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MASTER'S THESIS

The incorporation of metalinguistic awareness in teacher guides and the Norwegian national curriculum for the English subject

Candidate number: 208

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1. Introduction

Textbooks still predominate as teaching material in Norwegian schools, and as Munden and Myhre (2020) state, most primary school teachers still use textbooks in Norwegian schools today. This is despite digitalization and the new regulations that give teachers in Norway the freedom to choose which materials they want to use. It is, therefore, essential to maintain a good quality of the teaching material used in education. Textbooks and teacher guides in Norway do not require any approval from the government (Utdanningsdirektoratet, 2020a). However, teachers must follow the Education Act and the Directorate's regulations on each subject's competence aims in the national curriculum.

This MA thesis will focus on the incorporation of metalinguistic awareness in Norwegian teacher guides for English as a foreign language (EFL) teaching and the English subject's competence aims in the new national curriculum (ENG01-04). Metalinguistic awareness can be defined as: "…using knowledge about language at a point in real time…" (Bialystok, 2001, p. 127). Publishing houses like Cappelen Damm and Gyldendal publish teaching materials for teachers and pupils in Norway. Teaching materials such as *Engelsk*, *Enter*, and *Explore* have textbooks for the pupils to use and teacher guides for the teachers to accompany the textbooks. The teacher guides comprise all pages of the pupils' textbooks with suggestions added as a didactic guide for teachers to follow when planning and executing lessons.

In 2020 the Directorate published a new core curriculum, Kunnskapsløftet 2020, also referred to as LK20. LK20, specifically ENG01-04, will be the curriculum investigated in this MA thesis. The Education Act (§2-3) binds Norwegian teachers by law to teach in accordance with the current curriculum. Therefore, they have had to implement the new curriculum in the planning and execution of lessons. This MA thesis will research how teacher guides and integrated textbooks revised after LK20 has incorporated metalinguistic awareness in accordance with the new national curriculum and how, if at all, the focus changes from fourth to 10th grade. More specifically, four subdimensions within metalinguistic awareness were investigated. These subdimensions are metaphonological-, metalexical-, metagrammatical-, and metapragmatic awareness.

Metagrammatical awareness is, for example, included in two of the fourth-year competence aims and three of the 10th year competence aims. An example of this is shown below.

-        follow simple rules for spelling and syntax (fourth year)

-        follow rules for spelling, word inflection, syntax and text structure (10th year)

(Utdanningsdirektoratet, 2020b).

"We pay scant attention to grammar when we engage in conversation, barely notice structure when we read text, and often consider formal knowledge of the rules of grammar to be a needless frill. In metalinguistic problems, however, these abstract structures become the target of our conversation and the criteria by which performance is judged." (Bialystok, 2001, p. 146)

The example above is Bialystok's description of metalinguistic problems, but how is this relevant in EFL teaching? Why is this knowledge necessary for an English teacher, and is it incorporated in Norwegian teacher guides? What are metalinguistics? Gombert (1992, p. 2) defines metalinguistics as: "…concerned with speaking about words, the linguistic activity which takes language itself as its object." In the present MA thesis, metalinguistics is divided into three additional constructs. These are metalinguistic knowledge, metalinguistic ability, and metalinguistic awareness. These constructs are tightly connected and dependent on each other.

The research questions are constructed upon the motivation of how metalinguistic awareness is incorporated in the teacher guides investigated and in the English subject's competence aims in the national curriculum. This MA thesis also investigates if there is a difference in focus from fourth to 10th grade and if the incorporation of metalinguistic awareness in the teacher guides aligns with the national curriculum (ENG01-04). The research questions answered in this MA thesis are listed below.

1.   How, and how often is metalinguistic awareness incorporated in the Norwegian teacher guides investigated?

2.   How, if at all, does the incorporation of metalinguistic awareness in the teacher guides differ between fourth to 10th grade?

3.   How, and how often is metalinguistic awareness incorporated in the Norwegian national curriculum?

4.   How does the incorporation of metalinguistic awareness in the teacher guides align with the incorporation of metalinguistic awareness in the Norwegian national curriculum

(ENG01-04)?

This MA thesis is structured into five chapters. The first chapter is the introduction, which provides the motivation and background of the research. The second chapter is the theoretical considerations. The theoretical considerations will provide conceptualizations and operationalizations of metalinguistics, its concepts, and the subdimensions of metalinguistic awareness. In addition, the theoretical considerations will provide the necessary theory behind explicit- and implicit metalinguistic awareness teaching, the use of textbooks in Norwegian EFL teaching, and previous research on metalinguistic awareness and second language acquisition. The third chapter will present the methodological considerations of this MA thesis. The chapter includes a description and choice of reasoning for the data material investigated, the research approach of descriptive qualitative content analysis, in which the results are quantified. The strength and weaknesses of the research approach and the reliability and validity of the methodological considerations are also included in this chapter. The fourth chapter will present the findings of the descriptive qualitative content analyses, both the teacher guide analyses, and the analysis of the competence aims for the English subject curriculum. Lastly, chapter five will discuss the results in relation to theory and previous research, implications for this MA thesis, conclusion, and suggestions for further research.

2. Theoretical Considerations

This chapter will provide the theoretical considerations of this MA thesis. The theoretical considerations will conceptualize and operationalize the concepts used in the methodological considerations, findings, discussion, and conclusion. First, metalinguistics, metalinguistic knowledge, metalinguistic ability, and metalinguistic awareness will be explained and defined. The following will explain the subdimensions of metalinguistic awareness investigated in this thesis. These are metaphonological-, metagrammatical-, metalexical-, and metapragmatic awareness. The chapter will also explain explicit- and implicit teaching, the use of textbooks in Norway, and previous research on metalinguistic awareness and second language acquisition. The conceptualization and operationalization of metalinguistic knowledge, ability, and awareness used in this MA thesis draw on the *MetaLearn project's* conceptualizations and operationalizations, constituting a synthesis of other researchers' work. Here, the original authors will be referenced. The conceptualizations and operationalizations of this MA thesis's subdimensions of metalinguistic awareness draw mainly on the *MetaLearn projects*, Gombert, and Bialystok.

2.1. Norwegian School Contexts

2.1.1. The Education Act

All schools, school leaders, and teachers in Norway must follow the Education Act, "opplæringslova." The Ministry of Education and Research created this law, which was put into force in the schoolyear of 1999/2000. The Education Act (1998, §1-5) clearly states that the Ministry must accept any permit departures from the Act through an application from the municipality or county authority. The last update to the Education Act was in 2020 when LK20 replaced LK06 in the school system (Kunnskapsdepartementet, 1998). The Education Act is a general framework for Norwegian education. It gives information about the laws of the Norwegian school system, including the objectives, scope, and adapted education, the primary and lower secondary school, the upper secondary education and training, special education, school management, functions, equipment and educational resources, the pupils' school environment and the school staff (Kunnskapsdepartementet, 1998). In §2-3 of the Education Act (1998), it is clearly stated that Primary and lower secondary education must include foreign languages. It is bound by law in the Education Act that "The teaching staff must organize and carry out teaching in accordance with subject curricula issued pursuant to

the present Act." (Kunnskapsdepartementet, 1998). The Directorate issues regulations concerning the assessment of pupils. Therefore, the teachers must use the subject curricula as a foundation when planning and executing the education of all pupils.

2.1.2. The Directorate

The Directorate is responsible for kindergartens and primary and secondary education in Norway. The Directorate is the executive agency of the Ministry of Education and Research. The Directorate is also responsible for supervising the implementation of Acts of Parliament and regulations and the governance of the education sector. Norway's pupils, children, and apprentices are entitled to a high-quality education, which is also one of the Directorate's responsibilities.

Furthermore, another of the Directorate's responsibilities is to initiate, develop, and monitor research and development by using national statistics concerning kindergarten, primary, and secondary education. The teachers in Norway are bound by the national curriculum in the planning, implementing, and evaluating of teaching. In 2020 the Directorate published a new core curriculum, called *Kunnskapsløftet 2020* (LK20). LK20 provides the teachers with competence aims of what the pupils should learn within each subject each year (Utdanningsdirektoratet, 2020b). As said, there are curriculums for each subject, and specifically, the curriculum in English is significant for this MA thesis. It provides relevance and central values, core elements, interdisciplinary topics, basic skills, competence aims and assessment for each year, type of assessment, validity, and implementation, subject codes, and schedule. This MA thesis investigates and analyzes the competence aims for the English subject (ENG01-04).

2.1.3. Teacher Formation

In 2014 the Directorate published "Lærerløftet" or "Teacher Promise" (author's translation). The Teacher Promise aims to educate academically strong teachers, to create an attractive teacher education of high quality and multiple career paths (Regjeringen, 2014). In the Teacher Promise, it was decided that all primary and lower secondary teacher educations be converted to five-year master education in 2017. The subjects prioritized in the master's program are Norwegian, Sami, Norwegian sign language, mathematics, and English (Regjeringen, 2014). The master's program was developed with the hope that all teachers should possess high competence in their subjects. The government wishes for all teachers to

be specialists in the subject they teach pupils. International comparisons show that Norway uses many resources in education and has a higher number of teachers than many other countries (Regjeringen, 2014). However, this is not reflected in the national statistics on pupils' competence (Regjeringen, 2014). The government states that teachers are the most crucial asset in resolving these challenges. In addition to social background and external factors outside of school, the teacher's education of the pupils influences the pupil's learning outcomes and results. To solve these challenges, the government implemented the master's program, changed the practical-pedagogical education, and implemented stricter admission requirements (Regjeringen, 2014).

2.1.4. The Norwegian National Curriculum

A subject curriculum is a regulation with legal status in education developed by central educational authorities. It is an all-important document that teachers need to be well informed about in the process of planning, implementing, and evaluating teaching in school. As a teacher, it is essential to have knowledge about more than the competence aims for each specific subject. Several other steering documents are also important for present and future teachers to have knowledge of. An example of this is the Education Act. The Education Act is a general framework for Norwegian education. General education is directed by the national curriculum, also referred to as LK20. The national curriculum consists of a general part (overordnet del), subject curricula (læreplaner for fag), Quality Framework (prinsipper for opplæring), and teaching hours per subject are also distributed in the national curriculum (Speitz, 2020).

In 2020 there was a curriculum reform for English teachers, and LK20 replaced the previous national curriculum (LK06). The new national curriculum was narrowed down to less competence aims to ensure that the pupils were given the opportunity to work in-depth with each of them. Something else that was new was the assessment part of the national curriculum. The idea is that by including formative assessment in the curriculum, pupils will receive helpful feedback to be aware of what they need to do to master the subject in the best possible way (Burner, 2020). Another new element of the national curriculum is deep learning, defined by students understanding of concepts and their relations. This will enable them to solve familiar and unfamiliar problems the pupils will face in school and life. Also added to the new curriculum are cross-curricular topics. These are democracy and citizenship, health and life skills, and sustainability. A crucial part of the English subject is the three core elements: communication, language learning, and encounters with texts in English (Burner,

2020).

2.2. Language Awareness

In many ways, the competing definitions of language awareness have led to an increased need for more consensus and clarity of the term's meaning (James & Garrett, 2013). Sometimes the user of the term needs to be more precise about its meaning, and other times it can be hard to define what the user is really talking about (James & Garrett, 2013). However, the motivation behind language awareness originally came from Hawkins. He intended to bridge the gap between the mother tongue and foreign languages in primary and secondary schools (James & Garrett, 2013). Language awareness is meant to create a meeting place and common vocabulary for the many fields of language education, facilitate discussion of linguistic diversity, develop listening skills, and create confidence in writing and reading. The work of language awareness will hopefully motivate pupils to ask questions about language (James & Garrett, 2013).

The National Council for Language in Education defines language awareness like this: "Language awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life." (Donmall, 1985, cited in James & Garrett, 2013, p. 4). The National Council for Language in Education presented three main parameters for language awareness: 1. an affective parameter, which revolves around forming attitudes, 2. a cognitive parameter, which presents the development of awareness of patterns in language, and 3. a social parameter, which revolves around improving pupils' effectiveness as citizens and consumers (James & Garrett, 2013). Suppose it is possible to make the pupils' intuitive knowledge of their mother tongue explicit. In that case, it can result in strengthened language skills and increased the effectiveness of communication in both mother tongue and foreign languages (James & Garrett, 2013). However, skills can also improve the other way around by raising implicit knowledge to awareness (James & Garrett, 2013). This is in many ways related to the results we can see from metalinguistic awareness, as these terms are very much related.

2.3. Metalinguistics

Metalinguistics as a term emerged between the 1950s and the 1960s. It was used to designate activities related to language (Gombert, 1992). Metalinguistics has been conceptualized as an own language used to speak a language, for example, for linguistic

terminology such as phonemes, semantics, syntax, and so on (Gombert, 1992). Metalinguistics standing alone can be defined as: "…concerned with the activity of speaking about words, the linguistic activity which takes language itself as its object." (Gombert, 1992, p.2). In this MA thesis, this means that metalinguistics focuses on language as an object.

Bialystok and Ryan (1985, p. 229) state that: "…there is no consensus regarding the precise domain of activities which properly can be called metalinguistic." However, some examples of language activities that have been categorized as metalinguistics are grammatical judgement, segmenting words, or sentences into constituents, adjusting speech to accommodate special listener needs, and segmenting words into various sentence constructions (Bialystok, 1985). Bialystok (1986) states that metalinguistic problems require focus only on the forms, for example, counting words in a sentence, repeating structured nonsense, and detecting rhyme. She states that it is less common that metalinguistic problems focus only on meanings, for example, judgements of synonymy or paraphrase (Bialystok, 1986). When a pupil has control over linguistic processing, the pupils can deliberately separate meaning and form within the language (Bialystok, 1986).

The metalinguistic construct combines with several other constructs, such as knowledge, ability, capacity, skill, and awareness (Bialystok, 1986). In this MA thesis, metalinguistics will be combined with knowledge, ability, and awareness. These constructs are connected, and for metalinguistic activities to happen, they depend on each other.

The analysis in this MA thesis will search for instances of metalinguistic awareness in the tasks and teaching suggestions of four teacher guides. This MA thesis will also differentiate between some subdimensions of metalinguistic awareness. The subdimensions are metaphonological, metagrammatical, metalexical, and metapragmatic. These subdimensions represent different areas of language learning. The aim is to see how they are incorporated into teacher guides, textbooks, and the national curriculum (LK20 and LK06).

2.3.1. *Metalinguistic Knowledge*

Metalinguistic knowledge can be defined as: "…knowledge about language." and is developed in the process of first language acquisition (Möller-Omrani, 2021). Bialystok (2001, p. 124) writes that metalinguistic knowledge becomes "…accessible through knowledge of a particular language.", but she also states that metalinguistic knowledge operates on a higher level than just the knowledge of a particular language. The knowledge about language can be used to think and reflect upon the functions and nature of the English language (Bialystok, 2001). Metalinguistic knowledge can be shown when a pupil's

knowledge has a higher level of generality and abstraction than linguistic knowledge (Bialystok, 2001). Metalinguistic and linguistic knowledge are similar, and there are no firm lines between them; therefore, they form a continuum (Bialystok, 2001). In order to solve a metalinguistic problem, a pupil is dependent on their metalinguistic knowledge.

2.3.2. Metalinguistic Ability

Metalinguistic ability is referred to as the capacity to use metalinguistic knowledge. The conceptualization of metalinguistic ability in this MA thesis is provided by the MetaLearn project´s (Möller-Omrani et al., 2021), which is based on Bialystok (2001). According to Bialystok´s (1985) cognitive framework for metalinguistic development, metalinguistic ability is achieved when a pupil has high analyzed knowledge and high cognitive control. The framework is described as: "Cognitive framework underlying the development of language abilities" (Bialystok, 1985, p. 232). The framework refers to this as metalinguistic skills; in this MA thesis, it is related to ability. Bialystok´s (1985) framework states that a conversation can happen when a pupil has low analyzed knowledge and low cognitive control. However, metalinguistic ability is achieved if the pupil has highly analyzed knowledge and cognitive control. With this, Bialystok (1985) states that a conversation can happen long before metalinguistic skill is achieved. Therefore, the ability to solve metalinguistic problems requires a lot more than a conversation does (Bialystok, 1985). This MA thesis defines metalinguistic ability as the capacity to use metalinguistic knowledge. Metalinguistic ability is shown when a pupil uses highly analyzed knowledge and high cognitive control to solve metalinguistic problems (Bialystok, 1985).

2.3.3. Metalinguistic Awareness

Metalinguistic awareness is closely related to both metalinguistic knowledge and metalinguistic ability. Metalinguistic awareness is defined as: "…using knowledge about language at a point in real time." (Möller-Omrani, 2021). This is the conceptualization of metalinguistic awareness in this present study. Metalinguistic awareness occurs when the pupils' attention is: "…actively focused on the domain of knowledge that describes the explicit properties of language." (Bialystok, 2001, p. 127). Andrews (1999, p. 163) describes a concept called "Teacher Metalinguistic Awareness." He states that a teacher's metalinguistic awareness can be used as a model for the pupils and influence them to become more metalinguistic aware (Andrews, 1999, p. 163). In this MA thesis, a task or teaching suggestion

stimulates pupils' metalinguistic awareness when it requires identification, isolation, manipulation, and the creation of language's formal properties.

2.4.Subdimensions of Metalinguistic Awareness

In the analysis of the teacher guides, and their integrated textbooks, the aim was to find tasks or teaching suggestions that stimulate pupils' ability to solve metalinguistic problems. In this MA thesis, metalinguistic awareness is divided into four subdimensions: metaphonological-, metagrammatical-, metalexical-, and metapragmatic awareness.

Each subdimension focuses on different aspects of the linguistic and structural features of the English language. The conceptualization of these subdimensions will build on the MetaLearn project, which builds on Gombert (1992) and Bialystok (2001). The analysis must distinguish between the subdimensions. However, a task often includes more than one subdimension of metalinguistic awareness (Möller-Omrani et al., 2021). Following is an overview of what is included in each subdimension, but every one of them will be described in more detail later. A task or a teaching suggestion categorized as metaphonological in the present research will require the pupil to identify, isolate, manipulate, or create phonemes, alliteration, syllables, rhyme, rhythm, or stress. When the task or teaching suggestion asks for identification, isolation, manipulation, or creation of word order, syntax, morphology, correction, gender, articles, punctuation, contraction, conjugation, or concord, it is considered metagrammatical in this MA thesis. A task or teaching suggestion is categorized as metalexical when it focuses on identification, isolation, manipulation, or creation of word meaning, the number of words, word classes, signifier/signified, and repetition. When the pupil is asked to focus attention on the adjustment of communication to a recipient or situation, the task or teaching suggestion is considered metapragmatic. A more detailed conceptualization and operationalization of these subdimensions will be given in the following.

2.4.1. Metaphonological Awareness

Metaphonological awareness can be said to be the ability a pupil must have to manipulate and reflect on the phonemes in a word instead of the whole word (Anthony & Francis, 2005). Phonological awareness revolves around the ability to detect and manipulate individual sounds in words, for example, to reflect upon whether two words rhyme or not (Anthony & Francis, 2005). Tasks that will stimulate the pupil's phonological awareness skills include

blending sounds, recombining sounds of words, separating words into their constituent sounds, and judging whether two words have some sound in common (Anthony & Francis, 2005). According to Möller-Omrani et al. (2021), metaphonological awareness can be defined as: "…the ability to focus attention on the phonological properties of linguistic units." This is the definition this MA thesis has used. In the analysis of this present study, a task or teaching suggestion is categorized as metaphonological awareness when it requires the pupils to focus on the identification, manipulation, isolation, and creation of phonemes, alliteration, syllables, rhyme, rhythm, and stress.

2.4.2. *Metagrammatical Awareness*

The term metagrammatical awareness covers both meta-morphological and metasyntactic awareness in this MA thesis. "Morphological awareness is an understanding of how words can be broken down into smaller units of meaning such as roots, prefixes and suffixes" (Tighe & Binder, 2014, p. 245). In this MA thesis, morphological awareness will include combining the units within a word. Children who are morphologically aware will be able to decompose unfamiliar words into words of meaning (Ku & Anderson, 2003). For example, if they encounter a word with the prefix dis-, they will know it means "not" or "do the opposite", so when they read or hear the word "disorientated" for the first time, they will most likely know the meaning of the word (Ku & Anderson, 2003). By having this awareness, pupils will have the ability to extend their vocabulary by breaking unfamiliar words into units and then recombining them into meaningful words. This can show the importance of morphological awareness (Ku & Anderson, 2003). Syntactic awareness is the ability to manipulate and reflect on the grammatical structure of language. Tasks that include syntactic awareness could, for example, be word-order tasks and correction tasks (Cain, 2007). Metagrammatical awareness tasks and teaching suggestions will challenge the pupils to focus on the grammatical properties and structure of the language (Möller-Omrani et al., 2021). The analyses operationalize metagrammatical awareness as the isolation, identification, creation, and manipulation of morphological and syntactic patterns and units.

2.4.3. *Metalexical Awareness*

In this MA thesis, metalexical awareness will include both metasemantic and metalexical awareness (Gombert, 1992). Bialystok (2001) does not use these subcategories; instead, she uses the overarching term word awareness. Word awareness is defined as the ability to see

units of linguistic information that correspond to a word (Bialystok, 2001). Bialystok does not use the terms metasemantic and metalexical awareness. However, she uses the concepts by dividing word awareness into two individual steps. The first step involves the process of breaking down and isolating words as significant units, while the second step focuses on understanding how words operate to convey their meaning (Bialystok, 2001). The first part will be analyzed if a task or teaching suggestion focuses on counting the number of words in a sentence or defining what a word is. The second part represents teaching suggestions and tasks and asks for words' meanings (Bialystok, 2001). These two parts can be compared to Gombert's metalexical and metasemantic awareness. In this research, metalexical awareness is operationalized as the lexical segmentation and identification and the separation of signifier and signified (Möller-Omrani et al., 2021). This MA thesis will categorize a teaching suggestion or task as metalexical if it includes isolation, identification, creation, and manipulation of metasemantic and metalexical patterns and units.

2.4.4. *Metapragmatic Awareness*

According to Flavell (in Gombert, 1993, p. 571-580), metapragmatic awareness consists of different types of metacognitive phenomena. These phenomena are; 1. to be aware of whom we communicate with (e.g., adjustment of language when we speak with a child so that they can understand; Gombert, 1993), 2. metapragmatic awareness can also revolve around how the speaker adjusts the language according to a situation (e.g., if the speaker communicates over the phone; Gombert, 1993), and 3. metapragmatic awareness is stimulated if the speaker adjusts to the recipient of the message (e.g., if the speaker is polite to increase the likelihood of having a request accepted; Gombert, 1993). Gombert (1993, p. 574) refers to metapragmatic as "…the knowledge of the rules for using language." This conceptualizes metapragmatic awareness in the present study. In this MA thesis, a task or teaching suggestion is included in the subdimension of metapragmatic when the pupil is asked to identify and create adjustments in communication with the recipient or situation.

