



Western Norway
University of
Applied Sciences

MASTER'S THESIS

Fostering the interculturally competent reader in the EFL classroom: an analysis of the teaching material accompanying literary texts in 10th grade textbooks and teacher's book.

Alexandra Litleskare Walle

Master's in Education with English Didactics

Department of Language, Literature, Mathematics and Interpreting

Supervisor: Zoltan Varga

Submission date: May 16th, 2022

I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 12-1.

Acknowledgements

This thesis concludes my five-year teacher's education at the Western Norway University of Applied Sciences, and it has most definitely been the greatest challenge during these years. It is an incredible feeling to write this acknowledgement knowing that the thesis is completed. This would not have been possible without the people I have had around me, and I am grateful to everyone who has motivated and believed in me.

First and foremost, I wish to thank my supervisor, Zoltan Varga, for the support and guidance throughout this project. Your constructive feedback has been invaluable, but what I appreciate the most is how you always cheered me up and made me feel both confident and capable. Thank you for all the time you have dedicated to my project, this thesis would not have been the same without you.

Mostly, I would like to thank my family for all their love and support. Especially my husband, Robert, who has been by my side for the last 10 years and always encourages me to do my best. There have been several times where I doubted my abilities to complete both this education and this thesis, but you always insisted and convinced me otherwise. Thank you for your incredible effort as a wonderful dad to our daughter, Nora, who came into our lives during my work with this thesis. To have our firstborn child during a pandemic and master's studies has not been carefree, but I know that I speak for the both of us when I say that her presence has brought enormous amount of laughter, joy and love to our home. You two have been the primary source of inspiration and motivation for finishing this master's thesis.

Alexandra Litleskare Walle

Bergen, May 2022

Abstract

The present master's thesis is written within the field of English didactics and investigates how 10th grade English as a foreign language (EFL) textbooks and accompanying teacher's book have the potential to foster learners' intercultural competence (IC). In today's world we encounter and interact with people from various background, who holds different beliefs and values than ourselves, more than ever before. These meetings often occur through travels, social media or in everyday life in multicultural societies. Intercultural competence is considered to be necessary for fruitful collaboration across cultures. The nature of foreign language (FL) literary texts provides the opportunity to meet and communicate with literary voices from various cultural, social and historical contexts, and it is thus a suited medium for intercultural exploration.

The principal research aim of the present study is to explore how EFL textbooks and an accompanying teacher's book have the potential to help foster intercultural learning through working with English literature. With a qualitative study, this thesis has examined how the teaching material following literary texts facilitate the elements defined in Hild Elisabeth Hoff's (2016) model of the Intercultural Reader (MIR). The two textbooks and accompanying teacher's book chosen for this project were *Aschehoug's Stages 10* (Pettersen & Røkaas, 2021) and Cappelen Damm's *Engelsk 10 Student's Book* and *Engelsk 10 Teacher's Book* (Haegi et al., 2021a/b).

The study found that the learning tasks from the two textbooks and the complementary content from the teacher's book have the potential to challenge learners to critically analyse and reflect on the complexities of literary texts from various different points of view. The analysis further revealed that the extent to which 'intercultural readers' are fostered varied a great deal depending on the textbook, and that the elements described by the MIR (Hoff, 2016) had different representation in the investigated material.

Abstract in Norwegian

Denne masteravhandlingen er skrevet innenfor fagfeltet engelsk didaktikk og undersøker hvordan lærebøker og lærerveiledning i engelskfaget for 10. trinn legger til rette for elevenes utvikling av interkulturell kompetanse (IK). I dagens verden treffer og samhandler vi med mennesker fra varierte bakgrunner, som innehar andre verdier og forestillinger enn oss selv, mer enn noen gang tidligere. Slike møtene skjer ofte gjennom reiser, sosiale medier eller i hverdagslige situasjoner i multikulturelle samfunn. Interkulturell kompetanse er ansett å være nødvendig for at samarbeid på tvers av kulturer skal være fruktbar. Fremmedspråklig skjønnlitteratur gir muligheten til å møte og kommunisere med litterære stemmer fra forskjellige kulturelle, sosiale og historiske kontekster, og det er derfor et passende medium for interkulturell utforskning.

