objective (4.2) appear as

meaningful exercises for pupils when developing ICC, as dysfunctions in interaction will be expected when people from different cultures communicate. Accordingly, one can thus argue that there are too few learning tasks addressing this objective in the analysed textbooks. A justification for this might be that learning tasks addressing objective 4.2 will require more time, as the teacher has to secure that the pupils have enough knowledge and are aware of their attitudes when solving such learning tasks.

The aspect that contains the lowest percentages of learning tasks identified as promoting ICC in this thesis is ‘skills of interpreting and relating’. In total, only 5.5 per cent of the learning tasks identified as promoting ICC in the three textbooks are connected to this aspect. This finding also differs from Äijälä’s (2009) and Kian’s (2017) studies, which found that ‘skills of interpreting and relating’ was the aspects that had the next lowest proportion of learning tasks connected to it. This can again be caused by the categories they use in their analysis, as they did not include the same objectives as this thesis. The findings presented in section 4.2 show that there are some contrasts between each of the textbooks in this thesis. *Enter 10* (Diskin & Winsvold, 2017) contains 11 per cent learning tasks connected to this aspect, while *Searching 10* (Fenner & Nordal-Pedersen, 2008) holds five per cent and *Stages 10* (Areklett et al., 2016) only includes one per cent of the respective learning tasks. All of the 13 learning tasks connected to this aspect in the three textbooks address objective 3.1, ‘relating culture and cultural issues’. These learning tasks invite the pupils to compare and contrast cultural events, documents or conventions and relate these events/documents/conventions to their own culture or other’s (Byram, 1997, p. 61). Learning tasks addressing this objective will increase the pupils’ “ability to interpret a document or an event from another culture, to explain it and relate it to documents from one’s own” (Byram, 1997, p. 52). When pupils solve learning tasks addressing this objective, one can assume that this will highlight similarities and differences between different cultures, which can improve the pupils understanding of other cultures as well as their own. Moreover, learning tasks addressing objective 3.1 can increase the pupils’ cultural knowledge, understanding and tolerance for different cultures and thus secure successful ICC.

The second objective connected to ‘skills of interpreting and relating’ is objective 3.2, ‘identifying causes of dysfunction in interaction and mediate between the interlocutors’. As the findings in section 4 showed, none of the learning tasks connected to the US or South Africa in the three textbooks addresses this objective. This can be regarded as quite

concerning. When people from different cultures communicate and interact, one must expect that misunderstandings can occur. This can be caused by the interlocutors' different values, beliefs, meanings or connotations, or by introducing topics that may be regarded as inappropriate to a context for one of the interlocutor's culture (Byram, 1997, p. 61). By inviting pupils to solve learning tasks that present possible misunderstanding and dysfunctions in social interaction, the assumption is that pupils can be aware of these dysfunctions, which may prevent serious misunderstanding from occurring in future intercultural communication. Learning tasks addressing this objective should include misunderstanding in communication, whereas the pupils will have to explain the causes of errors, conflicts and misunderstandings in light of the cultures that are presented (Byram, 1997, p. 61). This will imply that learning tasks addressing this objective can make the pupils aware of misunderstandings that can occur in intercultural exchanges as well as expand the pupils' knowledge on different cultures and thus develop ICC.

'Education' is the last aspect from Byram's model, which was included in the criteria applied in this thesis. As with objective 3.2, none of the learning tasks analysed in this study address 'education'. Objective 5.1, 'interact and mediate in intercultural exchanges', involves learning tasks that make the pupils aware of potential conflicts between their own and other cultures. Again, one must expect that conflicts in intercultural interactions will occur, but the pupils will in light of this objective need to try to establish common ground with their interlocutors. If they are not able to find common ground because of incompatibilities in beliefs and values, they should be able to negotiate agreement on the place of the conflict and accept that there are differences (Byram, 1997, p. 64). I believe that learning tasks addressing this objective and aspect would be highly relevant, as misunderstanding and conflicts between interlocutors can arise. In addition, one must acknowledge that people from different cultures will not find common ground on some conflicts, which makes it important to negotiate an agreement on where the conflict has occurred and accept that the interlocutors regard the conflict differently. As stated in section 2.2.2, Hoff (2014; 2018) has been critical towards Byram's model and its idealistic and naïve picture of interculturality. 'Education' is essentially the only aspect in Byram's model that is open for conflicting perspectives where common ground cannot be found. In relation to this is it thus disappointing that none of the analysed learning tasks in the three textbooks address learning tasks where conflicting perspectives on cultural issues are involved. Äijälä (2009) and Kian (2017) did not include 'education' as an aspect of