2.5. Previous Research on Metalinguistic Awareness in Language Learning

Research on metalinguistic awareness and its subdimensions has shown positive outcomes in the process of language learning. Andrews (1999) found that a teacher's metalinguistic awareness can play a crucial role in pupils' development of metalinguistic awareness. In this research, it was shown, by real-life examples, that the incorporation of metalinguistic

awareness in textbooks can be affected by the individual teacher´s metalinguistic awareness (Andrews, 1999, p. 175).

Metaphonological awareness has been found to be a key predictor of reading achievement in pupils (Chiappe et al., 2002; Durgunoğlu & Öney, 1999; Nation & Snowling, 1997). Wagner et al. (1997) stated that metaphonological awareness can be a strong predictor of reading development and acquisition. Another subdimension that has been connected to reading development is metalexical awareness. Metalexical awareness has been found to contribute to reading comprehension and vocabulary development (Gough & Tunmer, 1986; Perfetti, Landi, & Oakhill, 2005). There have also been provided positive outcomes in research on metagrammatical awareness. Metagrammatical awareness has been linked to the ability to recognize and correct grammatical errors, as well as the development of advanced writing skills (Myhill, 2006). Studies on metalinguistic awareness often use grammatical tasks such as correction tasks, verbalizations about language, and grammaticality judgement (Simard & Gutiérrez, 2017). Finally, metapragmatic awareness has shown results in the development of social interaction and effective communication (Schneider et al., 2018).

2.6. Research Results of Studies on Metalinguistic Constructs in Second Language Acquisition

Over the past 30 years, many studies have been conducted on metalinguistic constructs in second language acquisition. Results have shown that young second language learners can outperform monolinguals on some subdimensions of metalinguistic awareness (Bialystok et al., 2005).

Several studies have explored the relationship between metalinguistic awareness and language learning and have found positive results for learners who possess metalinguistic knowledge, ability, skill, and awareness when performing language tasks. These studies can be grouped into three categories of research. The first group investigates the relationship between metalinguistic constructs and learning success (Simard & Gutiérrez, 2017). The second group involves research on the use and nature of metalinguistic constructs. The last group of studies examines the development of metalinguistic constructs over time or on one occasion (Simard & Gutiérrez, 2017). Overall, these studies demonstrate the importance of metalinguistic awareness in language learning and highlight the need for educators to incorporate metalinguistic instruction into their teaching practices.

Metalinguistic knowledge has been measured through identifying and correcting errors, identifying speech parts, and verbalizing rules and/or linguistic knowledge.

Metalinguistic ability has often been measured through language manipulation tasks, such as replication of errors and suppressing phonemes. Metalinguistic ability has also been researched through ungrammatical sentence repetition and grammaticality judgements (Simard & Gutiérrez, 2017). Studies on metalinguistic knowledge operationalized through correction tasks, error identification tasks, and explanation tasks have mostly found positive results in the correlations between language aspects and metalinguistic constructs (e.g., Sorace, 1985; Alderson et al., 1997; Elder et al., 1997; Elder & Manwaring, 2004; Roehr & Gánem-Gutiérrez, 2009; and Correa, 2011).

Along with these studies, descriptive metalinguistic studies on metalinguistic knowledge have also been done; these studies research the nature and use of metalinguistic construct (e.g., Butler, 2002; Hu, 2002; Roehr, 2006; Hu, 2011). The studies show a higher level of understanding of language if the learners of the tasks can use their metalinguistic knowledge (Simard & Gutiérrez, 2017). In Hu´s (2011) study, it was found that learners who have received instruction in explicit grammar have a productive knowledge about metalingual terms and therefore have developed a higher level of metalinguistic knowledge about grammatical structures of language. Reder et al. (2013) found that L2 learners have an advantage over monolinguals when learning compounds, morphology, and syntax. In another study by Chiappe and Siegel (1999), it was shown that there is a difference in syntactic awareness between poor and good readers.

Studies on the development of metalinguistic constructs also show positive outcomes on learners' metalinguistic knowledge and their performance in the research tasks (Simard & Gutiérrez, 2017). Erlam (2013) found that two types of instruction, input-based and output-based, can make a difference in the development of metalinguistic knowledge. There has also been research on metalinguistic construct development. Roehr (2010) researched the development of proficiency and the use of metalinguistic tools over a certain amount of time and found positive results in both cases. Studies on metalinguistic awareness have also been conducted. Bouffard and Sarkar (2008) measured learners' metalinguistic awareness through instruction, consisting of corrective feedback and group discussion about videotaped class activities. This study showed an impact on learners´ metalinguistic awareness by using elicited verbalizations (Bouffard & Sarkar, 2008). For a thorough metanalysis on this research, see Simard and Gutiérrez (2017).

The use of language, for example, writing, requires metalinguistic behaviors where learners need to pay attention to language forms (e.g., Bialystok, 2001; Johns, 2003; Hinkel & Fotos, 2002; and Mitchell, 2000). Research clearly shows beneficial aspects of second

language acquisition if learners can use explicit language representation, focus attention on language, manipulate language, and reflect on language (Simard & Gutiérrez, 2017).

2.7. Explicit Teaching of Metalinguistic Awareness

"Metalinguistic tasks are usually contrived so that the solution is achieved only if the relevant structure is known explicitly" (Bialystok, 1986, p. 499). Explicit teaching is when the teacher clearly leads the teaching-learning process by using direct instructions and methods like explicit explanations, modeling, demonstrating, and guided practice (Rupley et al., 2009). Explicit semantic/syntactic awareness teaching can, for example, be when a teacher writes "The man held a pipe." on the blackboard and says that this sentence can have two meanings. The teacher can then explain that "the pipe" can mean both a smoker´s pipe and a plumber´s pipe. After explaining the example, the teacher hands out more examples in which the pupils will try to find more meanings than one. In explicit teaching, teachers give pupils rules to practice and make conscious efforts to learn (Talley & Hui-ling, 2014). "Explicit teaching includes teaching in small steps with student practice after each step, guiding students during initial practice, and providing all students with a high level of successful practice" (Rosenshine, 1986, p. 62). Rosenshine (1986) also provided nine examples of explicit teaching that include reviewing previous and prerequisite learning, presenting new materials in small steps, clearly stating learning goals, giving clear and detailed instructions and explanations, providing high levels of active practice for all students, ask large numbers of questions and obtain responses from all students, guide students during initial practice, provide systematic feedback and provide explicit instruction for independent practice and continually check for understanding.

With these conceptualizations in mind, this MA thesis will use the term explicit teaching when the teacher is clear and concise in teaching situations. This MA thesis uses explicit teaching when a teacher presents the task with explanations, guided practice, modeling, and demonstrating. Explicit tasks will purposefully guide the pupils during the process of solving the tasks.

2.8. Implicit Teaching of Metalinguistic Awareness

Implicit metalinguistic awareness strategies/methods in the EFL classroom can be used to reinforce the pupil's awareness of the language rules. Implicit knowledge can be identified when pupils struggle to articulate their knowledge to others but still have intuitive knowledge.

According to Mitchell (1994), intuitive knowledge is when something is understood instantly without evidence of sensible thought. For example, if a pupil notices something all by themselves, and as a result of this, they become more conscious of it in language learning (Talley & Hui-ling, 2014). Some argue that an implicit approach to teaching another language will acquire knowledge naturally through exposure and gain meaningful linguistic input (Scott, 1989).

In this MA thesis, the term implicit teaching will be used when the pupil does not get clear instructions for the task and is therefore forced to use intuitive knowledge to solve a problem. Implicit teaching happens when the teacher does not lead the pupils to an answer or a solution. An example of a semantic/syntactic awareness implicit teaching situation can be drawn from an example I gave earlier. If the teacher writes "The man held a pipe" on the blackboard and asked the pupils to discuss what it means, hopefully, they will realize that the sentence can have several meanings, and if they do, the teacher created an implicit teaching situation.

2.9. The Use of Textbooks in Norway

Munden & Myhre (2020) writes that most primary school teachers base their English lessons on textbooks. Textbooks play a significant role in the process of creating a society with shared values and knowledge. By using textbooks written by competent and qualified authors, teachers can get a book with the national curriculum covered in lessons (Munden & Myhre, 2020). Ongoing research conducted by Möller-Omrani et al. recently found that teachers in Norway heavily rely on the use of textbooks both for subjects Norwegian and the English subject in Norway. They also found that textbooks play an important role in planning individual lessons, weeks, and entire school years (Moller-Omrani, coordinator of the MetaLearn project, personal communication). A textbook can be a resource for teachers, pupils, and parents. As a teacher, one can avoid the process of making copies of teaching material, and a lot of the work is done for one. Pupils get an illustrated book covering all that the national curriculum expects them to have knowledge about, where they have text and tasks in one place (Munden & Myhre, 2020). Parents may have an easier job supporting their children in their education because of the familiarity with how the textbook and resources of the book work. It is also possible to adapt the teaching for every single pupil by using digital resources alongside the textbook. This can ensure differentiation and varied teaching adapted to all the individuals in the class (Munden & Myhre, 2020). This MA thesis will discover if the analyzed teacher guides cover the competence aims mentioned earlier in the thesis and if

there is a difference in the incorporation of metalinguistic awareness from fourth to 10th grade.

Munden and Myhre (2020) provide information to consider when a teacher chooses a textbook. Teachers should, for instance, consider whether the topics can engage the pupils and whether the teaching material covers LK20. It is essential to see if the texts and tasks are at the right level for the pupils and if the pictures and texts celebrate diversity. As said, it is important that the textbook covers the national curriculum and can differentiate for every pupil. The book's content should be written by competent and qualified authors with experience in the teaching profession (Munden & Myhre, 2020). In Norway, it is not required for textbooks, and teacher guides to be approved by the government. The teaching materials are required to fulfill some quality criteria, but Utdanningsdirektoratet (2020a) clearly states that the quality of teaching materials is affected by how it is used.

3. Methodological Considerations

This chapter will provide the methodological considerations for this MA thesis. First, the methodological approach will be explained, then a description of the data collection and the conduction of the analysis will be provided. The validity of the research will also be considered and discussed at the end of this chapter. To answer the research questions, qualitative content analyses of the four teacher guides were investigated, and the new national curriculum in English (ENG01-04) was conducted. The qualitative findings were quantified to answer the research questions. The chosen data material and methodological approaches used in this research are carefully chosen based on the research questions.

3.1. Data Material

This research used two sets of data: the four teacher guides, and the English subject curriculum, more specifically ENG01-04. The desire was to investigate the difference between fourth and 10th grade and how the incorporation of metalinguistic awareness and its subdimensions in ENG01-04 align with the incorporation in the teacher guides investigated. One of the 10th grade teacher guides was revised after LK06, but as mentioned earlier, it will be compared to LK20 since this is the current Norwegian national curriculum. In this section of the MA thesis, two sets of data will be presented.

3.1.1. Teacher Guides

Considering the research questions, this MA thesis examined the incorporation of metalinguistic awareness in four teacher guides accessible for EFL teachers in Norway. The thesis investigates two teacher guides from fourth grade and two from 10th grade. This will provide a chance to see if there is a change from fourth to 10th grade regarding the incorporation of metalinguistic awareness and its subdimensions. The four teacher guides are published by two publishing houses, Gyldendal and Cappelen Damm. This MA thesis also aims to investigate the difference in the incorporation of metalinguistic awareness between these two publishing houses. The following section will provide a detailed presentation of the chosen data material. The section will also provide the reasoning for the selection criteria of the chosen material.

The four teacher guides are extended versions of the pupil´s books and provide the teachers with additional didactic content (e.g., by adding different variants of tasks or

including information relevant to the topic in the textbook). Two of the chosen teacher guides are issued by Gyldendal: *Enter 10, teacher´s book* (Diskin & Winsvold, 2017), and *Explore 4, teacher´s book* (Edwards et al., 2022). Gyldendal is a popular educational publishing house in Norway and publishes teaching materials from 1st through 10th grade. Their series, Explore, is revised after the new national curriculum, LK20 (The Norwegian Directorate for Education and Training, 2020). The teacher guide of the Enter series is not revised after the new national curriculum. However, it has also been compared to LK20. This was done because one of the aims of this research is to determine to which degree the material used in Norwegian schools does justice to the current Norwegian requirements. Gyldendal provides an online resource, Skolestudio, also revised after LK20. The two other teacher guides investigated are *Engelsk 4, lærerveiledning* (Haegi et al., 2021), and *Engelsk 10, teacher´s book* (Haegi et al., 2021); these teacher guides are publications by Cappelen Damm. They are both revised after the new national curriculum, LK20. Cappelen Damm is another popular educational publishing house in Norway, which also provides a digital teaching resource for its books. Figure 1 illustrates how the teacher guides are structured; this is a page set in *Enter 10, teacher´s book*. The textbooks are printed in the center of the page set, while the teaching suggestions are placed below or around, depending on which teacher guide is used.

Figure 1 *An example of how the teacher guides investigated in this MA thesis are structured*
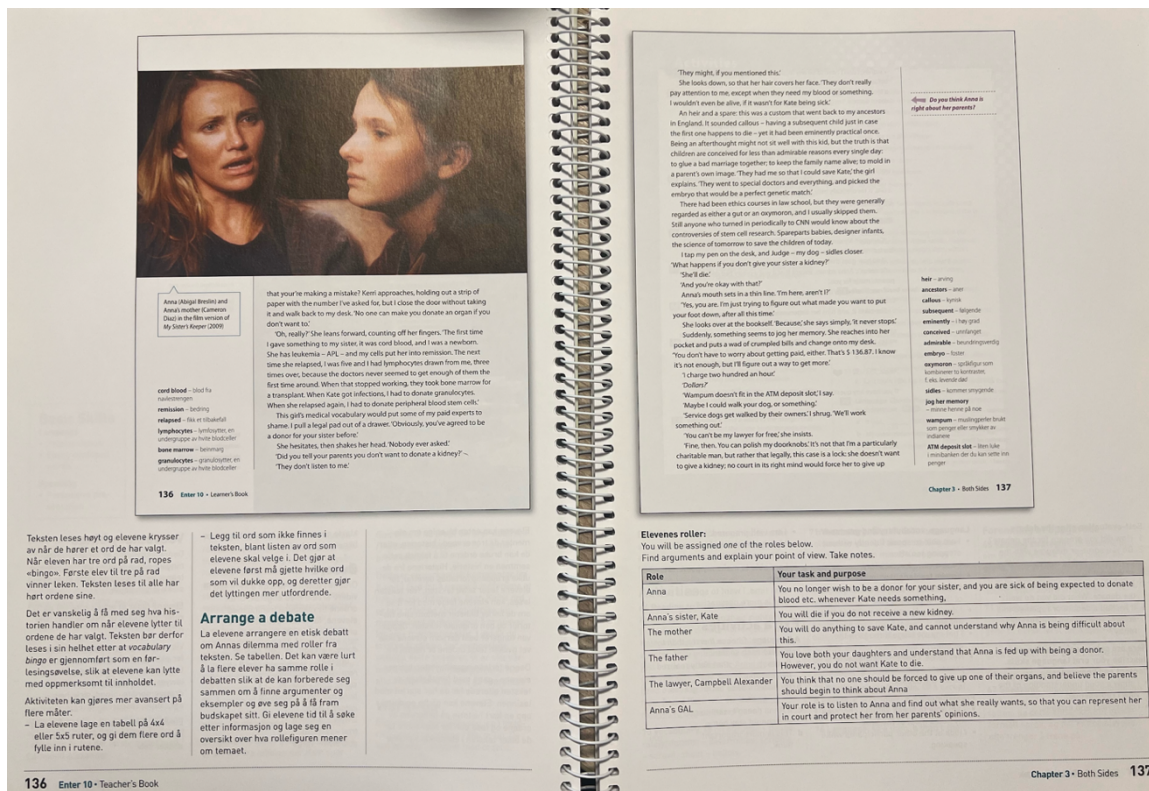
The teacher guides were chosen as a suitability sample based on certain criteria. These are: when it was revised, the publishing house, authors, and because these books are frequently used in Norwegian schools. It was chosen two materials from fourth grade and two materials from 10th grade to compare the incorporation of metalinguistic awareness in the two grade levels. The teacher guides were selected because the majority of them are revised to the new national curriculum since it was wished to compare teacher guides from two different publishing houses. An analysis of *Enter 10, teacher's book* was conducted, even though this teacher guide was not revised after LK20. According to Gyldendal and Cappelen Damm's websites, *Explore 4, teacher's book,* and *Engelsk 4, lærerveiledning* and *Engelsk 10, teacher's book* fulfills the requirement of being revised after LK20.

Before it was determined to analyze these specific teacher guides, all the authors were investigated in order to know whether or not they have experience in the teaching profession and how they are qualified to write teaching material. This was one of the criteria for choosing books used in the research. The authors' competence and qualification are discussed in the following sections. Based on all these authors' qualifications and experience, the diversity of books I have chosen should give a fairly good representation of teacher guides available for EFL teachers in Norway (see Table 1 for a list of included teacher guides).

Table 1 *Overview of Chosen Teacher Guides*

Title	Publishing house	Authors	Grade level
Engelsk 4, lærerveiledning	Cappelen Damm	Kristin Morten Johansen	4
		Marianne Undheim Vestgård	
Explore 4, teacher´s book	Gyldendal	Ellen M. Tudor Edwards	4
		Mona E. Flognfeldt	
		Elisabeth Moen	
Engelsk 10, teacher´s book	Cappelen Damm	Emily Haegi	10
		Tone Madsen	
		Siri Mohammad-Roe	

| Enter 10, teacher´s book | Gyldendal | Elizabeth Diskin | 10 |
| | | Kirsti Grana Winsvold | |

Engelsk 4, Lærerveiledning

Engelsk 4, lærerveiledning is written by Kristin M. Johansen and Marianne U. Vestgård. Kristin M. Johansen specializes in IKT for teachers (Cappelen Damm, n.d.b). She currently works as a teacher in Norway and has long experience teaching at primary schools in Norway (Cappelen Damm, n.d.b). Marianne U. Vestgård is an English teacher at primary schools in Norway, she has long educational experience from primary school (Cappelen Damm, n.d.a).

The book consists of an introduction and eight chapters. The introduction provides the *value foundation* of the general part of the Education Act, core elements of teaching English, interdisciplinary topics, individualization, teaching material components connected to the teacher guide, and digital resources. The introduction also provides a short paragraph about the new national curriculum, the content, and teaching suggestions focusing on systematic progression and in-depth learning. Following the introduction, there is a general part, this is a table showing which sounds to focus on in each chapter, for example, the difference between /v/ and /w/, double consonants, and silent letters. *Engelsk 4, lærerveiledning* provides a page with a table for every chapter, this table consists of competence aims from the subject curricula, general part, suggestions for learning aims, words to remember, often used words, work with sounds, phrases and structures, grammar, songs, and assessment. Every page in the teacher guide gives the teacher an example of what can be done in one English class (see Figure 1). The page set always gives an introduction and a summary with teaching suggestions included in between. Since the workbook's content is included in the teaching guide, this is the book that has been analyzed, where both the teaching suggestions and tasks of the workbook were included. A teaching suggestion can stimulate to more than one subdimension of metalinguistic awareness, the number of subdimensions will therefore exceed the total number of teaching suggestions counted as metalinguistic awareness in the teaching guide.

Explore 4, Teacher´s Book

Explore 4, teacher´s book, is written by Ellen M. Tudor Edwards, Mona Evelyn Flognfeldt, and Elisabeth Moen. Ellen M. Tudor Edwards has previously been a teacher in England and is currently working at a school in Norway. She has contributed to developing and implementing the Early Years Literacy Program (EYLP) method, which is a version of station teaching (Tudor-Edwards, n.d.). Mona Evelyn Flognfeldt is an associate professor, and currently, she is teaching English in teacher education at OsloMet. She has long experience in teacher education (Flognfeldt, n.d.). Elisabeth Moen is a teacher who graduated from Agder University College, where she took a specialization in English. She has worked as a teacher for many years and currently works at Tårnåsen Skole in Oppegård (Moen, n.d.).

The teacher guide consists of an introductory section and six chapters. The introduction provides general information about the teacher guide, such as "Get to know the Teacher´s Book", "Songs, verses, and worksheets", and "Suggestion for year plan". The suggestion for the year plan provides an overview table for each chapter, where metalexical units, metagrammatical units, metaphonological units, learning aims, and assessment suggestions for each chapter are provided. Following the introduction, the textbook chapters are provided with teaching suggestions. The content of the tasks in the pupils´ workbook is also included in the teacher guide. Therefore, the teacher guide is the only material analyzed from the Explore series. As mentioned earlier, more than one subdimension of metalinguistic awareness can be included in one teaching suggestion or task.

Engelsk 10, Teacher´s Book

Engelsk 10, teacher's book, is written by Emily Haegi, Tone Madsen, and Siri Mohammad-Roe. Emily Haegi has participated in the Engelsk and Connect series (Haegi., n.d.). Tone Madsen has experience from teaching English and has experience with working with pupils with special needs. She has participated in writing, On the Move, Connect, and Engelsk (Madsen, n.d.). Today she works as a school leader in the schools of Oslo in Norway (Sentrum et al., n.d.). Siri Mohammad-Roe is a lecturer at the institute for primary- and subject teacher education and has over ten years of experience as an English teacher in Norwegian schools (Mohammad-Roe, n.d.).

The pupil's textbook consists of five chapters and one reference section. Each chapter has six texts with different genres, each with connected tasks for the pupil to solve. Every chapter has a section called "test yourself"; the "test yourself" tasks summarize the chapter's goals. In addition, each chapter has one easy-read text and one for the pupils in need of a challenge. One text in each chapter is marked as model text; this gives the pupils an example

they can use in their own writing. Throughout the work with this textbook, the pupils will meet writing tasks in five different genres. Every model text has a more extensive text-writing assignment for the pupils. Language and grammar are integrated throughout the textbook chapters, creating a natural learning curve over time. The textbook also includes "before reading" to every text.

The teacher's book is an extended version of the pupil's textbook, in the margins of the teacher's book, one can find the teaching suggestions (see Figure 1). In the margins eight categories of teaching suggestion are provided: kompetansemål, interdisciplinary topics, background, suggestion, scaffolding, before, during, and after reading, discussing images, and assessment.