Hovedmålet med denne oppgaven er å utforske hvordan to lærebøker og en tilhørende lærerveiledning i engelskfaget har potensialet til å fostre interkulturell læring gjennom arbeid med engelsk skjønnlitteratur. Dette kvalitative studiet undersøker hvordan undervisnings- og læringsmateriell tilknyttet skjønnlitterære tekster implementerer de ulike elementene definert i Hild Elisabeth Hoff (2016) sin modell for den interkulturelle leseren (MIR). De to lærebøkene og tilhørende lærerveiledning utvalgt i dette studiet er Aschehoug sin *Stages 10* (Pettersen & Røkaas, 2021) og Cappelen Damm sin *Engelsk 10 Elevbok* og *Engelsk 10 Lærebok* (Haegi et al., 2021a/b).

Studiet fant at lærebokoppgavene i de to lærebøkene og det komplementære innholdet i lærerveiledningen har potensialet til å utfordre elevene til å kritisk analysere og reflektere rundt kompleksitetene til skjønnlitterære tekster fra forskjellige ulike synsvinkler. Analysen viste videre at de undersøkte lærebøkene fostret 'interkulturelle lesere' i svært forskjellig grad, og at elementene beskrevet i MIR (Hoff, 2016) hadde ulik representasjon i det vurderte materialet.

Table of contents

ACKNOWLEDGEMENTS.....	I
ABSTRACT.....	II
ABSTRACT IN NORWEGIAN	III
LIST OF ABBREVIATIONS.....	V
LIST OF FIGURES.....	VI
LIST OF TABLES	VI
CHAPTER 1. INTRODUCTION.....	1
1.1 BACKGROUND.....	1
1.1.1 <i>Intercultural Competence</i>	2
1.1.2 <i>The role of FL literature</i>	3
1.1.3 <i>The Intercultural Reader</i>	5
1.1.4 <i>Textbooks</i>	6
1.2 PREVIOUS RESEARCH AND RESEARCH GAP	6
1.3 RESEARCH QUESTIONS AND AIMS OF THE STUDY	9
1.4 THE STRUCTURE OF THE THESIS	10
CHAPTER 2. THEORETICAL BACKGROUND	11
2.1 THE CONCEPT OF CULTURE.....	11
2.2 INTRODUCTION TO INTERCULTURAL COMPETENCE.....	12
2.2.1 <i>Byram's model of Intercultural Communicative Competence</i>	15
2.2.2 <i>Critique of Byram's model of ICC</i>	19
2.2.3 <i>Hoff's model of the Intercultural Reader</i>	22
2.3 THE ROLE OF THE TEXTBOOK.....	27
2.3.2 <i>Learning tasks</i>	28
CHAPTER 3. MATERIAL AND RESEARCH METHODS	30
3.1 DATA MATERIAL	30
3.1.1 <i>Rationale for choice of texts</i>	31
3.2 QUALITATIVE AND QUANTITATIVE RESEARCH METHODS	34
3.3 RESEARCH DESIGN.....	35
3.4 ANALYTICAL CATEGORIES AND PROCEDURES	36
3.4.1 <i>Categories for coding</i>	36
3.4.2 <i>Analytical procedures</i>	42
3.4.3 <i>Challenges</i>	46
3.5 RELIABILITY AND VALIDITY	46
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	48
4.1 OVERALL FINDINGS	48

4.2 THREE LEVELS OF COMMUNICATION	50
4.5 READER RESPONSE.....	56
4.6 NARRATIVE STYLE AND STRUCTURE.....	60
4.7 SUBJECT POSITIONS.....	62
4.8 TOOLS FOR THE TEACHER	65
4.9 FURTHER DISCUSSION.....	72
CHAPTER 5. CONCLUSION.....	75
5.1 SUMMARY OF FINDINGS AND CONCLUSION	75
5.2 LIMITATIONS	77
5.3 SUGGESTIONS FOR FURTHER RESEARCH	78
REFERENCES	79
APPENDICES.....	86
<i>Appendix A: List of literary texts</i>	<i>86</i>
<i>Appendix B: Results Stages 10 (Pettersen & Røkaas, 2021)</i>	<i>88</i>
<i>Appendix C: Results Engelsk 10 Student's book (Haegi et al., 2021a).....</i>	<i>89</i>
<i>Appendix D: Results Engelsk 10 Teacher's Book (Haegi et al., 2021b).....</i>	<i>90</i>
<i>Appendix E: Coding scheme.....</i>	<i>91</i>