ICC in their studies, which implies that none of the learning tasks were analysed in relation to ‘education’.

5.3 Aspects represented in the analysed learning tasks connected to the US and South Africa

This section will discuss findings in relation to research question 2 ‘are the same aspects represented in the learning tasks related to different cultures, i.e. South Africa and the US’. As stated in section 4.3, more than twice as many of the learning tasks included in the analysis were connected to the US compared to South Africa. Regardless of this, the findings showed that the same aspects from Byram’s model were present in the learning tasks connected to both topics. Additionally, the findings also showed that the percentages of learning tasks addressing each aspect were almost identical. This implies that my hypothesis, which expected that the learning tasks connected to the US would have a higher percentage of tasks addressing the aspects from Byram’s model, was mainly proven to be wrong. There was indeed a higher percentage of learning tasks addressing the aspects from the model connected to the US (44%), but the difference between the percentages of learning tasks addressing the aspects related to the two topics were only five per cent, which is a minimal difference. In relation to this, the findings show a relatively even percentage of learning tasks addressing ICC connected to both topics. This is similar to the textbooks, which also included various amounts of learning tasks but had almost the same percentages of learning tasks promoting ICC. This was quite an interesting finding, as one could expect that more learning tasks included would result in a higher percentage of learning tasks promoting ICC. Additionally, one could almost assume that the textbooks’ publishers have included a certain percentage of learning tasks promoting ICC in connection to each topic/chapter? It could therefore have been interesting to interview textbooks authors to obtain more information regarding the distribution of learning tasks promoting ICC.

6.0 CONCLUSION

In this closing chapter, a brief summary of the study will be presented, followed by a conclusion drawn from the findings. Additionally, the implications of the findings will be included. Lastly, discussion and reflection upon the limitations of the current thesis and suggestions for further research are addressed.

6.1 Summary and conclusion

The purpose of this thesis has been to investigate the extent of learning tasks promoting ICC in EFL textbooks aimed at lower secondary level. Moreover, this thesis has investigated which aspects and objectives from Byram's model of ICC (1997) the learning tasks address, whether some of the aspects and objectives are more emphasised than others, and if the same aspects are identified in the learning tasks connected to two topics; the US and South Africa. To reach the aims of this study, the data material of this study have been analysed quantitatively with additional qualitative techniques. Learning tasks connected to the US and South Africa in three Norwegian EFL textbooks have been investigated.

The current study showed that just below half (42,5%) of the learning tasks included in the three textbooks *Enter 10* (Diskin & Winsvold, 2017), *Stages 10* (Arekleth et al., 2016) and *Searching 10* (Fenner & Nordal-Pedersen, 2008) address at least one aspect and one objective from Byram's model. This indicates that these learning tasks are identified as tasks that promote ICC. The percentages of identified learning tasks promoting ICC in this thesis are higher than in other, similar studies investigating learning tasks and their promotion of ICC in textbooks (Aijälä, 2007; Kian, 2017; Nygaard, 2016; Knudsen, 2017). A possible explanation for this may be the current study's limitation of solely focusing on two specific topics, as the other studies have included all the learning tasks from the selected textbooks or learning tasks related to multiculturalism and fictional text in their research (Aijälä, 2007; Kian, 2017; Nygaard, 2016; Knudsen, 2017). It could be reasonable to expect that chapters about English speaking countries may include more learning tasks involving different cultural issues and cultural encounters compared to other topics. However, as this thesis has not investigated or analysed learning tasks of any other topics, this is merely an assumption with no support in research.