Enter 10, Teacher´s Book

Enter 10, teacher´s book was written in 2013 and was revised after LK06. Even though the teacher guide is revised after LK06, it will be compared to the new national curriculum (LK20) because this is the current national curriculum. Teachers must follow the competence aims issued by this curriculum (Kunnskapsdepartementet, 1998). The teacher guide is written by Elizabeth Diskin and Kirsti Grana Winsvold. Elizabeth Diskin has a degree in English from the University of Oslo, she also has gone through teacher education at Buskerud University College. She currently works as a counselor at Nesodden High School. However, she has long experience as a teacher in lower secondary school (Diskin, n.d.). Kirsti Grana Winsvold has worked as a teacher of Religion and English since 1994. She currently works as a principal at Mellom-Nes Primary School and has previously been an assistant principal at Hovedgården Secondary School in Asker (Grana Winsvold, n.d.).

Enter 10, teacher´s book provides a general section, followed by the six chapters of the pupils´ textbook. The general section provides information about the Enter series, and it includes sections such as: "Get to know", "Assessment and teaching suggestions", "Suggestion for a year plan", and "Competence aims". The suggestion for a year plan provides overview tables of every chapter; these tables provide learning aims, metagrammatical units, text types used in the chapter, and suggestions for assessment. The table with competence aims shows what competence aims the chapters address. Every chapter provides the content of the pupils´ textbook, as well as teaching suggestions for all the material; as mentioned earlier, this is an extended version of the pupils´ textbook.

3.1.2.   The English Subject Curriculum: Document Analysis

Two of the research questions involve the incorporation of metalinguistic awareness in the English subject curriculum for fourth and 10th grade in Norway. The English translation (ENG01-04) of the competence aims was analyzed. To investigate this, a framework was set up, drawing on the subdimensions of metalinguistic awareness defined and presented in the theoretical considerations of this MA thesis. The competence aims were thoroughly read before they were categorized into subdimensions. This framework was used to sort the competence aims of ENG01-04 (see Table 2).

Table 2 *Subdimensions used to categorize the competence aims in the curricula*

Subdimension:	Operationalization:	Units found in each subdimension:
Metaphonological awareness	Competence aim requires to focus attention on the phonological properties of linguistic units	Phonetic words, word images, fluency, pronunciation patterns
Metalexical awareness	Competence aim requires to focus attention on semantic and lexical properties of language	Understand meaning of words, learn words, text creation, linguistic similarities
Metagrammatical awareness	Competence aim requires to focus attention on morphological and syntactic properties of language	Phrases, spelling, syntax, word classes, revision
Metapragmatic awareness	Competence aim requires to focus attention on adjustment of communication to recipient or situation	Polite expressions, to be understood, conversation rules, express thoughts and opinions, adaption to purposes, recipients and situations, formal and informal text, politeness

The analysis investigates the individual competence aims pupils should have reached by the end of fourth and 10th grade. Some of the competence aims can promote more than one subdimension of metalinguistic awareness, when this is the case, the competence aim is deemed to fit in more than one subdimension.

Any competence aim that focuses attention on pupils' metalinguistic awareness is

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included in the analysis. As the theoretical considerations state, metalinguistic awareness occurs when the pupils' attention is "…actively focused on the domain of knowledge that describes the explicit properties of language." (Bialystok, 2001, p. 127). Any competence aim that can be understood and taught explicitly, and where a pupil is expected to acquire explicit knowledge about language, will be included in the analysis as a competence aim incorporating metalinguistic awareness.

The competence aims were coded according to the relevant subdimensions of metalinguistic awareness, and after this, the findings were presented in the next chapter of this MA thesis. If a competence aim did not fit into one of the subdimensions, it was not relevant for this analysis and, therefore, not considered (e.g., the competence aim: explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway; Utdanningsdirektoratet, 2020b). Both fourth-year competence aims, and 10th year competence aims were analyzed, this was done because this MA thesis will compare teacher guides from these two grade levels.

3.2. Qualitative Content Analysis

The analyses of this MA thesis are conducted upon qualitative content analyses. Moretti (2011) states that qualitative content analysis can be used to code written materials into predetermined categories. Hsieh & Shannon (2005) described qualitative content analysis as "…a research method for subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns." (Hiesh & Shannon, 2005, p. 1278). Since the research aims to code the incorporation of metalinguistic awareness in teacher guides and competence aims, this has been deemed a fit methodological approach for this MA thesis. The goal of qualitative content analysis is to describe the meaning of the chosen material in a manner that can answer the predetermined research questions (Schreier, 2012). Qualitative content analysis allows qualitative findings to be quantified (Ryan & Bernard, 2000). Qualitative and quantitative findings can make it possible to compare results and achieve a more complex understanding of the topic investigated (Brevik & Mathé, 2021, p. 47). The research questions of this MA thesis aim to find both qualitative and quantitative findings, in which the qualitative findings will be quantified.

In this current MA thesis, two sets of material have been investigated, the teacher guides and the English subject curriculum in Norway. In these two materials, the same coding was used in the analyses. The analyses of the teacher guides are provided in Appendix 1-4. This research method aims to extract categories from the data instead of searching for

relationships among the coded categories (Cho & Lee, 2014). The individual analyses of the teacher guides and the English curriculum aim to extract examples where the subdimensions of metalinguistic awareness are included. This is shown in the appendices provided later in this current MA thesis. This research method will reduce the chosen material by eliminating the material that does not include the coded categories.

3.2.1. Deductive Approach

Qualitative data analysis has two different procedures: inductive category development and deductive category development (Cho & Lee, 2014). The approach of this MA thesis is deductive category development. This approach follows five procedures. These are: 1. selection of the analyzed material, 2. deciding on codes and categories, data coding, revising codes and categories, and 3. comparison of categories across cases (Cho & Lee, 2014; see Figure 1). Illustration number 1 is shown below; this illustrates the phases of the deductive qualitative content analysis approach used in this MA thesis. After these phases of the research, the findings could answer the research questions of this MA thesis. The strengths and weaknesses of this approach are discussed below.

Figure 2 *Procedure of Analyses (Created by Author)*
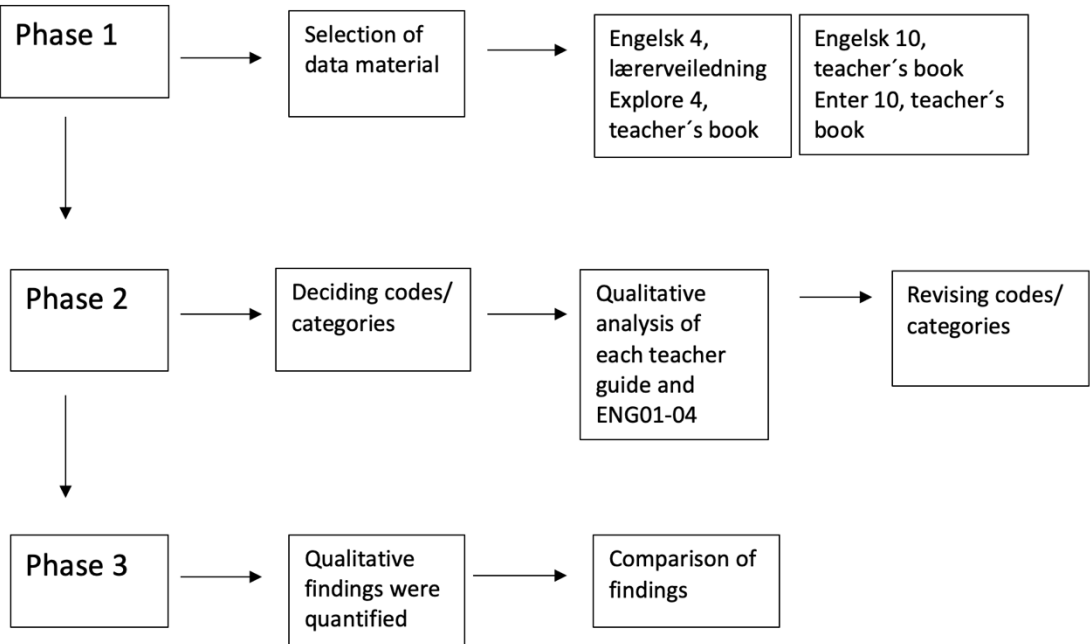
Phase 1

In phase 1 of the investigation, the data material for the research was chosen. Four teacher guides were chosen for the analyses, two from fourth grade and two from 10th grade. Limiting these to two publishing houses in Norway was also decided in this process. To judge to which degree the teacher guides have satisfactory incorporation of metalinguistic awareness and its subdimensions, the current national curriculum was also chosen as data material for this MA thesis. More specifically, the English subject's competence aims were chosen due to the study's relevance.

Phase 2

In phase 2 of the study, the subdimensions of metalinguistic awareness were determined and defined; these were chosen based on research done by the MetaLearn project (Moller-Omrani et al., 2021), Gombert (1992) and Bialystok (2001). The subdimensions included are metaphonological-, metagrammatical-, metalexical-, and metapragmatic awareness. These subdimensions were divided into units. For example, within metaphonological awareness, the units are rhythm, rhyme, phonemes, etc. All teaching suggestions and tasks that incorporated the units within each subdimension were included in the analyses. Some units were revised, removed, and added throughout the analyses.

The analyses were conducted upon the framework provided in Appendix 1-4. The qualitative analysis of each teacher guide was conducted separately. The information in the appendices includes the relevant subdimension for the teaching suggestion or task, the unit incorporated, the page on which the teaching suggestion or task can be found, and the subheading/name of the teaching suggestion or task. This framework was constructed as a convenience to facilitate the quantification of the findings.

Phase 3

In phase 3 of the research, the findings of the teacher guide and ENG01-04 analyses were quantified. To answer research questions 2 and 3, the qualitative findings were compared across the teacher guides and competence aims. The findings of the analyses are provided in the next chapter. The details of the findings are evaluated and discussed in the discussion chapter; the discussion answers all four research questions of this MA thesis.

3.2.2. *Strengths and Weaknesses of Qualitative Content Analysis*

There are several strengths and weaknesses found in qualitative content analysis, these have been identified in literature and critical reflection from authors' previous research (Cho & Lee, 2014). One strength detected in this form of research in this MA thesis is understanding reality through the interpretation of written data material. The findings will show qualitative findings, which are also quantified. This will give a more holistic and in-depth understanding of the results. Another strength is that qualitative content analysis can allow for the process of large quantities of data. It is an unobtrusive method since there is no interaction between the participants and the researcher (Chu & Lee, 2014). This research has investigated four teacher guides and the competence aims of the English subject curriculum (ENG01-04). The research is unobtrusive because there is no personal content needed, therefore, it was not necessary to apply for NSD approval. The research has only focused on published written material issued by publishing houses or the government. Some weaknesses detected in the approach in this MA thesis are that the analyses were a time-consuming process. The coding scheme also became quite complex after several revisions of the operationalizations. This has earlier resulted in that previous researchers have experienced some confusion during conducting their research (Cho & Lee, 2014).

3.3. Reliability and Validity

To ensure that the study is accurate and trustworthy, an important topic to consider is the reliability and validity. Reliability concerns the research findings' consistency, dependability, and replicability (Zohrabi, 2013). The dependability of research can be ensured through three techniques: the investigator's position, triangulation, and audit trial. The investigator's position revolves around how the researcher explains every aspect of the study in detail (Zohrabi, 2013); the researcher should always be transparent and include detailed descriptions of what was done every step of the way (Johannessen et al., 2016). In the current chapter of this thesis, it has been explained in detail how the research was conducted, there has also been provided an in-depth explanation of the chosen data material, and step-by-step descriptions of the steps taken in the research. In the theoretical considerations, a clear description of the topic of metalinguistic awareness, its subdimensions, and other necessary theory for this MA thesis has been provided. There have always been clear examples and explanations for the interpretations of the material in the findings chapter. These have been discussed in relation to theory and other research in the discussion and conclusion chapter of this MA thesis.

Since this research draws on qualitative content analysis, in which the results are quantified, triangulation is ensured by using different procedures to collect data (Zohrabi, 2013). By the detailed description of the collected data, how it is analyzed, how the topic of the present research is derived, and how the findings are obtained, the audit trail of the research is also ensured (Zohrabi, 2013).

The topic of validity is a matter of utility, trustworthiness, and dependability that can be seen in research (Zohrabi, 2013). The validity of the research determines if the research is accurate and believable (Zohrabi, 2013). This MA thesis's internal validity revolves around whether the thesis analyses and answers the research questions intended to be analyzed and answered (Zohrabi, 2013), which has been accomplished (see discussion chapter). The data material used in the MA thesis is from two different grades, four separate books, and two different publishers, this will confirm the findings through multiple sources and will answer all of the research questions. Since the research presents qualitative and quantitative findings, this MA thesis's validity is strengthened through triangulation (Zohrabi, 2013).

The MA thesis was reviewed and commented on through guidance from a supervisor and peer examinations from other researchers. This has helped to collect, analyze, and interpret the data of this MA thesis impartially to reduce any form of researcher bias (Zohrabi, 2013). The utility criterion and external validity are met. External validity can be explained by a saying by Nunan (1999): "Is the research design such that we can generalize beyond the subjects under investigation to a wider population?". This research, as mentioned, included two popular publishing houses in Norway, Cappelen Damm, and Gyldendal. It has also included two different grades, fourth and 10th. There are other publishing houses that could, and maybe should, be researched. However, this study has time limitations and size limitations. This research can be used as inspiration for other subjects, such as Norwegian and other foreign languages. Therefore, it can be generalized to a broader purpose than just the English subject.

The reliability and validity of this MA thesis are ensured through explicit, detailed descriptions of every step and process of the research, carefully considered research material, peer examination to avoid bias, and findings are generalizable.

4. Findings

The previous chapters have provided the presentation of the theoretical considerations and methodological considerations for this present MA thesis. The following chapter will present the findings of the analyses. The quantified findings of each teacher guide will be presented before examples from the qualitative analyses will be provided to illustrate the quantified findings. These examples are originally in Norwegian, the English translation is provided immediately after the example. A short paragraph will sum up the overall findings of the teacher guides analyses. After this, the findings of the English subject's competence aims (ENG01-04) in the national curriculum will be presented. A short paragraph will summarize the overall findings for analyzing the English subject's competence aims.

4.1. Metalinguistic Awareness in the Teacher Guides

This section of the findings chapter will systematically present the findings of the teacher guide analyses. The section is structured by grade, first, the two fourth-grade teacher guides, followed by the two 10th grade teacher guides. The findings of each teacher guide will be presented through overall findings, followed by a systematic review of the subdimensions with qualitative examples from the teacher guide analyses. The overall findings will be presented after all the findings from the teacher guides.

4.1.1. *Engelsk 4, Lærerveiledning*

The analysis findings show that there is a total of 210 metalinguistic awareness teaching suggestions and tasks. The total number of teaching suggestions and tasks in the teacher guide is 359. This means that 58,5% of this teacher guide's teaching suggestions and tasks stimulate pupils' metalinguistic awareness in one or more subdimensions (see Table 3).

Table 3 *Overview of the total number of teaching suggestions/tasks and MLA teaching suggestions and tasks*

Teaching suggestions/tasks in total:	359
Teaching suggestions/tasks that stimulates metalinguistic awareness:	210

Teaching suggestions/ tasks that stimulates more than one subdimension of metalinguistic awareness:	52

Percentage of metalinguistic tasks:	58,5%

In *Engelsk 4, teacher's book*, there are 67 teaching suggestions and tasks that stimulate the pupils' metaphonological awareness, 82 that stimulate the metagrammatical awareness, 104 teaching suggestions and tasks that are metalexical, and 18 that are metapragmatic. The most incorporated subdimension is metalexical awareness which holds 49,5% of the metalinguistic tasks and teaching suggestions. Metagrammatical awareness is presented through 39% of the tasks and teaching suggestions, while metaphonological awareness is presented in 31,9% of the metalinguistic tasks and teaching suggestions. Metapragmatic awareness is the least incorporated subdimensions, with only 8,5% of the metalinguistic tasks and teaching suggestions (see Table 4).

Table 4 *Overview of metalinguistic awareness subdimensions*

Subdimensions	Number of teaching suggestions and tasks	Percentage of teaching suggestions and tasks
Metaphonological:	67	31,9%
Metagrammatical:	82	39%
Metalexical:	104	49,5%
Metapragmatic:	18	8,5%

The following illustrates examples of how *Engelsk 4, lærerveiledning* incorporates the subdimensions of metalinguistic awareness. This section is structured systematically with every subdimension. The illustrated examples show how the teacher guide typically incorporates the units of each subdimension.

Metaphonological Awareness

As shown in Table 4, *Engelsk 4, lærerveiledning* has incorporated metaphonological awareness through 67 teaching suggestions and tasks (31,9%). In *Engelsk 4, lærerveiledning* metaphonological awareness is mostly incorporated through phonemes, pronunciation, rhyme,

and rhythm. In the introductory part of the teacher guide, every chapter provides a table where the incorporation of metaphonological awareness is presented. Some typical examples of incorporation of metaphonological awareness where units like phonemes, double consonants, rhyme, rhythm, and alliteration are illustrated below.

Tounge twisters. Det kan være vanskelig å vite for forskjellen på de engelske språklydene /w/ og /v/. Vi foreslår å bruke tounge twisters som hjelp for elevene til å øve disse to språklydene. Forklar først elevene at for å lage den engelske språklyden /w/, skal de ikke bruke tennene overhodet, men i stedet la leppene lage en liten sirkel, slik at de former leppene for å lage vokallyden /o/. Øv på å si witch, window, a postal worker, sweets, chewing gum, wet. (Johansen & Vestgård, 2022, p. 66)

"Tounge twisters. It can be challenging to know the difference between the English language sounds /w/ and /v/. We suggest using tounge twisters as support for the pupils to practice these to language sounds. Start by explaining the pupils that to make the English language sound /w/, they should not use their teeth at all. Instead, they should form their lips into a little circle, so that they make the vowel sound /o/. Practice saying the words; witch, window, a postal worker, chewing gum, wet." (Johansen & Vestgård, 2022, p. 66)

Another example where metaphonological awareness incorporation is: "Double consonants. For å beholde vokallyden kort og unngå at ikke vokalen først i ordet forandrer seg, må man doble konsonantene midt i ordet. Eksempel på ord: ladder, pillow, funny, letter, comma, butter, supper ..." (Johansen & Vestgård, 2022, p. 156) "Double consonants. To maintain the vowel sound short and prevent the vowel at the beginning of the word from changing, the consonants need to be doubled in the middle of the word. For example: ladder, pillow, funny, letter, comma, supper…" (Johansen & Vestgård, 2022, p. 156). In these examples of metaphonological awareness incorporation, the teacher guide suggests that the teacher learn the pupil's the differences of phonemes in words. This can make them more aware of how to pronounce phonemes. These examples illustrate the incorporation of /w/ and /v/ and double consonants.

Engelsk 4, lærerveiledning also incorporates metaphonological awareness through rhyme and rhythm. Some examples of this are: "… Snakk sammen om hva versene handler om. Finn rimord, ordenstall og navn på månedene ..." (Johansen & Vestgård, 2022, p. 24). "…Talk together about the content of the verses. Find words that rhyme, ordinal numbers, and the name of the months…" (Johansen & Vestgård, 2022, p. 24).

Arbeid med dikt. Føraktivitet: Skriv endestavelser som elevene har arbeidet med tidligere og som vil være naturlige utgangspunkt når de etterpå skal lete etter enderim. Skriv dem på tavla eller ett notatark i tavleboka. For eksempel: -air, -een, -ight, -ead, -all, -icks, og -ake. Si endestavelsene og få elevene til å si engelske ord som rimer på denne stavelsen. Skriv

rimordene elevene foreslår, ved rett endestavelse på notatarket ... (Johansen & Vestgård, 2022, p. 158).

"Working with poetry. Preactivity: Write the end-syllables that the pupils have worked on previously and that will be a natural starting point for them when they later search for end-rhyme. Write them on the board or on a note. For example: -air, -een, -ight, -ead, -all, -icks, og -ake. Say the end-syllables and have the pupils say the English word that rhyme with this ending. Write down the pupils' suggestions, with the right end-syllable on the note. (Johansen & Vestgård, 2022, p. 158)

Another example of metaphonological awareness incorporation is: "… Les og oversett vers for vers. Korles versene ett par ganger. Finn ord som rimer, skriv dem gjerne på tavla. Læringsparene kan øve mer sammen på rimet." (Johansen & Vestgård, 2022, p. 176). "Read and translate verse by verse, read the verses out loud a couple of times. Find words that rhyme and write them on the board. The learning pairs can practice the rhyme together." (Johansen & Vestgård, 2022, p. 176). In these examples, the teacher guide stimulates metaphonological awareness through rhyme and rhythm. wAnother unit within metaphonological awareness that is incorporated in *Engelsk 4, lærerveiledning* is alliteration, an example of this is illustrated below.

Word game. Hensikten med denne leken er å lytte ut engelske lyder og bruke det aktive og passive ordforrådet. Finn frem en eller flere baller, erteposer eller lignende. Elevene sitter i en ring. Elevgruppa kan gjerne deles slik at dere har flere ringer. Du begynner med lyden f, og si ordet høyt: floor. Deretter kaster/sender denne eleven ballen til nestemann som sier et ord som starter med lyden r. Det er lov å be om hjelp dersom en ikke kommer på noe. Da sier en bare: "Give me some help, please!" De andre elevene kan da hjelpe (Johansen & Vestgård, 2022, p. 116).

"Word game. The intension of this game is to listen for English sounds and use active and passive vocabulary. Get one or more balls, bean bags or similar items. The pupils are placed in a circle. The class can be divided into multiple circles. You start with the sound f and say the word out loud: floor. Then, the pupil passes the ball to the next, who says a word starting with the sound r. it is allowed to ask for help if a pupil is struggling. In this case, the pupil can say: "Give me some help please!" The other pupils can then help" (Johansen & Vestgård, 2022, p. 116).

This is an example where alliteration is incorporated in *Engelsk 4, lærerveiledning*, this is a typical word game found in several places of the analysis. It focuses on repeating predetermined sounds in the words.

Metagrammatical Awareness

As shown in Table 4, metagrammatical awareness is incorporated 37 teaching suggestions and tasks (17,6%) in *Engelsk 4, lærerveiledning*. The chapter tables in the

introductory section of the teacher guide provides information of which grammatical structures are to be learned in the different chapters. This includes possessive pronouns, syntax, concord, and conjugation. Examples from the teacher guide are illustrated below where units like personal pronouns, syntax, and word classes are incorporated.