LIST OF ABBREVIATIONS

LK20 – Knowledge Promotion Reform 2020

EFL – English as a Foreign Language

IC – Intercultural Competence

ICC – Intercultural Communicative Competence

FL – Foreign Language

FLT – Foreign Language Teaching

LK06 – Knowledge Promotion Reform 2006

MIR – Model of the Intercultural Reader

CoE – Council of Europe

CERF – Common European Framework of References for Languages

LIST OF FIGURES

<i>Figure 1: Michael Byram's model of ICC (Byram, 1997, p. 34)</i>	16
<i>Figure 2: Hild E. Hoff's "Model of the Intercultural Reader" (MIR) (2017, p. 445)</i>	25

LIST OF TABLES

<i>Table 1: Selection of literary texts in Engelsk 10 (Haegi et al., 2021)</i>	32
<i>Table 2: Selection of literary texts in Stages 10 (Pettersen & Røkaas, 2021)</i>	33
<i>Table 3: Coding category 1, "Reader and FL text"</i>	37
<i>Table 4: Coding category 2, "Reader and other readers"</i>	38
<i>Table 5: Coding category 3, "Reader and other texts"</i>	39
<i>Table 6: Coding category 4, "Reader response"</i>	40
<i>Table 7: Coding category 5, "Narrative style and structure"</i>	40
<i>Table 8: Coding category 6, "Subject positions"</i>	41
<i>Table 9: Coding example of learning tasks</i>	43
<i>Table 10: Counting of learning tasks</i>	45
<i>Table 11: Counting of units in Teacher's Book</i>	45
<i>Table 12: Results: Number of learning tasks</i>	48
<i>Table 13: Results: Levels of communication</i>	51
<i>Table 14: Results: Reader response</i>	57
<i>Table 15: Results: Narrative style and structure</i>	60
<i>Table 16: Results: Subject positions</i>	63
<i>Table 17: Results: English 10 Teacher's book</i>	67

Chapter 1. Introduction

1.1 Background

We live in a diverse world where changes happen rapidly, and our future generations need to be able to address and handle great challenges. A new national curriculum, The Knowledge Promotion 2020, hereby referred to as LK20 (The Norwegian Directorate for Education and Training, 2019), has been gradually implemented over the last two years. The curriculum provides information and guidelines for the teaching and training in 1st to 13th grade education. It functions as a framework for the content and goals of the school's education, and aims to ensure that pupils develop crucial knowledge, skills, values and attitudes necessary for an active life in society. An important goal of the curriculum is that the competences the pupils develop are relevant and beneficial today, but also future-oriented so that it can be used in ways and areas that are currently unknown (Directorate of Education, 2021). A key feature of the core curriculum, which describes the fundamental approach that shall direct the pedagogical practice in education, is three interdisciplinary topics: *health and life skills*, *sustainable development*, as well as *democracy and citizenship*. Current societal challenges of great importance function as the basis for these topics, which all require competence, action and effort from individuals and local communities, both nationally as well as internationally (Ministry of Education, 2017, p. 13). It is a central understanding that solutions to the many problems within these areas can be found by working with the different subjects and that knowledge and collaboration is key (p. 14).