In relation to learning tasks addressing aspects from Byram's model, the findings in this inquiry show that four out of the five aspects were identified in the analysed learning tasks. Regarding the objectives from Byram's model, seven out of the nine objectives included in the criteria were identified in the analysed learning tasks. Objective 3.2, 'identifying causes of dysfunction in interaction and mediate between the interlocutors' and objective 5.1, 'interact and mediate in intercultural exchanges' are the two objectives that were not addressed in the analysed learning tasks. This indicates that there lies limited focus on and inclusion of learning tasks that invite the pupils to engage in a setting where dysfunctional interaction and communication between people from different cultures are present. For pupils to successfully develop ICC through learning tasks, they will need to also be introduced to intercultural interactions, exchanges, encounters and communication. A possible implication from this study is therefore that learning tasks addressing these objectives should be included more frequently in textbooks.

The aspect that was most represented in the analysed learning tasks in each textbook is 'knowledge'. Just under half (44.5%) of the learning tasks identified as promoting ICC in the three textbooks address this aspect. The vast majority of these learning tasks are connected to objective 2.1, which implies that these learning tasks, in general, are tasks that instruct the pupils to identify and retell a specific subject linked to factual knowledge of culture, which is present in a text prior to the learning task. Since these learning tasks require little to no reasoning, reflection or interpretation for the pupils themselves, one can question whether this aspect actually should be given that much priority in the textbooks compared to the other aspects from Byram's model.

The findings in this thesis also show a tendency of a pattern when it comes to the different aspects from Byram's model. In each of the analysed textbooks 'knowledge' is the aspect that is most frequently addressed by the learning tasks, followed by 'attitudes', 'skills of discovering and interacting' and lastly, 'skills of interpreting and relating'. None of the textbooks have included learning tasks addressing 'education'.

Lastly, the findings in this inquiry also showed that the learning tasks connected to the US and South Africa include nearly the same percentages of learning tasks addressing each of the aspects from Byram's model. This proved that the hypothesis implying that there would be a higher percentage of learning tasks promoting ICC connected to the US than South Africa

was mainly wrong. This occurred despite of the fact that more than twice as many learning tasks included in the analysis were connected to the US than South Africa. This suggests that the number of learning tasks connected to each topic did not influence the percentages of learning tasks promoting ICC.

The final conclusion of this thesis is that there is a sufficient amount of learning tasks promoting ICC in the three EFL textbooks analysed in this study. However, there is a great emphasis on learning tasks that address factual knowledge of cultures, where the pupils are not required to reason, reflect or interpret, as the answers often are provided in the text. These learning tasks can be regarded as rather superficial because they only touch the surface-level of a text and do not invite the pupils to interpret cultural issues on a deeper level. This means that other aspects from Byram's model are hardly represented, which implies that there is an unbalanced distribution of learning tasks addressing different elements that are of importance for pupils when developing ICC. For pupils to successfully develop ICC from learning tasks in textbooks, all the aspects from Byram's model should be cultivated (Dervin & Gross, 2016, p. 56). It may therefore be discussed whether the sole use of textbooks can secure sufficient development of intercultural communicative competence.

6.1.1 Practical implications of the findings

The current thesis and its findings aim to make teachers more aware of the extent of learning tasks promoting ICC in EFL textbooks. The findings from this study show that almost half of the analysed learning tasks in the three textbooks promote ICC. Despite this, the findings reveal that there is an unbalanced distribution of learning tasks addressing different elements that are of importance for pupils when developing ICC. This thesis does not aim to criticize the use of learning tasks from textbooks in the classroom, but hopes that the results and findings presented in this inquiry can make teachers and teacher-students more aware of which learning tasks they instruct their pupils to solve. If the findings from this thesis may make teachers more aware of the unbalanced distribution of the different elements of ICC, they may be able to facilitate a more profound development of ICC by supplementing with other tasks that emphasises the aspects that are not sufficiently covered in the learning tasks provided in the textbooks. The findings from this thesis have proven that the analysed learning tasks in the textbooks alone may not be enough in order to secure the pupils' development of ICC.

