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MASTER'S THESIS

Scrutinising Form and Function of English Textbook Tasks

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Abstract

This Master´s thesis is written in the field of English didactics. It presents an analysis of four 10th-grade English as a foreign language (EFL) textbooks, specifically examining the formal and functional task design of textbook tasks made before and after the curriculum reform of 2020. The study also explores the textbook tasks alignment with task-based language teaching (TBLT).

Four textbooks from two prominent publishers were chosen for this study. These were old and revised editions of the same textbooks, two written before and two written after the curriculum reform of 2020. The chosen textbooks were Aschehoug's Stages 10 (Areklett et al., 2015), Stages 10 (Pettersen & Røkaas, 2021) and Cappelen Damm´s Connect 10 (Haegi et al., 2018) and Engelsk 10 (Haegi et al., 2021). A total of 7142 task-activating speech acts is analysed with a linguistic analysis of the formal makeup of the textbook tasks and a quantitative and qualitative content analysis that investigates how the tasks are designed functionally using the set of codes developed by Bakken and Andersson-Bakken (2021). The results show slight changes from one edition to another and that the two textbook series offer some differences in their task design. These findings support Bakken and Andersson-Bakken's (2021) hypothesis that culturally specific genre norms constrain task formulation.

The content analysis identifies that the updated editions of both textbook series contain sections at the end of each chapter that possibly are integrated due to the emphasis on deep learning and assessment in the 2020 curriculum. The qualitative analysis also reveals that many tasks from both publishers align with the principles of TBLT, and the emphasis on collaboration and communication is strong. Ultimately, the teachers decide the teaching methods and the types of tasks utilised in the classroom. Because of this, discussions on textbook tasks and their design must continue, and teachers should make conscious decisions on what types of tasks pupils are given.

Abstract in Norwegian

Denne masteravhandlinga er skriven innanfor fagfeltet engelsk fagdidaktikk. Den presenterer ein analyse av fire engelskbøker for 10.klasse, med spesielt fokus på den formelle og funksjonelle oppgåveutforminga i lærebøker laga før og etter læreplanreforma i 2020. Studien undersøker og korleis oppgåvene i lærebøkene samsvarar med oppgåvebasert språkundervisning (TBLT).

Fire lærebøker frå to framståande forlag var valt for denne studien. Desse var gamle og reviderte utgåver av dei same lærebøkene, to skrivne før og to skrivne etter læreplansreforma i 2020. Dei valde lærebøkene er Aschehougs Stages 10 (Areklett et al., 2015), Stages 10 (Pettersen & Røkaas, 2021) og Cappelen Damms Connect 10 (Haegi et al., 2018) og Engelsk 10 (Haegi et al., 2021). Totalt 7142 oppgåveaktiviserande talehandlingar blir analysert med ei lingvistisk analyse av den formelle utforminga av lærebokoppgåvene, samt ei kvantitativ og kvalitativ innhaldsanalyse som undersøker korleis oppgåvene er utforma funksjonelt ved hjelp av kodene utvikla av Bakken and Andersson-Bakken (2021). Resultata viser små endringar frå ei utgåve til ein anna, og at dei to lærebokseriane tilbyr nokre forskjellar i oppgåveutforminga. Desse funna støttar hypotesen frå Bakken and Andersson-Bakken (2021) om at oppgåveformuleringa er avgrensa av kulturelt spesifikke sjangernormar.

Innhaldsanalysen identifiserer at dei oppdaterte utgåvene av begge lærebokseriane inneheld seksjonar i slutten av kvart kapittel som moglegvis er integrert som eit resultat av vektlegginga på djupnelæring og vurdering i læreplanen frå 2020. Den kvalitative analysen avdekkjer og at mange oppgåver frå begge forlaga samsvarar med prinsippa for TBLT, og vektlegginga på samarbeid og kommunikasjon er sterk. Til slutt er det lærarane som bestemmer kva undervisningsmetodar og typar oppgåver som blir brukt i klasserommet. På grun av dette er det viktig at diskusjonane om lærebokoppgåver og deira utforming held fram, og at lærarane bør ta beviste avgjerder om kva typar oppgåver elevane får.

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Endre Kauppi Straumsheim,

15.05.2023

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List of Abbreviations

CEFR: The Common European Framework of Reference for Languages 2001

CLT: Communicative language leaching

EFL: English as a foreign language

ELT: English language teaching

LK20: Kunnskapsløftet 2020 (The Knowledge Promotion Reform 2020)

LK06/13: Kunnskapsløftet 2006/13 (The Knowledge Promotion Reform 2006/13)

L2: Second language

L97: The Norwegian national curriculum previous to LK06

TBLT: Task-based language teaching

TSLT: Task-supported language teaching

VG1 Year 11 in the Norwegian school system

Chapter 1: Introduction

The latest National Curriculum for Knowledge Promotion in Primary and Secondary Education in Norway, also known as LK20, has just been introduced. Such changes greatly influence how competence aims are formulated, teaching methods used in the classroom, and the literature used in school. More specifically, the reform is in line with OECD´s educational policy, which emphasises the development of 21st-century skills, such as creativity, critical thinking, the ability to transfer knowledge, and the ability to solve problems in new situations (Meld. St. 28 (2015-2016), p. 14). Despite Norway being a small country, major publishing houses find reasons to update and develop their textbook series when a new curriculum is launched (Lund, 2020, p. 346). Consequently, schools, teachers, and others in the field of education should take an interest in understanding how different publishers have responded to the curriculum reform. When looking at the new competence aims in the English subject, there are differences when comparing it to the one it replaces.

"*The new curriculum in English (…) emphasises knowledge of and an exploratory approach to language, communication patterns, ways of life, ways of thinking, and social conditions that give new perspectives on the world and ourselves. Through work with the subject, all students must become confident English users so that they can use English to learn, communicate and bond with other*s" (own translation, Kunnskapsdepartementet, 2019)

In addition, pupils are also expected to use digital resources to gather information and reflect critically on the information they find on the internet (Kunnskapsdepartementet, 2019b). Because of this, it is well worth investigating whether or not significant changes in textbook task design have resulted from the new reform. The subject curricula in Norway do not prescribe or suggest what type of learning material each school should choose. Teachers and schools can use text and materials from any imaginable source to support learning (Fenner & Ørvik, 2020, p. 337). However, as will be discussed in section 2.1, textbooks are commonly used in the Norwegian school system (Gilje et al., 2016; Juuhl et al., 2010; Waagene & Gjerustad, 2015).

This thesis aims to examine textbooks from two major publishing houses and investigate how they update and adapt their previous textbook tasks to accommodate the new curriculum. The

study will also compare their approaches to task design. This is where the motivation for this research lies. The aim is to investigate how textbook tasks are changing to meet new curriculum goals and whether two major publishers are keeping up with the evolving educational landscape. The hope is to shed light on these important issues.

1.1 Structure of the Thesis

The thesis consists of six chapters, with corresponding sub-sections for all chapters. The first chapter started with a general introduction of the topic and why it is relevant to investigate textbooks in light of the new curriculum reform. The second chapter starts with a historical overview of the use of textbooks in Norway, followed by a section on tasks specifically. The next section introduces how Kunnskapsløftet 06 (LK06) was implemented in Norway and how this reform evolved into the current curriculum Kunnskapsløftet 2020. This chapter will highlight important aspects of both reforms, especially in the English subject. A presentation of new aspects of LK20 will also be presented. The third chapter presents the data and methods used to conduct the analysis for this study. This is followed by a detailed description of the steps taken to complete the analysis. Chapter 4 presents the findings of the quantitative and qualitative analysis. Chapter 5 further discusses the findings concerning the research questions and possible limitations. In the end, chapter 6 concludes the study. I will summarise the key findings from the thesis and make suggestions for further research.

Chapter 2: Theoretical Considerations

This theoretical chapter provides a foundation for understanding the approach and methods utilised in this thesis. The first part of the theoretical considerations begins with a historical overview of the use of textbooks in Norway and a section on tasks specifically. The next section introduces how Kunnskapsløftet 06 (LK06) was implemented in Norway and how this reform evolved into the current curriculum Kunnskapsløftet 2020. It highlights some new curriculum features like deep learning and assessment. Then, communicative language teaching (CLT) will briefly be accounted for. This is followed by a presentation on task-based language teaching (TBLT). The next section will present how TBLT principles align with L2 acquisition theories. Finally, the research questions will be presented.

2.1 Textbook use in Norway

In education, typically, there are two sources of knowledge, the teacher and the teaching materials (Gilje, 2017, pp. 28-29). Despite digital resources becoming increasingly common, studies have shown that teachers rely on using textbooks while teaching and in the planning stage (Gilje et al., 2016; Juuhl et al., 2010; Waagene & Gjerustad, 2015). The report from Juuhl et al. (2010) states that the use of textbooks is the most prominent learning material used by teachers in Norway in lower and secondary education. Moreover, textbooks are more substantially used in primary- and lower-secondary schools than in upper-secondary schools. (Waagene & Gjerustad, 2015, p. 7).

These findings were reinforced by Gilje et al. (2016), who found that the paper-based textbook still was the most utilised resource in teaching (p.4). Through interviews with teachers, Gilje et al. (2016) found that many consider the textbook as a reassurance that they cover the competence aims of the subject (p.27). The ARK&APP report from Gilje et al. (2016) also revealed that textbooks play an especially significant role in the English classroom. Among the English teachers teaching at the lower secondary level who took part in the study, 70% reported using textbooks as the most used resource (Gilje et al., 2016, p. 52). According to Fenner and Ørvik (2020, pp. 338-339), "there is no doubt that the textbook can simplify the teacher's work", and time is saved when not having to select text, pictures and designing tasks, among other things. Still, experience shows that "it can be difficult to select English textbooks which will prove a good basis for students to develop their English

in line with the aims of the curriculum" (Fenner & Ørvik, 2020, p. 339). Fenner and Ørvik (2020) also stress that it is important for teachers to realise that textbooks are the textbook authors' interpretation of the curriculum and that they cannot offer a full course in English (p.361).

2.1.1 Tasks

The tasks and activities are essential parts of the textbook that sends strong signals to the users about how to learn a new language (Lund, 2020, p. 354). The textbook tasks direct pupils to specific parts of the subject, such as theoretical principles, factual information or skills deemed important (Andersson-Bakken & Bakken, 2021). Fenner and Ørvik (2020, p. 356) even state that tasks are as crucial as texts when discussing textbooks. "It is while working with tasks that learners reflect and use language and, therefore, develop their thinking (Vygotsky, 1991 in Fenner & Ørvik, 2020, p. 356).

In previous studies, the concepts of tasks are often taken for granted. Still, in line with their previous work, Bakken and Andersson-Bakken (2021, p.733) define textbook tasks as "a paratext that performs a directive addressed to the student". According to Gennete´s definition in the book "Paratexts: Thresholds of Interpretation" (1997), a paratext refers to any textual component that exists alongside the main body of a text. Also, a directive is a speech act that aims to motivate or obligate the recipient to carry out a specific task (Searle, 1976). Usually, directives are expressed grammatically as interrogative sentences (e.g., "What qualities do you think a teacher should have?") or imperative sentences (e.g., "Share your thoughts with the rest of the class.") (Haegi et al., 2021, p. 43). This makes tasks usually unproblematic to identify since they stand out from the main body of text.

In their research on textbook tasks, Bakken and Andersson-Bakken (2021) found only slight changes in science and language arts textbooks. This indicates that the tasks do not give pupils enough opportunities to practice the competencies highlighted in the new curriculum. To explain why there are so few changes to observe in the textbook tasks, Bakken and Andersson-Bakken (2021) developed a hypothesis that task formulation is influenced and constrained by culturally specific genre norms (p.729).

This implies that the textbook tasks within the subjects are shaped by the discourse community that they belong to (Bakken & Andersson-Bakken, 2021, p. 734). The task design

follows culturally specific genre norms that facilitate what is perceived as the "correct" way to create tasks. Breaking these norms may result in rejection and misunderstanding within the discourse community (Bakken & Andersson-Bakken, 2021, p. 734)

2.2 From LK06/13 to LK20

Teachers must be familiar with the curriculum to effectively plan, implement and evaluate their teaching, as the curriculum is an essential document for all subjects (Speitz, 2020, p. 40). When analysing textbook tasks in the English subject, it is necessary to know what type of curricula these tasks are supposed to reflect. This will show us what type of tasks should be more prominent than others and if there is a correlation between the curriculum and the textbook tasks analysed in this thesis.

The Norwegian government regularly updates education policies and curricula as a sign of change in various fields such as politics, society, technology, education, and pedagogy (Speitz, 2020, p.42). In the 2020/2021 school year, Norwegian schools introduced a new curriculum called Kunnskapsløftet 2020 (LK20), a revised version of Kunnskapsløftet 2006 (LK06). The language used in curriculum revisions tends to emphasise the need for significant change (Haug, 2020). Usually, it states that the new plan will be greatly improved and better suited to meet the demands of the present and future compared to the existing reform (Haug, 2020). Furthermore, Haug (2020) argues that the term "curriculum renewal" for the process leading to the new curriculum in 2020 was an excellent strategic choice because it contains promises of extensive changes. However, the dilemma is that classroom practices can differ significantly from the ambitions outlined in the curricula. In the short-term new curricula have typically had little impact on what happens in the classroom (Haug, 2020; Levin, 2007).

On a general level, LK06 distinguishes itself from previous curricula by defining the competencies pupils must achieve rather than the content they are supposed to learn (Haug, 2020; Speitz, 2020, p. 44). The concept of competence replaced previous ideas such as knowledge and learning content (main themes in L97), further showing the move from how we teach to what we want pupils to achieve at school (Haug, 2020). It was left to schools and teachers to determine the content pupils would work with to achieve the competence goals. This shift also came from the recommendations on goals and outcome management from the

OECD, which is continued in LK20 (Haug, 2020).

More specifically, in the English subject, both LK06 and LK20 originate in the communicative competence and language function theories of the 1980s and 1990s. This emphasis on communicative competence and language functions led to the development of the widely used and comprehensive *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (CEFR), published by the Council of Europe in 2001 (Simensen, 2020, p. 33). This document has significantly influenced how subject curricula have been made and how textbooks have been designed (Simensen, 2020, p. 33). A few years after CEFR was published, Norway launched LK06 in 2006 (Kunnskapsdepartementet, 2006), which contained the *English subject curriculum*, with revised editions that followed, such as *English subject curriculum* in 2013: ENG1-03 (Utdanningsdirektoratet, 2013). Simensen (2020, p. 34) states that LK06 is a document with evident roots in CEFR. It contains several competencies aimed at the 11-year compulsory school system. They are organised into four main subject areas, which are meant to supplement each other and be considered together (Utdanningsdirektoratet, 2013). These four main subject areas are *oral communication, written communication, language learning and culture, society and literature*.

Methods of teaching have no place in LK06, and this also mirrors the CEFR (Haug, 2020; Simensen, 2020, p. 34). The competence aims are expressed in the following way "The aims of the studies are to enable pupils to …" (Utdanningsdirektoratet, 2013). The pedagogical emphasis is directed towards the learners and their knowledge acquisition rather than the teaching itself. "The examples of the use of we, us and our signalise that students, and not teachers, are the addressees" (Simensen, 2020, p. 34*)*. In subsequent years, it was identified that this subject curriculum falls under the category of post-method English didactics (Skulstad, 2012 in Simensen, 2020, p. 34)

The process leading to LK20 was prolonged and involved many different individuals and organisations (Haug, 2020). After evaluating the old curriculum, the government initiated the Ludvigsen committee, tasked with defining a construct for students' future competences (Burner, 2020, p. 53; Haug, 2020). This was done to understand better what competencies pupils will need 20 to 30 years ahead. This corresponds both with the OECD´s recommendations, as well as what former minister of education Jan Tore Sanner said in a press release in 2018, stating that the new curriculum would better prepare students for life

after school and their future work life (Burner, 2020, p. 53). This work resulted in two reports: NOU 2014:7 and NOU 2015:8.

One of the main recommendations by the Ludvigsen committee was to condense the curriculum. This was done to enable pupils to spend more time working with fewer competency aims. The reason was that this would make it possible to delve more deeply into them (Burner, 2020, p. 54; Gilje et al., 2018, p. 25). For English, in years 8-10, 30 competence aims have been reduced to 19, and one of the five basic skills in the old curriculum, numeracy, has been removed. The curriculum has also introduced other new features such as assessment, cross-curricular topics, core elements and deep learning (Burner, 2020, p. 54).

As mentioned, the *English subject curriculum* introduced in 2020 (lk20) is an evolution of LK06 and its modified versions, such as ENG1-03 (Simensen, 2020, p. 35; Utdanningsdirektoratet, 2013). This means that there are many similarities between LK06 and LK20. For instance, the category "basic skills" and the ability to develop digital skills are in both LK06 and LK20. At the same time, developing abilities in mathematics is no longer a basic skill in LK20 (Simensen, 2020, p. 35). The term "English as a world language" refers to the fact that English is spoken by many people worldwide and has become a global means of communication. It is an expression used in both LK06 and LK20. However, LK20 focuses less on the international use of English than its predecessor. Instead, references are mainly to the English-speaking world (Simensen, 2020, p. 35). The meaning behind this is that there should be an equal value and recognition of different varieties of English. It is further indicated by the use of expressions like "literary texts from the English-speaking world" or just "English texts" (Simensen, 2020, p. 35). These expressions can refer to literary works written in different varieties of English. This indicates that the curriculum acknowledges the diversity of English as a global language and seeks to promote a better understanding and appreciation of this diversity.

As mentioned, both subject curricula are, to a large extent, comparable. However, an article commenting on what is new in the English subject after the "subject renewal" states that it should now:

"emphasise knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking and social conditions that provide new perspectives on the world and ourselves" (own translation, Kunnskapsdepartementet, 2019b).

The English subject aims to equip pupils with the ability to understand and communicate effectively in English (Lund, 2020, p. 354). The subject should also help pupils develop the ability to learn *how* to learn (Brevik et al., 2020). The curriculum emphasises exploring language and interaction in authentic situations (Burner, 2020, p. 57). This reflects a shift from instrumental language learning towards language awareness in the English subject. Instead of focusing solely on linguistic rules for correctness, language learning now centres on pupils' awareness of how and why they use English inside and outside the classroom. This includes combining English with Norwegian and other languages pupils know, depending on the situation and the people they are communicating with (Beiler, 2019; Brevik et al., 2020).

Although the Knowledge Promotion subject curricula do not explicitly offer specific working methods, the Core Curriculum (2019a) highlights central principles of teaching and learning. Such as promoting student participation and the overarching aim of in-depth learning. The emphasis on individual learners' abilities, interests, and needs manifests in textbooks in various ways. For instance, some English textbooks offer texts and tasks according to different ability levels, allowing learners to select their levels. This may be vital for maintaining motivation and self-assessment of their learning process (Fenner & Ørvik, 2020, p. 359). Nevertheless, teachers must maintain an ongoing dialogue with pupils about their choices to ensure that they foster learning and progress within the subject.

Since this thesis focuses on textbooks intended for 10th-grade pupils, one noticeable difference is worth mentioning: the difference in the emphasis on which English-speaking countries should be the focus after year 10. In LK06, one of the aims is for the pupils to "discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway" (Utdanningsdirektoratet, 2013). In LK20, the aim is for the pupils to "explore and describe ways of living, ways of thinking, communication patterns and diversity of the English-speaking world"

(Utdanningsdirektoratet, 2019a). As has been discussed, it has become increasingly important to broaden the scope beyond the United Kingdom and the United States (Simensen, 2020, p. 35). The English-speaking world encompasses diverse cultures, perspectives, and histories. There is a more significant emphasis on this broader context now that the focus is not primarily on these two countries.

Cross-curricular topics have also been introduced in the new curriculum. While the core elements signal what is important specifically in the subject, the cross-curricular topics signal what is important between the subjects (Brevik et al., 2020). The cross-curricular topics are *democracy and citizenship, health* and *life skills and sustainability* (Burner, 2020, p. 55). The English subject is said to have a particular responsibility for two of them, namely *health and life skills* and *democracy and citizenship* (Brevik et al., 2020; Burner, 2020, p. 56; Utdanningsdirektoratet, 2019b).

The interdisciplinary topic of democracy and citizenship aims to develop pupils' views of the world and make them understand that their views are culturally dependent (Utdanningsdirektoratet, 2019b, p. 3). English can be key to exploring and communicating with people worldwide, promoting engagement and curiosity among pupils (Utdanningsdirektoratet, 2019b, p. 3). Words like engagement, curiosity, and tolerance are values that are promoted in *democracy and citizenship*, and one of the important aspects is to define what it means to be a good citizen (Burner, 2020, p. 56)

The topic of *health and life skills* refers to the ability of pupils to express themselves orally and in writing in English (Utdanningsdirektoratet, 2019b, p. 3). By acquiring these abilities, pupils can express their feelings, experiences, thoughts, and opinions. This can give pupils new perspectives, other people's way of life, and their own (Utdanningsdirektoratet, 2019b, p. 3). Some sub-topics are identity, friendship, sexuality, drugs, social media usage and gender (Burner, 2020, p. 56).

2.3 Assessment

Earlier, assessment was only a part of a regulation to the Education Act, whereas it now, for the first time, has been incorporated into the curriculum (Burner, 2020, p. 54). Formative assessment is described after years 2, 4, 7 and 10, and summative assessment after years 10 and VG1. As Burner (2020, p. 54) states, this underscores the fact that all assessments should

be formative until year 10. Formative assessment is an integral part of all everyday school life as it is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning" (Assessment Reform Group, 2002 in Burner, 2020, p. 53). This includes everything from informal assessments in regular classes to more formal assessments such as mock exams (Burner, 2020, p. 54). The curriculum also states that "formative assessment shall help promote learning and develop competence in the subject (Utdanningsdirektoratet, 2019b, p. 9). As discussed in sub-section 2.1, textbooks can simplify the teacher's work as it hands the teacher's texts, pictures, and tasks, among other things, to work with in class (Fenner & Ørvik, 2020, pp. 338-339). Since assessment is now a part of the curriculum, it is interesting to see if this has impacted how EFL textbooks are designed.

2.4 Deep Learning

One of the challenges when working with this new term called "dybdelæring" or "deep learning" is that multiple perspectives exist on its meaning and how it should be used in a school setting (Gilje et al., 2018, p. 22). The concept is also used differently in international policy literature and various educational research (Gilje et al., 2018, p. 22). In the curriculum, deep learning is defined as "gradually developing knowledge and understanding of concepts and the relationships between a specific subject and across subject areas" (own translation, Utdanningsdirektoratet, 2019c). This involves using what has been learnt in various ways in both familiar and unfamiliar situations, alone and with others (Burner, 2020, p. 55; Gilje et al., 2018; Utdanningsdirektoratet, 2019c).

For example, learning about indigenous people in specific countries should be related to indigenous people from other countries and here in Norway. This will allow pupils to connect concepts and situations from one part of the world to different groups of people they already know about. However, just obtaining knowledge and understanding concepts is insufficient to obtain deep learning (Burner, 2020, p. 55). In the example about indigenous people, pupils must reflect on what they learn about indigenous people from one part of the world and how that relates to people from other parts of the world. To truly integrate new knowledge, pupils must engage in reflective thinking, allowing them to apply it to solve new problems or situations (Burner, 2020, p. 55). In this example, that would be to determine the rights or reparations for indigenous people in different regions today (Burner, 2020, p. 55).