This thesis explores the topic of *democracy and citizenship* within the field of English as a Foreign Language (EFL). The curriculum states that the English subject has a central role in regard to communication, all-round education, cultural understanding and identity development (The Norwegian Directorate for Education and Training, 2019, p. 2). The approach to the topic of democracy and citizenship within the English subject evolves around the notion that learning and communicating in English can function as a door opener to the world, providing the opportunities for pupils to experience different societies and cultures, and explore other worldviews and opinions (p. 3). Today's world can be described as both global and culturally diverse, and we communicate and interact across continents and borders on a daily basis. In addition, most societies today include citizens from various

different religious, cultural and political backgrounds. Michael Byram (1997) argued that one of the purposes of foreign language teaching (FLT) in an educational context should develop competence for communication and interaction. The ability to successfully communicate across cultures is often described as “intercultural competence” (Hoff, 2016, p. 56). This is also the very essence of the English subject, as the learning of languages enables young learners to communicate and connect with others, and opens up for new ways to interpret the world and promote engagement (The Norwegian Directorate for Education and Training, 2019, p. 2).

This master’s thesis in English didactics seeks out to investigate how the notion of interculturality is present in EFL textbooks for lower secondary education in Norway. The premise for the study is that the ever-increasing globalisation, migration, international communication and technological innovations call for pupils to develop competences and skills in order to interact with various different people in a fruitful way. Intercultural competence (IC) may prove to be the key to successful cooperation between people from different backgrounds, and several scholars have discussed how reading and interpretation of foreign language (FL) literature may affect and promote development of IC (See for instance Byram, 1997; Fenner, 2001, 2011; Hoff, 2013, 2016). This study explores and elaborates on the connections between literary reading and IC, and consequently investigates how or to what extent learning tasks related to literary texts in EFL textbooks have the potential to promote the learners’ development of intercultural competence. The study also investigates one accompanying teacher’s book, with the intention of exploring how the literary texts and complete sets of teaching material may guide processes of text interpretation.

1.1.1 Intercultural Competence

Darla K. Deardorff (2004) suggests that intercultural competence refers to the “ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (p. 194). The English subject has a strong potential to promote such competences, as Foreign Language Teaching (FLT) has “the experience of the otherness at the centre of its concern, as it requires learners to engage with both familiar and unfamiliar experience through the medium of another language” (Byram, 1997, p. 3). Byram further argues that education for EFL has to be understood as

more than just promoting the ability to communicate and exchange information and messages. It is about communication that establishes and maintains relationships between people from different cultures and backgrounds (p. 3).

In the field of English didactics, the model of Intercultural Communicative Competence (ICC), proposed by Michael Byram (1997), has had great influence. This model consists of a combination of linguistic competences and IC, and can briefly be described as a set of qualities consisting of knowledge (*savoir*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*) and attitudes (*savoir être*) (p. 34). The last, and perhaps the most important component of the model is critical cultural awareness/political education (*savoir s'engager*), which refers to the "ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (Byram, 2008, p. 233). The goal of developing ICC is to enable learners to become 'intercultural speakers', who have the ability to interact with people of other languages and cultures (Byram, 1997). Byram's model of competences has had great influence on how intercultural competence is understood and implemented in curricula and textbooks in foreign language education (Hoff, 2018, p. 73), and a further elaboration on the model is provided in chapter 2.2.1.

1.1.2 The role of FL literature

Present-day approaches to literature in the foreign language (FL) classroom are founded on the understanding that the reading and interpretation of authentic FL literature involves intercultural encounters, meetings between 'Self and the Other', in which intercultural learning can take place (Hoff, 2013, 2016; Bredella, 2006; Fenner, 2011; Iversen, 2013). However, a prerequisite for the development of IC is that the learners are engaged in the material and active participants in the interpretation process, thus basing their understanding of the text on previous knowledge and experiences (Fenner, 2011, p. 42). Moreover, these interpretations can be presented and discussed in the classroom, thus resulting in a higher level of understanding of the text, the foreign culture and themselves. Following reader-response theory, the reading of literature is understood to be a deeply personal and productive process, where the reader has an active role in creating meaning (Iser, 1978; Rosenblatt, 1994). The reading of FL literature is also a dialogic process in a sense that inevitable misunderstandings or fail of communication require the reader to

understand why the misunderstanding took place, and then negotiate with the text to re-establish a mutual understanding (Fenner, 2018, p. 222).