6.2 Limitations

The most obvious limitation of this study may be that the material included in the analysis is too restricted, which makes it impossible to generalise the results to other EFL textbooks. A solution would be to include more textbooks, as well as to analyse all the learning tasks in each textbook instead of specific topics. This was not possible in this thesis regarding the scope of the study. Additionally, the current thesis has not included or investigated the textbooks authors' intention behind the learning tasks, which implies that this study has not accounted for their implementations or thoughts behind the textbooks. Another possible limitation of this study can be the focus on Byram's model. One cannot assume that the authors behind the textbooks, included in this thesis, emphasised Byram's model. There is a possibility that the textbook authors emphasised another theory or model connected to ICC, which may cause different findings if criteria built on other models were applied. But as Hoff (2018, p. 72) argues, Byram's model has had an influence on curriculum development in Norway, which makes the model relevant when analysing learning tasks and their promotion of ICC. Another limitation of this study is that there was not enough time to conduct a pilot study, something that could have strengthened the reliability of the study.

6.3 Suggestions for further research

As previously stated, to my knowledge, there have not been conducted any studies on learning tasks promoting ICC in Norwegian EFL textbooks aimed at lower secondary level. A larger study including more textbooks and learning tasks would therefore be appealing to investigate. Additionally, it would be interesting to investigate learning tasks and their promotion of ICC after the introduction of the new Core Curriculum and the English subject renewal. This could reveal whether more learning tasks that promote ICC are included and whether the distribution of learning tasks are more equal regarding the different elements of ICC. It could also be interesting to investigate learning tasks related to other topics than the US and South Africa to see whether the proportion of learning tasks identified as promoting ICC are the same. Lastly, a study including interviews with teachers and publishers would have been engaging to obtain an understanding of their interpretations and intentions behind the use of learning tasks and their promotion of ICC.

7.0 LITERATURE

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APPENDICES

Appendix 1: Learning tasks identified and classified in *Enter 10* concerning South Africa (p. 228 – 235)

Knowledge: Factual knowledge:

Enter 10 (SA): Task 2 (p. 235) = **1**.

Skills of interpreting and relating: Relating cultures and cultural issues:

Enter 10 (SA): Task 31A (p. 235), Task 31B (p. 235) = **2**.

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Enter 10 (SA): Task 29A (p. 235), Task 29B (p. 235), Task 29C (p. 235), Task 29D (p. 235), Task 29E (p. 235), Task 29F (p. 235) = **6**.

In total: 9/24

Appendix 2: Learning tasks identified and classified in *Enter 10* concerning the US (pp. 46-94)

Attitudes: Discovering new perspectives on cultural issues:

Enter 10 (USA): Task 17 (p. 61), Task 48 (p. 77), Task 66 (p. 87), Task 68 (p. 87), Task 69 (p. 87), Task 72A (p. 91), Task 72B (p. 91), Task 72C (p. 91), = **8**.

Attitudes: Questioning values and presuppositions on cultural issues:

Enter 10 (USA): Task 1 (p. 47), Task 1 (p. 52), Task 24C (p. 67), Task 31D (p. 67), Task 34 (p. 71), Task 38 (p. 71), Task 1 (p. 72), Task 44A (p. 77), Task 44B (p. 77), Task 44C (p. 77), Task 50B (p. 83), Task 50C (p. 83), Task 53A (p. 83), Task 53B (p. 83), Task 57A (p. 87), Task 57B (p. 87), Task 57C (p. 87), Task 57D (p. 87), Task 57E (p. 87), Task 60 (p. 87), Task 62 (p. 87), Task 71 (p. 91), Task 73 (p. 91), Task 75 (p. 91) = **24**.