Considering this, it is worth discussing rote vs meaningful learning.

2.5 Rote versus Meaningful Learning

According to Mayer (2002, p. 227), rote learning involves acquiring knowledge but not being able to use or transfer that knowledge to new situations. While the learner has taken in relevant information, they have yet to understand it fully and, therefore, cannot use it. Meaningful learning, on the other hand, involves acquiring new knowledge and the ability to use that knowledge to address new problems (Mayer, 2002, p. 227). By engaging in meaningful learning, pupils develop the necessary knowledge and cognitive skills for practical problem-solving (Mayer, 2002, p. 277). This is very much in line with what is stated in the English subject curriculum in Norway. Meaningful learning is considered a crucial objective in education (Sasayama, 2021, p. 57). It necessitates that instruction surpasses mere presentation of factual knowledge, and it requires more from pupils than simply recalling or recognising factual knowledge (Bransford et al., 1999; Lambert & McCombs, 1998 in Mayer, 2002, p. 227). This ties nicely in with LK20´s focus on deep learning.

If the goal of teaching is to see if pupils can recall and comprehend information, the focus is primarily on the cognitive process called *remember* (Mayer, 2002, p. 228). If teachers wish to broaden pupils' perspectives, they must encourage and use methods that surpass and go beyond remembering (Mayer, 2002, p. 228). Research suggests six cognitive process categories for the retention and transfer of knowledge (Mayer, 2002, p. 228). Retention is "the ability to remember material at some later time in much the same way it was presented in instruction". In contrast, transfer is "the ability to use what was learned to solve new problems, answer new questions, or facilitate learning new subject matter" (Mayer & Wittrock, 1996 in Mayer, 2002, p. 276). The category called Remember is closest to retention, and the other five are increasingly related to transfer (understand, apply, analyse, evaluate, and create) (Mayer, 2002, p. 228). Remembering, understanding, and applying knowledge are crucial traits for pupils to master. However, these are considered to be lower cognitive abilities (Burner, 2020, p. 55). The higher cognitive abilities (analyse, evaluate, and create) must also be stimulated. This will help pupils learn how to learn and become independent learners and apply knowledge to other situations they encounter in life (Burner, 2020).

As mentioned, the new reform in Norway is in line with the OECD´s educational policy,

which emphasises the development of 21st-century skills, such as creativity, critical thinking, the ability to transfer knowledge, and being able to solve problems in new situations (Meld. St. 28, 2015-2016, p.14). This is also in line with many of the discussions surrounding ELT (English language teaching) practice, where there is a view that language learning tasks should help learners to express "meaning" or "communicate". Thus, educators and teachers should set up conditions to promote "a communicative desire" (Tin, 2013, p. 385). Despite the claimed focus on "meaning", many communicative language learning tasks tend to focus on "known meaning" or meaning "known to self" (Tin, 2013, p. 385). This is typically found in "opinion gap" tasks or tasks related to "information gaps". Here, pupils are given different pieces of information and are then required to bridge the gap through communication (Tin, 2013, p. 385). Other tasks where this problem arises are in tasks Tin (2013) refers to as "free" tasks. Here, pupils are required to talk about familiar topics, and such tasks often require pupils to use language to express "known meaning". When using language to express known meaning, the danger is that it can result in "signal redundancy" (the lack of desire to explore complex language) (Smith, 2008; Tin, 2013, p.386). Such tasks may result in pupils not having the willpower to explore, retrieve and develop less accessible language. To increase learners' desire to explore and extend their language, there is a possible need to make tasks promoting the need to construct unknown meanings (Tin, 2013, p. 386).

2.6 Communicative Language Teaching

In the mid-1970s, following the curriculum reform of 1974 in Norway, a notable shift in the perceptions surrounding language and language learning occurred (Fenner, 2020, p. 29). The Council of Europe published the *Threshold level in a European unit/credit system for modern language learning by adults* in 1975, which served as the catalyst for this shift (van Ek, 1975 in Fenner, 2020, p. 29). Before this, language learning was focused on memorising vocabulary and grammar rules. This new approach, however, highlighted the importance of using language effectively and suitably in real-life situations.

According to Richards and Rodgers (2014), Communicative Language Teaching (CLT) is not to be considered a teaching method. Instead, it is "considered the most plausible basis for language teaching in many contexts today" (Richards & Rodgers, 2014, p. 382). It offers a set of principles that supports foreign language learning and fluency development instead of a specific method.

This concept was based on the idea that language is a tool for expressing meaning and that effective communication requires understanding the situation or context in which the language is being used (Fenner, 2020, p. 29). The introduction of communicative competence significantly impacted language education, including changes in curriculum, teaching methods, and assessment. (Skulstad, 2020a, p. 43) states that "communicative competence is *the* single most important concept in English didactics".

The focus on meaning is specifically important, and (Richards & Rodgers, 2014, p. 91) says that one process that leads to language learning in CLT is the "negotiation of meaning as the learner and his or her interlocutor arrive at understanding". Teachers must use authentic materials and facilitate interactions between pupils and between the teacher and pupils (Fenner, 2020, p. 30). Fenner (2020, p. 30) refers to Sheils (1998), who argues that this can be achieved through a range of practical and attainable tasks that are meaningful and relevant for the pupils.

2.7 Task-based Language Teaching

Task-based language teaching (TBLT) is an approach to communicative language teaching that originated in the mid-1980s (Jackson, 2022, p.1). TBLT views tasks as the fundamental unit of analysis in a language program and utilises them for various purposes. These purposes range from determining the language skills pupils should eventually acquire to developing a program curriculum and course syllabi, assessing learners' progress and planning classroom activities (Sasayama, 2021, p. 57). This approach to teaching English focuses primarily on communication and meaning rather than form (Nunan, 1989, p.10 in Richards & Rodgers, 2014, p. 177). It aims to enhance second language (L2) learners' proficiency by engaging them in real-world tasks in the classroom (Sasayama, 2021, p. 57). The idea is that if we want to prepare pupils for real-world situations, this is best done using carefully designed tasks that simulate such conditions.

Several researchers have theorised TBLT, and there is a lot of published material on the subject, including Skehan (1998), Long (2015), Lambert and Oliver (2020), and Jackson (2022). Task-based teaching in different variations has become widely popular in English language teaching, although there tends to be a gap between pedagogic policy and classroom practice (Garton et al., 2011, p. 6; Pinter, 2015, p. 118). This gap is because TBLT and CLT are methods that originate in EFL teaching for adults in Western countries where the

classrooms are well-equipped, and the groups are small. It may not be appropriate for teaching in overcrowded classrooms with few resources and different educational traditions (Mckay, 2003 in Garton et al., 2011, p. 5).

It is also regarded as more meaningful, more communicative and more purposeful than "traditional" learning that relies more heavily on mechanical exercises, Presentation/Practice/Production (PPP), and rote learning lesson structure (Bland, 2015, p. 118). Moreover, traditional textbooks in the past tended to focus more on linguistic exercises, such as gap-fill or grammar transformations, where there were only right and wrong answers, and the linguistic outcome was the sole focus of the task. Such tasks tend to be easy for the teacher to correct. However, they do not encourage language learning since they lack cognitive, emotional or interactional demands inherent in the exercises (Emery & Rich, 2015, p. 16). This has prompted a move towards task-based learning.

The concept of a "task" provides teachers with a helpful tool for understanding why languages are taught, what should be taught (what particular content), and how it should be taught (procedures in the classroom) (Jackson, 2022, p. 1). However, it is essential to distinguish what the term "task" means in the context of TBLT. The meaning of the word "task" is diverse and can be used to refer to different types of activities. In the relatively short history of TBLT, it has been defined in many different ways. The definition sometimes varies from one scholar to the next (Sasayama, 2021, p. 58). One aspect of "task" that is widely accepted has to do with its focus on language use for communication (Sasayama, 2021, p. 58). Therefore, in TBLT, task refers to an activity that requires active participation or involvement from the learner, regardless of whether it is a productive or receptive task (Sasayama, 2021, p. 58). The focus is not on discrete and isolated knowledge of language forms. A task in this context must have a communicative purpose to achieve an outcome (Willis, 1996, p. 23).

Scholars have expressed concern over the definition of what constitutes a task (Ellis, 2017). However, as Sasayama (2021, p. 58) argues, this approach may not be productive. Instead of questioning whether an activity qualifies as a task, focusing on how it is used to achieve specific learning goals is more important.

Understanding the roles of target and pedagogic tasks in TBLT is crucial when considering how individual tasks fit into the larger instructional context (Sasayama, 2021, p. 59). On the

one hand, target tasks refer to real-world activities that L2 learners aim to accomplish in their target language. They serve as the goal of learning and determine what gets taught in the classroom (Jackson, 2022, p. 3). According to Sasayama (2021, p. 59), the goal is to provide pupils with the necessary linguistic and other skills to handle critical real-world tasks proficiently. On the other hand, pedagogic tasks refer to an instructional activity that pupils do in the classroom that derives from target tasks (Jackson, 2022, p. 3; Sasayama, 2021, p. 60). The purpose is to guide learners to achieve their target tasks gradually. These tasks can take various forms, such as (a) observing or listening to a model performance of a target task, (b) analysing the language use within the model, (c) practising using language for communication, and (d) reflecting on their language use (Sasayama, 2021, p. 59). Sasayama (2021, pp. 60-61) points out that although pedagogic tasks may differ from real-world activities, they are designed to develop learners' skills and capabilities related to the particular target tasks.

A further distinction can be made when moving from theory to practice. A crucial aspect of using tasks involves the difference between the task-in-process and the task-as-workplan (Breen, 1987 in Jackson, 2022, p. 4). In other words, how a task is designed does not entirely predict how it can be carried out for a given group of pupils or the outcome of that task. In many ways, the purpose of the task is revealed by the teacher's way of implementing the task and how pupils respond to it.

This thesis, however, will not be looking at how teachers present and use tasks in the classroom—instead, the focus is solely on textbook tasks. It is important to note that tasks are utilised in various language teaching approaches and could also play essential roles in methods other than TBLT. As discussed, in TBLT, tasks serve as the central focus of instruction and are designed to mimic real-world situations. Some scholars have used the term to encompass any instructional approach incorporating communication tasks within the classroom (Willis, 1996). Unlike TBLT, other methods do not prioritise real-world tasks. They only use tasks as a tool for designing classroom activities rather than for all aspects of language education (Jackson, 2022; Sasayama, 2021, p. 57).

As a result, to distinguish TBLT from similar pedagogical approaches that use communication tasks, the latter is sometimes referred to as *task-supported language teaching* (TSLT) (Ellis, 2003 in Sasayama, 2021, p. 57). In TSLT, pedagogic tasks are primarily determined by the specific linguistic knowledge and skills learners need to acquire. This

ranges from particular forms of language, the ability to read and listen to a short passage or to express opinions orally or in writing (Sasayama, 2021, p. 60). Sasayama (2021, p. 60) further argues that although these tasks in TSLT are still oriented towards a language for communication purposes, they are not specifically tailored to help learners tackle well-defined target tasks in real-life situations.

TBLT emphasises learning and interaction that mirrors the real world. However, how can education be linked to relevant real-world activities while providing meaningful language learning? To illustrate this, we can look at an example from "Task-Based Language Teaching" by Jackson (2022). It highlights the use of a target task using popular songs. In this example, we imagine that pupils value the ability to sing popular songs in their L2. A teacher could then modify this target task to foster learning through interaction. This could be done by giving two copies of the song lyrics where some words are missing on one of the sheets and other words on the other. The pupils then have to exchange information verbally with each other to complete the lyrics and then practice singing together. This is one type of task referred to as a jigsaw task. "*Pedagogic task types are accounts of classroom tasks in terms of abstract categories*" (Jackson, 2022, p. 5). Such typological descriptions are helpful for designers, teachers, and researchers because they allow us to classify, look at similarities and rank tasks according to their potential for learning as well as other uses.

The typology referred to in Jackson (2022) and Richards and Rodgers (2014, p. 186) is one of several options available. The reason behind opting for this type of task categorisation is that Pica et al. (1993) covered five pedagogic task types that expand earlier discussions that are helpful but made fewer distinctions (Jackson, 2022, p. 5; Richards & Rodgers, 2014, p. 186). Unlike Willis (1996), who focused solely on describing the activity associated with the task Pica et al. (1993) aimed to present a "typology which can be used to different tasks according to their contribution to language learning, (Pica et al. 1993, p. 10 in Jackson, 2022, p. 5)". Their work was intended to serve as a valuable resource for researchers and teachers (Jackson, 2022, p. 5).

Additionally, the typology proposed by Pica et al. (1993) offers practical application for designing, adapting, or comprehending a wide range of teaching and research materials (Jackson, 2022, p. 5). In light of this, the typology developed by Pica et al. (1993) serves as a useful initial step in understanding how task design can provide comprehensible input, negative feedback, and opportunities for modified output during interactions between pupils

(Jackson, 2022, p. 5). The different task types will be presented in the following paragraphs. The analysis part of the thesis will examine how specific tasks in the textbooks fall under these categories and how they can be adapted or shaped using them as a reference for task design.

2.7.1 Jigsaw Tasks

As discussed in the example above, jigsaw tasks imply that learning occurs bi-directionally by exchanging information (Jackson, 2022, p. 6). This type of task aims for the pupils to exchange information verbally to solve a puzzle or get information from each other The task unfolds in the input and communication stages (Anderson, 2019 in Jackson, 2022, p. 6). These tasks instruct pupils to combine different pieces of information to form a whole (Richards & Rodgers, 2014, p. 186). The benefit of the jigsaw task stems from the need for both individuals or groups to collaborate and arrive at a shared solution. To gather all the needed information, pupils must sustain their communication over several turns, using vocabulary known or potentially unknown to them (Jackson, 2022, p. 7). This is an essential feature of this type of task. Pica et al. (1993) claim that these tasks are "the type of task most likely to generate opportunities for interactants to work toward comprehension, feedback, interlanguage modification processes." (p.21).

2.7.2 Information Gap Tasks

Much like jigsaw tasks, information gap tasks also require exchanging messages. The difference is that, whereas jigsaw tasks involve exchanging information between two people, information gap tasks involve a one-way exchange (Jackson, 2022, p. 7). This means that one person requests some information while the other provides it. It is possible to have a two-way exchange. This can be done if the listener actively seeks confirmation of the received information or if pupils alternate the roles of speaker and listener (Jackson, 2022, pp. 7-8). Pupils must negotiate and find out about each other's information to complete the activity (Richards & Rodgers, 2014, p. 186). An example of an information gap task is having pupils write down their favourite recipe (Jackson, 2022, p. 8). Upon completing this task, the first learner in the pair explains their recipe to their classmate while the latter takes notes. Following this, they change roles and repeat the exercise. This approach allows both pupils and the teacher to verify the precision of the information exchanged (Jackson, 2022, p. 8).

In an alternative approach, where the teacher takes on the task of generating the input, the utilisation of information gap tasks can be designed to emphasise particular language features that are challenging to acquire due to their low salience (Jackson, 2022, p. 8). Research on information gap tasks has revealed a significant association between interactional processes and detecting specific language features (Pica et al., 2006). The evidence suggests that intermediate-level learners who participated in tasks requiring them to discuss and make choices about pronouns, determiners, verb morphology and English articles often showed evidence of noticing the targeted forms during their interactions (Jackson, 2022, p. 8).

2.7.3 Problem-Solving Tasks

In problem-solving tasks, pupils are given a problem and a set of information. They then work together to solve the problem (Jackson, 2022, p. 8; Richards & Rodgers, 2014, p. 186). For instance, in the example provided by Jackson (2022, p. 8), pupils are paired and given a collection of food items representing popular foods with varying calorie content. They are then instructed to discuss and arrange these items from least to most calories. The results of these discussions can be easily verified by having one of the pupils write the final ranking on the board. In cases where pupils have difficulties reaching an agreement, the disagreement can be addressed, and further discussions can be facilitated.

A potential issue while working on such tasks may arise if one of the pupils does not contribute to the discussion. The bidirectional flow of information may be hindered if one of the learners lacks the necessary confidence, knowledge or skills, leading to a one-sided discussion (Jackson, 2022, p. 9). Unlike previously discussed tasks, the roles of the information provider and requester are ambiguous, potentially resulting in limited interaction between the pupils. These problems could also arise in the task types yet to be discussed, namely decision-making and opinion-exchange tasks. The teacher could ask the pupils to take turns presenting their solutions and reasoning to address these potential issues. Jackson (2022, p. 9) states that in contrast to jigsaw tasks, where communication is more structured and predictable, problem-solving tasks may limit interactions and the amount each learner contributes. However, it benefits from a shared, well-defined goal that gives the discussion a clear direction and conclusion.

2.7.4 Decision-Making Tasks

A decision-making task encourages pupils to discuss a problem and reach a consensus on a suitable outcome from a restricted set of acceptable options (Jackson, 2022, p. 9; Richards & Rodgers, 2014, p. 186). In the example Jackson (2022) provided, pupils are instructed to use a restaurant menu to order a specific meal. They are supposed to order a meal that contains protein and vegetables but no dairy. Based on the information on the menu, only some dishes are suitable to order because of allergies. The learners then must discuss what is appropriate to order and what is not.

As mentioned, the same problems could arise here as in problem-solving tasks. While pupils are tasked with interacting and communicating to develop a shared decision, there is no built-in requirement to actively interact among learners (Jackson, 2022, p. 10). What distinguishes this task type is that while it demands an outcome, that outcome may vary from learner to learner (Pica et al., 1993 in Jackson, 2022, p. 10). In the example above, the teacher can decide the number of options given to the pupils. The number of options in such a task might lead to more discussion (Jackson, 2022, p. 10).

2.7.5 Opinion Exchange Tasks

Opinion exchange tasks allow learners to express their viewpoints to start a discussion or debate on a given topic (Jackson, 2022, p. 10; Richards & Rodgers, 2014, p. 186). This could be on a topic important for pupils of a specific age or something entirely different (Jackson, 2022, p. 10). In this task type, there is a potential for information to flow between pupils. Still, the bidirectional flow of information can prove difficult if one of the pupils lacks knowledge of the subject. The communication objective of this type of task presents unique challenges as it lacks a specific goal for the discussion to converge on (Jackson, 2022, pp. 10-11). When expressing disagreement, their goal orientation is considered divergent.

As Skehan (1998) indicates, despite its limitations, opinion exchange tasks remain viable for enhancing diverse facets of L2 development. In particular, tasks that require learners to produce more clauses to support their arguments, known as divergent tasks, have been found to encourage more complex sentence structure compared to convergent tasks (Jackson, 2022, p. 11). As sharing opinions is a vital aspect of effective L2 communication, tasks that promote this skill provide valuable opportunities for pupils to bring up issues or concerns that

might have been overlooked otherwise (Jackson, 2022, p. 11).

2.8 Task-Based Language Teaching and L2 Acquisition: Aligning with Curriculum Goals and Learning Theories

The main objective of the English subject in Norwegian compulsory education is for pupils to communicate proficiently with others (Lund, 2020, p. 354). Communication and the transfer of meaning ought to be situated at the core of language-related tasks and activities. Lund (2020, p. 354) refers to Richards and Rodgers (2014), who argues that learners should be allowed to employ language for real-world purposes and engage in purposeful interaction. This is at the core of TBLT.

The principles of TBLT are argued to align with the empirical evidence in the field of L2 acquisition (Sasayama, 2021, p. 61). To design effective L2 acquisition, it is essential to consider learning theories rather than relying solely on the teacher's intuition or pupil's preferences. L2 acquisition theories provide key sources of evidence that underpin task-based instructional approaches. The accumulated research in L2 acquisition underscores the importance of input, output and interaction, which can be facilitated through target tasks and pedagogic tasks (Sasayama, 2021, p. 61). Nation (2007) also recommends that each course should be designed with this model in mind:

1. *Meaningful input*
2. *Meaningful output*
3. *Language-focused work*
4. *Fluency development*

The first element in this model revolves around the importance of comprehensible input in acquiring the second language (Sasayama, 2021, p. 61). Comprehensible input is slightly more advanced than the current level of learners. Still, it can be made understandable through contextual cues such as real-time objects, gestures and elaboration (Sasayama, 2021, p. 61). By receiving this input, learners can dive deeply into every aspect of the language, examining its use in various contexts better to grasp form-meaning connections (Sasayama, 202, p.61). This learning process can transpire either unconsciously or consciously.

Although input is a crucial factor in second language acquisition, it is insufficient on its own.

A vital aspect of fully acquiring a language is providing learners with opportunities to produce output and use the language for communicative purposes (Sasayama, 2021). According to Swain & Lapkins's (1995) *output hypotheses*, language learning receives a significant boost when learners engage in language production themselves (Lund, 2020, p. 355). Output, therefore, offers benefits that input alone cannot provide. It enables learners to see the disparity between what they understand when they listen and read and what they can express when writing and speaking. This will help learners to realise that what they communicate in the L2 might not match what they are capable of expressing (Lund, 2020, p. 355; Sasayama, 2021, p. 61)

The third element, language-focused activities, involves deliberate attention to specific aspects of the target language (Lund, 2020, p. 355). The aim is to develop learners' language awareness, which involves developing knowledge about language patterns and their usage in various contexts (Lund, 2020, p. 355). This increased awareness can enhance the effectiveness of language learning. Having pupils engage in what Swain (2006) refers to as languaging, which involves exploring, discovering, discussing and talking about specific linguistic phenomena, can be a valuable technique for fostering language awareness (Lund, 2020, p. 355). Languaging refers to using language to mediate the solution(s) to complex problems and tasks (Swain et al., 2009, p. 5). It has been defined as "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 89).

The fourth element works almost like a reminder that learners must also practice fluency to get "good at using what is already known" (Nation, 2007, p. 8). This is an aspect that Nation claims often gets neglected in language courses. Therefore, it is essential not to forget the importance of learners spending time practising language they are already familiar with.

When working with topics in the first, second and fourth element, they must be meaningful and enjoyable to learners, with activities that foster authentic interaction (Lund, 2020, p. 356). This also aligns with the demands in the national curriculum, where a large number of competencies require listening, speaking, reading and writing and demand discussion, interpretation, exploration and reflection (Lund, 2020, p. 356). It also corresponds with the curriculum's strong emphasis on deep learning.

2.9 Research Questions and Aims of the Study

I will conduct an in-depth analysis of selected EFL textbooks intended for 10th-grade pupils in lower secondary schools in Norway before and after the implementation of the LK20 curriculum. My examination will focus on the types of tasks featured in these textbooks and how the tasks align with the curriculum objectives. It will also be interesting to investigate how or if there are substantial changes in task design from one edition to the other, as well as how two different publishers compare in their task design and how they intend to meet the curriculum goals. Moreover, the tasks will be analysed through the lens of TBLT, providing me with a critical perspective on the material.

The research questions guiding this study include the following:

1. **How are tasks formulated at the functional and formal levels in EFL textbooks?**
2. **Do the tasks in EFL textbooks from two prominent publishers differ in their formal and functional make-up, and if so, how?**
3. **What notable changes can be observed in EFL textbook tasks published after the 2020 curriculum reform compared to those in textbooks published after the 2013 curriculum revision?**
4. **To what extent do the tasks in English textbooks align with the principles of Task-Based Language Teaching?**

These research questions aim to shed light on the task design of the four textbooks while also examining how two publishers may have different approaches to incorporating new curriculum requirements. By addressing these research questions, the study seeks to offer valuable information to teachers, school leaders and textbook authors, assisting them in developing effective and engaging materials that cater to the rapidly evolving society we are all a part of.