There are several aspects that make the fictional texts more suitable for developing young learners' IC than factual texts. Fenner (2011) remarks that authentic FL literature represents "the personal voice of a culture" (p. 42), which the reader has the possibility to recognize and identify with (Appleyard, 1991). Fictional literature can be said to provide "a chance to meet others", and is described to be an "entryway into people and cultures distant from ourselves", which in turn may "encourage cross cultural understanding and help build empathy" (Iversen, 2013, p. 212-213). The empathy one might develop during meetings with literary voices of various different cultural backgrounds is a good starting point for developing understanding of the foreign (Bredella, 2006). Reading FL literature may also affect the learners' perceptions of other cultures, in addition to encourage revising stereotypical understandings. However, Hoff (2013) addresses how literary reading can serve to uphold learners' prejudiced attitudes and stereotypical views unless these are brought out in the open and challenged in the classroom.

Furthermore, personal engagement is considered to be an inseparable aspect of both *Bildung* and IC (see for instance Byram, 1997; Klafki, 1996), and the reading and interpretation of FL literature require personal engagement in order to make sense of the characters' experiences, values and emotions. Although factual knowledge of cultures, provided for instance by factual texts, is important for the development of IC, it is considered to be only a part of the competence that is required for the learners to be socialised into foreign cultures (Fenner, 2011, p. 42). Because fictional texts may engage readers on a more profoundly personal level, they are better suited to encourage learners' involvement and independent reflection (Fenner, 2001).

Finally, interaction with FL literature can also have an impact on the learners' perception of themselves and their worldviews. Consequently, it can foster their own sense of identity and expand their intercultural perspectives (Hoff, 2013, p. 28). However, in recent years there has been increased focus on standardisation and testability in all levels of education. A potentially practical consequence of this may be that FL literature is treated as just a means to an end, in a sense that it is used to teach for instance cultural phenomena or reading

skills. A result of this may be that analytical and aesthetic approaches to literature are neglected, which further limits the learners room for personal involvement and critical thinking associated with intercultural learning (Hoff, 2017, p. 443).

1.1.3 The Intercultural Reader

Hild Elisabeth Hoff (2019) discusses in her doctoral dissertation how intercultural encounters are a part of our daily lives due to increased migration and digital technologies. This situation calls for the ability to interact with people from various different cultural, political and religious backgrounds (p. 3). Considering the increased levels of political polarisation, racism, xenophobia and extremism seen in recent years, one may argue that there are also increased possibilities for misunderstandings and disagreement in intercultural encounters and when “exploring issues of interculturality” in the classroom (p. 4). In light of this, it is important to address what it means to be interculturally competent today, and to discuss how education can promote and foster intercultural learning processes that make pupils able to handle 21st century challenges (p. 4).

With this backdrop, Hoff (2019) points to how literary reading may promote pupils’ ability to handle these challenges. She proposes a reconceptualised understanding of intercultural communicative competence by focusing on literary reading in the foreign language classroom. Her model for the Intercultural Reader (MIR), is based on Byram’s (1997) model of ICC, and explores and demonstrates how the processes of interpretation of FL texts may operate at three levels of communication (Hoff, 2016).

Whereas Byram’s model of ICC has its primary focus on dialogues in real-time, face-to-face encounters, Hoff (2020) argues that encounters with texts, literacy and different social media may also be regarded as intercultural encounters (p. 63-64). Readers of FL literature has the opportunity to communicate with voices from various different social, historical and cultural contexts, and these encounters may enhance the readers understanding of the nature of intercultural communication (Hoff, 2016, p. 60-61). Processes of text interpretation differ from real-time communication as they allow for more reflection and critical distance. This is because the reader has the possibility to re-read or revisit the text several times, and to use a range of analytical approaches and take on different “vantage

positions” in the communication process. Bearing this in mind, the reading of FL texts can provide opportunities for multifaceted analysis of intercultural communication (p. 53-54).

The qualities of a “competent, creative and flexible” (Hoff, 2016, p. 61) ‘intercultural reader’ will be further discussed in the second chapter.

1.1.4 Textbooks

Whenever a new curriculum is implemented, new and revised textbooks are published and put in use in schools across the country. According to Fenner and Ørevik (2018), textbooks in an educational context are books that function as a source of tasks and texts that may be useful for teaching (p. 354). Research has shown that textbooks have a high status in today’s school, and often function as an important tool for planning (Juuhl et al., 2010, p. 18).