> *Personlig pronomen-rap. Når det gjelder grammatiske elementer, anbefaler vi å begynne med personlig pronomen fordi dette gjør det lettere å forklare hvordan man bøyer to have, to be og verb i presens. Ha tavleboka til Textbook 4 åpen på "personal pronouns" side 176. Aktiver lyd. Lytt til og korles setningene som viser hvordan substantiv kan erstattes av et personlig pronomen. Be gjerne elevene peke på tingene det refereres til for å skape forståelse for hva det dreier seg om og si hvilket substantiv i hver setning som det personlige pronomenet erstattet. Bruk setningene og lag spørsmål til de samme setningene og lage spørsmål også. "Who are you? Who is this? Is this a schoolbus? Who sits on the bus? Who is he?* (Johansen & Vestgård, 2022, p. 48)

> *"Personal pronoun-rap. When it comes to grammatical elements, we recommend starting with personal pronouns because it makes it easier to explain how to conjugate to have, to be, and verbs in the present tense. Have to board book to Textbook 4 open on "personal pronouns" page 176. Activate sound. Listen to and read the sentences that show how a noun can be replaced by a personal pronoun. Have the pupils point the things being referred to in order to create an understanding of what it's about and say which noun in each sentence the personal pronoun replaced. Use the sentences and make questions as well. "Who are you? Who is this? Is it a schoolbus? Who sits on the bus? Who is he?"* (Johansen & Vestgård, 2022, p. 48)

In this example, metagrammatical awareness is enhanced through personal pronouns. There are instances where the teaching suggestion in the teacher guide is connected to a task in the workbook used by pupils: The teaching suggestion is: "There is/There are. Lag setninger som begynner med there is og there are om ting som finnes i klasserommet eller rett utenfor ..." (Johansen & Vestgård, 2022, p. 28). "There is/There are. Make sentences that starts with there is and there are about things present in the classroom or right outside…" (Johansen & Vestgård, 2022, p. 28). The workbook task is: "… Oppgave 13 (Step 1): Elevene vurderer setningene, bruker rammen ved siden av som støtte og fyller inn med There is eller There are" (Johansen & Vestgård, 2022, p. 28). "…Task 13 (Step 1): Pupils evaluate the sentences, uses the frame on the side as support and fills in There is or There are" (Johansen & Vestgård, 2022, p. 28). In this example the teacher guide suggest that the teacher should make the pupils aware of the difference of "there is" and "there are" before they are given the task. When this is done, the pupil can have enhanced awareness of the grammatical structure before the task, and therefore, be more prepared when the task is to be solved.

Another common unit within metagrammatical awareness that is frequently incorporated in *Engelsk 4, lærerveiledning* is word classes, an example of this is illustrated

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below.

> *20 Questions. Forberedelse: Lag liste med aktuelle verb, en elev kommer frem til deg og får et av verbene på lista. Klassen skal stille spørsmål for å finne ut hvilke verb som eleven har fått. De har bare lov til å stille spørsmål som kan gi ja eller nei til svar. Klassen må ha gjettet hvilke verb det var innen de har stilt 20 spørsmål. Eksempler på spørsmål: "Is it something you do outside? Is it something we do at school? Is it something you do alone?"* (Johansen & Vestgård, 2022, p. 105)

> *"20 questions. Preparation: Make a list with relevant verbs, one pupil comes to the front and is given one of the verbs from the list. The class are going to asks questions to figure out what verb is given to the pupil. They are only allowed to ask yes or no questions. The class must have guessed the verb within 20 questions. Examples of questions:""Is it something you do outside? Is it something we do at school? Is it something you do alone?"* (Johansen & Vestgård, 2022, p. 105)

This teaching suggestion stimulates to pupils' knowledge about word classes, in order to solve this task, the pupils must know what a verb is. This can make them more aware about word classes because they must only focus on verbs, not any other words.

Metalexical Awareness

In *Engelsk 4, lærerveiledning* 49,5% of the metalinguistic teaching suggestions and tasks have focus on metalexical awareness. There are 104 instances of teaching suggestions and tasks where metalexical awareness is in focus. These 104 mostly include word meaning, and signifier/signified. Below are some examples of teaching suggestions that include units like word meaning and signifier/signified illustrated.

> *Textbook, side 78: Clothes and outfit. Åpne tavleboka og lytt til spørsmålene på side 78, to ganger. Den andre ganger dere lytter, ber du elevene om å merke seg spørsmål eller ord de ikke forstår. Snakk sammen og forklar disse.* (Johansen & Vestgård, 2022, p. 100)

> *"Textbook, page 78: Clothes and outfit. Open the board book and listen to the questions on page 78, two times. The second time you listen, you ask the pupils to be aware of questions or words they don't understand. Talk together and explain these.* (Johansen & Vestgård, 2022, p. 100)

This teaching suggestion can contribute to pupils' awareness of words they find difficult, or don't understand. This suggestion can guide the pupils to be aware of their own knowledge of words, and they are provided with help to learn new ones.

> *Read and mark. Forberedelse: Finn noen bilder av gjenstander som har blitt brukt for a vise tiden opp igjennom historien, for eksempel: solur, vannklokke, timeglass og lommeur. Skriv to setninger ved siden av hvert bilde. En av setningene skal stemme med bildet mens den andre stemmer ikke ... Forklar elevene at de skal finne den setningen*

som passer til hvert av bildene. "Let's read these sentences. Which one matches the picture? Let's mark this sentence." Snakk sammen om hvilke strategier som er lure å bruke når elevene skal løse slike oppgaver ... (Johansen & Vestgård, 2022, p. 32)

"Read and mark. Preparation: Find some pictures of objects that has been used to show time throughout history, for example: sundials, water clocks, hourglasses, and pocket watches. Write two sentences next to each picture. One of the sentences should match the picture, while the other should not...The pupils are given instructions to find the sentence that matches each picture. "Let's read these sentences. Which one matches the picture? Let's mark this sentence." Talk together about which strategies to use when solving this type of task... (Johansen & Vestgård, 2022, p. 32)

This teaching suggestion incorporates metalexical awareness through signifier/signified. It requires the pupils to understand and explain what the picture signifies, this can make them more aware of the understanding of a picture.

Metapragmatic Awareness

The analysis findings show that only 8,5% of the metalinguistic awareness teaching suggestions and tasks are metapragmatic. In Engelsk, 4 lærerveiledning, metapragmatic awareness is mostly incorporated through adjustment in communication dependent on the recipient and situation. Some examples of teaching suggestions and tasks incorporating units like performing a verse and politeness are illustrated below.

Oppsummering. Når elevene skal lese på engelsk, hva er viktig å huske på? Hvordan bør vi lese for å fremføre en regle? Hvordan leser vi en fagtekst? Samarbeid om å lage kriterier som handler om leseflyt, intonasjon og uttale av ord. Skriv dem gjerne på ett notatark i tavleboka, slik at du lett kan ta dem frem når elevene gir tilbakemeldinger til hverandre på lesing. (Johansen & Vestgård, 2022, p. 22-23)

"Summary. When the pupils read in English, what is important to remember? How should we read to perform a rhyme? How do we read an academic text? Collaborate to create criteria related to fluency, intonation, and pronunciation of words. Write them on a note sheet on the board book, so that you easily can access them when pupils give feedback on each other's reading. (Johansen & Vestgård, 2022, p. 22-23)

This teaching suggestion can strengthen the focus of metapragmatic awareness through attention of how the pupils should present a verse. A teaching suggestion that has focus on politeness is illustrated below.

Chant, Textbook side 29: Stop that noise! Åpne tavleboka til Textbook 4 på side 29. Lytt et par ganger. Be elevene lytte etter måter læreren sier til elevene at de må være stille på. Skriv disse på et notatark i tavleboka: "Stop that noise! Please be quiet. Quiet down! Pipe down!" Snakk sammen om disse utsagnene. Ligger det noen "gradsforskjeller" her og hvilken er mest høflig å si? Finnes det andre måter å be doen dempe seg og være

stille på? Bruk ordbøker, søk på nett, finn flere utsagn og noter det elevene finner i tavleboka. (Johansen & Vestgård, 2022, p. 44)

"Chant, Textbook page 29: Stop that noise! Open the board book to Textbook 4, page 29. Listen to it a couple of times. Ask the pupils to listen after ways the teacher tells the pupils to be quiet. Write these down on a note sheet on the board book: "Stop that noise! Please be quiet. Quiet down! Pipe down!" Talk together about these statements. Are there any differences in degree of politeness, and which of the statements are the most polite? Are there any other ways to ask someone to quiet down? Use dictionaries, search online, find more statements, and note what the pupils find in the board book. (Johansen & Vestgård, 2022, p. 44)

The teaching suggestion focuses on how the teacher speaks to the pupils; it incorporates politeness through awareness of how the teacher speaks to the pupils.

4.1.2. Explore 4, Teacher's Book

In *Explore 4, teacher's book*, 438 teaching suggestions and tasks are included in this MA thesis's analysis. Of those, 212 have been categorized as stimulating to pupils' metalinguistic awareness in this MA thesis. In other words, 48,4% of the total teaching suggestions and tasks are categorized as metalinguistic awareness teaching suggestions or tasks. 19 of the metalinguistic awareness teaching suggestions and tasks have included more than one subdimension of metalinguistic awareness (see Table 5).

Table 5 *Overview of the total number of teaching suggestions/tasks and MLA stimulating teaching suggestions/tasks*

Teaching suggestions/tasks in total:	438
Teaching suggestions/tasks that stimulates metalinguistic awareness:	212
Teaching suggestions/ tasks that stimulates more than one subdimension of metalinguistic awareness:	19
Percentage of metalinguistic tasks:	48,4%

212 teaching suggestions and tasks have been categorized to stimulate pupils' metalinguistic awareness. The subdimension with the most instances of incorporation of

metalinguistic awareness teaching suggestions and tasks is metalexical awareness, with 98 teaching suggestions and tasks, and 46,2% of the total. Furthermore, the second most incorporated subdimension is metagrammatical awareness, which holds 78 instances and 36,7% of the metalinguistic awareness teaching suggestions and tasks. The two least represented subdimensions are metaphonological- and metapragmatic awareness. However, metaphonological awareness has 36 teaching suggestions and tasks, with 16,9%, while metapragmatic awareness only has 19 instances of inclusion and is only included in 8,9% of the total (see Table 6).

Table 6 *Overview of metalinguistic awareness subdimensions*

Subdimensions	Number of teaching suggestions and tasks	Percentage of teaching suggestions and tasks
Metaphonological:	36	16,9%
Metagrammatical:	78	36,7%
Metalexical:	98	46,2%
Metapragmatic:	19	8,9%

In the following, it is provided examples to illustrate how each subdimension and its units are incorporated in *Explore 4, teacher's book*. These examples are typical illustrations of how *Explore 4, teacher's book* incorporates the subdimensions of metalinguistic awareness.

Metaphonological Awareness

Metaphonological awareness is incorporated in 36 teaching suggestions and tasks (16,9%) in *Explore 4, teacher's book (see Table 6)*. It is mostly incorporated through rhyme, rhythm, phonemes, and pronunciation. It appears in verses, songs, and raps. One typical example of how metaphonological awareness is presented in this book, is shown below.

> *Find the rhyming words. Gå på jakt etter rimord i rappen Busy morning rap. Teksten har noen rimord der rimendelsen skrives likt, men elevene vil også finne ord som rimer, og som uttales med samme lyd, men der lyden skrives på ulike måter. Sammenlikn to ord elevene kjenner godt, for eksempel bed – head, og se hvordan /e/-lyden skrives på to ulike måter. I og med at engelsk er ett lydrett skriftspråk, hjelper slike aktiviteter elevene til å legge merke til og huske ulike stavemåter og på denne måten lære i dybden."* (Edwards et al., 2022, p. 13)

"Find the rhyming words. Search for rhyming words in the rap Busy morning rap. The text has some rhyming words where the end-rhyme is spelled the same, but the pupils will also find word that rhyme and is pronounced with the same sound but are spelled differently. Compare two words the pupils are familiar with, for example bed – head, and see how the /e/ sound is spelled in two different ways. Since English has a phonetic writing system, these activities help pupils to notice and remember different spellings and learn more deeply. (Edwards et al., 2022, p. 13)

In this example, metaphonological awareness is incorporated through both rhyme and phonemes. The teacher is guided to make the pupils aware of the fact that words can be written in two different ways, but still rhyme. There are also examples of teaching suggestions where the focus is on pronunciation of words, examples of this are shown below.

Think and talk ... De to spørsmålene fra Mr. X. Plore på side 31 er knyttet til uttale og koblingen mellom språklyd og bokstav. Her er muligheter for differensiering ved at noen elever bare lager kort tounge twister, mens de som klarer det, lager flere lange tungekrøllere med både /v/ og /w/." (Edwards et al., 2022, p. 30)

"Think and talk ... The two questions from Mr. X. Plore on page 31 are related to pronunciation and the link between speech sound and letter. There are opportunities for differentiation, where some pupils only make short tongue twisters, while those who can manage it create several long tongue twisters with both /v/ and /w/." (Edwards et al., 2022, p. 30)

Uttale og staving. I dette kapittelet jobber elevene med uttalen av -s på slutten av verbene. Vi har ikke språklyden /z/ på norsk. Når den kommer først i ett ord, som i zoo og zebra, uttales den som en stemt lyd. Det gjør den også når den opptrer med to vokaler inni ord, som amazing. Det vanlige er altså at lyden /z/ er stemt, men når /z/-lyden uttales på slutten av ord, som i noen av verbene her, uttales den ikke stemt, bare veldig svakt. I dette kapittelet gjelder det verb som washes, combs og runs. Andre verb elevene møter her, som gets, eats, wakes og packs, uttales med vanlig /s/-lyd på slutten. (Edwards et al., 2022, p. 14)

"Pronunciation and spelling. In this chapter the pupils work on the pronunciation of -s at the end of verbs. We do not have the /z/ sound in Norwegian. When it comes first in a word, such as in zoo and zebra, it is pronounced as a voiced sound. It also is voiced when it occurs with two vowels inside a word, such as amazing. The most common is that the sound /z/ is voiced, but when the /z/ sound is pronounced at the end of a word, like some of these verbs, it is pronounced unvoiced, just very weakly. In this chapter these are verbs like washes, combs, and runs. Other verbs the pupils will encounter are gets, eats, wakes and packs, these are pronounced with regular /s/ sound at the end. (Edwards et al., 2022, p. 14)

These teaching suggestions focuses on pupils' pronunciation of the phonemes /v/ and /w/, and /z/ and /s/. The teaching suggestions are connected to the "words to learn" in the pupils' textbook. They can motivate the teacher to focus on phonemes, and therefore, they can stimulate to pupils' metaphonological awareness.

Metagrammatical Awareness

In *Explore 4, teacher's book*, 53 teaching suggestions, and tasks (25%) incorporate metagrammatical awareness. Metagrammatical awareness is mostly incorporated through syntax, conjugation, pronouns, and word order. The most frequently used unit of metagrammatical awareness in *Explore 4, teacher's book*, is syntax and word classes. One typical example of this is shown below.

> *Introduser nye ord og setningsstrukturer. Introduser nye ord og setningsstrukturer ved hjelp av ordkort eller i Fagrom Skolestudio. Bruk dem i spørsmål og instrukser og hjelp elevene i gang ved å gi dem noen forslag til setningsstartere.*
>
> - *The boy doesn't look very happy. (He looks very… The girl looks…*
> - *How do you get to the castle if you are a witch? Yes, that's right, you fly!*
> - *How many stars are there on the boy's costume? There are…*
> - *To do a magic trick, you need a wand. Tell me where you can find a wand. There is…* (Edwards et al., 2022, p. 29)
>
> *"Introduce new words and sentence structures. Introduce new word and sentence structures with the help from word cards or in Fagrom Skolestudio. Use them in questions and instructions and help the pupils get started by giving them some suggestions on sentence starters.*
>
> - *The boy doesn't look very happy. (He looks very… The girl looks…*
> - *How do you get to the castle if you are a witch? Yes, that's right, you fly!*
> - *How many stars are there on the boy's costume? There are…*
> - *To do a magic trick, you need a wand. Tell me where you can find a wand. There is…"* (Edwards et al., 2022, p. 29)

In this example the teacher is provided with new words and sentence structures connected to the chapter, every chapter has a similar teaching suggestion. By focusing on syntax at the start of every chapter, the pupils are made aware of the grammatical structures of the English language. This can impact them to extend their grammatical knowledge and focus more on syntax in their next learning activity. As shown in the findings of the analysis, *Explore 4, teacher's book* has many instances of metagrammatical awareness, many of which incorporate conjugation. An example of a teaching suggestion where the focus is on conjugation is shown below.

> *Tell a friend. Her blir elevene oppfordret til å ta i bruk mønsteret til verbet to be i presens + ing-form av verbet når de skal beskrive hva de selv og en kamerat er i ferd med å gjøre. Dette mønsteret kan med hell brukes i forbindelse med gjetting i en mimelek. Én elev mimer en handling, og andre elever skal gjette hva som foregår: You are playing tennis. You are writing a book report.* (Edwards et al., 2022, p. 48)

"Tell a friend. The pupils are encouraged to use the pattern of the verb to be in present tense + the -ing-form of the verb when describing what they and a friend are about to do. This pattern can, with luck, be used in relation to a game of charades. One pupil acts out an action, and the other pupils guess what is happening: You are playing tennis. You are writing a book report. (Edwards et al., 2022, p. 48)

In this example, the pupils are made aware of how the verb "to be" changes in conjugation. There is an example of this in the pupils' textbook, and after the example, there is a task where they can use the example. The teacher guide provides an activity to make this clearer to the pupils, this can enhance their metagrammatical awareness.

Another unit of metagrammatical awareness that is used in *Explore 4, teacher's book* is word classes. The following example it is provided a teaching suggestion for the pupils' task in the workbook. The teaching suggestion connected to the task is: "… Spør elevene om de kan finne verbet i setningene: Look at these two sentences? What are the children doing? Hva er det barna gjør? Kan de finne verbet i setningene?" (Edwards et al., 2022, p. 14). "…Ask the pupils if they can find the verb in the sentences: Look at these two sentences? What are the children doing? Hva er det barna gjør? Kan de finne verbet i setningene?" (Edwards et al., 2022, p. 14). The task in the Workbook is: "Write. I denne oppgaven skal elevene selv bruke verb til å lage setninger om ting de gjør hver morgen. Elevene fortsetter på samme måte, men skriver nå flere setninger om ting de gjør hver dag." (Edwards et al., 2022, p. 15). "Write. In this assignment, the pupils should use the verbs to make sentences about things they do in the morning. The pupils continue in the same manner, but also write sentences about things they do every day." (Edwards et al., 2022, p. 15). In this example, the teacher guide focuses on metagrammatical awareness through word classes. The teacher guide prepares the pupils for the assignment facing them when they start to work in their workbook. The teaching suggestion raises awareness of verbs, and therefore, the pupils' metagrammatical awareness is raised before the task. There are many examples of teaching suggestions like this, only with adjectives, nouns, and other word classes.

Metalexical Awareness

In *Explore 4, teacher's book*, metalexical awareness is incorporated in 123 teaching suggestions and tasks (58%) (see Table 6). Metalexical awareness is mostly incorporated through word meaning, signifier/signified, and varieties. The most presented unit within the subdimension is word meaning, examples of this are illustrated below.

Lytt og les … I teksten om Zach møter elevene det transparente ordet Paralympic

Games. Vet de hva det betyr? De paralympiske leker, på norsk også ofte omtalt som Paralympics, er de offisielle olympiske lekene for utøvere med fysiske funksjonshemninger. De første paralympiske vinterlekene ble holdt i Örnsköldsvik i Sverige i 1976. Paralympics holdes nå alltid like etter og på samme sted som OL. (Edwards et al., 2022, p. 16)

"Listen and read ... In the text about Zach, the pupils encounter the transparent word Paralympic Games. Do they know what it means? The Paralympic Games, also reffered to as the Paralympics in Norwegian, are the official Olympic games for athletes with physical disabilities. The first paralympic games were held in Örnsköldsvik in Sweden in 1976. The Paralympics are now always help immidietly after and at the same place as the OL." (Edwards et al., 2022, p. 16)

Another example of word meaning incorporation is: "Lytt og les … Føraktivitet: Forbered lesingen ved hjelp av ordkort, eller bruk Fagrom Skolestudio slik at ordene som elevene skal lære, blir godt innarbeidet ..." (Edwards et al., 2022, p. 38). "Listen and read ... Preactivity: Prepare the reading with help from word cards or use Fagrom Skolestudio to ensure that the words the pupils need to learn are well incorporated …" (Edwards et al., 2022, p. 38). A last example is: "Lytt og les. Føraktivitet: Bruk ordkortene for å øve på de nye ordene. Lytt til dialogen sammen. Klarer elevene å bruke sammenhengene ordene står i, og resonnere seg fram til hva ordene kan bety? ..." (Edwards et al., 2022, p. 64). "Listen and read. Preactivity: Use the word cards to practice the new words. Listen to the dialogue together. Can the pupils use the context in which the words are used, and reason out what the words might mean? …" (Edwards et al., 2022, p. 64). These examples show typical teaching suggestions from *Explore 4, teacher's book* where metalexical awareness is incorporated. In these instances, the teacher guide focuses on the enhancement of metalexical awareness through the "words to learn". These examples are taken from situations before the pupils are meant to read the text in the textbook, so the focus is on word meaning to understand the content of the text. Some examples where signifier/signified is incorporated are illustrated below. The pupils are instructed to reflect on pictures and express what they see.