Chapter 3: Methodological Considerations

This chapter starts with providing the materials analysed in chapter 3.1, then a general chapter about research and the specific research methods will be presented in section 3.2. Since the study employs qualitative and quantitative research methods, both will be discussed in general and how and why the researcher has used both. Section 3.3 provides information on the different steps taken while analysing the material and explains parts of the textbooks excluded from the analysis's quantitative part. Next, section 3.4-3.5 presents the formal and functional parts of the quantitative analysis before section 3.6 explains how the qualitative part of the analysis will be conducted. The last section, 3.7, will describe possible limitations.

3.1 Data

This study addresses the research questions by concentrating on EFL textbooks designed for lower secondary education, specifically textbooks intended for 10th-grade pupils, and examining editions written pre-and post-implementation of LK20. The choice to concentrate on this age group was motivated by several factors. This age group was chosen because a similar study by Bakken and Andersson-Bakken (2021) analysed language arts books for upper-secondary schools, leaving a research gap for this age group. Secondly, I also chose 10th-grade textbooks because this is their last year at lower-secondary school, and learning goals are at the highest. Lastly, I decided to investigate tasks intended for 10th-grade pupils because one can expect task variety and complexity to be more advanced in this age group compared to years 8 or 9.

The textbooks were chosen as a sample of convenience based on the specific criteria for selection. The criteria are that the textbooks are intended for 10th-grade pupils, with two written before the curriculum reform of 2020 and two after. For the sake of comparison, it was also essential that the new textbooks were from the same publisher and revised editions of the same books. There are several year 10 textbooks available for schools and teachers to choose from. The four textbooks were selected because they are published by two major publishing companies with significant market shares and a long history in textbook production (Bakken & Andersson-Bakken, 2021, p. 736).

As a result, I settled on Stages 10 from Aschehoug, where the first edition is from 2015, and

the updated edition is from 2021. The two other textbooks selected are Connect 10 and Engelsk 10, published by Cappelen Damm. The latter is a revised edition of Connect 10, one of the differences being that the authors changed the title for the new edition. Stages 10 from 2015 and Connect 10 from 2018 were published after the revised curriculum revision of 2013 and are based on this revision. The two updated editions are both based on the national curriculum of 2020.

Due to time constraints, this thesis will only focus on the primary textbooks intended for 10th-grade pupils from each publisher, as a comprehensive analysis of all available resources would be too time-consuming. The selected books for this study are Cappelen Damm´s Connect 10 (Haegi et al., 2018) and Engelsk 10 (Haegi et al., 2021), as well as Aschehoug´s Stages 10 (Areklett et al., 2015) and Stages 10 (Pettersen & Røkaas, 2021). By concentrating on these textbooks, the study aims to provide a thorough and focused analysis of the possible changes in task design in EFL materials for lower secondary education in the context of the LK20 curriculum reform.

3.1.1 Stages 10

As mentioned, these two textbooks are old and revised versions of each other, based on two different national curricula. Stages 10 (2015) was written by Kristin Måge Areklett, Synnøve Pettersen, Felicia Røkaas and Hilde Tørnby, and it consists of a textbook, teacher´s resource file, CD, Digital resources (one for pupils and one for teachers), and an audiobook.

As mentioned, this study will only analyse the textbook. It consists of 320 pages and six chapters, excluding the reference section at the back of the book. The reference section is where pupils can find information about vocabulary, text types, grammar, and word order, among other things. There are no tasks in this section. Each chapter includes text and pictures relating to the theme of the chapter, and each chapter has an average of about 65-70 tasks. The tasks are divided into focus areas or headlines presented in Appendix 1. Every headline is not included when working with the texts in each textbook chapter. Instead, there is a selection of them for each topic.

Stages 10 (2021) is the textbook's new edition, written by Synnøve Pettersen and Felicia Røkaas. It consists of the textbook, digital resources (both for teachers and pupils) and a digital version of the textbook for the pupils to use both on smartphones and computers. The

textbook consists of 327 pages and five chapters. Instead of having a reference section like in the previous section, this edition has three sections at the end of each chapter called "Speak and write," "Language work", and "Improve your writing". These sections contain both tasks and information related to the headline. The "speak and write" sections have tasks under the headlines "Oral practice" and "Written practice", and the rest of the headlines in this textbook are found in Appendix 1. Like in its predecessor, each chapter has text and pictures relating to the theme of the chapter, with approximately 80 tasks in each chapter. As with its predecessor, not every focus area or headline is included in every topic or text in the textbook.

3.1.2 Connect 10 and Engelsk 10

Connect 10, published by Cappelen Damm in 2018, is written by Emily Haegi, Tone Madsen, and Siri Mohammad-Roe. It consists of a student´s book, a teacher´s book and a digital platform called "Workspace". In total, it has 293 pages, and six chapters, excluding a reference section. Like Stages 10 (2015), no tasks are in the reference section. However, this is where pupils can find information on grammar, language and reading strategies, to mention a few. The six chapters have pictures and texts relating to the theme of the chapter, with approximately 45-50 tasks in each chapter. The tasks are sorted into focus areas or headlines. An overview of the headlines can be found in Appendix 1. Not every focus area is included after every topic or text, but they are found in each chapter.

Engelsk 10, published by Cappelen Damm in 2021, is written by Emily Haegi, Tone Madsen, and Siri Mohammad-Roe. It consists of a student´s book, a teacher´s book and a digital teacher resource. The textbook has 272 pages and five chapters, excluding the reference section. As with Connect 10, the reference section does not have any tasks but is a place for finding information on grammar, text types and reading strategies. Each of the five main chapters has approximately 50-60 tasks. These tasks are also sorted under focus areas or headlines; the headlines' overview can be found in Appendix 1.

3.2 Research Methods

Research is a systematic process that aims to discover new information or gain more knowledge. To do this, researchers use various appropriate research methods for their study.

According to Skoie (as cited in Krumsvik et al., 2019, p. 25), research is a process where systematic work seeks to find or increase knowledge. The pursuit of knowledge and understanding requires the selection of an appropriate research methodology. In the social sciences, three primary research methodologies have emerged as prevalent choices for scholars and researchers: quantitative, qualitative and mixed methods (Mackey & Gass, 2015, p. 3). Each approach provides unique insights and perspectives, enabling researchers to explore their research questions comprehensively. One can say that research methods "involve the forms of data collection, analysis, and interpretation that researchers propose of their studies" (Creswell, 2014, p. 247).

In this study, the researcher will investigate possible changes in textbook tasks in English textbooks written before and after the curriculum reform of 2020, the formulation of tasks on a functional and formal level as well as the alignment of the task structure with the principles of Task-Based Language Teaching (TBLT). This chapter aims to provide an overview of these methodologies, followed by a description of content analysis as both a qualitative and quantitative research method, which will be employed to address the research questions.

3.2.1 Quantitative and Qualitative Research Methods

John W. Creswell (2014) states that the differentiation between qualitative research and quantitative research rests on the utilisation of words (qualitative) versus numbers (quantitative) (p.4). To expand further on quantitative methods, it is "an approach for testing objective theories by examining the relationships among variables" (Creswell, 2014, p. 4). This approach is relevant for this study because of the extensive data gathered from the four textbooks.

Qualitative research involves intentionally using various methods to describe, explain, and interpret collected data (Williams, 2007, p. 67). This makes qualitative methods well-suited for delving deeper into the underlying characteristics of a limited number of units. In this study, using a qualitative approach is advantageous because it enables a more in-depth examination of the frequently identified tasks in the quantitative analysis. By adopting this approach, the study will discover how specific tasks occur and then delve into the nuances of the task design, content, and objectives.

3.2.2 Mixed Methods

This study will employ a mixed-methods approach to ensure a comprehensive understanding of the tasks in EFL textbooks designed for 10th-grade pupils. Mixed-methods research combines the strengths of both quantitative and qualitative methodologies, allowing for a more robust and nuanced investigation of the research questions (Creswell, 2014, pp. 14-15). In addition, Pingel (2010, p. 67) also states that employing both quantitative and qualitative approaches is essential when interpreting textbooks since each approach answers different questions.

Furthermore, a mixed-methods approach facilitates the triangulation of data, which strengthens the validity and reliability of the study´s findings (Creswell, 2014). By drawing on multiple sources of evidence and research methods, this study will be better equipped to uncover how textbooks have changed due to the LK20 curriculum reform. In this way, the mixed-methods design allows for a more comprehensive and in-depth examination of the EFL textbooks.

3.2.3 Linguistic and Content Analysis

The method of analysis in this thesis will be dualistic. As the thesis title suggests, an analysis of both form and function will be conducted. The formal part of the quantitative analysis is a linguistic analysis since this part investigates the linguistic structures of the tasks rather than the content. The textbook tasks will then be analysed using qualitative and quantitative content analysis. This is a well-established method in the study of textbook tasks and would enable me to identify patterns in a large set of data (Bakken & Andersson-Bakken, 2021, p. 9). Krippendorff (2018, p. 24) defines content analysis as "*(…) a research technique for making replicable and valid inferences from texts (or* other *meaningful matter) to the context of their use."* Krippendorff (2018, p. 24) also cites Berelson (1952), who defines content analysis as "*a research technique for the objective, systematic and quantitative description of the manifest content of communication"*. Both these definitions tell us important traits about content analysis. The analysis must be replicable (objective), and it has to be valid (systematic). The methodological procedure must be well-defined and structured so that other researchers would yield the same results if they conducted the analysis for the study to be objective. Systematic means that the study must follow a system or a step-by-step process where all data material is analysed according to the same procedure. In quantitative content

analysis, the focus is on the frequency of specific words or themes to describe phenomena (Babbie, 2012, p. 414). In comparison, the qualitative approach is "the subjective interpretation of the content of text data" (Hsieh & Shannon, 2005, p. 1278).

This study will adopt the approach made by Bakken & Andersson-Bakken (2021) and analyse textbook tasks using their set of codes to classify them. This will ensure a well-defined and replicable methodological procedure that contributes to the objectivity and validity of the findings. This dualistic content analysis approach will provide a comprehensive understanding of EFL textbook tasks, shedding light on how the LK20 curriculum reform may or may not have influenced the tasks' design, content, and objectives and, ultimately, the quality of these EFL textbook tasks. Furthermore, it is essential to consider the potential differences between the two publishers' books, as variations in their approaches and materials may reveal additional insights into the impact of the LK20 reform on EFL textbook development and pedagogy.

3.3 Carrying out the Investigation

This section will outline the research methodology used in this thesis. It also contains a section that addresses what has been left out of the quantitative analysis. It is important to explain the process and the criteria used in the analysis.

The unit of analysis is the individual textbook tasks, and this definition will be used when gathering the data material. As explained in section 2.1.1, a textbook task is usually easy to identify since it often is a paratext that is separated from other textual elements. They are often marked with a letter, a number or other visual indicators. However, some textbook tasks are complex and consist of several interrogative, declarative, and imperative sentences. As stated, in content analysis, reliability and reproducibility are essential elements. The thesis adopts and adjusts Bakken & Andersson-Bakken´s (2021) principles to protect validity and replicability. If multiple interrogative sentences or imperative sentences follow each other in the same paragraph, each task is classified separately. One example could be: "Give an example of a song you loved listening to when you were young. Write down a few keywords to explain why you liked the song so much" (Haegi et al., 2021, p. 48). In this example, the pupils are asked first to reflect on a song they loved when they were young, whereas the last sentence activates them to write down keywords of why they liked it so much.

If the questions are separated from each other graphically, for example, by bullet points or numbering, they are classified as more than one task. The following example counts as three separate tasks.

1 Answer the following questions
a) How long had Mandela been imprisoned when this song was written?
b) What is the message of the song?
(Areklett et al., 2015, p. 89)

3.3.1 The Role of Sample Sentences in the Analysis

This section will address parts of the textbook tasks excluded from the quantitative analysis. First, this is especially prevalent in the Engelsk/Connect 10 textbooks, where the tasks are, as described in section 3.1, categorised under the headings they belong to. Notably, the tasks in these textbooks usually have an additional sub-headline that provides pupils with additional contextual guidelines on what they are supposed to do/work on in the specific tasks. These have been left out of the quantitative analysis because it proved impossible to generalise the results under the main headlines if these were included in the quantitative analysis. This example from Engelsk 10 (p.67) is classified as a "Grammar" task. It will highlight the part excluded from the quantitative analysis by italicising the included parts and de-italicise the excluded parts:

Grammar

10 **Find uncountable nouns**
The following are nouns from "War on waste":
Lifestyle, jar, clothes, activist, change, attention, trash, purpose, food

Decide which of the nouns are uncountable and write them down. Compare with a partner.
(Haegi et al., 2021, p. 67)

As seen in this example, the task is categorised under the main headline "Grammar", whereas the sub-headline "Find countable nouns" have been excluded from the quantitative analysis. Further, the declarative sentence "The following nouns are from `War on waste´" is included in the formal analysis but not in the functional analysis. The two task-activating speech acts

are included.

Another notable omission is the consideration of sample sentences associated with tasks that do not have a task-activating function. These sentences are often declarative and are referred to as "sample sentences" and provide additional context or are often a part of the task pupils are supposed to solve. These sentences are undoubtedly essential in how tasks are formulated. However, they have not been classified due to their unique nature. However, their role and significance will be addressed in the qualitative part of the analysis. To further illustrate this point, I will provide one example from Stages 10 (2015) that showcases sentences that have not been included in the classification process. The included parts in the example will be italicised, and the parts excluded will be de-italicised:

Find the present participle that function as adjectives in the following sentences:
a) Mary was an interested listener
b) Mary made an interesting meal
c) This story is exciting
d) My dog was so excited
e) I have never read a boring story by Roald Dahl
f) The policemen were feeling exasperated (Areklett et al., 2015, p. 254)

The example above requires pupils to identify present participles that function as adjectives in the provided sentences. In this example, the declarative sentences in a-f are not task-activating and, therefore, not included in the quantitative analysis. Instead, they serve as examples for learners to apply their understanding of the grammatical rules. It is, however, important to recognise these sample sentences, and they will be further examined in the qualitative analysis.

In this example from Engelsk 10 (p.27), both included and excluded sample sentences are used in the quantitative analysis. To differentiate between the two, the included parts are italicised while the excluded parts are de-italicized.

26 **Subject-verb agreement**

When we speak of subject-verb agreement in grammar, it means that there is a correspondence between the subject and the verb.

Example:

The boys (S) are (V) happy.

The **boys** (plural subject) are happy) agrees with **are** (plural verb form).

The car (S) is (V) red.

The **car** (singular subject) agrees with **is** (singular verb form).

Study these sentences:

The purpose of a speech is to entertain.

The language you use is the key to getting your message across.

The pages are full of scribblings.

The writers are anonymous.

a) Copy the sentences and identify the subject (S) and the verb (V) in each of the sentences.

b) Replace the subject in each of the sentences with a pronoun.

Example: The writers are anonymous. They are anonymous.

You can read more about subject-verb agreement on page 245 in the reference section.
(Pettersen & Røkaas, 2021, p. 27)

In this example, the task begins with explaining the grammar rule, classified as a declarative sentence in the analysis. The examples below are treated as sample sentences and not included in the quantitative analysis. Then, the task is divided into two parts: identifying the subject (S) and verb (V) in each sentence and replacing the subject with a pronoun. The first four sentences are sample sentences used to help pupils better understand the concept of subject-verb agreement and provide context for learners to practice the skill. As with the previous example, these sentences are not task-activating and, therefore, not included in the quantitative analysis.

However, the sentences that provide the task instructions, such as "Copy the sentences and identify the subject (S) and the verb (V) in each of the sentences" and "Replace the subject in

each of the sentences with a pronoun," fit are imperative sentences activating pupils to do an action. They are included in the quantitative analysis.

Lastly, the sentence "You can read more about subject-verb agreement on page 245 in the reference section" is a declarative sentence that serves as a task-activating function in the task. It provides additional information on where to find further resources on the topic. This sentence has also been included in the quantitative analysis.

While the sample sentences have been excluded from the quantitative analysis, their importance in illustrating and reinforcing the concept of subject-verb agreement is registered. It will be discussed further in the qualitative part of the analysis.

3.4 Formal Analysis

The formal analysis will focus on the structure of the tasks in the textbooks. While Bakken and Andersson-Bakken (2021) did not include a formal analysis in their research, this study will incorporate it, aiming to understand task construction better and discover common patterns and differences between the data material. The formal analysis will also include a sub-analysis of the interrogative sentences.

The formal analysis will explore how tasks are phrased as interrogative, imperative, or declarative sentences. Furthermore, the syntactical sub-analysis will further distinguish interrogative sentences into yes/no questions and wh-questions. By integrating this formal analysis, the aim is to gain a more holistic understanding of task structures and their potential impact on EFL textbook task design and content. Moreover, comparing the two publishers' textbooks will offer valuable insights into task phrasing and structural differences in their materials.

Declarative sentences have a subject + verb + (object) + (additional information) structure and are used to make statements or to convey information (Peters, 2013a). One example of a declarative sentence is: "A speech has an introduction, body and conclusion" (Haegi et al., 2021, p. 32). In this example, "A speech" is the subject, "has" is the verb and the object has three parts "an introduction", "body", and "conclusion".

Interrogative sentences have a (question word) + auxiliary verb + subject + main verb + (object) + (additional information) + question mark structure (Peters, 2013b). They usually

start with a wh-question word or with an auxiliary verb. Examples of interrogative sentences could be "What do you think?" (Pettersen & Røkaas, 2021, p. 133), or "Are the sentences about the Sami people in the active or passive voice?" (Pettersen & Røkaas, 2021, p. 134). As explained in Figure 1 below, interrogative sentences always end with a question mark.

The structure of imperative sentences is (subject) + verb + (object) + additional information (Peters, 2013b). Usually, the subject is left out, and only the verb and the object remain, as in this example: "Work with a partner" (Haegi et al., 2018, p. 20). The subject in this example is not explicitly stated, and the verb "work" is followed by the object "a partner". This imperative sentence gives a command to learners on whom to work with on the coming task(s).

In summary, the formal analysis of task structures, paired with comparing the publishers' textbooks, will enhance the understanding of the LK20 curriculum´s potential influence on EFL textbook design and give us an understanding of how specific task types are typically phrased. The figure below explains the rules used when classifying the sentences. It also shows the sub-categories used for interrogative sentences.

Declarative	Interrogative	Imperative
Typically makes a statement. They tell us something. Gives us information. (Peters, 2013a)	Typically asks a question. They ask us something, and they always end with a question mark. (Peters, 2013b)	Typically gives a command. They tell us to do something and end with a full-stop or exclamation point. (Peters, 2013b)

Wh-question: what, when, where, who, whom, which, whose, why and how
Yes/no question

Figure 1: Explanation of Categories Used in the Formal Analysis

3.4.1 Declarative Sentences

As mentioned above, directives are often phrased as imperative or interrogative sentences. However, there are some instances in all four books where declarative sentences refer to the pupils as syntactic subjects. Examples include: "You can revise how to conjugate verbs in the past tense on page 246 in the Reference section" (Haegi et al., 2021, p. 9). Here the declarative sentence tells the learner to do something, which makes it a task-activating speech act. Therefore, it has to be classified into the analysis's functional and formal parts.

Another example can be observed in this task from Connect 10: "(…) If you like, you can include the dialogue between Fabio Geda and Enaiat." (p. 199). This instance is part of a broader assignment where the pupils can incorporate certain elements. As a result, they are not instructed to do so but have the choice to include it. Thus, this is classified as a declarative sentence.

When the tasks include declarative sentences that merely provide information without addressing a specific subject, they will be classified solely as declarative sentences, excluding any function. For example, in the following example from Engelsk 10: "Poets use words to create images in the reader´s mind. In this poem, there are several similes that describe "a dream deferred". Find at least three examples" (Haegi et al., 2021, p. 18). The first two sentences are regarded as declarative sentences, but these declarative sentences are not task-activating. On the other hand, the final part is recognised as an imperative sentence.

3.4.2 Interrogative Sentences

As mentioned in the introduction of this sub-section, the sentences classified as interrogative will also be categorised as either a wh-question or a yes/no-question. Wh-questions are self-explanatory in that these questions start with *what, when, where, who, whom, which, whose, why or how*. Yes/no questions are tasks that, on a formal level, can be answered with straight yes or no answers (even though this is most likely not how they are intended to be answered). All interrogative sentences are included in the functional analysis since they are task-activating.

3.4.3 Imperative Sentences

Imperative sentences are classified based on their structure and functional categories, given their primary function of issuing commands, instructions, or requests. The absence of an explicit subject characterises the structure of an imperative sentence. It is understood that the subjects addressed in the textbooks are the pupils.

The verb within the imperative sentence plays a crucial role in the classification process since it explains the action the addressee is expected to perform. For example, in a sentence such as "discuss the questions" (Pettersen & Røkaas, 2021, p. 13), the verb "discuss" signifies the action required. The functional category of the imperative sentence is, therefore, often based on the action pupils are instructed to perform. The following chapter will discuss the functional categories further.

3.5 Functional Analysis

The tasks will be coded deductively using a set of two levels by Bakken & Andersson-Bakken (2021). The categorisation is developed in their previous studies on science and language arts books based on what Hsieh and Shannon (2005) label as a directed approach to content analysis. Their categories will be used as this study's starting point of reference. When analysing the textbook tasks, the categories have not been changed. Therefore, the same functional categories have been used in this study.

In Code Level 1, tasks are categorised as either closed or open. Closed tasks only have one answer, such as a fact or a definition (Bakken & Andersson-Bakken, 2021, p.737). Open tasks can be resolved or addressed in various ways, often by engaging pupils in discussions about their prior knowledge or perspectives on a particular subject. This may prompt some difficulties when attempting to classify tasks within these categories. Some tasks might be ambiguous, making it unclear whether they should be considered open or closed. For instance: "What is the conflict?" (Haegi et al., 2018, p. 62) can be interpreted as both a closed reproductive task and an open evaluative one, where pupils must empathise with the situation and analyse the conflict. In such instances, the researcher must read the source material the task belongs to and determine its appropriate classification. The task is classified as closed reproducing in this example since the answer is found in the source material.

At code level 2, the tasks will be divided into subcategories. They will be categorised according to how pupils are asked to solve them. The closed tasks are classified as either reproducing and reasoning tasks, while open tasks are categorised into explorative, evaluative, and activating tasks (Bakken & Andersson-Bakken, 2021, p.738).

3.5.1 Closed Reproducing Tasks

Code level 2 Closed reproducing tasks	
Explanation of code	In reproducing tasks, the answer will be explicitly expressed in the textbook or a different information source, and the pupils will find and repeat it (Bakken & Andersson-Bakken, 2021, p.738)
Examples of tasks which facilitate this code	"Write a list of the characters who appear in this excerpt." (Haegi et al., 2018, p. 179)
	"According to the text, which factors can promote the spread of diseases into pandemics?" (Haegi et al., 2021, p. 86)
	"Why is Hazel´s mum worried about her?" (Areklett et al., 2015, p. 26)
	"Find the correct relative pronoun in these sentences from the text" (Pettersen & Røkaas, 2021, p. 113)

Table 1: Closed Reproducing Tasks

As Table 1 demonstrates, closed reproducing tasks refer to tasks that require pupils to find explicit information from a text and reproduce it in their own words. The answers to these tasks are directly stated in the text, and pupils are expected to locate and repeat them. The table includes examples of tasks assessed as suitable to this code. Examples of closed reproducing tasks include writing a list of characters who appear in a text, identifying factors that can promote the spread of diseases into pandemics, explaining why a character is worried, or determining what a character wants.