Knowledge: Factual knowledge:

Enter 10 (USA): Task 1A (p. 51), Task 1B (p. 51), Task 1C (p. 51), Task 2 (p. 51), Task 3 (p. 51), Task 7 (p. 51), Task 10 (p. 51), Task 12 (p. 53), Task 16 (p. 61), Task 19 (p. 61), Task 24A (p. 67), Task 24B (p. 67), Task 24D (p. 67), Task 30 (p. 67), Task 31A (p. 67), Task 31B (p. 67), Task 31C (p. 67), Task 42A (p. 77), Task 42B (p. 77), Task 42C (p. 77), Task 42D (p. 77), Task 43A (p. 77), Task 50A (p. 83), Task 64A (p. 87), Task 64B (p. 87), Task 80A (p. 94), Task 80B (p. 94), Task 80C (p. 94), Task 80D (p. 94), Task 85 (p. 95), Task 86 (p. 95), Task 87 (p. 95), Task 89 (p. 95), Task 91 (p. 95) = **34**.

Skills of interpreting and relating: Relating cultures and cultural issues:

Enter 10 (USA): Task 11B (p. 53), Task 30 (p. 67), Task 1 (p. 68), Task 39C (p. 71), Task 51B (p. 83), Task 51C (p. 83), Task 81 (p. 94), Task 90 (p. 95) = **8**.

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Enter 10 (USA): Task 6 (p. 51), Task 7 (p. 51), Task 24F (p. 67), Task 25 (p. 67), Task 37 (p. 71), Task 54 (p. 83), Task 76A (p. 91), Task 79 (p. 91) = **8**.

In total: 82/211

Appendix 3: Learning tasks identified and classified in *Stages 10* concerning South Africa (pp. 83-101).

Attitudes: Discovering new perspectives on cultural issues:

Stages 10 (SA): Task 4 (p. 92) = **1**.

Attitudes: Questioning values and presuppositions on cultural issues:

Stages 10 (SA): Task 3 (p. 86), Task 5B (p. 87), Task 5C (p. 87), Task 2A (p. 91), Task 2B (p. 91), Task 2C (p. 91), Task 2D (p. 91) = **7**.

Knowledge: Factual knowledge:

Stages 10 (SA): Task 1A (p. 86), Task 1B (p. 86), Task 1G (p. 86), Task 1H (p. 86), Task 1I (p. 86), Task 1K (p. 86), Task 1L (p. 86), Task 2A (p. 86), Task 2B (p. 86), Task 5A (p. 87), Task 1 (p. 88), Task 1A (p. 89), Task 1B (p. 89), Task 1C (p. 91) = **14**

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Stages 10 (SA): Task 4 (p. 86), Task 3 (p. 89) = **2**

In total: 24/75

Appendix 4: Learning tasks identified and classified in *Stages 10* concerning US (pp. 190-231)

Attitudes: Discovering new perspectives on cultural issues:

Stages 10 (USA): Task 3 (p. 203), Task 6 (p. 203), Task 9 (p. 212), Task 13 (p. 212), Task 2C (p. 222), Task 3B (p. 222), Task 2A (p. 228), Task 3B (p. 228), Task 3C (p. 228), Task 4A (p. 228), Task 4B (p. 228), Task 3G (p. 230) = **12**.

Attitudes: Questioning values and presuppositions on cultural issues:

Stages 10 (USA): Task 3C (p. 198), Task 2A (p. 203), Task 2C (p. 203), Task 2D (p. 203), Task 2A (p. 206), Task 2B (p. 206), Task 2C (p. 206), Task 2D (p. 206), Task 2A (p. 210), Task 2B (p. 210), Task 10 (p. 212), Task 1 (p. 220), Task 2D (p. 222), Task 2E (p. 222), Task 1 (p. 224), Task 2B (p. 228), Task 2B (p. 230), Task 2A (p. 218), Task 4A (p. 218) = **19**.