Let's explore! Snakk om hva elevene kjenner igjen på bildet. Elevene kan si ting de ser: I can see some books, forklare hvor ting er plassert: The books are on the table, eller si hva som skjer: The children are dancing. Tilpass samtalen til alle elever uansett hvilket nivå de er på. (Edwards et al., 2022, p. 45)

"Let's explore! Talk about what the pupils recognize from the picture. The pupils can mention things they see: I can see some books, explain where things are placed: The books are on the table, or say what is happening: The children are dancing. Adjust the conversation to all the pupils no matter what level they are at." (Edwards et al., 2022, p. 45)

My book. Bildet på side 61 er litt annerledes enn myldrebildet først i kapittelet. Her er det mange detaljer som elevene kan snakke om. Dermed får de anledning til å bruke de ordene de har jobber med både i My Book og i My Workbook. La gjerne elevene snakke sammen to og to om det de ser på bildet, før dere snakker om bildet i hel klasse. (Edwards et al., 2022, p. 60)

"My book. The picture at page 61 is a little different from the earlier picture at the beginning of the chapter. Here, there are many details the pupils can talk about. This allows them to use the words they have learned in My Book and in My Workbook. Let the pupils talk together in pairs, before you talk about the picture in the class." (Edwards et al., 2022, p. 60)

Metapragmatic Awareness

Metapragmatic awareness is incorporated in 19 teaching suggestions and tasks (8,9%) in *Explore 4, teacher's book* (see Table 6). The incorporation of metapragmatic awareness in *Explore 4, teacher's book* is enhanced through adjustment in communication related to audience and situation, it is also enhanced through formal/informal writing and politeness. Some examples of this are illustrated in the following:. "Forslag til hjemmearbeid: Les regla på side 36 for en voksen. Øv deg på å lese fortere og fortere med en stemme som viser at dette er en skikkelig guggete heksesuppe." (Edwards et al., 2022, p. 37). "Suggestion for homework: Read the rhyme on page 36 to an adult. Practice reading it faster and faster with a voice that shows that this is a really murky witch's soup" (Edwards et al., 2022, p. 37).

Lurt å tenke på. Ett av målene I kapittelet er at elevene skal kunne lese tekstmeldinger. SMS-språket består av mange forkortelser. Noen er svært kreative. Et fellestrekk er at SMS-forkortelsene spiller på likhet i uttale mellom bokstaver i alfabetet og ord som uttales helt likt. Eksempler på dette er bokstaven C og verbet see, U og you. Avskjedshilsenen See you soon kan da bli forkortet til C U soon på mobilen. Klassen kan lage ei liste på tavla over SMS-forkortelser de vet om og kanskje bruker selv. Elevene kjenner allerede pronomenet I, som skrives som bokstave i. I tekstmeldinger er det mange som skriver dette ordet med liten bokstav, i <3 u. Snakk med elevene om at slike forkortelser er ok i uformelle tekstmeldinger, men at andre typer tekster krever at ordene skrives fullt ut. (Edwards et al., 2022, p. 67)

"Worth thinking about. One of the aims of this chapter is for the pupils to be able to read text messages. The SMS-language consists of many abbreviations. Some are very creative. A common feature of SMS-abbreviations is similar to the pronunciations between letters in the alphabet and word that is pronounced exactly the same. Examples of this is the letter C and the verb see, U and you. The farewell greeting see you soon can then be shortened to C U soon on the phone. The class can make a list on the board with SMS-abbreviations they know, and maybe use themselves. The pupils already know the pronoun I, as in the letter i. In text messages there are many people who write this word with a small letter, I <3 u. talk to the pupils about how such abbreviations are okey in informal text messages, but that other types of texts require that the words are written in full." (Edwards et al., 2022, p. 67)

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These examples illustrate two different approaches where metapragmatic awareness is incorporated in *Explore 4, teacher's book*. The first example instructs the pupils to read like a witch, this can make the pupils aware of how they can adjust their communication to a situation where they must act like someone else. The second example can raise awareness of formal and informal communication. The example raises awareness of how the pupils should adjust their communication with the recipient and situation. There are also instances of politeness in this teacher guide, an example of this is illustrated below.

> *Add the magic word, please! La elevene lese oppskriften på Frozen fingers høyt for hverandre to og to. Denne gangen skal de være veldig høflige og legge til please for hvert punkt i oppskriften. Den ene starter hver instruks med please, den andre bruker det på slutten av hver instruks eller et sted inni der det passer.* (Edwards et al., 2022, p. 39).

> *"Add the magic word, please! Let the pupils read the heading on Frozen fingers loud in pairs. This time they are supposed to be very polite and add please for every point in the recipe. One starts each instruction with please, the other use it at the end of every instruction or a place where it is suitable.* (Edwards et al., 2022, p. 39)

This is an example of how politeness can enhance the pupils' metapragmatic awareness through the unit of politeness. It can teach the pupils to use polite words when asking for something.

4.1.3. Engelsk 10, Teacher's Book

Engelsk 10, teacher's book consists of a total of 732 teaching suggestions and tasks, when both the teaching suggestions that are meant as the teacher guide, and the textbook with tasks that are meant for the pupils are included. 237 of these are considered, by the analysis of the MA thesis to stimulate pupils' metalinguistic awareness, this results in a percentage of 32,4% (see Table 7).

Table 7 *Overview of the total number of teaching suggestions/tasks and MLA stimulating teaching suggestions/tasks*

Teaching suggestions/tasks in total:	732
Teaching suggestions/tasks that stimulates metalinguistic awareness:	237
Teaching suggestions/ tasks that stimulates more than one subdimension of metalinguistic awareness:	14

Percentage of suggestions/tasks that are metalinguistic	32,4%	

There are large differences between the incorporation of the different subdimensions. With 20 tasks and teaching suggestions, metaphonological awareness is incorporated in 8,4% of the tasks and teaching suggestions where metalinguistic awareness is incorporated. Metapragmatic awareness is incorporated in 22,7% of the metalinguistic tasks and teaching suggestions. The most frequently used subdimensions in *Engelsk 10, teacher's book* is metagrammatical- and metalexical awareness. Metalexical awareness is incorporated in 38,8% of the metalinguistic tasks and teaching suggestions. Metagrammatical awareness is incorporated in 37,9% of the teaching suggestions and tasks (see Table 8).

Table 8 *Overview of metalinguistic awareness subdimensions*

Subdimensions	Number of teaching suggestions and tasks	Percentage of teaching suggestions and tasks
Metaphonological:	20	8,4%
Metagrammatical:	90	37,9%
Metalexical:	92	38,8%
Metapragmatic:	54	22,7%

To illustrate how metalinguistic awareness is incorporated in *Engelsk 10, teacher's book*, some examples within each subdimension and its units of metalinguistic awareness are shown in the illustrations below. The examples provided here are typical examples of how the teacher guide incorporates the subdimensions and their units.

Metaphonological Awareness

The teacher guide incorporates metaphonological awareness through teaching suggestions and tasks throughout the book. There is a focus on poems in the first two chapters of the book. Some examples of how *Engelsk 10, teacher's book* incorporates metaphonological awareness through rhyme, rhythm, and alliteration are illustrated in the following: "Scaffolding. Talk about the effect of listing verbs to create rhythm in the speech.

The verbs are also a call to action, to work together for freedom." (Haegi et al., 2021, p. 31). This teaching suggestion can raise awareness on metaphonological awareness by including a method to create rhythm in speech. The pupils can use this method when writing their own speeches. Another example of metaphonological incorporation is: "Suggestion. Task 36: You can also ask the students to talk about rhythm, rhyme, contrasts, repetition, and the use of poetic imagery in the lyrics." (Haegi et al., 2021, p. 91). A last example is: "During reading… How can you create rhythm?" (Haegi et al., 2021, p. 23). These teaching suggestions incorporate metaphonological awareness through rhythm and rhyme. The teaching suggestions provide didactic content to a task in the textbook, which can enhance the metaphonological awareness through an extra focus on the subdimensions units. This can "lead them" to the correct way in the process of solving the task.

Another example of metaphonological incorporation is: "Background. Talk about alliteration, the use of the same sound(s), especially consonants, at the beginning of several words that are close together, for example: the kids kept kicking." (Haegi et al., 2021, p. 11). A last example is: "Suggestion. The students can find examples of alliteration and repetition in the poem and explain the effect they create. They can also write two lines of a poem using alliteration and share with a partner." (Haegi et al., 2021, p. 11). In these examples the teacher guide provides an explanation of what alliteration is, and also a teaching suggestion for an activity where alliteration and repetition are incorporated. This can stimulate pupils' metaphonological awareness through a focus on these units.

Metagrammatical Awareness

The following examples illustrate some of the tasks where metagrammatical awareness is incorporated through subject-verb agreement: "Subject-verb agreement: 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." (Haegi et al., 2021, p. 27). This task wants the pupil to work with subject-verb agreement. The only teaching suggestion related to this in the teacher guide is "Subject-verb agreement is synonymous with concord (= samsvarsbøying)" (Haegi et al., 2021, p. 27).

Another example where metagrammatical awareness is incorporated: "Find modal auxiliary verbs: a) Find and write down the modal auxiliary verbs and the infinitive that follows each. b) Work with a partner. Translate the sentences into Norwegian. How are the verb phrases structured when translated into Norwegian?" (Haegi et al., 2021, p. 121). This

task in the teacher guide can stimulate pupils' metagrammatical awareness through the identification and translation of modal auxiliary verbs. The task also includes the incorporation of infinitive verbs used in relation to the auxiliary verbs.

Metalexical Awareness

Metalexical awareness and its units are incorporated through teaching suggestions and tasks in *Engelsk 10, teacher's book*. Metalexical awareness is mostly enhanced through word meaning and signifier/signified. An examples of this is illustrated below.

> *"Scaffolding. Draw a circle on the board and write speech inside the circle. Let the students suggest word and phrases connected to the word. Take the opportunity to point out that speech can both mean a formal talk and the ability to speak."* (Haegi et al., 2021, p. 8)

In this teaching suggestion, the teacher is motivated to show the pupils the meaning of the word "speech". This stimulates pupils' metalexical awareness, more specifically, the unit word meaning. Another example where a teaching suggestion stimulates to the unit of word meaning is illustrated in the following: "Scaffolding. Ask: How many of these words do you know from before? The students can try to define them to a partner without using a Norwegian translation." (Haegi et al., 2021, p. 106). This teaching stimulates the pupils' vocabulary with encouragement to learn and define words. By focusing on the meaning of words, their metalexical awareness can be enhanced. Another unit within metalexical awareness that is incorporated in *Engelsk 10, teacher's book* is signifier/signified, an example of this is illustrated in the following: "Discussing images. Have the students write five sentences of what they think it might be like to be in this train station. Encourage them to use all their senses in their description." (Haegi et al., 2021, p. 209). In this teaching suggestion, pupils are instructed to focus on the picture and reflect upon what it would be like to be present in the train station. The pupil's awareness of what impressions the image gives can be enhanced by this teaching suggestion.

Metapragmatic Awareness

In *Engelsk 10, teacher's book*, metapragmatic awareness is enhanced through the incorporation of adjustment in communication dependent on the recipient and situation. The textbook has a lot of focus on speeches, and this is enhanced in the teacher guide. An

illustration of this is illustrated below.

In the teacher guide:

Scaffolding. Talk about the purpose of a persuasive speech: to convince your audience of something, or to change the way they look at something. Your main goal is to give your audience reason to accept and share your main views, and to inspire them to act. (Haegi et al., 2021, p. 34)

In the textbook:

Plan your writing. What would you like to persuade or motivate people to do? Examples of topics could be animal rights, plastic pollution, self-esteem, the benefits of sports, education, or something else that interests you.

  a) *Freewrite for a few minutes.*
  b) *Who do you imagine is the right audience for your speech? What might be the occasion?*
  c) *Based on your notes from task a), write three main points or arguments you could use to persuade or motivate your audience. Add some keywords relevant to each point. (Haegi et al., 2021, p. 34)*

In this example, the pupils have been given the assignment to write a speech. The inspiration for their speech is Martin Luther King, Jr. The teacher guide focuses on metapragmatic awareness through adjustments to make a persuasive speech. In order to do this, they are instructed to reflect upon their audience, and how they can convince and persuade them to agree with them on the chosen topic. There are teaching suggestions and tasks similar to this throughout *Engelsk 10, teacher's book.*

4.1.4. *Enter 10, Teacher's Book*

There are a total number of 367 teaching suggestions and tasks analyzed from *Enter 10, teacher's book* in this MA thesis. 194 of them have been categorized to stimulate pupils' metalinguistic awareness. Out of those 194, 53 of the teaching suggestions and tasks include more than one subdimension. As a result of this, 44,7% of the teaching suggestions and tasks stimulate pupils' metalinguistic awareness in one or more subdimensions (see Table 9).

Table 9 *Overview of the total number of teaching suggestions/tasks and MLA stimulating teaching suggestions/tasks*

Teaching suggestions/tasks in total:	367
Teaching suggestions/tasks that stimulates metalinguistic awareness:	194

Teaching suggestions/ tasks that stimulates more than one subdimension of metalinguistic awareness:	53
Percentage of metalinguistic tasks:	44,7%

Metalexical awareness is included in 122 teaching suggestions or tasks, this is 62,8% of the 194. The second most represented subdimension, is metapragmatic awareness. With 59 instances, metapragmatic awareness is included in 30,4% of the teaching suggestions or tasks categorized as metalinguistic. Metaphonological- and metagrammatical awareness are the least represented subdimensions. Metaphonological awareness is included in 32 instances, this results in 16,4% of the metalinguistic awareness teaching suggestions and tasks. Along with metaphonological awareness, metagrammatical awareness is also one of the least represented subdimensions. Metagrammatical awareness was found in 52 of the 194 teaching suggestions and tasks, this is 26,8% of the teaching suggestions and tasks that are categorized as metalinguistic (see Table 10).

Table 10 *Overview of metalinguistic awareness subdimensions*

Subdimensions	Number of teaching suggestions and tasks	Percentage of teaching suggestions and tasks
Metaphonological:	32	16,4%
Metagrammatical:	52	26,8%
Metalexical:	122	62,8%
Metapragmatic:	59	30,4%

The teacher guide provides didactic suggestions to the pupils' textbook. The pages are usually structured by "topic words", "warm-up", "extra activities", and "activities". There are other subheadings as well, that appear less often, these are: "reading circles", "reading out loud and being recorded", and "flash fiction". To illustrate how the different subdimensions are incorporated, there will be provided examples from the four subdimensions investigated in this MA thesis below.

Metaphonological Awareness

In *Enter 10, teacher's book* metaphonological awareness is mostly incorporated

through phonemes and pronunciation. Examples of how metaphonological awareness and its units, specifically phonemes, pronunciation, and word images are incorporated are illustrated in the following: "Gay og guy: Forskjellen mellom vokalene i disse ordene er ikke stor. Det kan gjøre det vanskelig for elever å uttale dem ulikt. (Gay /geɪ/), (Guy /gɑɪ/)" (Diskin & Winsvold, 2013, p. 20). "Gay and guy: the difference between the vowels in these words are not significant. This can make it challenging for the pupils to pronounce them in different ways. (Gay /geɪ/), (Guy /gɑɪ/)" (Diskin & Winsvold, 2013, p. 20). Another example of metaphonological incorporation: "Pronunciation. Make a list of word that start with voiced /ð/, unvoiced /θ/ and /t/." (Diskin & Winsvold, 2013, p. 125). In these examples, the teacher guide provides the teacher with suggestions on where they can raise awareness of metaphonology through phonemes and word images. The teaching suggestions can enhance pupils' awareness by illustrating the difference between how phonemes and words are pronounced.

In the activities, there is often a task called: "easily confused words". In these tasks the pupil's assignment is to choose between two words, for example: "The crowd was told to be (quiet/quite)." (Diskin & Winsvold, 2013, p. 140). In this example, the teacher guide could make the teacher aware of the phonetic difference between the two words. Examples like this appear in every chapter of the book (see example below).

> In the pupils' textbook: *"Pronunciation. Practise pronouncing these words and record your version when you are happy with it. Ask a classmate to compare your pronunciation with an online dictionary version, and give you feedback on your pronunciation. (church – chairman – pleasure – jumble – judge – realise)* (Diskin & Winsvold, 2013, p. 180)

> In the teacher guide: *"Pronunciation.* a) *Church /tʃəːtʃ/.* b) *Jumble /ˈdʒʌmb(ə)l/.* c) *Judge /dʒʌdʒ/.* d) *Chairman /ˈtʃɛːmən/.* e) *Pleasure /ˈplɛʒə/.* f) *Realise /ˈrɪəlʌɪz/"* (Diskin & Winsvold, 2013, p. 181).

> In these examples, the teacher guide provides the teacher with the phonetic words, in this way the teacher is more aware and prepared when a pupil has a challenge with executing the task.

Metagrammatical Awareness

In *Enter 10, teacher's book* there are many examples of grammatical teaching suggestions related to tasks in the textbook. In many topics, there are grammatical explanations in the textbook before the pupils get their tasks. These explanations are further explained in the teacher guide. One illustration of this is shown below.

Grammatical explanation in the textbook:

Passive voice: Most sentences are active. They focus on what a person does. "The Founding Fathers <u>wrote</u> the Constitution." (active voice). Sometimes we want to focus on what is being done instead of who is doing it. We use the passive voice. "The Constitution <u>was written</u> by the Founding Fathers." (passive voice)

> *To make the passive voice:*
> *Correct form of the verb **to be** + **past participle** of the main verb.* (Diskin &Winsvold, 2013, p. 60).

The task in the pupils' textbook:

Passive voice: Write these sentences in the active voice.

> a) *My picture was taken by my sister.*
> b) *We should have been taught more about US history earlier*
> c) *The Jim Crow laws were considered unfair by many people.*
> d) *African Americans were given the same rights as whites with the Voting Rights Act. (*Diskin & Winsvold, 2013, p. 60-61)

In this example, the teacher guide provides the correct answers to the task, and the textbook provides the explanation and task. The task is explained to both the pupils and the teacher, and the teacher is provided with the information to help the pupils with the task. These examples stimulate both the pupils' and the teachers' metagrammatical awareness through the unit of conjugation. There are many examples like this in the teacher guide. When the textbook introduces grammatical features to the English language, there are explanations and examples provided to both the pupils and the teacher.

Metalexical Awareness

There are many examples of where the teacher guide provides teaching suggestions and tasks where metalexical awareness and its units are incorporated. Most of the examples revolve around word meaning. However, in *Enter 10, teacher's book* there are also examples of word counting and varieties. The examples provided below illustrates how the teacher guide typically incorporates word meaning.

> *Øveord - Ordene I listen er nyttige å lære seg til videre arbeid med engelsk. Bruk ordene til vokabulartrening med elevene, for eksempel gloselister, ordleker og annet.*
>
> *Addictive activity – vanedannende aktivitet*
>
> *Game developer – spillutvikler*

Positive aspects- positive sider

Interaction – samarbeid/kommunikasjon

On equal terms – på likefot

Benefits of – fordelene med

Research has shown – forskning har vist (Diskin & Winsvold, 2013, p. 104-105).

"Practise words – The words in the list are useful to learn for further work with English. Use the words for vocabulary training with the pupils, for example through glossary lists, word games, and other activities.

Addictive activity – vanedannende aktivitet

Game developer – spillutvikler

Positive aspects- positive sider

Interaction – samarbeid/kommunikasjon

On equal terms – på likefot

Benefits of – fordelene med

Research has shown – forskning har vist" (Diskin & Winsvold, 2013, p. 104-105).

Engelsk og Norsk. Et av læringsmålene – og også et kompetansemål – er å sammenlikne språkene engelsk og norsk. I arbeidet med topic words ved lar du elevene oversette dem eller finne tilsvarende ord å bruke på norsk. Elevene vil oppdage at noen engelske ord er nokså like norske ord, som for eksempel communication og social life. Ordene conversation og interaction er også like de norske ordene "konversasjon" og "interaksjon", men disse ordene er antakelig relativt ukjente for elevene på norsk. (Diskin & Winsvold, 2013, p. 7)

"English and Norwegian. One of the learning aims – also a competence aim – is to compare the English and Norwegian languages. In working on topic words, you can have the pupils translate them or find similar words in Norwegian. The pupils will discover that some English words are quite similar to Norwegian words, for example communication and social life. The words conversation and interaction are also quite similar to the Norwegian words "konversasjon" and "interaksjon", but these words a probably relatively unknown to the pupils in Norwegian." (Diskin & Winsvold, 2013, p. 7)

These are classic examples of where the teacher guide mention words used in the textbook and provides teaching suggestions on how the teacher can increase the metalexical awareness by the unit of word meaning. In these examples, the teacher guide suggests vocabulary tests, word games, and translation. These words are listed in the textbook as well, it is therefore important that the teacher is made aware of it in the teacher guide. Another

frequently used teaching suggestion is shown below.

> *Warm-up. Alle ordene i oppgaven brukes om dødsstraff i ulike sammenhenger. Noen dukker også opp i de tilhørende tekstene. Det er viktig at elevene kjenner til de ulike begrepene, for å forstå innholdet. La elevene bruke en nettbasert ordbok til å finne definisjoner og forklaringer. Deretter skal de skrive sine egne definisjoner.* (Diskin & Winsvold, 2013, p. 130)

> *"Warm-up. All the words in the assignment are used in different contexts related to death penalty. Some also appears in the connected texts. It is important for the pupils to be familiar with the different terms in order to understand the content. Let the pupils use an online dictionary to find definitions and explanations. Then, they should write their own definitions.* (Diskin & Winsvold, 2013, p. 130)

In this example, the pupils have been provided with some words used in the text they are going to read. The teacher guide presents a teaching suggestion on how they could work with them and understand their meaning of them. In this example, the pupils' metalexical awareness will be stimulated before they start reading the text. When they know these words before reading, they will understand the meaning of the text in a better way than if they didn't know them. There are many examples like these, where the teacher guide provides teaching suggestions on topics like synonyms, verbs, and antonyms.

Every chapter is introduced with topic words, and there is no translation of them in the textbook. However, the teacher guide does provide teaching suggestions on how to work with them. It is also provided an online source where the pupils can listen to the pronunciation and work with spelling. The authors of *Enter 10, teacher's book* have also focused on varieties of English. The most used is the difference between British English and American English, however, the teacher guide also provides varieties within the USA. An example of this is shown below.

> *Språkelige ulikheter innad i USA. I norske klasserom skiller vi ofte mellom britisk engelsk og amerikansk engelsk både når det gjelder uttale og ordforråd. Men innad i USA er det også store forskjeller. Her er noen eksempler. For å henvende seg til en gruppe mennesker, for eksempel en klasse, vil amerikanerne fra vestlige og nordlige stater si "you guys", mens amerikanerne fra sørstatene vil si "y'all". Brus vil av amerikanere fra midtvesten kalles "pop", folk i nordøst og på vestkysten vil kalle brus for "soda", mens sørstatene kaller det "coke", uansett om de snakker om Coca Cola eller annen type brus.* (Diskin & Winsvold, 2013, p. 63)

> *"Linguistic differences within USA. In Norwegian classrooms we often separate between British English and American English both in terms of pronunciation and vocabulary. But within USA, there are also big differences. Here are some examples. To address a group of people, such as a class, Americans from the western and northern states will say "you guys", while Americans from southern states will say "yáll". Soft*

drinks will by Americans from the Midwest be called "pop", people from northeast and the west coast will call soft drinks for "soda", while southern states call it "coke", regardless of whether they talk about Coca Cola or any other type of soft drink. (Diskin & Winsvold, 2013, p. 63)

This is an example where the teacher guide suggests that this is a topic to bring up to the pupils. The pupils' textbook presents a topic called "the US today", and the teacher is made aware to bring up varieties through the teacher guide.