For instance, in the task "Write a list of the characters who appear in this excerpt," pupils are expected to identify and list the names of all the characters mentioned in the text. This task

requires pupils to locate explicit information from the text and reproduce it accurately.

Similarly, in the task "According to the text, which factors can promote the spread of diseases into pandemics," pupils need to locate the relevant section of the text that discusses this topic and reproduce the factors listed in their own words.

In the task "Why is Hazel´s mum worried about her?" pupils must pinpoint the reasons behind the mother´s worries by finding that exact information from the text. This task exemplifies an ambiguous task that could be classified as evaluative and reproducing. The answer to Hazel´s mum's worries can be explicitly found in the text, making it a reproducing task.

Finally, in the task "find the correct relative pronoun in these sentences from the text", pupils are instructed to identify and find specific passages within the source material. In these specific tasks, pupils could try to write the answers down themselves if they know which relative pronoun to use. If the answers to the sample sentences were not explicitly in the source material, then this task would be categorised as a closed reasoning task, but it cannot be because it is. Overall, closed reproducing tasks help pupils develop their ability to locate information in a text and copy it accurately.

3.5.2 Closed Reasoning Tasks

Code level 2 Closed Reasoning Task	
Explanation of code	Reasoning tasks ask the pupils to find the correct answer by following a procedure in the textbook or by applying their knowledge. This can involve using analytical techniques or reading strategies to infer certain pieces of information from the text (Bakken & Andersson-Bakken, 2021, p. 739)
Examples of tasks which facilitate this code	"Write about five to ten keywords from each of the five paragraphs to summarise the text." (Haegi et al., 2018, p. 72)
	"Close read the text to find information and write a list." (Haegi et al., 2021, p. 159)
	"Choose the correct form of the verb." (Areklett et al., 2015, p. 22)
	"Plot: What happens in the story?" (Pettersen & Røkaas, 2021, p. 52)

Table 2: Closed Reasoning Tasks

As described in Table 2, the reasoning tasks require pupils to find the correct answer by following a textbook procedure or applying their knowledge. Task-activating speech acts given to pupils with a specific number of choices have also been classified as closed reasoning tasks. Given that these cases have pre-determined outcomes that pupils have to choose from, they are classified as closed tasks. Since they do not have an answer explicitly told in the text, they had to be classified as reasoning tasks where pupils apply their knowledge and preference. An example is: "Choose **one** of the following tasks." (Areklett et al., 2015, p. 230). This task does not call for anything to be reproduced. It instead calls for reasoning.

Haegi et al. (2018, p. 72) provide a task in which pupils are asked to identify five to ten keywords from each of the five paragraphs to create a summary of the text. This activity instructs pupils to examine the text and find the most important parts of each paragraph. In another example from Haegi et al. (2021, p. 159), pupils are instructed to close read the text to find information and write a list. Here, pupils need to engage in close reading to gather relevant information.

In the third example from Areklett et al. (2015, p. 22), pupils are challenged to choose the correct verb form. This task requires an understanding of grammar rules and the ability to apply them in the given context. Lastly, an example from Pettersen and Røkaas (2021, p. 52) involves answering a question about a story's plot: "What happens in the story?" In this case, pupils need to analyse the story and find key details to provide correct responses.

Overall, the Code Level 2 Closed Reasoning Task encourages to actively engage with the material by utilising their knowledge, reading strategies, and analytical skills to complete various tasks.

3.5.3 Open Explorative Tasks

Code level 2 Open explorative task	
Explanation of code	In explorative tasks, the pupils are asked to explore a topic through an empirical search or literature search. Often this is done by asking them to do a web search or other types of literature for answers ((Bakken & Andersson-Bakken, 2021, p. 738).
Examples of tasks which facilitate this code	"(…) Go online and search and search for information on how these initiatives can reduce your carbon footprint" (Haegi et al., 2018, p. 73)
	"include one or several photos in your presentation" (Haegi et al., 2021, p. 87)
	"Search the internet and find out more about Britain during World War II" (Areklett et al., 2015, p. 115)
	Find out where most asylum seekers to Norway came from last year. What are some of the routes that people use to get to Europe? What means of transportation do they use? What risks do they face on the way here? (Pettersen & Røkaas, 2021, p. 177)

Table 3: Open Explorative Tasks

The first example from Haegi et al. (2018, p. 73) presents a task in which pupils are asked to search online for information on how specific initiatives can reduce their carbon footprint. This activity encourages them to engage in research on the topic and to understand environmental issues better. In the second example from Haegi et al. (2021, p. 87), pupils are instructed to include one or several photos in their presentation, requiring them to search for suitable visual materials to use in their presentation.

In the third example from Areklett et al. (2015, p. 115), pupils are instructed to find more information about World War II that is not already provided in the textbook. Lastly, in Pettersen and Røkaas's (2021, p. 117) example, pupils must do internet searches to find information on a specific topic. Moreover, pupils must find answers to the questions that follow and use their knowledge to find this information online.

These tasks are often part of bigger tasks where other imperative sentences precede or follow. In the third example, the explorative task is followed by a closed reasoning task: "Choose one of the topics in the word cloud". The last example is followed by a task classified as an open

activating "Write 5-7 sentences".

In summary, the Code Level 2 Open Explorative Task encourages actively engaging with the specific topic or theme by conducting empirical or literature searches. These tasks foster independent research skills and a deeper understanding of the content being studied and encourage pupils to go beyond the textbook in search of new knowledge.

3.5.4 Open Evaluative Tasks

Code level 2 Open evaluative task	
Explanation of code	"In evaluative tasks, the pupils must find the answers within themselves by interpreting, evaluating, or taking a position. Often, evaluative tasks ask pupils about their experiences and interpretations of the text" (Bakken & Andersson-Bakken, 2021, p. 738)
Examples of tasks which facilitate this code	"What do you think makes Romeo and Juliet a classic?" (Haegi et al., 2018, p. 168)
	"Is there a message in the text? (Hægi et al., 2021, p. 68)
	"What do you think your generation of teens will be remembered for? Styles? Clothes? Music? Attitudes? Behaviours? (Areklett et al., 2015, p. 11)
	"What will be important when you decide what school to apply to?"(Pettersen & Røkaas, 2021, p. 57)

Table 4: Open Evaluative Tasks

These tasks necessitate that pupils engage in introspection and self-reflection to interpret, evaluate, or form opinions on a particular topic. Often, such tasks get learners to consider their experiences and interpretations of the text or subject matter.

In the first example, Haegi et al. (2018, p. 168) ask a question to pupils: "What do you think makes Romeo and Juliet a classic?" This invites pupils to reflect on the play's qualities and give their opinion on the aspects that have made it a classic. Another task from Haegi et al. (2021, p. 68) asks pupils if there is a message in a given text, prompting them to interpret the text's meaning and find any underlying themes or ideas.

In the third example from Areklett et al. (2015, p. 11), pupils are asked to think about what their generation of teenagers will be remembered for in terms of styles, clothes, music, attitudes, or behaviours. This task encourages them to examine their contemporary cultural context and evaluate its potential long-term impact. Lastly, Pettersen and Røkaas's (2021, p. 57) example asks, "What will be important when you decide what school to apply to?" In this task, pupils are encouraged to reflect on their priorities and criteria when selecting a school, emphasising the importance of individual preferences and values.

In summary, the Code Level 2 Open Evaluative Task fosters introspection and personal reflection among pupils, as they are called upon to interpret, evaluate, and form opinions on various topics. These activities enhance critical thinking skills and encourage learners to engage with the content on a deeper, more personal level (Bakken & Andersson-Bakken, 2021).

3.5.5 Open Activating Tasks

Code level 2 Open activating task	
Explanation of code	In activating tasks, the pupils are asked to act, often to practice a specific skill. Often this consists of an oral presentation, text writing or dramatising something from the text (Bakken & Andersson-Bakken, 2021, p. 738).
Examples of tasks which facilitate this code	"Write a script based on the excerpt from In the Sea there are Crocodiles. You should include dialogue and stage directions in your script. (…) Rehearse the scene and perform in class.". (Haegi et al., 2018, p. 199)
	"Freewrite about your chosen topic for five to eight minutes" (Haegi et al., 2021, p. 80)
	"Read or sing "Summer Nights" out loud in class." (Areklett et al., 2015, p. 10)
	Listen to the text and answer the questions (Pettersen & Røkaas, 2021, p. 37)

Table 5: Open Activating Tasks

In the first example, Haegi et al. (2018, p. 199) present a task where pupils are instructed to write a script based on an excerpt from In the Sea there are Crocodiles. Pupils are instructed

to include dialogue and stage directions in their script, rehearse the scene, and perform it in class. This activity helps learners engage with the text creatively while practising their writing and performance skills. In the second example from Haegi et al. (2021, p. 80), pupils are asked to freewrite about their chosen topic for five to eight minutes. This is categorised as an open activating task since pupils are instructed to freewrite on a topic of their choice.

In the task from Areklett et al. (2015, p. 10), pupils are instructed to read or sing "Summer Nights" out loud in class. This exercise allows learners to practise their oral presentation skills and contribute to a learning environment where pupils can get out of their comfort zone safely. The last example, from Pettersen and Røkaas (2021, p. 37), involves pupils listening to a text and answering questions. This task encourages active listening and comprehension skills, as pupils must pay close attention to the content to respond accurately.

In conclusion, the Code Level 2 Open Activating Task promotes active participation and skill development among pupils by requiring them to take action in various ways. Through these activities, learners can enhance their communication, writing, performance, and listening skills, contributing to a comprehensive educational experience.

3.6 Qualitative Analysis

In the qualitative analysis, I will focus on aspects that have shown to be frequent in the quantitative analysis. This means that typical instantiations of the frequent categories will be investigated further to compare and show similarities and differences between the textbooks. This means that I will select instances for further inspection. To compare the two textbooks, tasks that fall under a similar focus area or headline will be assessed together. This makes it possible to extract data that can be generalised, making it possible to investigate differences and similarities between the textbooks. For instance, a common focus area or heading in both textbook series is tasks under the headline "Understanding". It is, therefore, worth investigating if the textbooks have designed tasks under similar headlines differently.

As mentioned, this will ensure a more holistic examination of the tasks, considering the combinations of various categories classified in the quantitative analysis. One central question during this phase is how individual sentences and speech act types are combined to form a complete task, as well as how text elements such as sample sentences and headings are incorporated into the task. This is essential since these textual elements are not included

in the quantitative analysis.

In addition, the qualitative analysis will provide an opportunity to discuss ambiguous cases that the quantitative analysis might conceal. For example, atypical category members that do not fit neatly into the predetermined categories can be explored in more depth to better understand how these tasks are designed and what makes them atypical.

Throughout the qualitative analysis, I investigate the compatibility of the tasks with TBLT principles. This will help evaluate the tasks in the context of the LK20 curriculum and provide valuable insights into areas where tasks may fall short in promoting meaningful language use and the development of 21st-century skills.

3.7 Reliability and Validity

The quantitative and qualitative data and methods included in this thesis have been thoroughly examined multiple times to ensure an accurate analysis based on a deep understanding of the material and to minimise errors in the statistical data. Steps to strengthen validity and reliability have been conducted, as presented in Chapter 3. It is important to note that the researcher worked alone, so the findings' reliability would have been stronger if multiple researchers had contributed their opinions.

Chapter 4: Findings and Analysis

The preceding chapters have outlined the theoretical foundation and the research methods employed to investigate the textbook tasks. In this chapter, I will present the findings from the analysis where I compare tasks from textbooks written before and after the curriculum reform of 2020. The textbooks under investigation are Stages 10 (2015), Stages 10 (2021), Connect 10 (2018) and Engelsk 10 (2021). The findings will be presented having the four research questions in mind:

1. How are tasks formulated at the functional and formal levels in EFL textbooks?
2. Do the tasks in EFL textbooks from two prominent publishers differ in their formal and functional make-up, and if so, how?
3. What notable changes can be observed in EFL textbook tasks published after the 2020 curriculum reform compared to those in textbooks published after the 2013

curriculum revision?

4. To what extent do the task in English textbooks align with the principles of Task-Based Language Teaching?

The subsequent sections of this chapter will present the findings by publisher instead of examining each of the four books individually. This choice is made because each publisher's textbooks' content displays significant similarities. Presenting the data this way enables a more structured presentation of the results. The analysis will first begin with presenting the findings in the quantitative analysis of the formal categories in Connect 10 and Engelsk 10. This is followed by the same procedure for Stages 10 (2015) and Stages 10 (2021). This approach allows for a thorough comparison between the two publishers' textbooks while highlighting the similarities and differences in task formulation before and after the 2020 curriculum reform.

After deciding upon the criteria for categorising the tasks on a formal and functional level, I classified them. Table 6 below shows how many tokens the four books have in total. These are all the observations that have been included and contain all speech acts. The quantified data from the four textbooks will be presented in subsequent tables with accompanying summaries that describe the findings.

	Engelsk 10 (2021)	Connect 10 (2018)	Stages 10 (2021)	Stages 10 (2015)	In total
Total amount of task-activating speech acts in the textbooks	1774	1768	1909	1690	7142

Table 6: Total amount of task-activating speech acts in the four textbooks

As Table 6 shows, the total amount of analysed tokens in Engelsk 10 is 1775, whereas the preceding Connect 10 has a total of 1768. In other words, these two textbooks have almost the same number of tokens, even though Engelsk 10 has one chapter less than Connect 10. In the Stages textbooks, their differences are more noticeable. Despite having one less chapter, the updated Stages 10 has 1909 task-activating speech acts. This means the new edition has

more tasks than the previous edition (1690). In the presentation of the textbooks in sub-section 3.1, it was also highlighted that the number of tasks is higher in the Stages textbook series. Therefore, this result is not surprising.

4.1 Quantitative Analysis of Formal Categories in Connect 10 (2018) and Engelsk 10 (2021)

The findings from the analysis of the formal level of tasks in the two textbooks, Connect 10 and Engelsk 10, are presented in the table below:

	Imperative	**Interrogative**	**Declarative**	**Tasks in total**
Connect 10 (2018)	61% (1070)	17% (300)	22% (393)	100% (1763)
Engelsk 10 (2021)	58% (1022)	18% (327)	24% (423)	100% (1772)
In total	59% (2092)	18% (627)	23% (816)	100% (3536)

Table 7: Representation of the formal categorisation of tasks in Connect 10 (2018) and Engelsk 10 (2021). (Number of tasks in parentheses).

In the Connect 10 textbook, 61% of the tasks are imperative sentences, 17% are interrogative sentences, and 23% are declarative sentences. Similarly, in the Engelsk 10 textbook, 58% of the tasks are imperative sentences, 18% are interrogative sentences, and 24% are declarative sentences. When examining the results collectively, the distribution remains consistent, with 59% being imperative sentences, 18% being interrogative sentences, and 23% being declarative sentences.

These findings suggest a considerable similarity in the distribution of task types at the formal level in both the Connect 10 (2018) and Engelsk 10 (2021) textbooks. Most tasks in both textbooks are imperative sentences, followed by declarative sentences and interrogative sentences. These similar results are interesting, considering that the Engelsk 10 textbook has one chapter less than the previous edition. The following table presents the sub-analysis of interrogative tasks in Connect 10 (2018) and Engelsk 10 (2021):

	Wh-question	Yes/no question	Tasks in total
Connect 10 (2018)	90% (269)	10% (31)	100% (300)
Engelsk 10 (2021)	88% (287)	12% (40)	100% (328)

Table 8: Interrogative tasks in Connect 10 (2018) and Engelsk 10 (2021). (Number of tasks in parentheses)

This analysis reveals a high percentile of wh-questions in both textbooks. 90% of interrogative sentences in Connect 10 (2018) are wh-questions, while the percentage is 88% in Engelsk 10 (2021). This means 10% of the interrogative sentences are yes/no questions in Connect 10 (2018) and 12% in Engelsk 10 (2021).

These findings suggest that both textbooks prioritise tasks that require more elaborate and detailed responses from pupils. The high proportion of wh-questions is unsurprising, given that these questions typically call for more elaborate responses than a yes or no answer. However, examining how these different speech act types correspond to the functional categories is essential. The results from that analysis may further reveal if there is a prevalence of open tasks formulated as wh-questions within the other categories.

4.2 Quantitative Analysis of Formal Categories in Stages 10 (2015) and Stages 10 (2021)

The findings from the analysis of the formal level of tasks in the two textbooks, Stages 10 (2015) and Stages 10 (2021), are presented in the table below:

	Imperative	Interrogative	Declarative	Tasks in total
Stages 10 (2015)	44% (749)	42% (740)	14% (227)	100% (1690)
Stages 10 (2021)	44% (839)	42% (794)	14% (275)	100% (1908)
In total	44% (2088)	42% (638)	14% (824)	100% (3598)

Table 9: Formulation of tasks in Stages 10 (2015) and Stages 10 (2021). (Number of tasks in parentheses).

The analysis of the formal categories in Stages 10 (2015) and Stages 10 (2021) shows that the distribution of imperative, interrogative, and declarative sentences is consistent between the two textbooks. Both editions of Stages 10 have a similar proportion of all three sentence types 44% are imperative sentences, 42% are interrogative sentences, and 14% are declarative sentences.

Interestingly, this near-identical task distribution is even more surprising since there is a greater difference in the number of task-activating speech acts classified in these textbooks compared with the Engelsk/Connect 10 textbooks. The Stages 10 textbooks also feature a higher proportion of interrogative tasks and a lower proportion of imperative tasks. This variation may suggest differences in the formulation of the tasks across the two publishers' textbooks. The following table presents the sub-analysis of interrogative tasks in Stages 10 (2015) and Stages 10 (2021):

	Wh-question	Yes/no question	Tasks in total
Stages 10 (2015)	84% (597)	16% (114)	100% (711)
Stages 10 (2021)	87% (690)	13% (104)	100% (794)

Table 10: Interrogative tasks in Stages 10 (2015) and Stages 10 (2021). (Number of tasks in parentheses)

Like the sub-analysis in Table 8, this sub-analysis of interrogative sentences in the Stages 10 textbooks also reveals a high percentile of wh-question. 84% of interrogative sentences in Stages 10 (2015) are wh-questions, while the percentage is 87% in Stages 10 (2021). This means 10% of the interrogative sentences are yes/no questions in Stages 10 (2015) and 12% in Stages 10 (2021).

The high proportion of wh-questions in both textbooks can signify the authors wanting to give opportunities for pupils to reflect and make more detailed responses. Nonetheless, it is crucial to investigate the relationship between these speech act types and the functional categories. The outcome of this analysis could uncover if there is a predominance of open tasks phrased as wh-questions across the textbooks or if there is a different use of such tasks.

4.3 Quantitative Analysis of Functional Categories

The following table presents the analysis of the functional categories in Stages 10 (2015), Stages 10 (2021), Engelsk 10 and Connect 10:

Functional categories	Connect 10 (2018)	Engelsk 10 (2021)	Stages 10 (2015)	Stages 10 (2021)
Open explorative	2% (20)	3% (36)	9% (134)	10% (159)
Open active	40% (574)	38% (538)	28% (411)	25% (407)
Open evaluative	28% (397)	26% (370)	29% (425)	26% (425)
Closed reasoning	18% (254)	21% (297)	10% (148)	12% (218)
Closed reproducing	12% (171)	12% (165)	24% (350)	27% (439)
In total	100% (1416)	100% (1406)	100% (1468)	100% (1648)

Table 11: Distribution of tasks across the functional categories. (Number of tasks in parentheses).

It is important to note that the total number of tasks in Table 11 is smaller than that in the formal analysis, as declarative sentences that do not function as task-activating speech acts were not classified according to the functional categories. This means that they are not included in Table 11.

The distribution in Engelsk 10 and Connect 10 reveals an emphasis on open tasks compared to closed. Open active tasks are the task types that occur most often, with 40% in Connect 10 (2018) and 38% in Engelsk 10 (2021). This is followed by evaluative tasks at 28% and 26%, respectively. The task type that occurs the least amount of the time in these textbooks is surprisingly explorative tasks in both editions, with 2% and 3%, respectively.

The total amount of closed tasks is less prevalent than open tasks in the Engelsk/Connect 10 textbooks. However, closed reasoning tasks account for 18% of Connect 10 (2018) and 21% of Engelsk 10 (2021). Closed reproducing tasks constitute the smallest percentage of closed tasks in both textbooks sharing the same percentage at 12%.

This distribution of tasks suggests that textbooks lean towards promoting active and evaluative engagement with the learner materials, in line with the LK20 curriculum´s goals of fostering creativity, critical thinking, and problem-solving skills for pupils (Meld. St. 28 (2015-2016), p. 14). However, it is worth noting that there is a slight decrease in open tasks in the new editions and an increase in closed tasks. This is unexpected, given what the curriculum demands. However, it is important to consider how these functional categories are implemented within the tasks. Only by examining the tasks more in-depth will the extent to which they offer meaningful learning experiences for pupils be revealed. The table in Appendix 4 also reveals that the functional task types have a similar distribution across the formal categories.

When looking at the Stages 10 textbooks, it can be observed that the distribution of tasks has some slight differences. The updated edition shows a slight increase in explorative tasks (10%, up from 9% in 2015) and closed reasoning tasks (12%, up from 10% in 2015). A decrease can be seen in active tasks (25%, down from 28% in 2015) and evaluative tasks (26%, down from 29% in 2015). Closed reproducing tasks have also increased from 24% in 2015 to 27% in 2021.

This analysis suggests that the new Stages 10 edition has only slightly revised task types and their distribution, potentially not reflecting changes in the curriculum. These findings are quite interesting when we consider what the curriculum emphasises. A decrease in open tasks compared to closed tasks is unexpected since the curriculum encourages exploration and reflection on the English subject. Even though there is just a slight increase in closed tasks, it is still surprising, given the demands of the curriculum. The table in Appendix 5 also suggests that, for the most part, the functional task types are formulated similarly as in the previous edition. The only task type that has undergone some change in formulation is closed reasoning tasks.

Comparing the two publishers' textbooks shows similarities and differences in their general task design. From a formal standpoint, the Engelsk/Connect 10 series employ a higher degree of imperative sentences. The opposite goes for interrogative sentences, which are more common in the Stages 10 textbooks. Engelsk/Connect 10 also have more declarative sentences than Stages 10. This suggests that there are generally more contextual cues in those tasks. Regarding the distribution of wh-questions and yes/no questions, both publishers have a high degree of wh-questions compared to yes/no questions.

In terms of the functional categories, we can see there are some differences. The Stages 10 textbooks have a significantly higher percentage of open, explorative tasks (9-10%) than Engelsk/Connect 10 (2-3%). Open active tasks are more prevalent in Engelsk/Connect 10 (38-40%) compared to Stages 10 (26-28%). Similar results are found for open evaluative tasks, with 26-29% in Stages 10 and 26-28% in Engelsk/Connect 10 (18-21%). Closed reasoning tasks are more common in Engelsk/Connect 10 (18-21%) compared to Stages 10 (10-12%). While closed reproducing tasks are more prevalent in the Stages 10 textbooks (24-27%) than in Engelsk/Connect 10 (12%).