Knowledge: Factual knowledge:

Stages 10 (USA): Task 1 (p. 191), Task 1A (p. 197), Task 1B (p. 197), Task 1C (p. 197), Task 1D (p. 197), Task 1E (p. 197), Task 1F (p. 197), Task 1G (p. 197), Task 1H (p. 197), Task 1I (p. 197), Task 2 (p. 198), Task 3B (p. 198), Task 8 (p. 199), Task 1A (p. 202), Task 1B (p. 202), Task 1C (p. 202), Task 1D (p. 202), Task 1E (p. 202), Task 1A (p. 206), Task 1B (p. 206), Task 1C (p. 206), Task 1 (p. 207), Task 1 (p. 210), Task 11A (p. 212), Task 11B (p. 212), Task 11C (p. 212), Task 1 (p. 215), Task 1C (p. 217), Task 4B (p. 218), Task 1B (p. 222), Task 5A (p. 223), Task 5B (p. 223), Task 3A (p. 228), Task 1A (p. 230), Task 1B (p. 230), Task 2A (p. 230), Task 3B (p. 230), Task 3C (p. 230), Task 3F (p. 230) = **38**.

Skills of interpreting and relating: Relating cultures and cultural issues:

Stages 10 (USA): Task 2B (p. 203) = **1**

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Stages 10 (USA): Task 4 (p. 198), Task 5A (p. 198), Task 5B (p. 198), Task 3 (p. 206), Task 6 (p. 211), Task 7 (p. 211), Task 4A (p. 218), Task 4C (p. 218) = **8**.

Skills of discovering and interacting: Applying one's abilities in interaction:

Stages 10 (USA): Task 8 (p. 203) = **1**.

In total: 79/152

Appendix 5: Learning tasks identified and classified in *Searching 10* concerning South Africa (pp. 76-97).

Attitudes: Discovering new perspectives on cultural issues:

Searching 10 (SA): Task 15A (p. 89), Task 15B (p. 89), Task 15C (p. 89), Task 15D (p. 89), Task 15E (p. 89), Task 15F (p. 89), Task 15G (p. 89), Task 16 (p. 89), Task 20 (p. 91) = **9**.

Attitudes: Questioning values and presuppositions on cultural issues:

Searching 10 (SA): Task 11F (p. 87), Task 23A (p. 93) = **2**.

Knowledge: Factual knowledge:

Searching 10 (SA): Task 3 (p. 78), Task 9A (p. 82), Task 10A (p. 83), Task 10B (p. 83), Task 10C (p. 83), Task 10E (p. 83), Task 10F (p. 83), Task 10H (p. 83), Task 11A (p. 87), Task 11B (p. 87), Task 11C (p. 87), Task 11D (p. 87), Task 11E (p. 87), Task 18 (p. 91), Task L5 (28) (p. 96) = **15**.

Skills of interpreting and relating: Relating cultures and cultural issues:

Searching 10 (SA): Task 17 (p. 91) = **1**.

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Searching 10 (SA): Task 9B (p. 82) = **1**.

In total: 28/56

Appendix 6: Learning tasks identified and classified *Searching 10* concerning the US (pp. 28-53)

Attitudes: Discovering new perspectives on cultural issues:

Searching 10 (USA): Task 18B (p. 49), Task 19 (p. 49) = **2**.

Attitudes: Questioning values and presuppositions on cultural issues:

Searching 10 (USA): Task 7 (p. 36), Task 20 (p. 49), Task 21 (p. 49) = **3**.

Knowledge: Factual knowledge:

Searching 10 (USA): Task 16 (p. 44) = **1**.

Knowledge: Knowledge of the level of formality in social interaction:

Searching 10 (USA): Task L6B (p. 53) = **1**.

Skills of interpreting and relating: Relating cultures and cultural issues:

Searching 10 (USA): Task 5 (p. 33) = **1**.

Skills of discovering and interacting: Acquiring and eliciting new information on cultural issues:

Searching 10 (USA): Task 2 (p. 31), Task 6 (p. 35), Task 8 (p. 38), Task 12 (p. 42) = **4**.

In total: 12/33