Metapragmatic Awareness

Enter 10, teacher's book incorporates metapragmatic awareness and its units through adjustment in communication, both to situations and audience, and politeness. The most frequently used unit within metapragmatic awareness in this teacher guide is adjustment in communication. An example of this is illustrated below.

Speech. Vurder Ishmaels tale i FN. Teksttypen kjennetegnes ofte ved disse virkemidlene:

- *Fokus på tilhørerne. Det er vanlig å nevne tilhørerne i talen.*
- *Hensikten med talen kommer ofte fram i starten og slutten av talen.*
- *Taleren snakker ofte i førsteperson, enten jeg eller vi hvis han snakker på vegne av flere.*
- *Talen inneholder ofte gode råd eller budskap til tilhørerne.*
- *Noen taler inneholder elementer som underholder eller morer tilhørerne.*
- *Repetisjon av ord, uttrykk og innhold er vanlig for å understreke poengene og hovedbudskapet.*
- *Politiske taler er ofte formelle i språk og ordvalg, mens personlige taler er mindre formelle.*
- *Verbtiden er ofte presens fordi taleren forteller om noe aktuelt. Dersom talen refererer til historiske hendelser, brukes fortid av verbet.* (Diskin & Winsvold, 2013, p. 246)

"Speech. Evaluate Ishmael's speech at the UN. This text type is often characterized by the following features:

- *Focus on the audience. It is common to mention the audience in the speech.*
- *The purpose of the speech is often revealed at the beginning and the end of the speech.*
- *The speaker often speaks in first person, either I or we if he is speaking on behalf of a group.*
- *The speech often contains good advice or message to the audience.*
- *Some speeches contain elements that entertain or amuse the audience.*
- *Repetition of words, phrases, and content is common to emphasize the points and the main message.*
- *Political speeches are often formal in language and vocabulary, while personal speeches are less formal.*

- *The verb tense is often present because the speaker is talking about something current. If the speech refers to historical events, past tense is used.*" (Diskin & Winsvold, 2013, p. 246)

In this example, the teacher guide provides the teacher with information on how the pupils should adjust their communication when giving a speech. This is related to a text in their textbook about a speech held by Ishmael Beah. This teaching suggestion can stimulate metapragmatic awareness since it can make the pupils aware of how they should communicate to an audience. It can also make them aware of the difference in communication between formal and informal speeches, as worded in the teacher guide: "political and personal speeches". The teacher guide also provides some teaching suggestions related to politeness, an example of this is illustrated below.

Speaking – tip of the day. Elever som deltar i diskusjoner og debatter trenger ofte tips til hvordan de kan delta i debatter på en høflig måte. Særlig er det vanskelig å henvende seg på en ordentlig måte til andre dersom man er uenig. Her får elevene en liste med setningsstartere som de kan bruke i samtaler og debatter. (Diskin & Winsvold, 2013, p. 141)

"Speaking – tip of the day. Pupils who participate in discussions and debates often needs tips to how they can participate in debates in a polite manner. Especially when addressing those with whom they disagree. Here, the pupils are provided a list with sentence starters that they can use in conversations and debates." (Diskin & Winsvold, 2013, p. 141)

This is an example where the teacher guide encourages the teacher to raise awareness around politeness in discussions and debates. The textbook has provided a list with sentence starters for the pupils to use, and the teacher guide motivates the teacher to give it attention. Therefore, the teaching suggestion stimulates pupils' metapragmatic awareness.

4.1.5. *Overall Findings, the Difference Between Publishing Houses, and Fourth and 10th Grade Teacher Guides*

An overall conclusion of the analyses of the teacher guides is that the books investigated focus on metalinguistic awareness. All the teacher guides have over 30% of teaching suggestions and tasks that stimulate metalinguistic awareness (see Table 11). The teacher guides provide a wide range of metalinguistic awareness suggestions and tasks, including all subdimensions I have chosen to include. The findings show that fourth grade teacher guides have a higher percentage of metalinguistic teaching suggestions and tasks (see Table 11). The findings also show that metalexical awareness is the most incorporated subdimension, while metapragmatic is the least incorporated subdimension. Metaphonological awareness and

metagrammatical awareness are moderately incorporated. However, metagrammatical is by far the most incorporated subdimension of the two. Metapragmatic is the least incorporated subdimension. Cappelen Damm has average incorporation of metalinguistic teaching suggestion/ task percentage of 45,45%. In comparison, Gyldendal has an average percentage of 46,55% in metalinguistic teaching suggestions and tasks incorporated in their teacher guides. This shows that the two publishing houses have about the same amount of incorporation of metalinguistic awareness.

Table 11 provides an overall view of the differences and similarities between the four teacher guides. *Engelsk 4, lærerveiledning* and *Engelsk 10, teacher's book* are published by Cappelen Damm. The publisher of the teacher's books for *Enter 10, teacher's book,* and *Explore 4, teacher's book* is Gyldendal. Both publishing houses are located in Norway. The findings from the quantitative phase of this MA thesis' analysis are shown in the overview table below (see Table 11).

Table 11 *Table for comparison of four teacher guides*

Teacher guides	Teachings suggestions / tasks	MLA teaching suggestions/ tasks	Meta-phonological	Meta-grammatical	Meta-lexical	Meta-pragmatic
Engelsk 4, lærerveiledning	359	210 (58,5%)	67 (31,9%)	82 (39%)	104 (49,5%)	18 (8,5%)
Explore 4, teacher's book	438	212 (48,4%)	36 (16,9%)	78 (36,7%)	98 (46,2%)	19 (8,9%)
Engelsk 10, teacher's book	732	237 (32,4%)	20 (8,4%)	90 (37,9%)	92 (38,8%)	54 (22,7%)
Enter 10, teacher's book	367	194 (44,7%)	32 (16,4%)	52 (26,8%)	122 (62,8%)	59 (30,4%)

As shown in the table above, Cappelen Damm's publication *Engelsk 10, teacher's book* consists of 732 teaching suggestions and tasks, where 237 of these are considered to have a focus on metalinguistic awareness. The other Cappelen Damm published teacher guide, *Engelsk 4, lærerveiledning* includes 359 teaching suggestions and tasks, and 210 of these incorporate metalinguistic awareness. It is surprising that the total number of teaching

suggestions and tasks is so different, but the number of metalinguistic awareness suggestions and tasks is so similar. This causes *Engelsk 4, lærerveiledning* to have a larger percentage of metalinguistic teaching suggestions and tasks compared to *Engelsk 10, teacher's book*. This percentage difference is significant (from 32,4% to 58,5%).

The two teacher guides issued by Gyldendal, *Enter 10, teacher's book* and *Explore 4, teacher's book* does not show as much difference as Cappelen Damm's publications. *Enter 10 teacher's book* consists of 367 teaching suggestions and tasks, while *Explore 4, teacher's book* provides 438 teaching suggestions and tasks. Out of the 367 teaching suggestions and tasks in *Enter 10, teacher's guide*, 194 of them have been categorized as stimulating pupils' metalinguistic awareness. In *Explore 4, teacher's book* 212 of the teaching suggestions and tasks has been categorized as metalinguistic. This results in a percentage of 44,7% in *Enter 10, teacher's book,* and 48,4% in *Explore 4, teacher's book*.

The two different publishing houses have different results in the incorporation of metalinguistic awareness from fourth to 10th grade. Cappelen Damm has a greater focus on metalinguistic awareness in fourth grade, while not as much focus in 10th grade. Gyldendal has approximately equal focus on metalinguistic awareness despite the grade level.

The teacher guides all differ in the incorporation of the four subdimensions of metalinguistic awareness included in this MA thesis. The incorporation of metaphonological awareness differs in grade levels for the two different publishing houses. Cappelen Damm has more focus on metaphonological awareness in fourth grade, while Gyldendal has more focus on metaphonological awareness in 10th grade. The same difference has been seen in Cappelen Damm's publications regarding metagrammatical awareness. The focus on metagrammatical awareness is greater in fourth grade than in 10th grade. This is not the case for Gyldendal's teacher guide, where the focus on metagrammatical awareness is somewhat similar. All four teacher guides have metalexical awareness as the most incorporated subdimension. Furthermore, you can see that the focus on metapragmatic awareness differs in all four teacher guides. *Engelsk 10, teacher's book* has more focus on metapragmatic awareness than *Engelsk 4, lærerveiledning*. In Gyldendal's publications the focus is the same, *Enter 10, teacher's book* has more focus on metapragmatic awareness than *Explore 4, teacher's guide*. In conclusion, there are differences between the four teacher guides, between the two publishing houses, and also within the publishing houses.

4.2. Metalinguistic Awareness in the English Subject Curriculum (ENG01-04)

I have analyzed the fourth year competence aims and the 10th year competence aims,

as these are the grade levels of which I am analyzing teacher guides. The English subject curriculum promotes metalinguistic awareness in several ways. Metalinguistic awareness was analyzed by analyzing the competence aims. The English translation of the competence aims (ENG01-04) was analyzed. In the analysis, 22 competence aims that promote one or more subdimensions of metalinguistic awareness were found. Eleven of these were found in the competence aims for the fourth grade, and eleven are found for the 10th grade competence aims. The analysis resulted in the same number for fourth grade and 10th grade. If the teacher guides have followed the competence aims, there should be a similar result in the analyses of the teacher guides. This is, of course, if you see these results in black and white. The competence aims are written in different manners, which is why an in-depth analysis of them was conducted. The findings of the analysis are shown in Table 12.

Table 12 *Overall findings of LK20 analysis*

	Fourth year	10th year
Total number of competence aims	15 (100%)	19 (100%)
Metalinguistic awareness competence aims	11 (73,3%)	11 (57,8%)
Metaphonological	2	2
Metalexical	4	3
Metagrammatical	3	3
Metapragmatic	3	4

As shown in Table 12, the total number of metalinguistic competence aims are 11 in both grades. However, there are more competence aims than 11 if you count all the subdimensions. This is because one competence aim can include more than one subdimension, when this occurred, I included this competence aim in all the subdimensions it belonged to. I did not include each competence aim more than one time in the total of 11 in both grade levels. In the following, the results of each subdimension will be described. After that, the overall findings will be summarized, and the fourth and 10th grade findings will be compared.

4.2.1. Metaphonological Awareness in ENG01-04

The competence aims below are included in ENG01-04 and are deemed fit because they promote attention to phonetic features of the English language. The operationalization described in the theoretical considerations is used to isolate these exact competence aims as stimulating pupils' metaphonological awareness. Metaphonological awareness is promoted through two of the fourth year competence aims, and three of the 10th year competence aims.

These competence aims are:

- Explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities (fourth year)
- read and understand texts with phonetic words and familiar and unfamiliar word images (fourth year)
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation (10th year)
- use key patterns of pronunciation in communication (10th year) (Utdanningsdirektoratet, 2020b)

The fourth year competence aims have focus on exploration of pronunciation patterns and phonetic understanding of word images. The promotion of metaphonological awareness takes place through exploration and understanding of the English alphabet, pronunciation, phonetic words, and familiar and unfamiliar word images. Through learning activities like playing, singing, and reading pupils will actively focus their attention on the metaphonological features of the English language. These 10th year competence aims focus their attention on fluent communication with varied vocabulary and patterns of pronunciation. The competence aims focus attention on the use of pupils' knowledge of metaphonological awareness. Metaphonological awareness is incorporated into four competence aims, two for fourth year, and two for 10th year.

4.2.2. Metalexical Awareness in ENG01-04

The competence aims below are included in ENG01-04 and are deemed fit because they promote attention on lexical features of the English language. The operationalization described in the theoretical considerations are used to isolate these exact competence aims as stimulating to pupils metalexical awareness. Metalexical awareness is promoted through six

of the fourth year competence aims, and five of the 10th year competence aims.

These competence aims are:

- explore different dictionaries and how they can be used in language learning (fourth year)
- listen to and understand words and expressions in adapted texts (fourth year)
- read and understand the meaning of familiar and unfamiliar words, phrases and sentences based on the context in self-chosen texts (fourth year)
- learn words and phrases and acquire cultural knowledge through English-language literature (fourth year)
- Use a variety of strategies for language learning, text creation and communication (10th year)
- listen to and understand words and expressions in variants of English (10th year)
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation (10th year) (Utdanningsdirektoratet, 2020b)

Metalexical awareness is promoted in seven competence aims. The competence aims listed above give the pupils the opportunity to identify, explore, use, read, and understand the lexical features of the English language. Four of the competence aims listed above are to be learned by fourth grade, while three are to be learned by 10th grade.

4.2.3. *Metagrammatical Awareness in ENG01-04*

The competence aims below are included in ENG01-04 and are deemed fit because they promote attention to grammatical features of the English language. The operationalization described in the theoretical considerations is used to isolate these exact competence aims as stimulating pupils' metagrammatical awareness. Metagrammatical awareness is promoted through two of the fourth year competence aims, and three of the 10th year competence aims.

These competence aims are:

- use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood (fourth year)
- follow simple rules for spelling and syntax (fourth year)

- identify word classes in adapted texts (fourth year)
- use knowledge of word classes and syntax in working on one's own oral and written texts (10th year)
- follow rules for spelling, word inflection, syntax and text structure (10th year)
- revise one's own texts based on feedback and knowledge of the language (10th year) (Utdanningsdirektoratet, 2020b)

Metagrammatical awareness is promoted in six of the competence aims, three for the fourth year, and three for the 10th year. The fourth year competence aims focus attention on small words, expressions, simple phrases, and sentences, as well as simple rules for spelling and syntax. Pupils will focus their attention on metagrammatical features of the English language by being aware of the rules, learning them, and using them when doing activities with word inflections, and syntactic and morphological work. The 10th year competence aims focus attention on the use of knowledge, follow rules for spelling, word inflection, syntax, and text structure, and revise one's own texts based on feedback and previous knowledge. Pupils will use their metagrammatical awareness through explicit work with the rules of the English language. The competence aims focus on the structure of language, for example, syntax, word inflection, and text structure. Pupils will have to be aware of the rules to use them naturally in text creation. One of the competence aims for the 10th grade also focuses on revision of text, which will give the pupils a chance to see mistakes and correct them. There is an increase of one competence aim from fourth to 10th grade, this shows that 10th grade competence aims focus more on metagrammatical awareness than fourth grade competence aims.

4.2.4. Metapragmatic Awareness in ENG01-04

The competence aims below are included in ENG01-04 and are deemed fit because they promote attention to pragmatic features of the English language. The operationalization described in the theoretical considerations is used to isolate these exact competence aims as stimulating pupils' metapragmatic awareness. Metapragmatic awareness is promoted through three of the fourth year competence aims, and three of the 10th year competence aims.

These competence aims are:

- use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood (fourth year)

- participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules (fourth year)
- write simple texts that express thoughts and opinions (fourth year)
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation (10th year)
- ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations (10th year)
- read, discuss and present content from various types of texts, including self-chosen texts (10th year)
- write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation (10th year)

  (Utdanningsdirektoratet, 2020b)

Metapragmatic awareness is promoted through the seven competence aims listed above, three for the fourth grade, and four for the 10th grade. These competence aims allow pupils to communicate, written and orally, in order to be understood, adapting to purpose, recipient, and situation. The competence aims focus on the meaning and form of language, and therefore they stimulate pupils' metapragmatic awareness. As in some of the other subdimensions, 10th grade also has the advantage here, with one competence aim more than fourth grade.

4.2.5. *Overall Findings and Alignment Between Teacher Guides and ENG01-04*

As shown earlier in this section, 57,8% of the 10th year competence aims are in this MA thesis considered to promote metalinguistic awareness, while 73,3% of the fourth year competence aims promote metalinguistic awareness. Metalexical- and metagrammatical awareness is in the 10th year competence aims promoted through three competence aims each, while metaphonological awareness is incorporated in two of the competence aims and metapragmatic awareness is to be found in four competence aims for the 10th year. Furthermore, the promotion of metalinguistic awareness in the fourth year competence aims illustrates that metapragmatic- and metagrammatical awareness is promoted through three competence aims each, while metalexical awareness is promoted through four of the competence aims. Metaphonological awareness is promoted through two of the fourth year competence aims.

There is some percentage difference between the incorporation of metalinguistic awareness and its subdimensions in the teacher guides and the English subject curriculum. However, all subdimensions are included in all teacher guides, and both fourth and 10th year competence aims (see Table 13). It is important to emphasize that in this analysis, only the percentage of incorporation is taken into consideration. The subdimensions could be well included in the teacher guides, but the number of teaching suggestions and tasks is lower than the percentage of metalinguistic incorporation in ENG01-04.

Table 13 *Overview of quantitative results for fourth grade teacher guides*

	Engelsk 4, lærerveiledning	Explore 4, teacher's book	ENG01-04
Metalinguistic awareness incorporation	58,5%	48,4%	73,3%
Metaphonological awareness	31,9%	16,9%	18,18%
Metagrammatical awareness	39%	36,7%	27,27%
Metalexical awareness	49,5%	46,2%	36,36%
Metapragmatic awareness	8,5%	8,9%	27,27%

As shown in Table 13, these two teacher guides are above the ENG01-04 percentage in the incorporation of metalexical awareness. *Engelsk 4, lærerveiledning* also exceed the ENG01-04 percentage on metaphonological awareness. Meanwhile, *Explore 4, teacher's book* lack percentage on all other subdimensions.

Table 14 *Overview of quantitative results for 10th grade teacher guides*

	Engelsk 10, teacher's book	Enter 10, teacher's book	ENG01-04
Metalinguistic awareness incorporation	32,4%	44,7%	57,8%

Metaphonological awareness	8,4%	16,4%	18,18%
Metagrammatical awareness	37,9%	26,8%	27,27%
Metalexical awareness	38,8%	62,8%	27,27%
Metapragmatic awareness	22,7%	30,4%	36,36%

As shown in Table 14, metaphonological- and metalexical awareness in both the 10th year teacher guides, exceed the percentage of incorporation of metalinguistic awareness in ENG01-04. *Engelsk 10, teacher's book* lacks some percentage of incorporation of metaphonological- and metapragmatic awareness but meets the expected percentage of metagrammatical awareness. *Enter 10, teacher's book* lack incorporation in metaphonological-, metagrammatical-, and metapragmatic awareness. However, *Enter 10, teacher's book* is closer to the ENG01-04 percentage on metaphonological- and metapragmatic awareness than *Engelsk 10, teacher's book.*

5. Discussion and Conclusion

In chapter 5 of this MA thesis, I will discuss and conclude the findings of my analyses in relation to the theoretical considerations. First, an overall discussion will be provided, then I will systematically answer the four research questions. The research questions are answered in pairs because they are naturally connected. After this, a conclusion, possible implications, and suggestions for further research will be presented.

5.1. Overall Discussion

The four teacher guides investigated in this MA thesis have been shown to incorporate metalinguistic awareness in teaching suggestions and tasks. However, all the teacher guides have different approaches regarding how often, and how, metalinguistic awareness subdimensions are incorporated. When a pupil has control over linguistic processing, the pupils can deliberately separate meaning and form within the language (Bialystok, 1986). The teaching suggestions and tasks included in the analyses can stimulate this ability. As written in the theoretical considerations, Andrews (1999, p. 163) describes a concept called "Teacher Metalinguistic Awareness." He states that a teacher's metalinguistic awareness can be used as a model for the pupils and influence them to become more metalinguistic aware. This is one of the reasons why the incorporation of metalinguistic awareness is essential in teacher guides. The incorporation can make the teacher more metalinguistic aware, and therefore, the pupils can be positively affected. In the study done by Andrews (1999), it is illustrated that teachers' metalinguistic awareness can strengthen the incorporation of metalinguistic awareness in a textbook in a way that can benefit pupils. Therefore, if a teacher guide provides didactic content such as teaching suggestions and tasks incorporating metalinguistic awareness can influence the teacher's metalinguistic awareness. The teacher guide can strengthen the pupils' metalinguistic awareness by doing this (Andrews, 1999). Despite an extensive search, I was not able to find research on the incorporation of metalinguistic awareness in teacher guides. However, the research done by Andrews (1999) can show the importance of the teachers' metalinguistic awareness, and teachers can be influenced, in a positive manner, by the teaching material they are using.

In this MA thesis, four subdimensions of metalinguistic awareness were investigated. These are metaphonological-, metalexical-, metagrammatical-, and metapragmatic awareness. The theoretical considerations of this MA thesis have given examples of research conducted

on these subdimensions and their findings. The use of language, for example, writing, requires metalinguistic behaviors where learners need to pay attention to language forms (Bialystok, 2001; Johns, 2003; Hinkel & Fotos, 2002; Mitchell, 2000). Research clearly shows beneficial aspects of second language acquisition if learners can use 1. explicit language representation, 2. focus attention on language, 3. manipulate language, and 4. reflect on language (Simard & Gutiérrez, 2017). Further in this discussion, the research questions will be answered in pairs of 1-2, and 3-4.

5.2. How, and how often is metalinguistic awareness incorporated in the Norwegian teacher guides investigated? How, if at all, does the incorporation of metalinguistic awareness in the teacher guides change from fourth to 10th grade?

As the findings of this research show, metalinguistic awareness is present in all teacher guides investigated. The subdimensions are, however, incorporated in different manners, both between the publishing houses and the class levels. On some subdimensions, there have been found small and more significant differences in the incorporation, this will be discussed in the following section.

As shown in the findings, it is evident that the two publishing houses have incorporated metalinguistic awareness in different manners. Cappelen Damm has included more metalinguistic awareness teaching suggestions and tasks for fourth grade teacher guides than for 10th grade teacher guides. Gyldendal incorporates metalinguistic awareness similar for the fourth and 10th grade teacher guides. This is in direct contrast to the expectation set by the Norwegian national curriculum. There are also differences between the class levels on both the overall incorporation of metalinguistic awareness and the incorporation of the subdimensions and their units. As shown in the theoretical considerations, all teachers must provide education that covers the subject curricula in its entirety (Kunnskapsdepartementet, 1998). Therefore, the incorporation of metalinguistic awareness should be similar in the 10th grade teacher guides and in the fourth grade teacher guides. As shown in both analyses, this is not reflected in the findings of this MA thesis.