4.4 Qualitative Analysis

In the previous sub-section, I presented the general findings of the quantitative analysis of tasks from four textbooks, focusing on the distribution of formal and functional categories. Building on these findings, this chapter aims to delve deeper into the tasks by conducting a qualitative analysis. This in-depth examination aims to investigate the similarities and differences between the textbooks. It will examine task design and how some tasks align with the principles of TBLT. By looking closely at the representative examples from the frequent categories identified in the quantitative analysis, this chapter seeks to provide a more nuanced understanding of the task's formal and functional makeup.

First, I will examine a recurring pattern observed across the textbooks, which is the use of similar headlines or focus areas at the beginning of each page containing tasks. A notable example is the frequent use of the headline "Understanding". Interestingly, even though the two publishers' textbooks use the same headline, they design the tasks under this headline differently. This observation raises questions about how these tasks, framed under a common headline, might differ in their design and objectives. See Appendix 1, where the headlines in the textbooks are ranked according to their frequency in the textbooks.

4.4.1 Tasks under the headline "Understanding"

The table below shows how tasks under the headline "Understanding" are classified in the four textbooks. Since the results of the old and new editions of the textbooks are comparable, it is best suited to compare the publishers' books against each other.

Textbooks	Stages 10 (2015, 2021)	Engelsk/Connect 10
Formal categories		
Imperative sentences	21%	58%
Interrogative sentences	75%	22%
Declarative sentences	4%	20%
Tasks in total	100%	100%
Functional categories		
Open explorative	0%	0%
Open active	15%	26%
Open evaluative	1%	19%
Closed reasoning	2%	21%
Closed reproducing	78%	16%
In total	96%	82%

Table 12: Formal and functional categories for tasks under the headline "Understanding" in the four textbooks.

It is important to mention that the percentages in the functional analysis do not add up to 100% because the analysis takes declarative sentences into account. This indicates that some tasks in the textbooks are formulated with declarative sentences without a task-activating function. Examples of tasks that represent the textbooks will illustrate how declarative sentences are incorporated differently.

When looking at the distribution of formal categories, there are differences between the textbook series. In the Stages 10 textbooks, these tasks mostly consist of interrogative sentences (75%), followed by imperative sentences (21%), and declarative sentences (4%). In contrast, the Engelsk/Connect 10 textbooks are mostly made up of imperative sentences

(58%), followed by interrogative sentences (22%), and declarative sentences (20%).

When examining the functional categories, it is worth noting that the Stages 10 textbooks have a significantly higher percentage of closed reproducing tasks (78%) than the Engelsk/Connect 10 textbooks (15%). None of the tasks under this headline has been classified as explorative in any of the textbooks, but in general, there is a more even distribution in the Engelsk/Connect 10 textbooks. 26% is classified as activating tasks in Engelsk/Connect 10, followed by 21% closed reasoning, 19% evaluative, and 16% closed reproducing. In the Stages 10 textbooks, the closed reasoning tasks are followed by 15% open activating, 2% reasoning and 1% evaluative.

These findings suggest that although both sets of textbooks use the same heading or focus area, they differ in their approach to task design. The Stages 10 textbooks prioritise closed reproducing tasks. In contrast, Engelsk/Connect 10 textbooks have a more diverse distribution across their "Understanding" tasks.

Sample task 1 from Stages 10 (2021) provides examples of tasks under the "Understanding" headline that exemplify the different formal and functional categories identified in the analysis.

UNDERSTANDING

1 Answer the questions.
a What are some of the reasons why children do not go to school?
b Where does Malala come from?
c What happened to her school?
d What did Malala do to protest?
e Who threatened Malala?
f What happened in October 2012?
g Where did Malala get medical treatment?
i What is the Malala Fund?
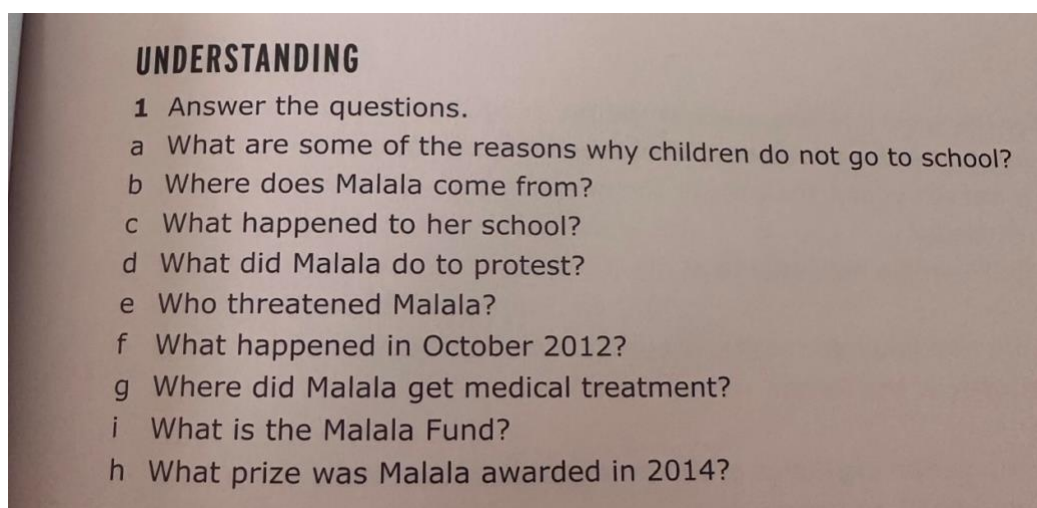h What prize was Malala awarded in 2014?

Figure 2: Sample task 1(Pettersen & Røkaas, 2021, p. 85)

Sample task 1 from Stages 10 (2021) showcases a commonly used layout in the Stages 10 textbooks under the "Understanding" headline. The interrogative sentences in this task aim to evaluate pupils understanding of the provided text. These tasks involve different formal and

functional categories, as outlined in Table 12.

The task starts with an imperative sentence instructing pupils to "answer the following questions". This imperative sentence starts almost every task under the headline "Understanding". Because there are different ways to answer the questions, all of them are classified as open-activating tasks in the analysis. This common phrase can partially explain why 15% of these tasks have been classified as open activating. Questions a-h are all wh-questions, classified as interrogative sentences. They are all classified as closed reproducing because they only require pupils to recall and reproduce specific information from a small text on the two pages in the front. How "Understanding" tasks are designed in the Stages 10 textbooks can explain why interrogative sentences are more dominant in these textbooks than in the Engelsk/Connect textbooks. As seen in sample task 1, there are nine wh-questions in this task alone, which is a recurring pattern.

These tasks do not align well with the principles of TBLT. While these tasks ensure pupils have comprehended some of the information from the text, they do not facilitate learning opportunities beyond memorisation of the text.

In sample task 2, an "Understanding" task from Engelsk 10 (2021) will highlight a different approach taken in designing tasks under this specific headline:
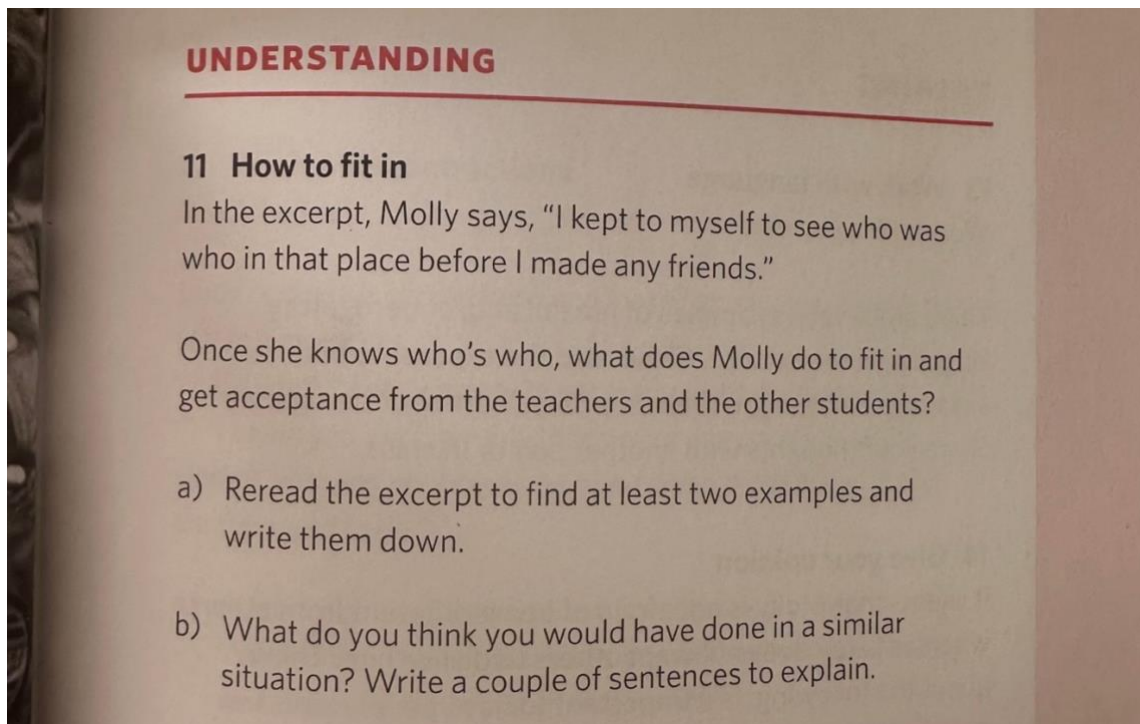

Figure 3: Sample task 2 (Haegi et al., 2021, p. 17)

This "Understanding" task from Engelsk 10 starts with a sub-headline ", How to fit in", and a declarative sentence. This heading and declarative sentence give contextual information to the task, making it easier for pupils to understand the topic or theme. The third sentence is an interrogative sentence that asks pupils a concrete question from the text. The task is then divided into two parts.

The first part of sample task 2, task (a), is a closed reproducing task that instructs pupils to reread the excerpt and find at least two examples of what Molly does to fit in. The verb "reread" instructs them to actively engage with the text to find the answers they seek. Next, the imperative clause "write them down" instructs them to note these examples. This makes this part of the task a closed reproducing task, extracting information from the text they had to reread.

The next part of the sample task, (b), is a task that encourages the pupils to put themselves in the shoes of the protagonist of the story. They must evaluate and respond to how they would react in a similar situation. This makes it an open evaluative task. The last part of this task is a reoccurring feature of the textbooks and proved to be a tricky case. These imperative sentences both fall under the category of evaluative and activating. Pupils are instructed to write sentences to explain their views on the matter.

On the one hand, they must evaluate and explain what they would have done in this situation. On the other hand, they are asked to produce text. For consistency, these cases were all categorised as open activating, but it is vital to acknowledge the evaluative aspect of these cases.

In light of TBLT, the first part of this task (a) demonstrates an activity where pupils must find and reproduce information from the text. Similarly to sample task 1, it does not align with TBLT principles, which involve more authentic, communicative tasks (Willis, 1996). Task (b) aligns better with TBLT principles since it requires pupils to reflect on their experiences and provide a personal response. This encourages more meaningful language use (Sasayama, 2021) instead of rote learning (Mayer, 2002).

As we can see from sample tasks 1 and 2, the two different publishers design these tasks differently. This different interpretation of "Understanding" tasks may stem from varying

pedagogical beliefs. Alternatively, it could be because of how the "Understanding" tasks in the Stages 10 textbooks supplement the other focus areas. Nevertheless, the Stages 10 textbooks focus almost solely on closed reproducing tasks. At the same time, the Engelsk/Connect 10 series offers a more balanced set of tasks that caters to different cognitive processes rather than just remembering information from the text, as exemplified in sample task 2.

4.4.2 Tasks under the Headlines "Viewpoints and "Talking"

The next tasks will be examined under the headline "Viewpoints" in the Stages 10 textbooks and "Talking" tasks in the Engelsk/Connect 10 textbooks. These are chosen because, as seen in Appendix 1, these focus areas or headlines are frequent in all four textbooks. They usually are the types of tasks that precede the "Understanding" tasks in all four books. Even though they differ in terminology, they also share a common goal: encouraging collaboration and discussions with classmates. The table below shows how these tasks are classified in the quantitative analysis:

Textbooks	Stages 10 (2015, 2021)	Engelsk/Connect 10
Formal categories		
Imperative sentences	18%	64%
Interrogative sentences	71%	14%
Declarative sentences	11%	22%
Tasks in total	100%	100%
Functional categories		
Open explorative	0%	3%
Open active	15%	45%
Open evaluative	67%	22%
Closed reasoning	2%	5%
Closed reproducing	6%	5%
In total	90%	80%

Table 13: Formal and functional categories for tasks under the headlines "Talking" in the Engelsk/Connect 10 textbooks and "Viewpoints" in the Stages 10 textbooks.

Table 13 shows that these tasks are also designed differently when comparing the two publishers' textbooks. 71% of the tasks in Stages 10 textbooks are classified as interrogative sentences, with a lower percentage of imperative sentences (18%) than Engelsk/Connect 10, which has 64% imperative sentences. When it comes to declarative sentences, the Stages 10 textbooks have a lower frequency (11%) than Engelsk/Connect 10 (22%).

When examining the distribution of functional categories, Stages 10 has a higher percentage of evaluative tasks (67%), while Engelsk/Connect 10 has a higher proportion of active tasks (45%). This corresponds with the findings in Table 11. There are no explorative tasks in Stages 10 (0%), while these tasks have a slightly higher percentile in Engelsk/Connect 10

(3%). Closed reasoning and closed reproducing tasks have similar percentages for both textbooks, with Stages 10 at 2% and 6%, respectively, and Engelsk/Connect 10 at 5% for both categories.

This data suggests that Stages 10 strongly emphasises open evaluative tasks and interrogative sentences, whereas Engelsk/Connect 10 focuses more on activating tasks and imperative sentences. Two examples will be provided to illustrate the differences between the textbooks further. Sample task 3 from Stages 10 (2015) serves as a typical "Viewpoints" task found in these two textbooks:
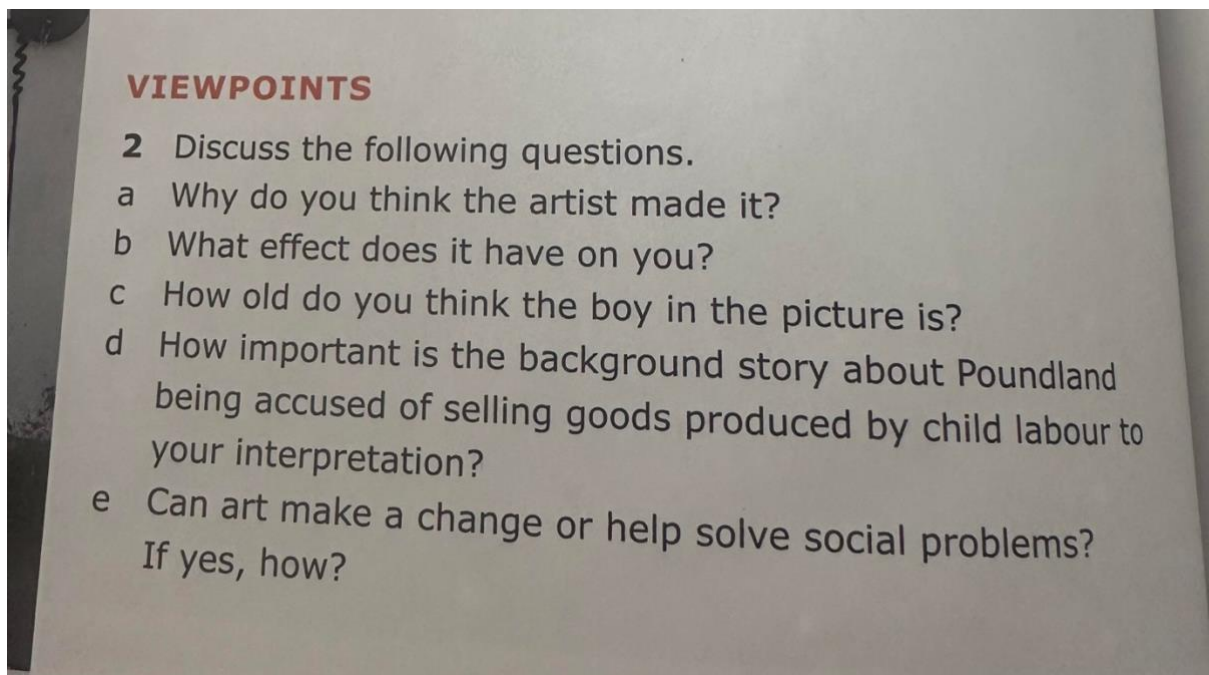
Figure 4: Sample task 3 (Areklett et al., 2015, p. 134)

Sample task 3 begins with an imperative sentence, "Discuss the following questions," which is how every "Viewpoint" task begins. This serves as an instruction to the pupils to engage in conversation/discussion on the given questions.

These tasks' formal task design is similar to those under the heading "Understanding" presented in Table 12. The "Viewpoint" tasks mostly consist of interrogative sentences. Since these tasks are the most frequent focus areas in the textbook series (see Appendix 1), it can partially explain why interrogative sentences are more common in these textbooks compared to the Engelsk/Connect 10 textbooks.

Sub-questions (a), (b), (d) and (e) can be classified as open evaluative tasks. This is because they require pupils to express their thoughts and beliefs regarding the artist´s intentions, the impact it made on them, and if art can make a change or help solve social problems (Bakken & Andersson-Bakken, 2021, p. 738). As seen in sample task 2, "What do you think" is a common way in all textbooks when asking these types of questions. Moreover, the open-ended nature of these questions encourages pupils to reflect and consider different possibilities. One note is that sub-question (d) could have been classified as an open explorative task if information about Poundland had not been included in the text. If this were the case, pupils would have to search online or in other sources for this information.

Sub-question (c) is classified as a closed reasoning task. In this task, pupils must use their prior knowledge to estimate the age of a young boy in a picture (Bakken & Andersson-Bakken, 2021). This is not an open task since the question has few possible answers.

In light of TBLT, this can be categorised as an opinion exchange task, as presented in sub-section 2.5.5. In these tasks, pupils are required to share their opinions to discuss or debate a topic (Jackson, 2022, p. 10). Jackson (2022, p. 11) states that to communicate effectively, we have to be able to express opinions. Therefore, pupils must be allowed to practice this skill in the classroom. It may also raise issues or other concerns that would not have come to light otherwise (Jackson, 2022, p. 11).

Sample task 4 from Connect 10 (p.41) shows a different approach under the heading "Talking":

33 Discuss qualities
Work with a partner.

a) What qualities do you think a teacher should have? Individually, write down at least three adjectives. Explain to each other why you consider these to be important qualities.

b) In *Teacher Man*, Frank McCourt did not confront the liars and forgers. Instead he turned the excuse notes into a creative writing assignment. Do you think that he did the right thing? Share your thoughts with the rest of the class.
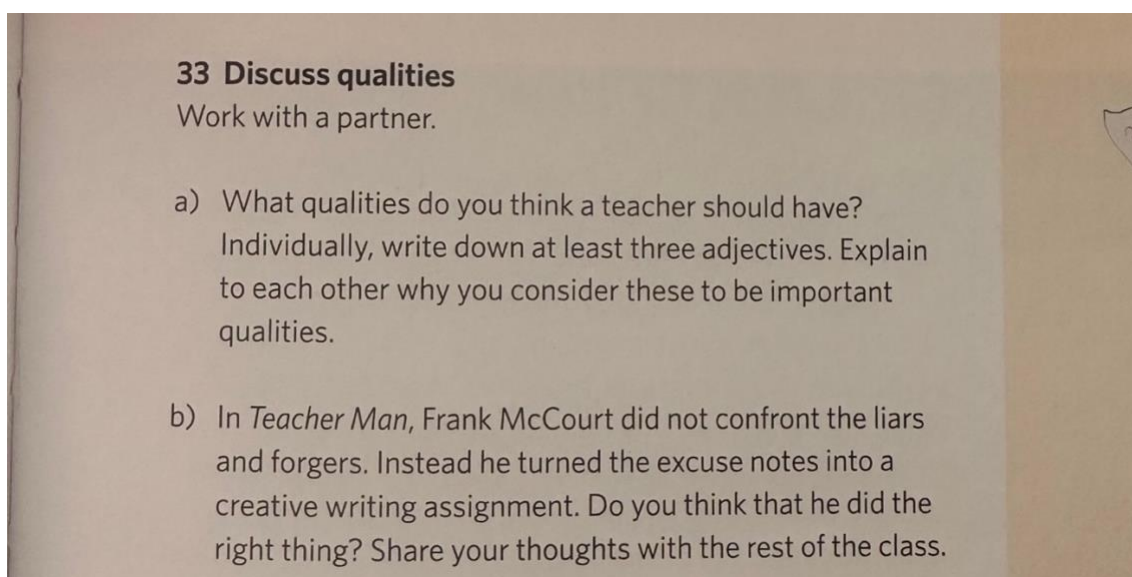
Figure 5: Sample task 4 (Haegi et al., 2018, p. 41)

These tasks very often start with the imperative sentences "work with a partner" or "work in groups". This sample task is then divided into two parts (a) and (b). The first task (a) starts with an evaluative task structured as a wh-question. This is an integral part of the task since the rest of the activating task revolves around it. The following parts are categorised as open activating tasks, first instructing pupils to write down the three qualities they believe teachers should have in the form of adjectives. Then they are instructed to explain why they have chosen their specific adjectives to a learning partner and vice versa. The two preceding activating tasks cannot occur without the first evaluative question.

Task (b) begins with two declarative sentences with the same purpose as in task (a). This approach helps pupils better understand the task they are asked to evaluate. The main text that these questions are associated with contains a wide array of possible questions to ask, giving them a clear idea of what they are asked to explore. Next, the interrogative sentence "Do you think he did the right thing?" is classified as a yes/no question in the sub-analysis of interrogative sentences, as this question can be answered with a straight yes or no answer. Moreover, this is an evaluative task where pupils have go within themselves to form an opinion regarding if they think he did something right or wrong (Bakken & Andersson-Bakken, 2021). The last imperative sentence is an activating task since in instructs pupils to share their results.

Looking at this task more holistically, we can see that it both starts and ends with an open, active task-activating speech act, which is typical for the "Talking" tasks in Engelsk 10 and Connect 10. Then, these tasks "set the stage" or give pupils contextual anchors to evaluate before sharing or discussing later.

From the perspective of TBLT, the first task (a) can be considered an opinion exchange task as described in section 2.5.5. This is because the task encourages pupils to share their opinions on what qualities they consider important in a teacher (Jackson, 2022, p. 10). Task (b), however, can be considered a decision-making task, as presented in section 2.5.4, since pupils are required to evaluate and discuss whether they made the right choice in this scenario. There are only a finite number of possible answers to this question, which is the reason for considering this a decision-making task (Jackson, 2022, p. 9)

To sum up, sample tasks 3 and 4 are discussion-based tasks where pupils are instructed to share their opinion on different topics. They always include activating tasks necessary to

open up for discussion. Looking at differences, sample task 3 in Stages 10 has a more extensive range of questions, while sample task 4 in Connect 10 comprises two main discussion points. The quantitative analysis in Table 13 shows that this is a typical pattern for both textbooks. Lastly, the Connect 10 and Engelsk 10 textbooks provide clearer instructions on how many classmates to collaborate with for these tasks. The Stages 10 textbooks do not specify the group size in the same way, leaving it up to the teacher to decide.