Metaphonological awareness refers to a learner's ability to manipulate and reflect upon the phonemes in a word instead of the whole word (Anthony & Francis, 2005). Wagner et al. (1997) found that phonological awareness is a strong predictor of reading acquisition and development. Incorporating metaphonological awareness in language teaching materials, such as teacher guides, can positively affect pupils' reading skills (Wagner et al., 1997). The quantitative findings in this MA thesis reveal differences in how the publishing houses

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incorporate metaphonological awareness in the two grade levels. Gyldendal's publications incorporate metaphonological awareness more often in fourth grade than in 10th grade. In contrast, Cappelen Damm's publications focus similarly on metaphonological awareness on both class levels. There was found a significant difference in the incorporation of metaphonological awareness between *Engelsk 4, lærerveiledning*, and *Engelsk 10, teacher's book* with *Engelsk 4, lærerveiledning* has focused on phonemes, syllables, rhyme, and rhythm. In contrast, *Engelsk 10, teacher's book* focused primarily on rhythm and rhyme. These findings suggest that the incorporation of metaphonological awareness in English teacher guides can vary depending on the publishing house and the grade level.

Differences were found in the incorporation of metagrammatical awareness as well. As shown in the quantitative findings of this MA thesis, Gyldendal's publications focus more on metagrammatical awareness in fourth grade than in 10th grade. In Cappelen Damm's publications the findings were the opposite, Cappelen Damm's publications focus more on metagrammatical awareness in the fourth grade than in the 10th grade. It was also found a difference in focus on metagrammatical awareness in the qualitative findings of this MA thesis. For example, *Engelsk 10, teacher's book* does not provide further explanations in teaching suggestions for the grammatical tasks in the textbook. In my opinion, this teacher guide lacks didactic guidance on grammatical problems. Examples of this are shown in illustrations in the findings section. I could not find examples of teaching suggestions lacking didactic guidance in the three other teacher guides. For example, in *Enter 10, teacher's book*, a task about the passive voice was given. For this task, there was provided a grammatical explanation in the textbook. In this example, the teacher guide provided the correct answer to the task, while the textbook provided the explanation and the task.

Metalexical awareness is, as shown in the findings of this MA thesis, the most incorporated subdimension in the teacher guides investigated. All four teacher guides have incorporated metalexical awareness in over 40%, except *Engelsk 10, teacher's book*, with 38,8% of metalexical awareness incorporation (see Table 11). As stated in the theoretical considerations, Bialystok (2001) refers to this as *word awareness*. This MA thesis operationalizes metalexical awareness which included metasemantic and metalexical patterns and units (e.g., word meaning and signifier/signified). The incorporation of metalexical awareness is similar between the grade levels. However, there is a slight difference between the publishing houses and overall grade level incorporation of metalexical awareness. Cappelen Damm has slightly more incorporations on metalexical awareness in fourth grade, while Gyldendal has slightly more incorporations in the 10th year teacher guide.

Metapragmatic awareness is, as shown in the quantitative results, evidently most incorporated in the 10th grade teacher guides. In fourth grade teacher guides, the incorporation of metapragmatic awareness is 8,5% and 8,9%, while in 10th grade teacher guides, the incorporation is 22,7% and 30,4%. Considering that metapragmatic awareness has been shown to increase social development and effective communication (Schneider et al., 2018), it is alarming that the fourth grade teacher guides have such a low percentage of metapragmatic incorporation. In my opinion, there should be a focus on metapragmatic awareness early in the process of language acquisition.

5.3. How, and how often is metalinguistic awareness incorporated in the Norwegian national curriculum? How does the incorporation of metalinguistic awareness in the teacher guides align with the incorporation of metalinguistic awareness in the Norwegian national curriculum?

The English subject's competence aims (ENG01-04) in the Norwegian national curriculum have been found to incorporate metalinguistic awareness in several competence aims, as shown in the findings chapter of this MA thesis. Further down, it will be discussed whether the teacher guides investigated in the thesis align with this incorporation.

As shown in the findings of this MA thesis, metalinguistic awareness is incorporated in fourth and 10th year competence aims in different manners. Most importantly, all teacher guides investigated have incorporated metalinguistic awareness to cover the subject's competence aims. As written in the theoretical considerations, it is bound by law in the Education Act that: "The teaching staff must organize and carry out teaching in accordance with subject curricula issued pursuant to the present Act." (Kunnskapsdepartementet, 1998). Three of the teacher guides investigated are revised after LK20, Enter 10, teacher's book is revised after LK06. The teacher guide can provide didactic content to create lessons for a whole school year. Therefore, the teacher guide must cover all the competence aims for the relevant year level. *Enter 10, teacher's book* was written before the new national curriculum and LK20 came. This was unexpected in the planning stage of the current MA thesis, as it was initially aimed only to use teacher guides revised after LK20. However, no other teacher guide besides *Engelsk 10, teacher's book,* was revised after LK20. Gyldendal has published a textbook, Enter 10, revised after LK20, but searching for a teacher guide to this textbook was unsuccessful. There was made contact with publishing houses, including Gyldendal, to get access to planned publications, but they have not planned to release a teacher guide to the textbook revised after LK20. Gyldendal granted access to their online sources, but they did

not fit the table of analysis. To solve this problem, it was decided to compare Enter 10 to LK20 since this is Norway's current national curriculum, and teachers need to educate according to the competence aims set by this curriculum (Kunnskapsdepartementet, 1998).

In 2017 the government implemented the master's program in teacher education. One of the motivations behind this was that international comparisons show that Norway equips many educational resources and has a higher number of teachers than many other countries (Regjeringen, 2014). However, this is not reflected in the national statistics on pupils' competence (Regjeringen, 2014). This can be related to more than just the coverage of the subject curriculum. Additionally, in my opinion, if the education includes the whole subject curriculum, this should affect the results of national statistics on pupils' competence. When a closer investigation of the competence aims and incorporation of metalinguistic awareness in the teacher guides was conducted, all teacher guides covered every competence aim for the English subject curriculum. There is, however, a difference in which degree they cover the competence aims.

The fourth year English subject curriculum provides 15 competence aims, out of these, 11 have incorporated metalinguistic awareness and its subdimensions. This has resulted in 73,3% metalinguistic awareness competence aims, the teacher guides fail to meet this percentage. Cappelen Damm's publication, *Engelsk 4, lærerveiledning*, has 58,5% of metalinguistic teaching suggestions and tasks, while Gyldendal's publication, *Explore 4, teacher's book* has 48,4%. Therefore, with only the percentages taken into consideration, *Engelsk 4, lærerveiledning* has more incorporation of metalinguistic awareness teaching suggestions and tasks, thus more aligned with the competence aims.

The English subject in the 10th year includes 19 competence aims, 11 of which incorporate metalinguistic awareness. This represents 57,4% of the competence aims. However, after investigating 10th year teacher guides, none appear to provide enough metalinguistic awareness teaching suggestions and tasks to match this percentage. A comparison of the two publications, Cappelen Damm's *Engelsk 10, teacher's book*, and Gyldendal's *Enter 10, teacher's book*, reveals that *Engelsk 10, teacher's book* only provides 32,4% of metalinguistic awareness teaching suggestions and tasks. At the same time, *Enter 10, teacher's* book provides 44,7%. Based on this percentage alone, *Enter 10, teacher's book* better aligns with ENG01-04. While these percentages are important to consider, they alone are not enough to evaluate the alignment between metalinguistic awareness incorporation in teacher guides and the competence aims set by the national curriculum. As mentioned earlier, all teacher guides incorporate all the competence aims, but how they do it is an important

factor to consider. Each subdimension of metalinguistic awareness investigated in this thesis will be systematically discussed to continue this discussion.

The fourth year English subject curriculum included metaphonological awareness in 2 competence aims, which results in 18,18% of the metalinguistic awareness competence aims. The 10th year English subject curriculum also included metaphonological awareness in 2 competence aims, this results in 18,18% of the metalinguistic awareness competence aims. Metaphonological awareness has been shown to be a key predictor of reading development and acquisition (e.g., Chiappe et al., 2002; Durgunoğlu & Öney, 1999; Nation & Snowling, 1997; Wagner, 1997). In the fourth year competence aims, metaphonological awareness is incorporated through the alphabet, pronunciation patterns, phonetic words, and word images. The fourth year teacher guides align with these competence aims through phonemes, rhyme, rhythm, pronunciation, and spelling. The 10th year competence aims of the English subject incorporated metaphonological awareness through key patterns of pronunciation and fluent communication. The teacher guides can, in my opinion, be said to align with the competence aims through phonemes, pronunciation, word images, rhyme, and spelling. However, the incorporation of these units differs between the teacher guides. Some units particularly, phonemes and word images, are incorporated differently. There was, for example, less incorporation of phonemes and word images in *Engelsk 10, teacher's book*. Bialystok (1986) states that metalinguistic problems can only be solved if a pupil has explicit knowledge. Therefore, the pupils should, in my opinion, encounter phonemes and word images in the process of solving tasks with the incorporation of metaphonological awareness. As shown in Table 13 and 14, *Engelsk 10, teacher's book* also lacks incorporation of metaphonological awareness in percentage to align with ENG01-04.

The fourth year English subject curriculum includes metagrammatical awareness in 3 competence aims; this is a total of 27,27% of the metalinguistic awareness competence aims. The 10th year English subject curriculum also includes metagrammatical awareness in 3 competence aims, this results in 27,27% of the metalinguistic awareness competence aims. Research on metagrammatical awareness has shown an increase in the ability to develop advanced writing skills and recognize and correct grammatical errors (Myhill, 2006). The fourth year competence aims for the English subject incorporate metagrammatical awareness through phrases and sentences, syntax, and word classes. As shown in the findings of the fourth year teacher guides, this subdimension is incorporated through, for example, morphology, syntax, and conjugation. The competence aims for 10th year in English incorporate metagrammatical awareness through knowledge of syntax and word classes, as

well as word inflection and correction of text. The 10th grade teacher guides align with these competence aims through, for example, conjugation, word classes, syntax, and correction tasks. All teacher guides come close to aligning with the competence aims of metagrammatical awareness in percentage (see Table 13-14).

The fourth year English subject curriculum includes metalexical awareness in 4 competence aims, this is a total of 36,36% of the metalinguistic awareness competence aims. The 10th year English subject curriculum includes metalexical awareness in 3 competence aims, this results in 27,27% of the metalinguistic awareness competence aims. The theoretical considerations show that metalexical awareness can increase reading comprehension and vocabulary development (e.g., Gough & Tunmer, 1986; Perfetti, Landi, & Oakhill, 2005). The fourth year competence aims incorporate metalexical awareness through the meaning of words and expressions and the exploration of dictionaries. The fourth grade teacher guides align with these competence aims through their incorporation of word meaning and signifier/signified. In the 10th year competence aims for the English subject metalexical awareness is incorporated through language learning, understanding of words and expressions, and expression with varied vocabulary. The findings illustrate that the 10th year teacher guides align with these competence aims through the incorporation of varieties, word meaning, and discussion of images (signifier/signified). In addition, the teacher guides provide words and expressions to every presented topic, which can increase the pupils' vocabulary. The incorporation of metalexical awareness is, in my opinion, satisfactory in all four teacher guides; this is also reflected in the findings of this MA thesis.

The fourth year English subject curriculum includes metapragmatic awareness in 3 competence aims, this is a total of 27,27% of the metalinguistic awareness competence aims. Metapragmatic awareness is the most incorporated subdimension in the 10th year competence aims. The 10th year English subject curriculum includes metapragmatic awareness in 4 competence aims, this results in 36,36% of the metalinguistic awareness competence aims. As shown in the theoretical considerations of this current MA thesis, metapragmatic awareness has shown results concerning social interaction development and effective communication development (Schneider et al., 2018). The fourth year competence aims incorporate metapragmatic awareness through polite expressions, conversation rules, and the expression of thoughts and opinions. The fourth grade teacher guides align to some extent with these competence aims through adjustment in communication and politeness. However, metapragmatic awareness in the fourth grade teacher guides lacks content to align with the competence aims. The competence aims have incorporated metapragmatic awareness in

27,27% of the aims, while the two fourth year teacher guides both hold a percentage under 9%. Since metapragmatic awareness is referred to by Gombert (1993, p. 574) as: "… the knowledge of the rules for using language.", I find it surprising that this subdimension has so little incorporation in the fourth grade teacher guides. The 10th year competence aims feature communication adjusted to different purposes, recipients, and situations, for example, through varied vocabulary, idiomatic expressions, various topics and texts, and formal and informal texts. As shown in the findings, both 10th grade teacher guides provide teaching suggestions and tasks that incorporate adjustment in communication in multiple situations and to multiple audiences. This is incorporated through, for example, speeches, persuasion, and politeness. The incorporation of metapragmatic awareness is, in my opinion, satisfactory in the 10th grade teacher guides, both in percentage and content.

5.4. Possible Implications

The incorporation of metalinguistic awareness in teacher guides can provide positive implications for language learning (Andrews, 1999). As presented in the theoretical considerations, it's found that metalinguistic awareness and its subdimensions can increase reading achievement (e.g., Chiappe et al., 2002; Durgunoğlu & Öney, 1999; Nation & Snowling, 1997). The ability to recognize and correct grammatical errors and develop writing skills (Simard & Gutiérrez, 2017), is affected by metagrammatical awareness. Metapragmatic awareness can contribute to increased social interaction and effective communication (Schneider et al., 2018). This can begin to illustrate what a difference metalinguistic awareness incorporation can make and how it undoubtedly should be included in pupils' education. For education to be inclusive of metalinguistic awareness, research has shown that teachers' metalinguistic awareness can play a crucial role in pupils' metalinguistic awareness development (Andrews, 1999). Since the teacher guide provides didactic content, this can influence the teacher's metalinguistic awareness. The research by Andrews (1999) revealed that the incorporation of metalinguistic awareness in textbooks could affect the teacher's metalinguistic awareness. Because of this, teacher guides with the incorporation of metalinguistic awareness can affect teachers' metalinguistic awareness as well. This study can make teachers aware of their influence on their pupils and use this in the future education of pupils.

Recent research on the use of textbooks in Norway found that teachers in Norway mostly use textbooks in education (Munden & Myhre, 2020). This is also found in ongoing research conducted by Moller-Omrani et al. (2021), she is the coordinator of the MetaLearn

project and has found that the majority of teachers in Norway base their planning and executing of lessons on textbooks issued by Norwegian publishing houses (personal communication). Therefore, it is interesting that Norway has no requirement for approval of teaching materials (Utdanningsdirektoratet, 2020a). Since teachers are legally bound to implement all competence aims from the current national curriculum (Kunnskapsdepartementet, 1998) these should also be incorporated in teacher guides and textbooks. This research can motivate teachers and schools to investigate teaching materials before purchasing them. If/when this is done, which teaching materials include the subject curriculum and if they are pleasing in terms of content can be discovered. The incorporation of metalinguistic awareness in teacher guides should bear some resemblance to the competence aims. However, this MA thesis finds that the percentage of incorporation of the subdimensions varies between class levels even though the competence aims do not facilitate this difference. The findings of this research can help future authors of teaching materials, as well as teachers' awareness when choosing which teaching materials to use in the classroom. This present thesis can also be a starting point for further research on metalinguistic awareness in teaching materials and teaching practices in Norway and other countries.

5.5. Conclusion

This MA thesis has investigated the incorporation of the subdimensions of metalinguistic awareness in four teacher guides published in Norway and in ENG01-04. The analyses were conducted with a deductive approach of qualitative content analysis, in which the results were quantified. This was done to get a more holistic and in-depth insight into the findings. In the discussion, the findings were used to answer the four research questions in relation to theory and previous research. Research on the subdimensions of metalinguistic awareness has shown results that can develop pupils' learning outcomes when teaching a foreign language (e.g., Chiappe et al., 2002; Durgunoğlu & Öney, 1999; Nation & Snowling, 1997; Wagner et al., 1997; Gough & Tunmer, 1986; Perfetti, Landi, & Oakhill, 2005; Myhill, 2006; Simard & Gutiérrez, 2017; Schneider et al., 2018). Therefore, I was surprised when I could not find any research on metalinguistic awareness in teacher guides. This MA thesis aimed to fill a research gap and encourage schools and teachers to choose teaching material based on its content.

The findings show that metalinguistic awareness is incorporated in all the teacher guides investigated, though to varying extents. The incorporation of subdimensions of metalinguistic awareness varies across different publishing houses and grade levels. The

findings reveal that the competence aims in ENG01-04 incorporate all subdimensions of metalinguistic awareness investigated. The teacher guides included in this research did not fully meet the percentage of inclusion of these competence aims. Still, they did incorporate the content of the competence aims to varying degree. In conclusion, the topic of metalinguistic awareness has been, and I assume, will continue to be addressed in relation to language learning and teaching.

5.6. Suggestions for Further Research

The following section provides information for further research and information both teachers and authors can use as a strength in their future work. There are several methodological approaches that can be explored in research on metalinguistic awareness. As this is such a big topic, it is, in my opinion, essential to investigate the topic on various platforms. As mentioned earlier, despite an extensive search, I could not locate research on the incorporation of metalinguistic awareness in teacher guides. I found this surprising and wanted to fill this research gap. Therefore, it could be very interesting, and I would also say necessary, to continue research on teacher guides and their incorporation of metalinguistic awareness. This MA thesis is bound by size- and time limitations, so expanding the research scope and including more teacher guides could be an interesting approach.

Furthermore, it would be interesting to research how teacher guides function in classroom education. A practical approach could include interviews and observation of teachers using the teacher guides for didactic content. An approach like this could reveal in-depth information about how the teacher guides facilitates lessons with meaningful content. This could lead to an investigation of how the pupils respond to the didactic content of teacher guides. The results could provide holistic findings of whether or not the pupils respond to the content of teacher guides in a positive or negative manner. This can, for example, be measured through learning outcomes.

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8. Abstract

This MA thesis aims to investigate the incorporation of metalinguistic awareness and its subdimensions in four teacher guides for English as a subject in Norwegian schools and the new national curriculum in Norway (LK20). The subdimensions of metalinguistic awareness investigated in this MA thesis were metaphonological-, metagrammatical-, metalexical-, and metapragmatic awareness. Bialystok (2001, p. 127) states that metalinguistic awareness can occur when pupils: "…actively focused on the domain of knowledge that describes the explicit properties of language.", this MA thesis has investigated the incorporation of this term in relation to teacher guides. Teachers in Norway are bound by law to teach in accordance with the subject curricula (Kunnskapsdepartementet, 1998). However, Norwegian teachers have the freedom to choose which teaching materials they want to use, and teaching materials do not require approval from the government (Utdanningsdirektoratet, 2020a). Andrews (1999) research the term *Teacher Metalinguistic Awareness* and found that teachers can affect their pupils' metalinguistic awareness in a positive manner. The analyses of this MA thesis were conducted with a qualitative content analysis approach, in which the results were quantified. Two teacher guides from fourth grade and two from 10th grade were analyzed.

The findings of the teacher guide analyses were compared to the English subject's competence aims (ENG01-04). It was also researched if there is a difference in the incorporation of metalinguistic awareness between teacher guides provided for the fourth and the 10th grade and if the incorporation in the teacher guides aligns with the competence aims of the English subject. The findings show that metalinguistic awareness is incorporated in all four teacher guides but in different manners. Metalinguistic awareness is present in both the fourth and 10th grade competence aims. However, some subdimensions of metalinguistic awareness differ between the grades. A difference was found between fourth and 10th grade, and teacher guides align with the competence aims in some manners.

9. Norwegian Abstract

Denne masteroppgaven har som fokus å forske på hvordan metaspråklig bevissthet er inkludert i fire lærerveiledninger for engelskfaget og i læreplanen for engelsk (LK20). De subdimensjonene av metaspråklig bevissthet som er inkludert i denne masteroppgaven er metafonologisk-, metagrammatisk-, metaleksikal-, og metapragmatisk bevissthet. Bialystok (2001, p. 127) påpeker at metaspråklig bevissthet kan oppstå når elever "... aktivt fokuserer på kunnskapsområdet som beskriver språkets eksplisitte egenskaper." Denne masteroppgaven har undersøkt inkluderingen av dette begrepet i lærerveiledninger. Lærere i Norge er lovpålagt å undervise i samsvar med kompetansemålene som er satt i hvert fag (Kunnskapsdepartementet, 1998). Allikevel har norske lærere metodefrihet til å velge læremateriale, og læremateriale krever ingen godkjenning fra regjeringen (Utdanningsdirektoratet, 2020a). Andrews (1999) forsket på begrepet *Lærerens metaspråklige bevissthet*, og fant at læreres metaspråklige bevissthet kan påvirke elevenes metaspråklige bevissthet på en positiv måte. Analysene i denne masteroppgaven ble gjennomført med kvalitative innholdsanalyser, hvor resultatene ble kvantifisert. Det ble forsket på to lærerveiledninger for fjerde trinn og to lærerveiledninger for 10. trinn.

Funnene fra analysene av lærerveiledningene ble sammenlignet med kompetansemålene for engelskfaget (ENG01-04). Denne masteroppgaven undersøker også om det er en forskjell på inkludering av metaspråklig bevissthet mellom fjerde og 10. trinn, og om inkluderingen i lærerveiledningene er i tråd med kompetansemålene for engelskfaget. Funnene viser at metaspråklig bevissthet er inkludert i alle fire lærerveiledningene og i kompetansemålene. Det ble funnet forskjeller mellom fjerde og 10. trinn, og lærerveiledningene er i tråd med kompetansemålene på noen områder.