4.4.3 Tasks under the Headlines "Writing" in Engelsk/Connect 10 and "Writing workshop" in the Stages 10 Textbooks

The next task types under examination are the tasks under the headlines "Writing" in Engelsk/Connect 10 and "Writing workshop" in Stages 10. It is essential to delve deeper into these sections as these are focus areas that aim to develop pupils' writing skills, as this is a crucial tool for language learning according to both LK06/13 and LK20 (Skulstad, 2020b, p. 117). Examining tasks within these sections will show some insight into the pedagogical approaches taken in these two books. The table below shows how these tasks are classified in the quantitative analysis:

Textbooks	Stages 10 (2015, 2021)	Engelsk/Connect 10
Formal categories		
Imperative sentences	64%	63%
Interrogative sentences	20%	5%
Declarative sentences	16%	32%
Tasks in total	100%	100%
Functional categories		
Open explorative	5%	4%
Open active	45%	32%
Open evaluative	25%	27%
Closed reasoning	5%	6%
Closed reproducing	5%	5%
In total	85%	74%

Table 14: Formal and functional categories for tasks under the headlines "Writing" in the Engelsk/Connect 10 textbooks and "Writing workshop" in the Stages 10 textbooks.

Compared to the results in Tables 12 and 13, the formal and functional distribution in these tasks is more similar. In the Stages 10 textbooks, 64% of the tasks are imperative sentences, 20% interrogative sentences and 16 % declarative sentences. Engelsk/Connect 10 have a slightly different distribution, with 63% imperative sentences, 5% interrogative sentences and 32% declarative sentences.
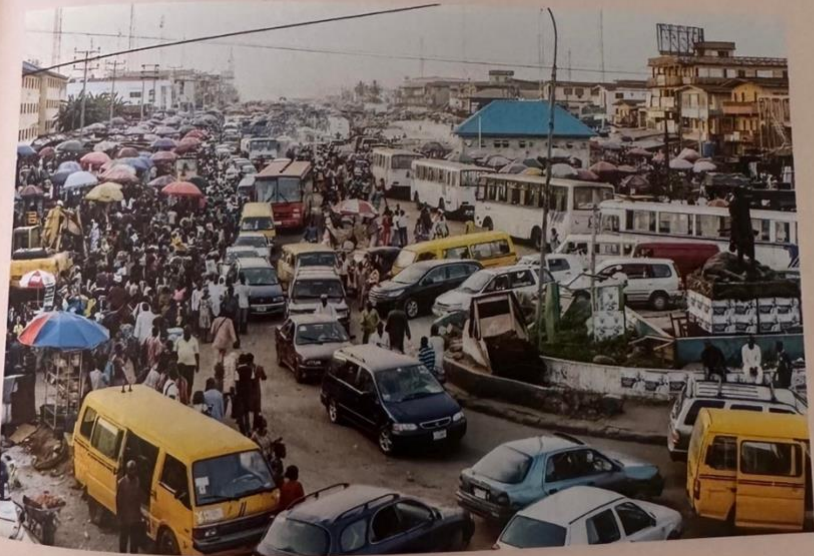
When examining the functional categories, the Stages 10 textbooks show the following distribution: 45% active, 25% evaluative, and 5% explorative, reasoning, and reproducing. Engelsk/Connect 10 have 32% active, 27% evaluative, 6% reasoning, 5% reproducing, and 4% explorative. As with the formal categories, the data shows a similar pattern across the

functional categories. The main difference in these tasks is likely because of the higher prevalence of declarative sentences in the Engelsk/Connect 10 textbooks.

The following two sample tasks will showcase specifically how tasks found under these headlines in the textbooks are frequently designed and structured. Sample task 5 from Stages 10 (2021) is a typical task under the headline "Writing workshop":

Figure 6: Sample task 5 (Pettersen & Røkaas, 2021, p. 199)

In sample task 5 from Stages 10 (2021), pupils are instructed to write 1-2 paragraphs describing a busy street in Lagos while incorporating details that appeal to their senses. This task begins with an imperative sentence instructing pupils to engage in a writing activity while providing context and information on how extensive the task should be. This is followed by another imperative sentence, instructing pupils to include descriptions that appeal to all senses.

Regarding the functional categories, both these task-activating speech acts are classified as activating. As described above, the first sentence requires pupils to actively engage in the writing process and create content based on the information provided. The same goes for the

last part of the task. However, it is worth noting that this task as a whole also has an evaluative element because they have to evaluate using their prior knowledge and experiences to describe this photo. This allows for a wide range of possible answers.

Sample task 5 also aligns with some principles of TBLT. It encourages creativity, as well as what Richards and Rodgers (2014, p. 187) say about learners having to be risk-takers in many tasks since they often require pupils to create and interpret messages where they might lack prior experience or knowledge. In this task, they can guess and interpret based on contextual clues, ask the teacher for clarification, or ask learning partners for their interpretation while developing their own.

Sample task 6 from Engelsk 10 (2021), we see a different example of a writing task:
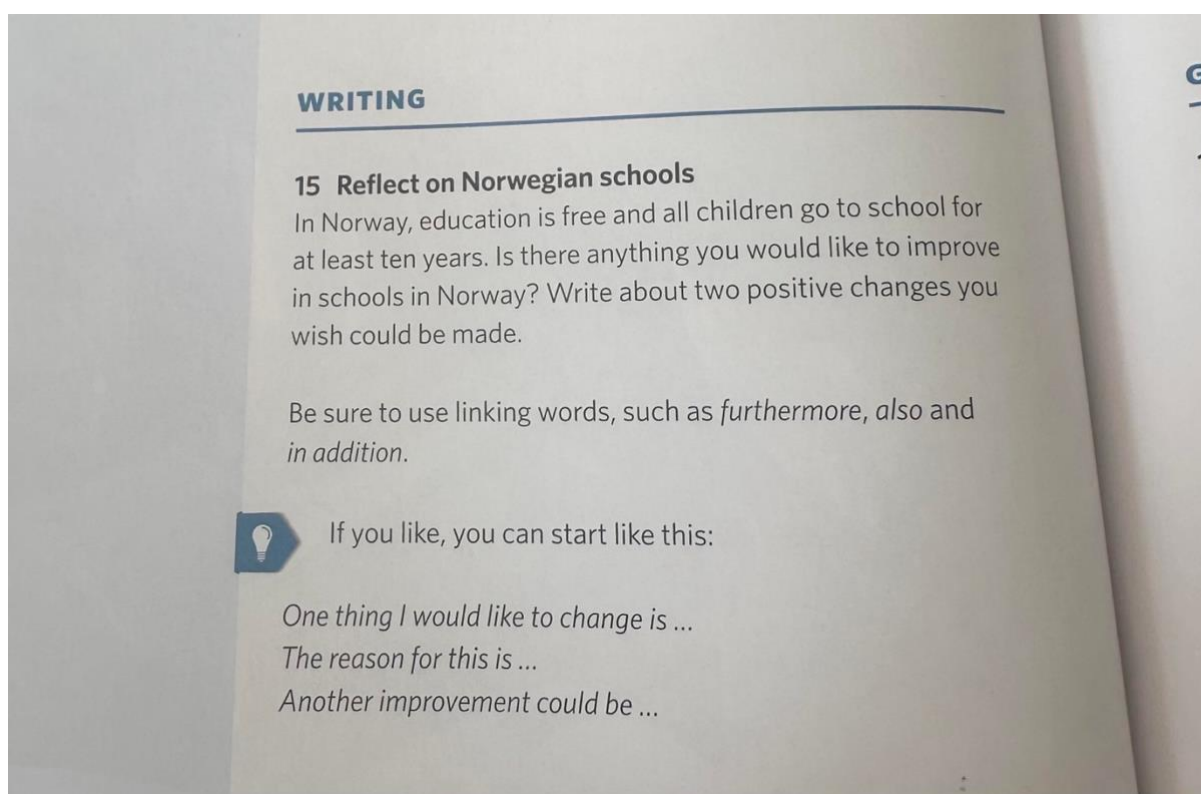
Figure 7: Sample task 6 (Haegi et al., 2021, p. 121)

Like other examples in these textbooks, sample task 6 starts with a sub-heading and a declarative sentence providing additional context before moving on to the tasks themselves. Next is an interrogative yes/ question. The pupils are instructed to provide a written answer to this question, and that instruction is given as an imperative sentence. The following sentence is also imperative because it instructs the pupils to add certain linking words but not how to

include them. The last part of this task is classified as a declarative sentence because it provides additional information on how they could start but not how they have to.

On a functional level, the question "Is there anything you would like to improve in schools in Norway?" is an open evaluative task. The subsequent imperative sentence is how pupils should answer the question, making it an open-activating task. The next imperative sentence is classified as a reasoning task because pupils must use the linking words they know or find some and use them appropriately. The last declarative sentence suggesting how to start it is classified as closed reproducing since pupils can copy what is in the textbook. When analysing this task, the quantitative analysis assigns equal value to the three parts of the task. However, a deeper examination reveals that the evaluative aspect carries the most weight.

As sample task 6 shows, various functional categories can make up a task as a whole. This task has open and closed aspects, but the overarching goal of the task is to make pupils reflect on their experiences in Norwegian schools. In light of TBLT, this task asks pupils to reflect on and evaluate their experiences with the Norwegian school system and to suggest improvements. This potentially meaningful task encourages higher-order thinking (Mayer, 2002) and allows for multiple possible answers, which could lead to discussions on the topic.

As sample task 5 and 6 illustrates, writing tasks always have to have some sort of activating function. That is mainly why this function is the most prevalent for this category of textbook tasks.

4.4.4 Grammar Tasks in Stages 10 and Engelsk/Connect 10

The following section of the analysis will focus on grammar-specific tasks found in the selected textbooks. According to Newby (2020, p. 213), debates on how or whether to teach grammar in school have raged among linguists for a long time. Nevertheless, both these publishers have grammar-specific tasks in their textbooks. The tasks under scrutiny in this part of the analysis are under the headlines "Language lab", "Language work", and "Spelling" in the Stages 10 textbooks and under "Grammar" and "Language and grammar" in the Engelsk/Connect 10 textbooks. Table 15 below shows how grammar-specific tasks are typically designed:

Textbooks	Stages 10 (2015, 2021)	Engelsk/Connect 10
Formal categories		
Imperative sentences	57%	63%
Interrogative sentences	11%	5%
Declarative sentences	32%	32%
Tasks in total	100%	100%
Functional categories		
Open explorative	0%	0%
Open active	6%	6%
Open evaluative	0%	0%
Closed reasoning	56%	53%
Closed reproducing	10%	15%
In total	72%	74%

Table 15: Formal and functional categories for tasks under the headlines "Grammar" in the Engelsk/Connect 10 textbooks and "Language work", "Language lab", and "Spelling" in the Stages 10 textbooks.

Similarly to the results in Table 14, the two publishers' textbooks have a similar distribution in these tasks. The formal distribution reveals that these tasks consist mostly of imperative sentences, 57% in the Stages 10 textbooks and 63% in the Engelsk/Connect 10 textbooks. This is followed by an even distribution of declarative sentences in the textbook series, with 32% in both. Interrogative sentences are more frequent in the Stages 10 textbooks (11%), while 5% of sentences are interrogative in Engelsk/Connect 10.

A similar distribution continues in the distribution of functional categories. The Stages 10 textbooks have a slightly higher percentage of closed reasoning tasks, with 56% compared to

53% in Engelsk/ Connect 10. The Engelsk/Connect 10 textbooks has a slightly higher frequency of reproducing tasks (15%) compared to 10% in the Stages 10 textbooks. Both textbooks show a low percentage of activating tasks (6% each). None of the textbooks has tasks that fall under the categories of evaluative and explorative under these headings. It should be mentioned that here are grammar-specific tasks in Engelsk 10 that have not been included in this section. Instead, the formal and functional distribution of tasks under the headline "Language and grammar" is found in Appendix 2.

Even though the publisher's textbooks seemingly incorporate the same task design in their grammar-specific tasks, they differ when delving deeper into how the tasks are designed. In sample task 7 from Stages 10 (2021), we see how the sample sentences are used as an important part of the task:
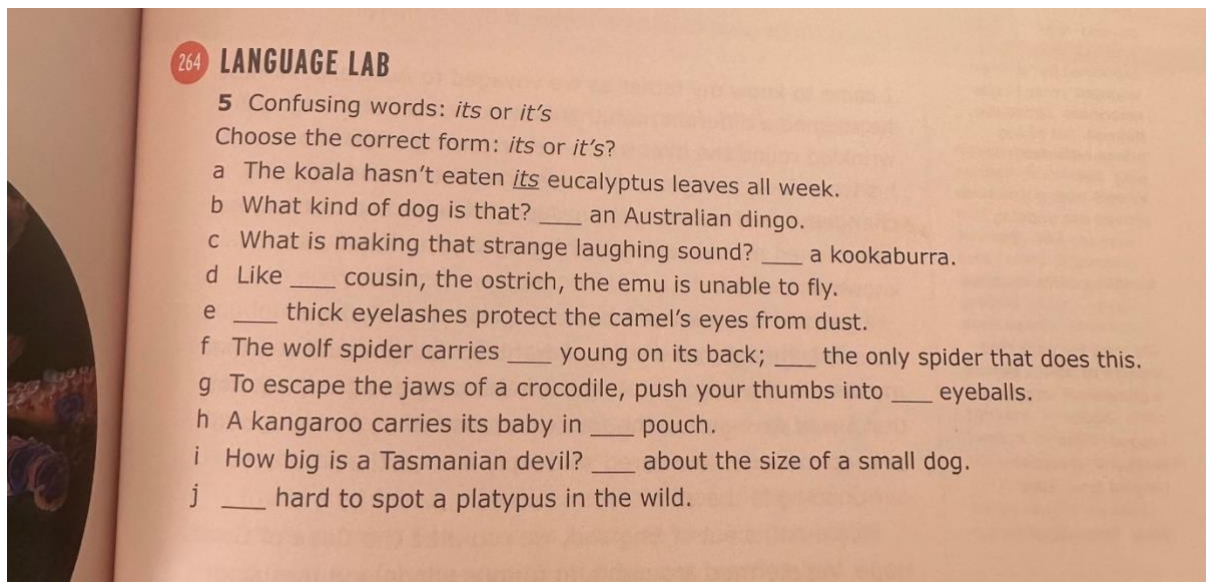
Figure 8: Sample task 7 (Areklett et al., 2015, p. 251)

Sample task 7 is a typical "Language work" task from the Stages 10 textbooks with only one sentence classified in the formal and functional analysis. "264", marked in red, indicates that information on confusing words is provided on that page in the textbook. The instructions are given in the imperative: "Choose the correct form: it or it´s?" the rest of the task consists of sample sentences meant to be solved by the pupils.

Functionally, this task falls under the category of closed reproducing. Pupils must apply their knowledge of the differences between "it" and "it´s" to complete the given sample sentences.

This does not require pupils to create their sentences or engage in discussion. This task promotes rote learning, as described in section 2.3, because pupils are expected to apply their knowledge of the difference between "it" and "it´s". This may, of course, reinforce the correct usage of these forms. However, the task does not foster meaningful communication or make pupils engage in higher-order thinking (Mayer, 2002).

Sample task 8 shows a different approach to task design of grammatical tasks from Connect 10 (2018):
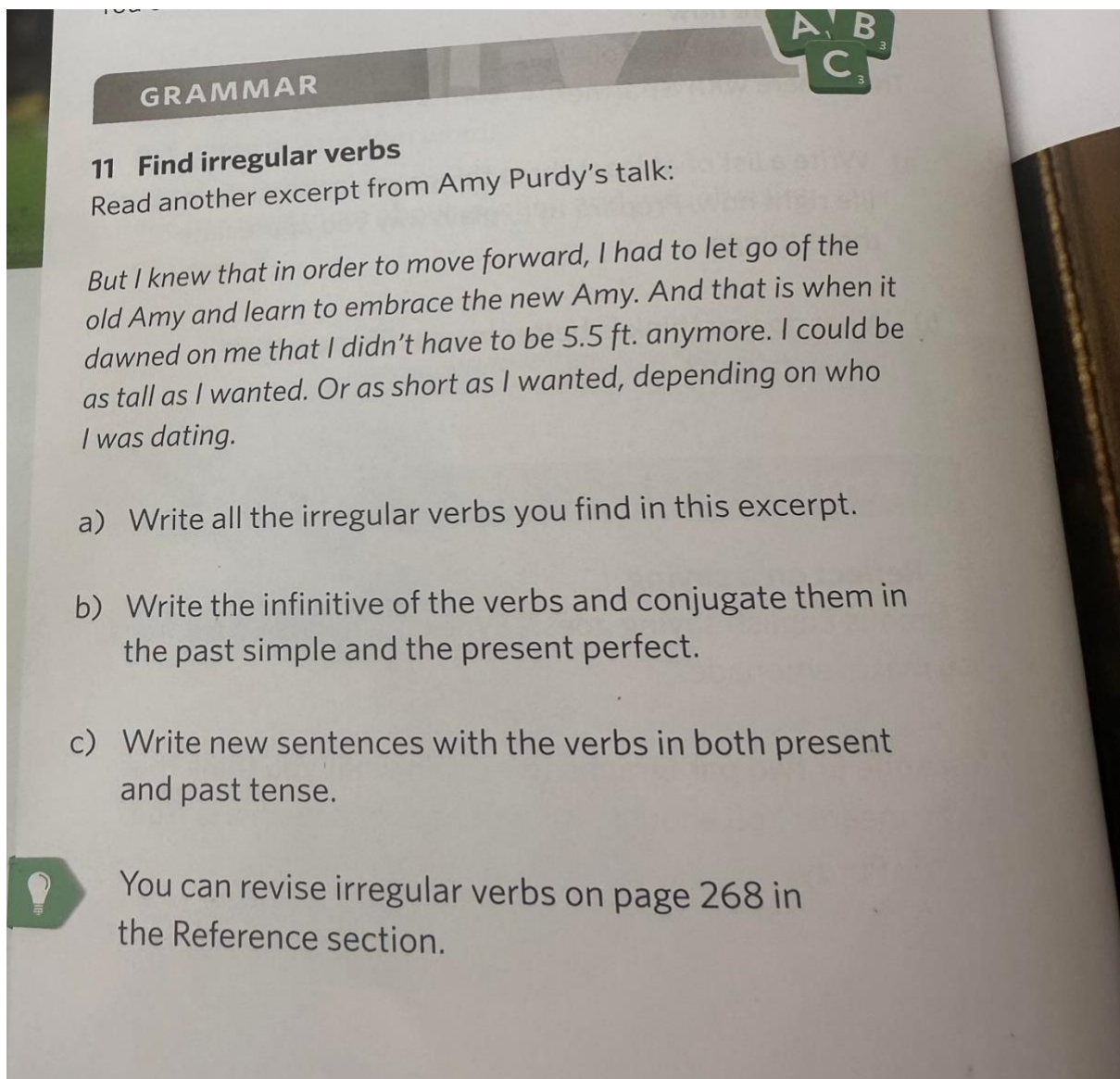

Figure 9: Sample task 8 (Haegi et al., 2018, p. 192)

The first imperative sentence of this task, "Read another excerpt from Amy Purdy´s talk",

instructs pupils to read and examine the excerpt before moving on to the tasks. This makes it a closed reproducing task functionally. Although this cannot be considered a task on its own, it sets the stage for the rest of the task to be completed. The main tasks (a), (b) and (c) are also imperative sentences. The last task-activating speech act in this task is a declarative sentence providing pupils with information on where to look if they need to revise irregular verbs. This contrasts the task design in the Stages 10 textbooks as seen in sample task 7, where pupils are given a page number to go to, highlighted in a red circle. The excerpt itself is not included in the quantitative analysis.

Parts (a) and (b) are categorised as reasoning tasks. In task (a), although there is a specific set of correct answers, pupils must use their reasoning skills and prior knowledge to determine which irregular verbs can be found in the text (Bakken & Andersson-Bakken, 2021). The same can be said about task (b), where pupils must also apply their knowledge and reasoning skills. Task (c) is more ambiguous than the previous tasks since it gives pupils more freedom and creativity to create their own sentences. However, these instances have also been classified as closed reasoning because this task requires pupils to apply the specific grammatical rules they are working with.

In summary, although grammar-specific tasks appear to be classified similarly across the two publishers´ textbooks, a closer examination shows differences in how they are designed. Most notably, the use of sample sentences in sample task 7 compared to sample task 8 contribute to these differences since pupils are instructed to engage with the content in the task differently and learning outcomes may differentiate because of this.

4.4.5 Explorative Tasks

As presented in Table 11, explorative tasks are not frequently found in Engelsk 10 and Connect 10, with 3% and 2% of the tasks classified in this functional category, respectively. In comparison, the previous and updated versions of the Stages 10 textbooks have 9% and 10%, respectively. Bakken and Andersson-Bakken (2021, p. 738) described that these tasks usually ask pupils to explore a topic through literature searches or empirical research. Usually, this means using the internet or library to find more information on a specific topic. The Stages 10 textbooks have their own focus areas or headlines that are specifically intended for explorative tasks called "Explore more" in Stages 10 (2015) and "Digital dive" as well as "Explore more" in the revised edition.

Sample task 9 from Stages 10 (2015) shows a frequent "Explore more" task found in these textbooks:

EXPLORE MORE

3a In groups of two or three, find out more about one of the main religions in India. Make a presentation.
b Find out more about the Indian caste system and the Dalits. Present your findings in class.
c Mohandas Gandhi (1864–1948) was the most important leader in India's fight for independence from Britain. His non-violent methods have inspired civil rights movements across the world. Make a Gandhi timeline.
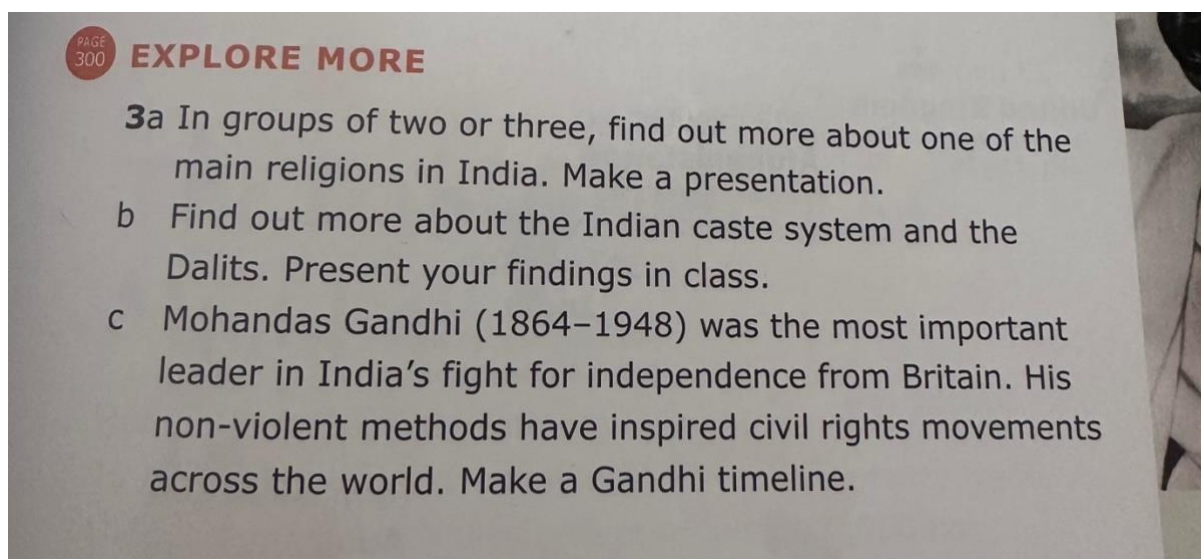
Figure 10: Sample task 9 (Areklett et al., 2015, p. 73)

On a formal level, sample task 9 consists mostly of imperative sentences instructing pupils on what action to take. The exception is task (c), which includes two declarative sentences providing contextual information on the task. Task (a) instructs pupils to "find out more" and to "make a presentation". The first prompts pupils to find the information they have not already read in the textbook, and the second to make a presentation to present later. This task follows TBLT principles by promoting authentic language use and engagement in real-world activities such as creating a presentation (Jackson, 2022, p. 4; Richards & Rodgers, 2014, p. 193). It can also be seen as a combination of problem-solving and decision-making tasks, as described in sections 2.5.3 and 2.5.4 since the pupils need to analyse and interpret the information they find and decide which content to include in the presentations.