Appendices

Appendix 1: Engelsk 4

Subdimension	Unit within subdimension	Page	Teaching suggestion/task (subheading in the teacher guide)
Metaphonological, metalexical	Phonemes, signifier/signified	18	Innlæring av ordbank
Metalexical	Word meaning	19	Arbeid i workbook
Metalexical	Word meaning	19	Lek
Metaphonological	Phonemes (uttale)	20	Introduksjon
Metalexical	Signifier/signified, word meaning	20	Øve med ordbank
Metalexical	Signifier/signified, word meaning	20	Arbeid i workbook
Metalexical	Word meaning	21	Arbeid i workbook
Metalexical	Word meaning	22	Arbeid i workbook
Metapragmatic, metaphonological	Adjustment in speech, alliterattion, rhythm, rhyme, stress	22	Oppsummering
Metaphonological	Rhyme	24	Bevegelsesregle
Metalexical, meta grammatical	Word meaning, word classes	25	Funfacts
Metaphonological	Phonemes	26	Pararbeid
Metagrammatical, metalexical	Concord, signifier/signified	28	Muntlig aktivitet, there is/there are
Metagrammatical	Concord	28	Arbeid I workbook
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Appendix 3: Engelsk 10

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Metaphonological	Alliteration	11	Suggestion
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Metaphonological	Rhyme, rhythm	12	Write a poem
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Meta grammatical	Word classes	19	Scaffolding
Meta grammatical	Word classes	20	Suggestion
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Meta grammatical	Word classes	20	Synonyms and antonyms
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Metapragmatic?	Rhetorical devices	30	Scaffolding
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Metapragmatic, metagrammatical	Adjustment in speech, concord	35		Structure your speech
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Metalexical	Signifier/signified	37		Leading and following
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Meta grammatical	Word classes	44		Adjectives and adverbs
Metapragmatic, metalexical	Rhetorical devices, word classes	44		Antonyms and synonyms
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Metalexical	Signifier/signified	46		Suggestion
Metagrammatical	Concord	49		Subject-verb agreement
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Metaphonological	Pronunciation	60		Suggestion

Metalexical	Word meaning	60		Find the focus words
Metalexical	Word meaning	61		Habitat
Metalexical	Word meaning	61		Q & A
Metalexical	Word meaning	61		Work with words
Metalexical	Word meaning	61		Suggestion
Metalexical	Word meaning	62		Scaffolding
Metapragmatic	Rhetorical devices	66		Scaffolding
Metalexical	Word meaning	66		Scaffolding
Metagrammatical	Nouns	66		Countable and uncountable nouns
Metagrammatical	Nouns	67		Countable and uncountable nouns
Metagrammatical	Quantifiers, nouns	67		Work with some and any
Metagrammatical	Nouns	67		Scaffolding
Metagrammatical	Nouns	68		Scaffolding
Metalexical	Signifier/signified	71		Suggestion
Metapragmatic	Adjustment in speech	72		Act out the scene
Metalexical	Signifier/signified	74		Before reading
Metapragmatic	Adjustment in speech	76		Assessment
Metalexical	Word meaning	77		Use your notes to retell
Metalexical	Word meaning	77		Define words
Metapragmatic	Adjustment in speech	77		Give a presentation
Metapragmatic	Adjustment in speech	77		Assessment
Metalexical	Signifier/signified	79		Discussing images

Metalexical	Signifier/signified	80	Plan your writing
Metagrammatical	Correction	81	Structure your informative article
Metagrammatical	Correction	81	Scaffolding
Metagrammatical	Concord	82	Scaffolding
Metalexical	Signifier/signified	82	Assessment
Metalexical	Signifier/signified	82	Describe the photo
Metalexical	Signifier/signified	82	Earth under pressure
Metapragmatic, metaphonological	Adjustment to situation, rhythm, rhyme	83	Suggestion
Metalexical	Signifier/signified	86	Discussing images
Metagrammatical, metalexical	Contractions, signifier/signified	87	Write flash fiction #2
Metapragmatic	Adjustment to speech	87	Assessment
Metagrammatical	Correction, concord	88	Scaffolding
Metapragmatic	Rhetorical devices	90	Scaffolding
Metapragmatic	Rhetorical devices	90	Suggestion
Metaphonological	Rhyme, rhythm	90	Identify the structure
Metapragmatic	Rhetorical devises	90	Interpret the lyrics
Metagrammatical	Nouns	91	Work with nouns
Metaphonological, metapragmatic	Rhythm, rhyme, rhetorical devises	91	Suggestion
Metalexical, metagrammatical	Word meaning, nouns	91	Scaffolding
Metaphonological, metapragmatic	Rhetorical devices, rhythm, rhyme	92	Write a song lyrics
Metagrammatical, metalexical	Signifier/signified, contractions	93	Write flash fiction #3

Metagrammatical	Nouns	97	Countable and uncountable nouns
Metagrammatical	Nouns	97	Work with nouns
Metagrammatical	Nouns	97	Write sentences
Metagrammatical	Nouns	97	Scaffolding
Metalexical	Word meaning	100	Explain the title
Metapragmatic	Adjustment to situation	101	Suggestion
Metagrammatical	Nouns, quantifiers	102	Language and grammar
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Metalexical	Signifier/signified	105	Discussing images
Metalexical	Word meaning	106	Scaffolding
Metalexical	Word meaning	106	Work with focus words
Metaphonological	Phonemes	107	Sit or stand
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Metagrammatical	Morphological	107	Citizenship
Metalexical	Word meaning	111	Work with words
Metalexical	Signifier/signified	113	Create a poster
Metapragmatic	Adjustment in speech	113	Assessment
Metalexical	Repetition	115	During reading
Metapragmatic	Adjustment in speech	116	During reading
Metapragmatic	Adjustment in speech	117	Suggestion
Metapragmatic	Adjustment in speech	117	Assessment
Metalexical	Signifier/signified	118	Suggestion

Metapragmatic	Adjustment in speech	118	Suggestion
Metapragmatic	Adjustment in speech	118	Malala´s message
Metagrammatical	Concord, linking words	120	Assessment
Metalexical	Signifier/signified	120	Discussing images
Metagrammatical	Linking words	121	Reflect on Norwegian schools
Metagrammatical	Modal auxiliary verbs	121	Find modal auxiliary verbs
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Metalexical	Word meaning	122	Scaffolding
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Metapragmatic	Adjustment to situation	124	Give advice
Metagrammatical	Modal auxiliary verbs	124	Work with modal auxiliary verbs
Metalexical	Signifier/signified	132	Describe the photo
Metaphonological	Pronunciation	133	Assessment
Metalexical	Word meaning	136	During reading
Meta grammatical	Word classes	136	During reading
Meta grammatical	Word classes	139	Scaffolding
Metalexical	Signifier/signified	140	Discussing images
Metalexical	Signifier/signified	141	Create your utopia
Metapragmatic	Adjustment in speech	145	Write a letter
Metagrammatical	Modal auxiliary verbs	145	Suggestion
Metapragmatic,	Modal auxiliary	145	Assessment

metagrammatical	verbs, adjustment in speech		
Metalexical	Word meaning	150	Main targets
Metagrammatical	Modal auxiliary verbs	150	Language and grammar
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Metalexical	Signifier/signified	153	Suggestion
Metaphonological	Pronunciation	154	Scaffolding
Metalexical	Word meaning	154	Refugee and refuge
Metalexical	Word meaning	154	Reflect
Metalexical	Word meaning	155	Obstacles
Metalexical	Word meaning	155	Write definitions
Metalexical, meta grammatical	Word classes, word meaning	155	Scaffolding
Metalexical	Word meaning	156	Before reading
Metalexical	Word meaning	157	During reading
Metalexical	Word meaning	159	Suggestion
Metagrammatical	Irregular verbs	161	Work with irregular verbs
Metalexical	Word meaning	163	During reading
Metagrammatical	Syntax (linking words)	167	Enaiat´s journey
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Metalexical	Word meaning	167	Background
Metalexical	Signifier/signified	168	Discussing images
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Metagrammatical	Syntax (linking words)	169	Use linking words
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Metalexical	Word meaning	172	Explain the expressions
Metalexical	Word meaning	172	Discuss the saying
Metagrammatical	Syntax (linking words)	173	Find linking words
Metagrammatical	Syntax (linking words	173	Suggestion
Metagrammatical	Syntax (linking words)	173	Suggestion
Metagrammatical	Syntax (linking words), conjugation	174	Write a reflective essay
Metagrammatical	Syntax, correction	175	Assessment
Metagrammatical, metalexical	Correction, varieties	176	Scaffolding
Metalexical	Varieties	177	Suggestion
Metapragmatic	Rhetorical devices	179	Explore language and mood
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Metalexical	Varieties	180	Identify dialect
Metalexical	Signifier/signified	184	Describe
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Metapragmatic	Rhetorical devices	186	During reading
Metapragmatic	Rhetorical devices	187	During reading
Metapragmatic	Rhetorical devices	187	After reading
Metaphonological, metapragmatic	Rhetorical devices, rhyme, rhythm	188	Close read the poem
Metalexical	Signifier/signified	189	Discussing images
Metagrammatical	Irregular verbs	190	Work with irregular verbs

Metapragmatic	Adjustment in speech	192	Assessment
Metagrammatical	Irregular verbs	194	Find irregular verbs
Meta grammatical	Word classes	196	Identity
Metapragmatic	Rhetorical devices	196	Work with similes
Meta grammatical	Word classes	197	Tone
Metapragmatic	Rhetorical devices	197	Scaffolding
Metagrammatical	Syntax, irregular verbs	199	Language and grammar
Metalexical, meta grammatical	Word meaning, word classes	202	Work with the focus words
Metalexical	Word meaning	203	Fake news
Metalexical	Word meaning	203	Pictionary
Metalexical	Word meaning	203	Suggestion
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Metagrammatical	Morphological	203	Background
Metalexical	Varieties	208	Scaffolding
Metagrammatical	Punctuation	208	Scaffolding
Metagrammatical	Punctuation	208	Scaffolding
Metagrammatical	Punctuation	208	Scaffolding
Metagrammatical	Punctuation	208	Work with punctuation
Metagrammatical	Punctuation	208	Use punctuation
Metalexical	Signifier/signified	209	Discussing images
Metapragmatic	Adjustment in speech	214	Suggestion
Metapragmatic	Adjustment in speech	214	Perform the story
Metagrammatical	Conjugation	215	The present

			continuous
Metapragmatic	Adjustment in speech	215	Suggestion
Metagrammatical	Conjugation	216	Suggestion
Metagrammatical	Conjugation	216	Practice the present continuous
Meta grammatical	Word classes	218	During rading
Metalexical	Signifier/signified	220	Suggestion
Metalexical	Signifier/signified	220	Discuss logos
Metagrammatical	Punctuation	223	Write an analysis
Metagrammatical	Punctuation, nouns	223	Assessment
Metagrammatical	Nouns	223	Scaffolding
Meta grammatical	Word classes, signifier/signified	224	Discussing images
Metalexical	Signifier/signified	226	Discussing images
Metapragmatic	Rhetorical devices	227	Communication and silence
Metalexical	Signifier/signified	228	Create an illustration
Metalexical	Signifier/signified	228	Emojis
Metapragmatic	Adjustment in speech	228	Write a play
Metaphonological	Rhyme, rhythm	228	Write a poem
Metalexical	Signifier/signified	231	Create a symbol
Metagrammatical	Correction	231	Correct the sentences
Metagrammatical	Correction, punctuation	231	Scaffolding
Metalexical	Word meaning	232	Suggestion
Metalexical	Word meaning	234	Define
Metalexical	Signifier/signified	235	Discussing images

Metagrammatical, metaphonological	Pronunciation, punctuation, conjugation, syntax, stress	239		Assessment
Metagrammatical	Punctuation, conjugation, correction	240		Language and grammar

Appendix 4: Enter 10

Subdimension	Unit within subdimension	Page	Subheading
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Metapragmatic	Adjustment	7	Oppstart
Metalexical	Signifier/signified	7	Bildet
Meta grammatical, metalexical	Punctuation, word meaning	8	Extra activities
Meta grammatical, metalexical, metapragmatic	Word meaning, syntax, adjustment	9	Activities
Metalexical	Word meaning	10	Øveord
Metaphonological	Phonemes, rhythm	12	Reading circle
Metalexical	Word meaning	12	Smart vocabulary building
Metalexical, metaphonological, metapragmatic	Word meaning, rhyme, rhythm, adjustment	14	Extra activities
Meta grammatical	Punctuation, genitive	16	Apostrophes and the genitive
Meta grammatical, metalexical, metapragmatic	Punctuation, word classes, adjustment	17	Activities
Metalexical	Synonyms	18	Warm-up
Meta grammatical	Punctuation	18	Extra activities
Meta grammatical, metalexical	Verbs	18	Activities
Meta grammatical	Word meaning, word classes	20	Warm-up
Metaphonological	Phonemes	20	Gay or guy !!
Metalexical	Word meaning	21	Øveord
Metapragmatic	Adjustment	21	Campaign slogans

Meta grammatical, metaphonological	Correction, rhythm, phonemes	22		Extra activities
Metalexical, metagrammatical	Word meaning, phrasal verbs	23		Activities
Metalexical	Signifier/signified	25		Activities
Metaphonological	Phonemes	27		Practice pronunciation !!
Metalexical	Word meaning	27		Øveord
Meta grammatical	Word classes	27		Extra activities
Metapragmatic, meta grammatical	Adjustment, syntax, phrasal verbs	28		Activities !!
Metalexical	Signifier/signified	30		Warm-up
Metaphonological	Rhyme, rhythm	30		Extra activities
Metalexical	Word meaning	36		Øveord
Metapragmatic	Adjustment	37		Play woth Shakespeare quotes
Metapragmatic, metaphonological,	Adjustment, pronunciation	40		Extra activities !!
Meta grammatical	Word classes	40		Activities
Metapragmatic	Adjustment	42		Warm-up
Meta grammatical	Phrasal verbs	43		Phrasal verbs
Metalexical	Word meaning	44		Extra activities
Meta grammatical	Syntax	44		Sum up
Metapragmatic	Adjustment	45		Move on – speaking
Metalexical	Word meaning	47		Topic words
Metalexical	Word meaning	56		Øveord
Metaphonological, metalexical	Pronunciation, word meaning	57		Flock reading
Metapragmatic	Adjustment	58		Extra activities

Meta grammatical	Conjugation	60		Passive voice !!
Metalexical, meta grammatical	Word meaning, conjugation	60		Activities
Metalexical	Word meaning	62		Øveord
Meta grammatical	Word classes	62		Teksttype
Metalexical, metaphonological	Word meaning, varieties, pronunciation, phonemes	63		Språkelige ulikheter innad I USA. !!
Metalexical	Word meaning	64		My adopted word
Meta grammatical, metalexical	Conjugation, word meaning	66		Activities
Metaphonological, metapragmatic	Poem, adjustment	69		Muntlig stafett
Metaphonological, metalexical	Pronunciation, varieties	70		American English Pronunciation
Metalexical	Varieties	70		Extra activities
Metalexical	Varieties, word meaning	71		Activities
Metalexical	Signifier/signified	72		Warm-up
Metalexical	Word meaning	73		Øveord
Metapragmatic	Adjustment to situation	74		Civil Rights Movement Campaign
Metalexical, metapragmatic	Word meaning, adjustment	74		Extra activities
Metalexical, meta grammatical	Word classes, word meaning	76		Activities
Metalexical	Word meaning	78		Warm-up !!
Metalexical	Word meaning	78		Øveord
Metalexical	Word meaning	80		Hot seat
Metapragmatic	Adjustment, speech	82		Extra activities

Metalexical	Word meaning	84	Warm-up
Metaphonological, metapragmatic	Pronunciation, adjustment	85	Høytlesning og opptak i lekse
Metalexical	Word meaning	86	Extra activities
Meta grammatical	Correction	87	Activities !!
Metalexical	Word meaning	88	Øveord
Metalexical	Synonyms	91	Activities
Meta grammatical	Conjugation	93	Activities
Meta grammatical	Conjugation	94	Sum up
Metapragmatic	Adjustment	95	Move on
Metalexical	Word meaning	98	Warm-up
Meta grammatical, metapragmatic	Syntax, aadjustment	99	Extra activities
Metapragmatic, meta grammatical	Adjustment, punctuation	101	Activities
Metalexical	Word meaning	102	Warm-up
Metapragmatic	Adjustment	102	Extra activities
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Metalexical	Word meaning	104	Øveord
Metalexical	Word meaning	105	Star orienteering
Metapragmatic	Adjustment	106	Extra activities
Metapragmatic, metalexical	Word meaning, adjustment	106	Activities
Metalexical	Word meaning	109	Øveord
Metapragmatic, metaphonological	Adjustment, pronunciation	110	Extra activities
Metalexical	Word meaning	116	Fixed expressions
Metalexical, meta grammatical,	Word meaning, correction,	117	Activities

metapragmatic	adjustment		
Metalexical	Word meaning	118	Øveord
Metalexical	Word meaning	118	Activities
Metalexical	Word meaning	121	Forbered elevene på lesing
Metaphonological, metalexical, metapragmatic	Poem, word meaning, adjustment	124	Oral replay
Meta grammatical	Correction	124	Peer editing
Metaphonological	Phonemes	125	Extra activities
Metalexical, metapragmatic, meta grammatical	Word meaning, adjustment, correction	127	Activities
Metalexical	Word meaning	128	Extra activities
Metalexical	Word meaning	130	Warm-up
Metalexical	Word meaning	130	Øveord
Metapragmatic	Adjustment	132	Extra activities
Metapragmatic, metalexical	Adjustment, word meaning	133	Activities
Metalexical	Word meaning	135	Øveord
Metapragmatic	Adjustment	136	Arrange a debate
Meta grammatical	Correction	138	Extra activities
Metapragmatic, metalexical, meta grammatical	Adjustment, word meaning, correction	139	Activities
Meta grammatical, metapragmatic	Correction, adjustment	140	Sum up
Metapragmatic	Adjustment, politeness	141	Move on !!
Metalexical	Word meaning	145	Vocabulary box
Metalexical	Word meaning	145	Øveord

Metaphonological, metalexical	Pronunciation, word meaning	146	Activities
Metalexical	Word meaning	148	Øveord
Metapragmatic, metalexical, metaphonological	Adjustment, word meaning, pronunciation	149	Activities
Metalexical	Word meaning	151	Øveord
Metalexical	Word meaning	151	My adopted word
Metalexical	Word meaning	153	Extra activities
Metaphonological	Phonemes, pronunciation	154	Activities
Metalexical	Word meaning	156	Øveord
Metapragmatic	Adjustment	157	A persuasive text
Meta grammatical, metalexical, metapragmatic	Syntax, word meaning, adjustment	158	Extra activities
Metapragmatic, metalexical	Adjustment, speech, word meaning	159	Activities
Metalexical	Word meaning	161	Øveord
Metalexical	Word meaning	162	Extra activities
Metaphonological, metalexical	Pronunciation, word meaning	162	Activities
Metalexical	Word meaning	165	Øveord
Metapragmatic	Adjustment	166	Act it out
Metalexical	Word meaning	167	Extra activities
Metalexical, metaphonological	Word meaning, pronunciation	170	Activities
Metalexical	Word meaning	173	Øveord
Metalexical	Word meaning	173	Hot seat
Metalexical, metapragmatic,	Word meaning, adjustment,	174	Reading circles – roles !!

metaphonological	pronunciation		
Meta grammatical	Word classes	176	Extra activities
Metaphonological, metalexical, meta grammatical	Pronunciation, word meaning, verbs	177	Activities
Metalexical	Word meaning	178	Øveord
Meta grammatical	Syntax	178	Extra activities
Meta grammatical, metaphonological	Prefixes, pronunciation	179	Activities
Metapragmatical	Adjustment	180	Move on
Metalexical, metaphonological	Word meaning, pronunciation	181	Sum up
Metalexical	Word meaning	184	Øveord
Metalexical	Word meaning	186	Øveord
Metalexical	Word meaning	187	Activities
Metalexical	Word meaning	188	Warm-up
Meta grammatical, metaphonological	Word classes, pronunciation	188	Activities
Metalexical	Word meaning	190	Warm-up
Metalexical	Word meaning	191	Øveord
Metalexical	Word meaning	192	Vocabulary self-study
Metaphonological, metapragmatic	Poem, politeness	192	Oral relay
Metalexical	Varieties, word meaning	193	Extra activities
Meta grammatical	Word classes	194	Activities
Metalexical	Word meaning	196	Øveord
Meta grammatical	Syntax	196	Extra activities
Metapragmatic, metaphonological	Adjustment, pronunciation	197	Activities

Metalexical	Word meaning	198	Øveord
Meta grammatical	Syntax	200	Linking words
Meta grammatical	Word classes	200	Extra activities
Meta grammatical, metalexical	Syntax, word meaning	201	Activities
Metalexical	Word meaning	202	Øveord
Metapragmatic	Adjustment	203	Extra activities
Metapragmatic	Adjustment	203	Activities
Metalexical	Varieties	204	Warm-up
Metalexical	Word meaning	204	Øveord
Metaphonological	Pronunciation	205	Jamacan English
Metapragmatic	Adjustment	206	Extra activities
Metalexical, meta grammatical	Word classes, word meaning	206	Activities
Metalexical	Word meaning, signifier/signified	208	Warm-up
Metalexical	Word meaning	208	Øveord
Metalexical	Word meaning	208	Flash cards
Metapragmatic	Rhetorical devices	209	Short story
Meta grammatical, metalexical	Correction, word meaning	210	Peer editing
Metaphonological, meta grammatical, metalexical	Pronunciation, conjugation, word meaning	211	Extra activities
Metalexical, metapragmatic, meta grammatical	Word meaning, word classes, adjustment	212	Activities
Metalexical	Word meaning	214	Sum up
Metalexical	Word meaning	218	Øveord
Metalexical	Word meaning	219	Extra activities

Metalexical	Word meaning	220	Øveord
Metapragmatic, metalexical	Adjustment, word meaning	220	Extra activity
Metalexical, meta grammatical	Word meaning, verb conjugation	221	Activities
Metapragmatic	Politeness	222	Warm-up
Metaphonological, metalexical	Poem, word meaning	222	Extra activities
Meta grammatical	Syntax	222	Activities
Metalexical	Wordmeaning	225	Øveord
Metapragmatic	Adjustment	226	Extra activities
Metapragmatic	Adjustment	227	Activities
Metalexical	Word meaning	229	Warm-up
Metalexical	Word meaning	229	Øveord
Meta grammatical	Verb conjugation	232	Extra activities
Metalexical, metapragmatic	Word meaning, adjustment	235	Activities
Metalexical	Word meaning	237	Øveord
Metalexical	Varieties	237	Sørstatsdialekt
Metapragmatic	Rhetorical devices	239	Å titte forfatteren I kortene
Metapragmatic	Adjustment	240	Act it out
Metaphonological, metalexical	Poem, word meaning	240	Extra activities
Metapragmatic, metalexical, meta grammatical	Adjustment, word meaning, verb conjugation	242	Activities
Metalexical	Word meaning	244	Warm-up
Metalexical	Word meaning	244	Story in an envelope
Metalexical	Word meaning	245	Øveord

Metapragmatic	Adjustment	245	Speech
Metapragmatic	Adjustment	246	Fight boy soldiers campaign
Metapragmatic, metalexical	Adjustment, word meaning	246	Extra activities
Metapragmatic, metalexical, meta grammatical, metaphonological	Adjustment, word meaning, conjugation, pronunciation	248	Activities
Metapragmatic, meta grammatical	Adjustment, verbs	250	Sum up