The first and second parts of task (a) are classified as explorative since pupils must go beyond the textbook and research a topic online or do a literature search. However, the last part of this task also has an activating aspect. This is classified as explorative because the findings from the explorative search will be presented in a presentation.

Task (b) can be divided into two parts. The first is an explorative, and the second is an activating task. This task not only instructs pupils to "make a presentation", like in task (a). It also instructs pupils to present their findings in class. The task-activating speech act in task

(c) is an activating task with an explorative aspect since this task requires them to make a basic timeline with information on Gandhi. The explorative aspects of this task stem from the fact that it most likely includes online research. As with task (a), this task aligns with some TBLT principles. Because it helps to develop presentation skills and especially collaboration (Jackson, 2022, p. 4; Richards & Rodgers, 2014, p. 193), pupils must also critically assess what is important to include and exclude from the timeline.

Sample task 9 shows that these tasks usually consist of explorative and activating tasks. The goal is to explore a topic or historical figure more in-depth and present the findings meaningfully.

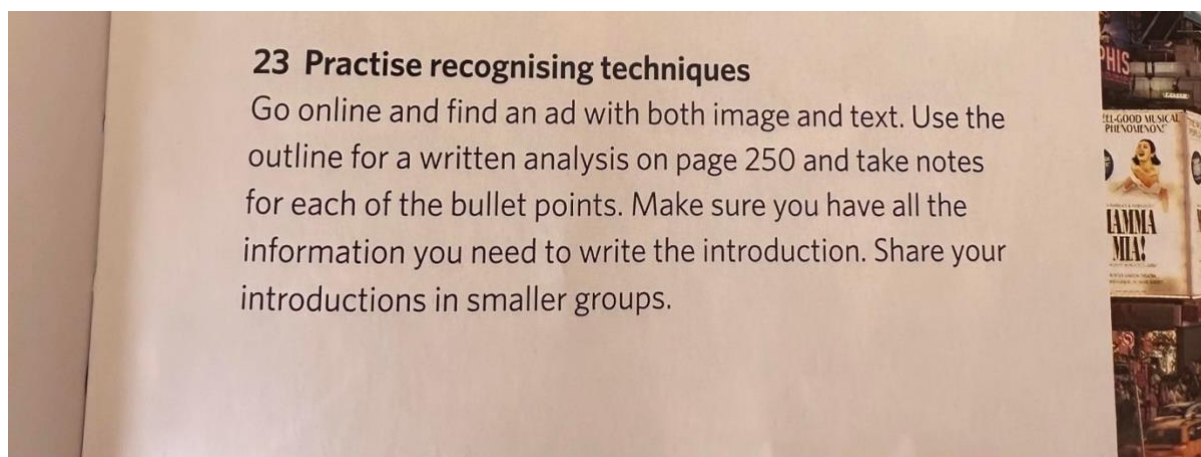Sample task 10 shows how explorative tasks are designed in the Engelsk/Connect 10 textbook series:

Figure 11: Sample task 10 (Haegi et al., 2018, p. 251)

On a formal level, sample task 10 consists mainly of imperative sentences. The first sentence, "Go online and find an ad with both image and text", is an imperative sentence asking pupils to explore and search for an ad of their choice with visual and textual elements. This sentence is classified as open explorative in the functional analysis. The second sentence instructs pupils to follow a specific outline and to reproduce information based on the template on page 250. It is classified as a reproducing task because pupils can follow the procedure on the template on page 250. The third sentence, "Make sure you have all the information you need to write the introduction, " is a declarative sentence that reminds pupils to include all the information to write the introduction.

It is classified as a reasoning task because pupils are asked to follow a specific procedure to complete the task (Bakken & Andersson-Bakken, 2021, p. 739). The last sentence in sample task 10 is an imperative sentence classified as an activating task. This is because it instructs pupils to actively share their work in a group setting.

This task aligns with TBLT in several ways. First, it is relevant to the real world since pupils can choose ads they encounter in their spare time. Secondly, the task focuses on meaning since pupils must evaluate how the textual and visual elements play different roles in expressing a message in the chosen ad. This task also gives pupils some control of the content, which according to research, appears to make tasks more meaningful and engaging (Jackson, 2022, p. 12). Third, by sharing their introductions in smaller groups, pupils engage in collaborative learning, an essential part of TBLT.

When comparing sample tasks 9 and 10, sample task 9 focuses more on exploration. This delves deeper into Indian history and Gandhi´s life, encouraging pupils to go beyond the textbook. While the other functional speech acts in sample task 9 are also important, the main emphasis is on exploration. Sample task 10 also has an explorative aspect because it goes beyond the textbook and encourages pupils to analyse a self-chosen ad. Still, the main focus is on the activating functions such as writing an introduction using a template in the textbook and then sharing their results in smaller groups. This task is also more individual than sample task 9 because it focuses on individual analysis before pupils present their results.

4.4.6 Examining New Sections in the Revised Textbooks

This part of the qualitative analysis will highlight the task design of sections in the revised editions, which were not present in the previous versions. These sections are found at the end of each chapter in the revised textbooks.

Stages 10 (2021) has tasks at the end of each chapter that aims to facilitate different learning aspects. The first part of these sections is called "Speak & Write" and contains tasks under the headlines "Oral practice" and "Writing practice". The second section is called "Language work", where pupils can assess their grammar skills. Tasks under these three headlines summarise the chapter's topics and are linked to the texts and specific aspects of language training covered. The final part of these sections of Stages 10 (2021) are language courses under the headline "Improve your writing". They provide pupils with a writing course in

Norwegian with corresponding tasks in English. On a side note, it is interesting that the writing courses are written in Norwegian. This choice could be because pupils are supposed to use English with the other languages they know (Burner, 2020, p. 57). However, this is only speculation. Appendix 2 shows how these tasks are generally designed on a formal and functional level.

In the Engelsk 10 textbook, new sections have also been included at the end of each chapter. The focus area or headlines used for these sections in Engelsk 10 are "Main targets" and "Language and grammar", and the overarching headline of these pages are called "Test Yourself". It is also worth noting that these pages start identically for each chapter with the same message: "Complete these tasks to reflect on both your learning process and what you have learnt by working with chapter (…)." (Haegi et al., 2021). This message is followed by the number and title of the chapter. These tasks' formal and functional distribution can be found in Appendix 2. These task-only sections serve similar functions as the tasks under "Oral practice" and "Writing practice" in Stages 10 (2021).

The following sample tasks will show how these tasks are typically designed in the two textbooks:
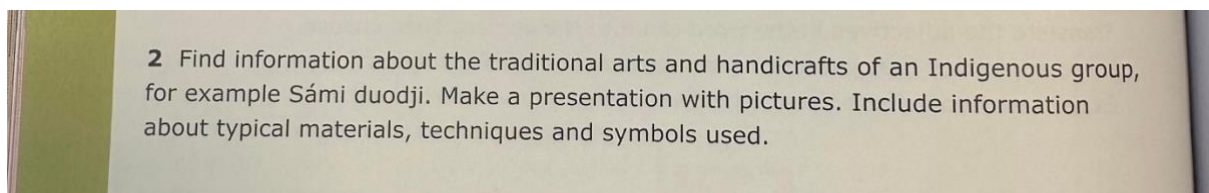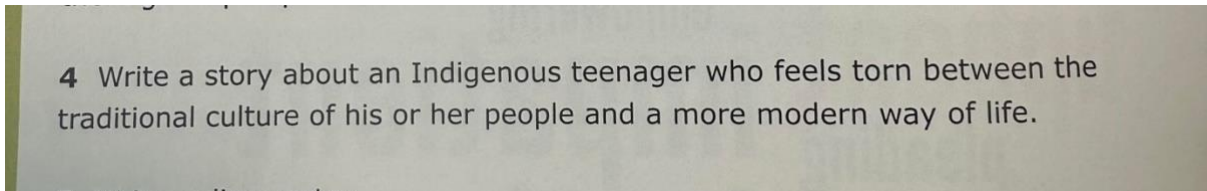

2 Find information about the traditional arts and handicrafts of an Indigenous group, for example Sámi duodji. Make a presentation with pictures. Include information about typical materials, techniques and symbols used.

Figure 12: Sample task 11 under the headline "Oral practice" (Pettersen & Røkaas, 2021, p. 182)

This "Oral practice" sample task from Stages 10 (2021) is a typical example of how these tasks are designed. On a formal level, this task uses imperative sentences with instructions like "Find information", "Make a presentation", and "Include information".

On a functional level, the task has different aspects that can be classified differently. First, it is explorative because pupils are encouraged to research and explore information about an Indigenous group. They are free to choose for themselves, with "Sami duodji" as an example. Secondly, it has an activating aspect since pupils are instructed to make a presentation with pictures. This encourages pupils to engage with the content actively and organise what they find in an appealing and informative way. Third, this task also has an evaluative aspect,

although this is not as explicit as the two aforementioned functional categories. Pupils are likely to evaluate traditional arts and handicrafts, possibly making connections with other cultural expressions they have encountered in the textbook or other places. This corresponds with deep learning presented in section 2.3.
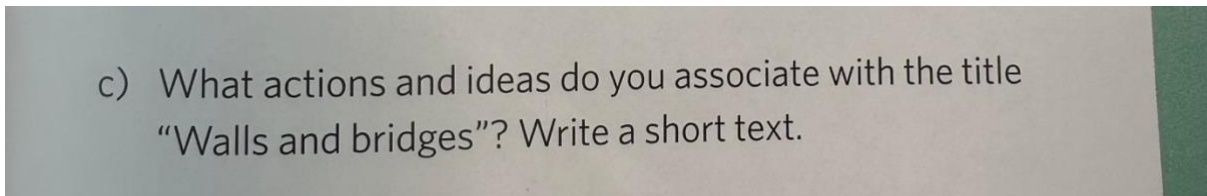

Figure 13: Sample task 12 under the headline "Writing practice" (Pettersen & Røkaas, 2021, p. 182)

Sample task 12 is straightforward to classify on a formal level. It consists of one imperative sentence instructing pupils to "Write a story". On a functional level, this task is classified as an activating task. Still, it is worth noting that this task also has an evaluative aspect. It encourages pupils to think critically about the issues, show empathy for the character, and do their best to understand the nuances of belonging and cultural identity.

To sum up, sample tasks 11 and 12 summarise and contextualise what pupils have learnt in the chapter. It allows pupils to evaluate their knowledge and how to apply it. Designing sections like these is potentially a result of the curriculum emphasising assessment and deep learning presented in sections 2.2-2.3. These tasks allow teachers and pupils to assess what has been learnt and how this new knowledge can be used in new situations.

The following sample tasks show how tasks at the end of each chapter in Engelsk 10 (2021) are typically designed:

Figure 14: Sample task 13 under the headline "Main targets" (Haegi et al., 2021, p. 199)

Sample task 13 begins with an interrogative sentence "What actions and ideas do you associate with the title `Walls and bridges?'". The first interrogative sentence is an open evaluative task that asks pupils to consider actions and ideas they associate with the title. This makes them consider both literal and metaphorical ways to interpret the title. Depending on their interpretation, this can give multiple answers. The second sentence is an imperative sentence instructing pupils to "Write a short text" based on their associations. Secondly, the imperative sentence is an open-activating task that instructs pupils to actively engage with their thoughts and ideas related to the title. They must construct a short and coherent text based on how they reflect and evaluate it. Both the evaluative and active components of this task carry significance. The active component relies on how pupils interpret the title, which is what the active aspect leans on.

b) This text needs linking words. Rewrite the text to make it flow better.

We should stop testing make-up on animals. They are living beings. Make-up needs to be safe. We need to find a safe way to test it without using innocent creatures. The testing is very painful for many animals. Some even die. I really think we should stop this practice.
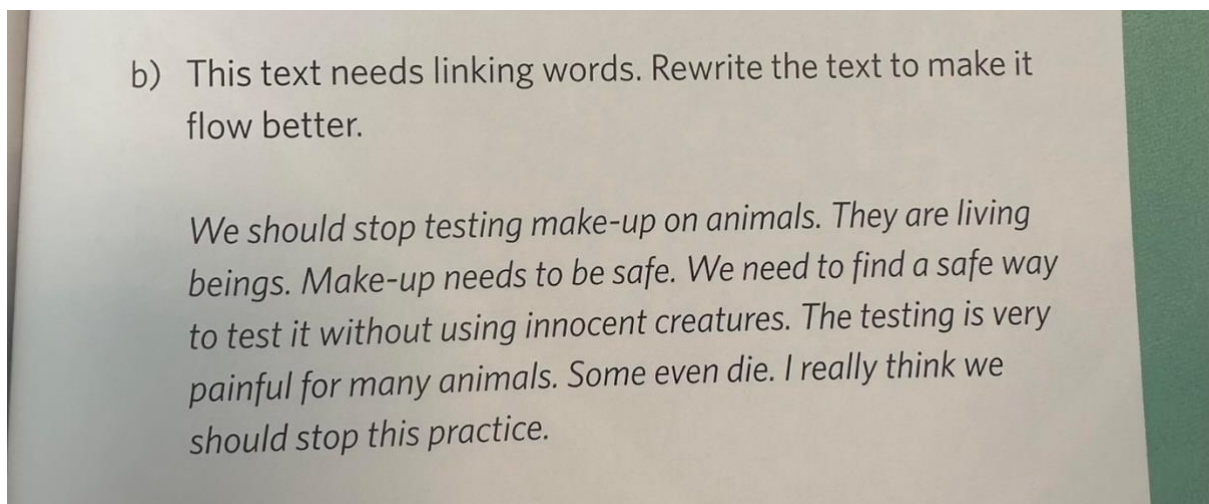
Figure 15: Sample task 14 under the headline "Language and grammar" (Haegi et al., 2021, p. 199)

Sample task 14 begins with a declarative sentence, "This text needs linking words". It informs pupils about the issue they need to address in the task. The next sentence is imperative with instructions such as "rewrite the text" and "make it flow better". In this task, pupils must use their knowledge of linking words to identify which parts of the text to improve. It is a closed reasoning task, meaning they must apply what they have learned from the chapter. They are not given any examples of linking words in this task, as they have previously been provided for similar tasks in the chapter. Instead, they have to apply their knowledge to this specific task.

In summary, these tasks serve a similar purpose as sample tasks 11 and 12. Pupils can assess

what they have learnt from working with the chapter. They can also evaluate whether or not they can apply the knowledge gathered in the chapter in these new situations. This ties in with assessment and deep learning, presented in sections 2.2-2.3.

4.4.7 Tasks that Facilitate Task-based Language Teaching

This section will specifically examine sample tasks that effectively facilitate TBLT. These tasks have been chosen to demonstrate the various ways TBLT can be utilised. Some sample tasks may have to be modified to better align with TBLT principles. This section demonstrates how teachers can modify current tasks to create more meaningful and collaborative activities for pupils.

Sample task 15 from Stages (2021) is a "Language work" task, which, as presented in Table 15, typically are formulated as reasoning or reproducing tasks. However, Sample Task 15 from Stages (2021) is an example of a task found in a grammar-specific focus area where the textbook authors have done things differently:

Figure 16: Sample task 15 (Pettersen & Røkaas, 2021, p. 61)
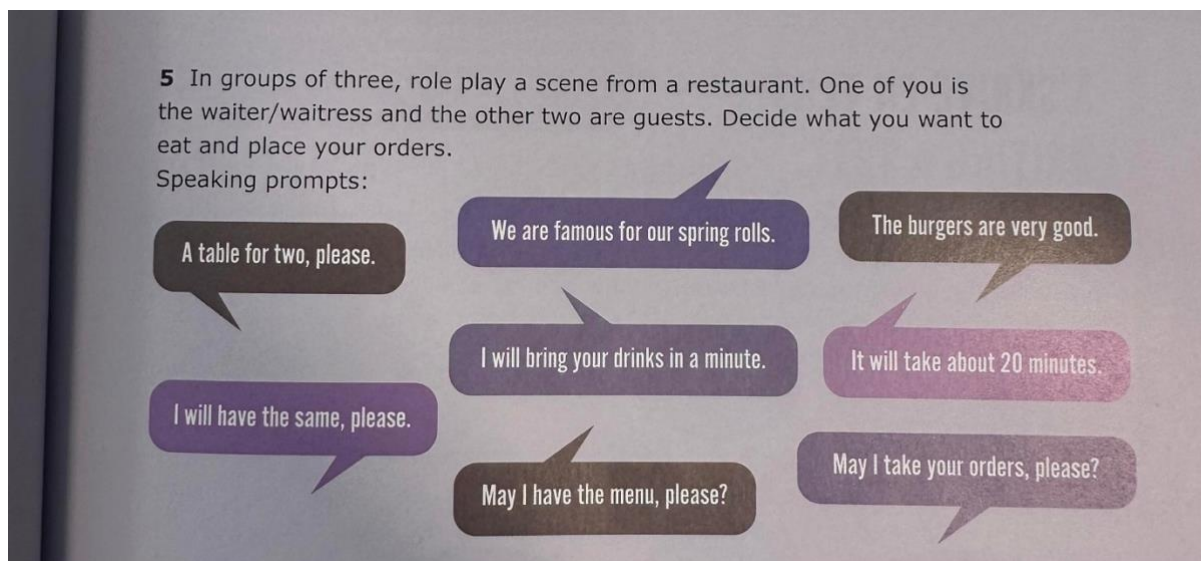
This task is a part of the language work section at the end of the chapter. The overarching focus area of this specific section is to work on speaking in the present tense. The task consists of imperative sentences instructing pupils to role-play a scene from a restaurant. Speaking prompts are also provided to give pupils clues and directions for the role-play. This

makes it easier to know how to start when ordering food. The task is classified as an activating task since pupils have to actively participate in a role-play where they interact with each other and decide what to eat.

This role-play activity is a task that aligns well with TBLT principles. It requires pupils to participate in a situation most if not all, will encounter in the real world. The context encourages pupils to use the language for a communicative purpose and to use their repertoire to complete the task successfully. As presented in section 2.6.4, this task is a decision-making task since pupils must decide what to eat as they place orders. It also has an information gap aspect, as discussed in section 2.6.2. That is because, in this specific task, the guests provide their order to the waiter/waitress while there is no set menu to choose from. This could be changed easily by finding a restaurant menu online to make the task even more closely linked to real life.

45 Discuss news
Work with a partner.
First, discuss any positive or negative news you have seen recently about ethnic groups in your country or abroad.
Then, come up with an idea for either:

- a way to build on the positive news you've seen
  or
- a positive news story to help counter negative stereotypes for that group.
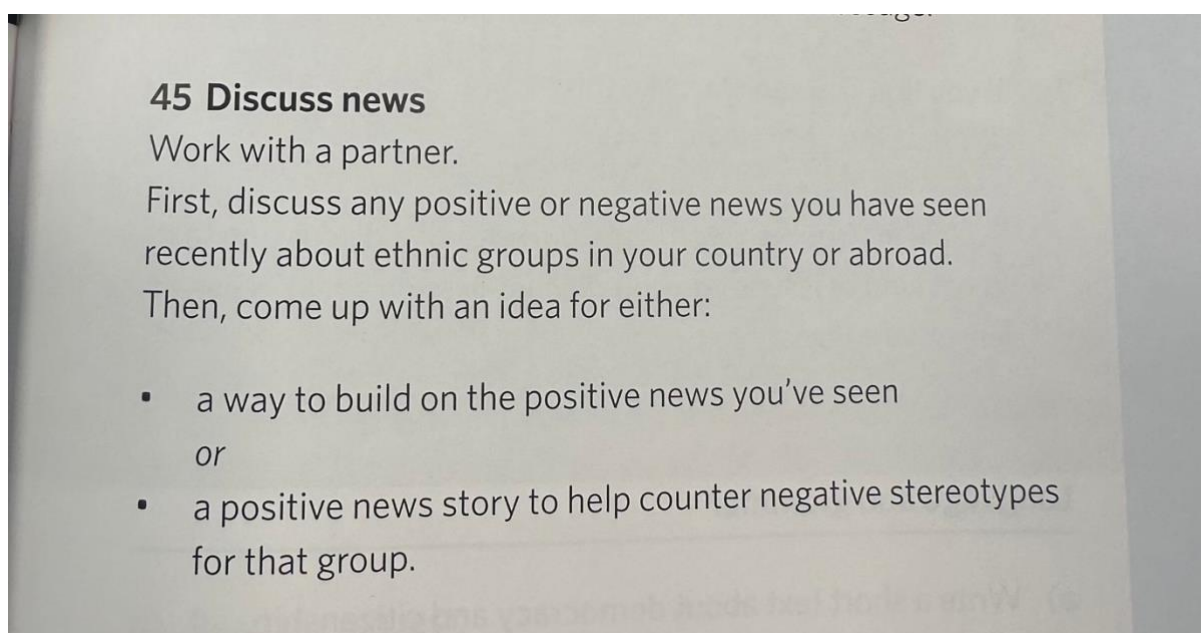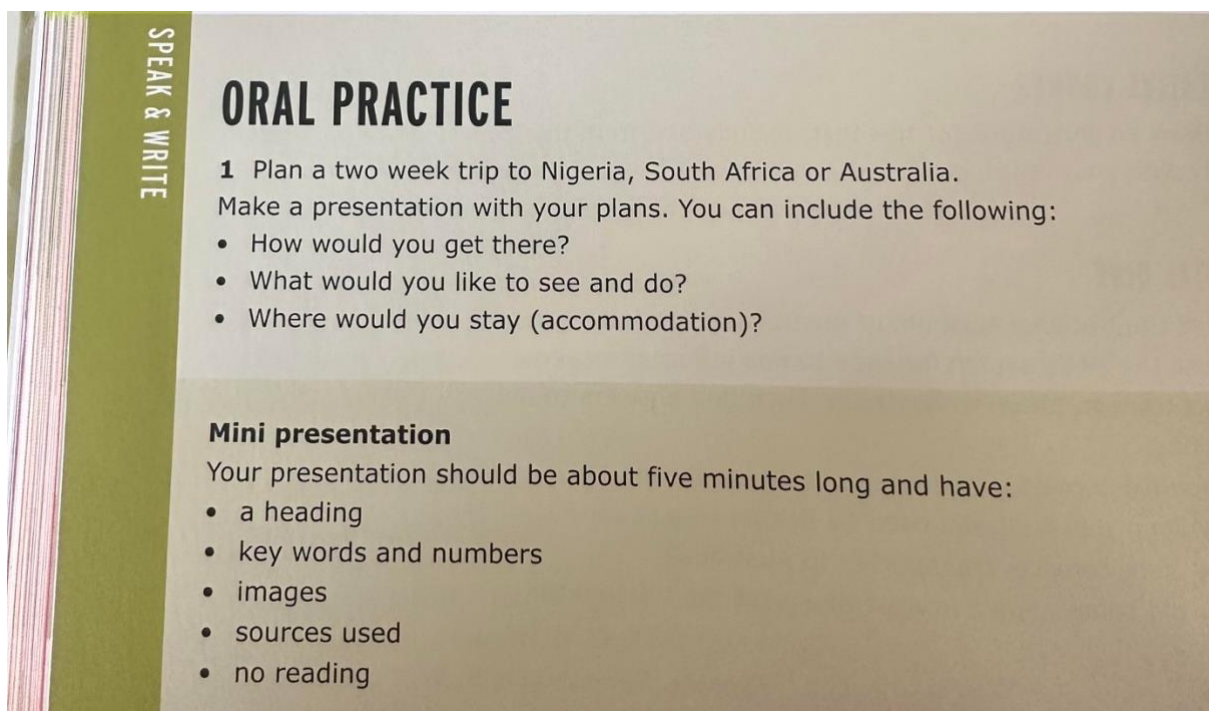
Figure 17: Sample task 16 (Haegi et al., 2021, p. 149)

This task is under the "Talking" headline in the Engelsk/Connect 10 textbook series and has a typical design for these tasks, as presented in Table 13. It consists of two imperative sentences and two declarative sentences where pupils can choose between two tasks to work on. The task-activating speech acts are both classified as open activating. Still, it is worth noting that this task will most likely include some exploring where pupils have to find news articles or other inspiration to complete the task.

The task incorporates several elements that align with TBLT principles. It encourages pupils to express their viewpoints on recent news about ethnic groups. This could foster discussions or debates on different perspectives. This task also aligns with deep learning. Pupils can make connections to other subjects where they have learned about people and ethnic groups from around the world. While the task does not have a specific outcome, it can provide opportunities for pupils to express their opinions and engage in meaningful conversation. The task can therefore be classified as an opinion exchange task, as presented in section 2.6.5.

Figure 18: Sample task 17 (Pettersen & Røkaas, 2021, p. 258)

Sample task 17 from Stages 10 (2021) is an "Oral practice" task that starts with two imperative sentences instructing pupils to plan a two-week trip and to make a presentation based on the plans. This is followed by declarative and interrogative sentences with information on what pupils can include in the presentation. This task is primarily an explorative task with activating aspects that follow. The three interrogative sentences that follow the declarative sentence serve as good initial questions for the pupils to answer when planning the trip. This can make it easier to start the task since it gives a clear idea of what to include.

The task aligns with TBLT as it involves a real-world holiday planning activity. In this task, pupils can also draw on their pre-existing knowledge of other languages. Planning a large-scale trip may require searching online in different languages, and pupils can use their knowledge to achieve better results. This task can be classified as problem-solving, presented in section 2.5.3. If pupils are instructed to plan the trip individually, the task would be classified as a decision-making task, presented in section 2.5.4. The reason is that pupils would need to research, evaluate, and create their presentations based on their research and decision-making.

Alternatively, the teacher could modify the task into a jigsaw task, presented in section 2.5.1. This could be done by dividing pupils into groups and assigning each group member a specific part of the trip planning. By delving deeper into their assigned aspect of the trip, the group members can become experts and share their findings with the rest. This ensures that every group member has to contribute, and it will also help to create a more thorough plan together. In the end, the groups can prepare a presentation showcasing their plans.

Chapter 5: Further Discussion

In this chapter, I will elaborate further on the findings. The results from the quantitative analysis reveal that this study aligns with the previous research on the evolution of textbook tasks in the Norwegian school system (Andersson-Bakken et al., 2020; Bakken & Andersson-Bakken, 2021). However, the qualitative analysis did show that there are tasks in all editions of the textbooks that meet the demands of LK20.

The findings from the quantitative analysis reveal hardly any difference between both publishers' old and revised textbooks. The task design has remained largely unchanged. In the Stages 10 textbooks, the total amount of task-activating speech acts rose by approximately 200. The total amount of task-activating speech acts in Engelsk 10 (2021) increased only minimally. This can be attributed to the fact that Connect 10 was published in 2018, and the textbook authors did not change that much with the updated edition. There is a longer period between the Stages 10 textbooks, which can explain why there are more substantial changes in this textbook series.

There are some differences in the textbook series task design. For instance, the use of interrogative sentences is more frequent in the Stages 10 textbooks than in the Engelsk/Connect 10 textbooks. As discussed in sections 4.4.1 and 4.4.2, this difference can partially be explained because of how the tasks under the headings "Understanding" and "Viewpoints" are designed in the Stages 10 textbooks. It is also interesting to see how conflicting the task design on "Understanding" tasks are in the textbooks. The Stages 10 textbooks almost exclusively focus on the memorisation of text, while the Engelsk/Connect 10 textbooks provide a more balanced distribution of functional categories in these tasks.

As seen in Appendix 1, there is a wider variety of headings in the Stages 10 textbooks, and that is most likely why "Understanding" tasks are designed almost exclusively as reproducing tasks. Since these tasks do not provide meaningful learning opportunities, teachers could instruct pupils to skip these tasks and move on to more meaningful activities to work on.

As presented in Chapter 2, the ultimate aim of English in Norwegian compulsory education is to enable pupils to effectively communicate using the language (Lund, 2020, p. 354). The LK20 curriculum also emphasises an exploratory approach to language learning (Utdanningsdirektoratet, 2019b, p. 2). However, the increase in closed tasks observed in both textbook series does not align with this focus. Even though there are only slight increases in both textbooks, these findings suggest a lack of correlation between the demands of the curriculum and what the textbooks provide, which is in line with previous research (Bakken & Andersson-Bakken, 2021).

Another noteworthy part of the quantitative analysis is the percentage of explorative tasks in the Engelsk/Connect 10 textbook series. Only 1% and 2% of the tasks have been classified as explorative in these textbooks. Given the demands of the curriculum, it was expected to see a higher proportion of such tasks, especially in the revised edition. This expectation is not met in the analysed data. While the Stages 10 textbook series presents a higher number of explorative tasks, the overall frequency of these task-activating speech acts remains nearly unchanged, as illustrated in Table 11.

In light of these findings, the hypothesis presented in section 2.1 by Bakken and Andersson-Bakken (2021) that textbook tasks are influenced and constrained by culturally specific genre norms is possibly a valid interpretation. The English subject may have established norms that explain why the textbook task are almost unchanged. The reluctance to change these norms

might explain why the textbooks are so similar across editions. Unfortunately, this can result in pupils being given insufficient opportunities to practice the competencies emphasised in the new curriculum (Bakken & Andersson-Bakken, 2021, p. 745)

Despite these findings in the quantitative analysis, the qualitative analysis showcases aspects of the textbook tasks that do meet the demands of LK20. It is important to highlight that big parts of all these textbooks facilitate meaningful learning opportunities for pupils where they are invited to take control of their development. Giving pupils opportunities to choose can, in turn, make pupils develop their own learning strategies, clearly stated as an aim in LK20 as in the previous curriculum (Fenner & Ørvik, 2020, p. 357). Some sample sentences, for instance, 12, 16 and 17, are good examples of where pupils can make their own choices within the tasks. This gives them opportunities to take control of the content, which can lead to an increase in motivation (Jackson, 2022, p. 12)

Moreover, "Talking" tasks are the most frequently used focus area in the Engelsk/Connect 10 textbooks, and they always encourage some collaboration and discussion. Meanwhile, "Viewpoints" tasks are the second most prevalent task types in the Stages 10 textbooks, followed by "Explore more" and "Digital dive". The reason why the "Understanding" tasks are the most frequently utilised focus area in the Stages 10 textbooks stems from the fact that these tasks have a high number of interrogative sentences. This gives pupils many opportunities to collaborate and have meaningful conversations while exploring the English language.

Some of the sample tasks presented in the analysis also touch upon some of the themes of the cross-curricular topics. Sample task 2 touches especially upon the theme of friendship and identity, making pupils reflect on the situation and think about what they would have done in a similar situation. Pupils also have to reflect on what they would have done in such a situation which can lead to good discussions and self-reflection. Sample task 12 is another example that delves into topics of identity, family relations, and other possible themes depending on how pupils interpret the task. The same goes for sample task 13, where pupils can reflect on the metaphorical and literal meaning of the title, making connections to other topics that can be related.

As presented in section 4.4.6, the revised editions of the textbooks have sections where pupils can evaluate and reflect on what they have learnt in the chapter. These sections also provide

opportunities to apply this newly acquired knowledge to different situations. Assessment is now a part of the curriculum, and these new sections can provide both pupils with opportunities to assess their understanding and progress. This allows teachers to give support and feedback that addresses individual needs.

5.1 The Role of Teachers

According to the analysis done by Gilje et al. (2016), the learning materials at Norwegian schools are generally chosen by teams of teachers at individual schools (p.18). This further emphasises the importance for teachers to have the ability to evaluate and choose textbooks that facilitate good learning opportunities. The findings presented in the thesis showcase the importance of teachers´ active involvement when selecting and using textbook tasks that meet the demands of LK20. Even though the textbook can be of valuable help when planning and conducting lessons, going through each chapter does not guarantee the best treatment of all curricular topics (Fenner & Ørvik, 2020, p. 360).

As Fenner (2020, p. 39) argues, introducing new curricula is constantly challenging for teachers and it often requires teachers to change their ways of teaching and attitudes towards learning. Since LK20 has so few concrete guidelines for content and teaching methods, educators must familiarise and interpret the curriculum and the theories behind it (Fenner, 2020, p. 39). When it comes specifically to tasks, teachers have to critically assess the tasks and determine their potential in helping pupils achieve the competence aims in the subject. This offers an interesting yet one of the many challenges teachers face today. Teachers must be willing to explore, interpret, search and discuss learning materials and tasks to find materials that align with what the curriculum demands (Fenner & Ørvik, 2020, p. 361). Considering teachers' daily demands and expectations, this is not easy. At times the laws and regulations that govern the Norwegian school system may seem unrealistic and overwhelming to teachers. To lighten this critical work, teachers can utilise tools and checklists to find existing tasks and modify tasks within the textbooks to meet the curriculum's demands better.

Several researchers have listed some criteria when choosing textbooks. When considering textbook tasks specifically Fenner and Ørvik (2020) argue that it is important that textbooks have tasks that promote learner involvement, open to learner interpretation, encourage critical thinking, reflection and discussion with classmates and promote the development of learning

strategies (p.356). This is supported by Lund (2020), who further argues that tasks need to make for meaningful language use, among other things (p.359).

When designing effective textbook tasks, it can be helpful to consider the principles of TBLT and L2 acquisition theories. Sasayama (2021, p. 61) argues that TBLT and L2 acquisition is aligned with empirical evidence. Teachers and textbook authors should consider the model Nation (2007) proposed when selecting and creating tasks and activities. The model emphasises meaningful input, output, language-focused work, and fluency development and serves as a good starting point for developing meaningful and engaging tasks that can meet the demands of the curriculum. The model also serves as a reminder of the importance of fluency development, an aspect often neglected in language teaching (Lund, 2020, p. 356). Teachers must provide opportunities for pupils to acquire new language skills and practise what they already know. Moreover, pupils must be given opportunities to produce language that means something to them given that pupils are not only going to listen, speak, read and write but also discuss, explore and reflect (Lund, 2020, p. 356).

By integrating TBLT principles into textbook tasks, teachers can make meaningful tasks and content to better support pupils in achieving the aims outlined in the curriculum. In turn, this will make pupils engage in real-world interactions and potentially develop a deeper understanding of the English language and why and how they use it. Ultimately fulfilling the aim of the subject in Norwegian compulsory education.

5.1 Limitations

Given the sole focus on tasks, there are potentially other elements of the new editions that have been updated that align with the demands of the curriculum. For instance, it was noticed that in the old version of Stages 10, two of the chapters focused solely on the US and the UK. These chapters are no longer found in the updated version, and the new chapter that has replaced these two is called "The English-Speaking World: Nigeria, South Africa and Australia". This change can be seen as a result of the move away from the narrow focus on the US and UK, as described in section 2.2. The updated Stages 10 textbook also has chapters dedicated to the cross-curricular topics *of democracy and citizenship*, and *sustainability*. The Engelsk/Connect 10 textbooks had the same names for the chapters and contained more similar texts. Possibly because Connect 10 was published in 2018 when the work on the new curriculum was well underway. Both these textbooks have a chapter dedicated to *democracy*

and citizenship, as well as a chapter titled "Earth under pressure" linked to *sustainability*, especially.

Furthermore, teachers cannot be guaranteed to use the textbooks exactly as the authors intended. To better understand textbook use in the classroom, conducting classroom observations and interviewing teachers and pupils is necessary. Therefore, this current study may not fully reflect how these textbook tasks are used. However, this research can aid in increasing awareness of textbook tasks and their design.

By selecting these four textbooks from two publishers, other textbooks from other publishers have not been accounted for. Choosing other textbooks could have given different results. The same goes for other resources connected to the chosen textbooks. Analysing all teaching material from the two publishers could yield different results. However, this went beyond the scope of the study.

This study adopted and adjusted Bakken and Andersson-Bakken´s (2021) principles to protect validity and reliability. This meant that when analysing tasks with more than one interrogative or imperative sentence, I would count these separately. This can potentially have clouded some of the findings since every task-activating speech act within the tasks has equal value in the quantitative analysis. However, as the qualitative analysis revealed, these task-activating speech acts do not necessarily hold equal value as to what the task instructs pupils to do actively.

When conducting the analysis, one limitation relates to the sub-analysis of the verbs with an addressee as a subject. The initial design included a count of such verbs. However, due to the time it took to analyse all task-activating speech acts, it was determined that a comprehensive analysis and categorisation of these verbs would be too extensive for the scope of this thesis. As a result, the decision was made that the primary focus of the study would be on the formal and functional categories. The study did not incorporate the frequency count of the verbs addressing pupils. This decision could potentially limit the depth of insight into the tasks' interaction with pupils, but it was necessary to ensure a manageable research process.

Chapter 6: Conclusion

This chapter will answer the research questions and summarise some of the key findings from the analysis. In the end, I will make suggestions for further research. Since the first two research questions are intertwined, they will be answered together.

1. **How are tasks formulated at the functional and formal levels in EFL textbooks?**
2. **Do the tasks in EFL textbooks from two prominent publishers differ in their formal and functional make-up, and if so, how?**

Between Engelsk 10 (2021) and Connect 10 (2018), there were only subtle differences in the analysis of formal categories. This small difference (presented in Tables 7 and 8) can be linked to the fact that Engelsk 10 has one chapter less. The textbook authors have replaced some of the main texts in each chapter from the previous edition. The Connect 10 textbook was also published while the work on the new curriculum was well underway, and this can also explain the lack of differences. This result is supported by the sample sentences, which generally show how the frequent task types are designed.

The Stages 10 textbook series (Tables 9 and 10) were even more similar, with the same percentile for interrogative, imperative and declarative sentences. These results were even more noteworthy considering that there were 218 more task-activating speech acts in the updated edition of the textbook. This result implies that little to no change has happened in the formulation of tasks in this textbook series. As with Engelsk/Connect 10, the sub-analysis of interrogative sentences also strongly emphasised wh-questions, which had increased slightly in the textbook's new edition.

The distribution of the functional categories in both textbook series is presented in Table 11, and as with the formal categories, little to no change can be seen. However, it is important to note that the updated edition of both textbook series contained a slightly higher percentage of closed tasks than the old textbooks. Engelsk 10 (2021) had a higher percentage of closed reasoning tasks, while Stages 10 (2021) had a higher percentile of both reasoning and reproducing tasks. Between the textbook series, there also was a difference when looking at the functional task types that occurred most frequently. Explorative tasks were almost non-existent in the Engelsk/Connect 10 textbooks, while they were more prevalent in the Stages 10 textbooks. Engelsk/Connect 10 also had more open active tasks than the Stages 10

textbooks, while evaluative tasks occurred most frequently in the old edition of Stages 10.

3. **What notable changes can be observed in EFL textbook tasks published after the 2020 curriculum reform compared to those in textbooks published after the 2013 curriculum revision?**

The most notable change in the updated editions of the textbooks is the inclusion of additional sections at the end of each chapter. Given that assessment and deep learning are now emphasised in LK20, these sections seem to result from this development. These sections allow pupils to delve deeper into the chapter's content while encouraging self-assessment.

In the Stages 10 (2021) textbook, the additional sections titled "Speak & Write" and "Language work" provides tasks that let pupils practice various skills with tasks targeting communication and writing specifically. The last section, "Improve your writing", offers writing courses with different themes with corresponding tasks.

The new sections in the Engelsk 10 (2021) textbook titled "Main targets" and "Language and grammar" have similar functions. These sections begin with a consistent message encouraging reflection on the learning process and the chapter's topics. This also aligns with the curriculum's emphasis on deep learning while providing teachers with a structured formative assessment after each chapter.

These sections show some changes in the types of tasks in the textbooks after the curriculum reform. These sections are a step towards giving pupils more time for self-assessment to delve deeper into each topic they are working with.

4. **To what extent do the task in English textbooks align with the principles of Task-Based Language Teaching?**

The qualitative analysis of sample tasks from all four textbooks displays many instances where tasks align with the central principles of CLT and TBLT. Most commonly, tasks encourage collaboration and a focus on communication for instance, the "Talking" tasks are the most prevalent in the Engelsk 10 textbook as well as its predecessor, Connect 10. This means that these textbooks emphasise collaboration and discussion among classmates. The same can be said for the Stages 10 textbooks which have a high number of "Viewpoints"

tasks as well as "Digital dive" and "Explore more" tasks.

In light of the answers to these research questions, this study supports the hypothesis of Bakken and Andersson-Bakken (2021) that tasks are shaped by culturally specific genre norms. This can serve as an explanation for the few subtle changes in task design. To further enhance the alignment between tasks and the curriculum demands, these genre norms may have to be challenged, and this task will largely fall on the teachers.

In conclusion, the results and analysis from this study further highlight the importance of researching textbook tasks and promoting discussion on the topic. Ultimately, the impact of textbook tasks depends on how teachers interpret, modify, and employ them in the classroom. Teachers need to be aware of the opportunities and constraints of the textbook tasks and take the responsibility of critically assessing and determining their potential for pupils to achieve the competence aims in the subject.

6.1 Further Research

The research in this study will hopefully motivate other scholars to investigate textbook tasks, and there are several ways this study can serve as a backdrop for further research. This study has focused solely on textbooks intended for 10th-grade pupils in Norway, and it would be interesting to investigate other age groups and examine whether or not there are similar results to be found. Comparing age groups and seeing how tasks are formulated differently between young and older learners could also be interesting.

As mentioned in Chapter 5, a study could be conducted to see how teachers implement and use textbooks in a classroom setting. This would give a better understanding of how these textbooks are used. A study like this could include interviews with teachers, surveys, and classroom observations. Since this study only focuses on textbook tasks, it would also be interesting to investigate the effect of the digital tools that accompany the textbooks and the teacher guides. The teacher guides are especially intriguing, particularly in light of the conclusion of the thesis. It would be interesting to see if there are teacher guides that give teachers ideas on how to use the different tasks and so on.

It could also be interesting to investigate other aspects of the textbooks, for example, how new chapters and sections of the textbooks aim to cover new topics and themes in the English

subject. As pointed out in sections 2.2 and 5.2, cross-curricular topics like democracy and citizenship and health and life skills are particularly emphasised in the English subject in LK20. An investigation into how they are integrated into the textbooks would be interesting.

Finally, as new textbooks continue to be published, it is important to continue the investigation into new learning materials. When something is new, it does not necessarily mean it is better.

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Appendices

Appendix 1: Headlines in the Four Textbooks Ranked According to Frequency

Stages 10 (2021)	Stages 10 (2015)	Engelsk 10 (2021)	Connect 10 (2018)
Understanding (276)	Understanding (361)	Talking (551)	Talking (613)
Viewpoints (326)	Viewpoints (319)	Understanding (473)	Understanding (541)
Digital Dive (151)	Explore more (184)	Writing (361)	Writing (342)
Starting point (137)	Writing workshop (136)	Before reading (85)	Grammar (174)
Language lab (125)	Language lab (144)	Grammar (193)	Before reading (80)
Vocabulary (124)	Speaking spot (122)	Main targets (49)	Beginning of chapter (22)
Speaking spot (89)	Starting point (120)	Language and grammar (46)	
Creative corner (84)	Written exam practice (119)	Beginning of chapter (20)	
Writing workshop (83)	Maths moves (79)		
Improve your writing (81)	Creative corner (68)		
Explore more (78)	Literary analysis (50)		
Text analysis (75)	Self-assessment (30)		
Writing practice (59)	Oral exam practice (19)		
Language work (56)	Text analysis (9)		
Listening skills (48)	Checkpoint (8)		
Oral practice (29)	Film analysis (7)		
Spelling (3)			

Appendix 2: Tasks under the Headlines "Oral practice", "Writing practice and "Improve your writing" in Stages (2021) and "Main targets" and "Language and grammar" in Engelsk 10

Headlines	Oral practice	Writing practice	Improve your writing	Main targets	Language and grammar
Formal categories					
Imperative sentences	80%	51%	51%	52%	61%
Interrogative sentences	10%	37%	37%	33%	9%
Declarative sentences	10%	12%	12%	15%	30%
Tasks in total	100%	100%	100%	100%	100%
Functional categories					
Open explorative	7%	7%	4%	0%	0%
Open active	59%	39%	19%	31%	7%
Open evaluative	21%	41%	37%	40%	2%
Closed reasoning	3%	2%	15%	10%	59%
Closed reproducing	0%	0%	16%	6%	7%
In total	90%	89%	91%	90%	75%

Appendix 3: Tasks under the headlines "Digital dive" and "Explore more" in Stages 10 (2015) and Stages 10 (2021) and "Digital dive" in Stages 10 (2021)

Headlines	Explore more (2015)	Digital dive	Explore more (2021)
Formal categories			
Imperative sentences	81%	66%	77%
Interrogative sentences	10%	17%	10%
Declarative sentences	9%	17%	13%
Tasks in total	100%	100%	100%
Functional categories			
Open explorative	54%	50%	50%
Open active	25%	15%	23%
Open evaluative	5%	7%	6%
Closed reasoning	3%	4%	4%
Closed reproducing	5%	9%	4%
In total	92%	85%	87%

Engelsk 10	Imperative sentences	Interrogative sentences	Declarative sentences	In total
Open explorative	100%	0%	0%	100%
Open active	94%	5%	1%	100%
Open evaluative	36%	64%	0%	100%
Closed reasoning	83%	15%	2%	100%
Closed reproducing	61%	26%	13%	100%
Connect 10	Imperative sentences	Interrogative sentences	Declarative sentences	In total
Open explorative	100%	0%	0%	100%
Open active	97%	0%	3%	100%
Open evaluative	40%	60%	0%	100%
Closed reasoning	88%	10%	2%	100%
Closed reproducing	67%	21%	12%	100%

Stages 10 (2021)	Imperative sentences	Interrogative sentences	Declarative sentences	In total
Open explorative	96%	3%	1%	100%
Open active	97%	2%	1%	100%
Open evaluative	8%	91%	0%	100%
Closed reasoning	83%	16%	1%	100%
Closed reproducing	17%	82%	1%	100%
Stages 10 (2015)	Imperative sentences	Interrogative sentences	Declarative sentences	In total
Open explorative	96%	4%	0%	100%
Open active	99%	1%	0%	100%
Open evaluative	12%	88%	0%	100%
Closed reasoning	62%	35%	3%	100%
Closed reproducing	22%	78%	0%	100%