Teachers are often short on time, and most teachers will have to rely on the textbook for the planning of and carrying out lessons on different occasions. Textbooks were considered to be the main learning material used in primary and lower secondary education (p. 18).

It is important to notice that the last couple of decades have been characterized by a great technological development and shift, and that the use of textbooks in the classroom may have changed since 2010. Still, a study published in 2016 shows that the use of textbooks is still prevailing in the English classroom (Gilje et al., 2016, p. 52). Considering the possible impact the textbooks have on the teaching and training in Norwegian formal education, it is crucial to critically assess and evaluate the textbooks in order for further didactic development (Juuhl et al., 2010, p. 10).

1.2 Previous research and research gap

Research regarding the relationship between education and I(C)C development is a broad field, and extensive research has been carried out on different textbooks, literary texts and learning tasks in recent years. Several projects on EFL textbook have investigated and explored the notion of IC and ICC, and discussed how the content of the textbooks possibly facilitate students’ intercultural learning. This research has mainly been on master’s level, but there are also some relevant PhD dissertations. This sub chapter points to and comments on relevant Norwegian studies within the field of IC/ICC in EFL textbooks.

Several projects have focused on intercultural competence in EFL textbooks for the upper secondary level during the last decade. Agnes H. B. Nygaard (2014) investigated in her master's thesis how textbook tasks promote students' intercultural communicative competence. Her thesis provided an analysis of tasks related to fictional and factual texts about multiculturalism from four different textbooks for International English at upper secondary level. The analysis was based on Byram's model of ICC (1997), as she investigated whether the different tasks had the potential to promote some or all aspects of the model. Her conclusion was that the investigated textbooks were, to a certain extent, suitable to promote students' development of ICC. She discussed and pointed to the fact that reflection tasks, i.e., tasks that are open and aesthetic, have the best potential to foster such competences. The textbooks did not rely too much on reflection tasks, and only some were considered to possibly promote all *savoirs* suggested in the model of ICC (Byram, 1997). She further discussed the significance of understanding of "self" when it comes to how one understands "the other". Nygaard then concluded that the textbooks emphasised understanding of "the other", but there were too few tasks that had the potential for developing all aspects of ICC, especially related to students' understanding of their own "self".

Furthermore, Benedicte M. Knudsen (2016) also looked more closely at learning tasks in EFL textbooks for upper secondary level, and considered whether and to what extent tasks related to prose fiction texts, had the potential to promote learners' development of ICC. She investigated whether the tasks were *efferent* or *aesthetic*, and open or closed, as this affects the tasks' potential to foster intercultural learning. Her study showed that the tasks with the potential to promote all *savoirs* were typically reflection tasks or role-playing tasks. Knudsen's study revealed that many tasks showed no connection with the prose fiction texts at all, and the ones that did usually only served to check comprehension. She then concluded that a lot of the potential of working with prose fiction texts were lost (2016, p. 105).

These theses (Nygaard, 2014; Knudsen, 2016) all concentrate on different aspects of EFL textbooks for upper secondary level. The present study addresses EFL textbooks for lower secondary school, and other studies at this level can thus be even more relevant. An earlier doctoral study by Ragnhild Lund (2007), addressed the concept of culture in the curriculum

from 1997 (Læreplanverket 1997, abbreviated to L97) and textbooks for the EFL classroom for the lower secondary school. Her findings were that the L97 curriculum stressed a need for intercultural learning, but the textbooks made few attempts to develop this skill. The textbooks presented different people for a variety of countries and provided information about other cultures, but there was little emphasis on interculturality. She concluded her study by stressing the need for future textbooks to include more intercultural content.

Kari N. Mosand (2019) master's thesis investigated which aspects and objectives from Byram's model of ICC (1997) were addressed in learning tasks related to the topics of "The US" and "South Africa" in three 10th grade EFL textbooks. A key finding was that half of all the tasks related to the chosen topics, addressed at least one objective from Byram's model. Her over-all conclusion was that a significant amount of the tasks could be said to promote ICC, but the majority only promoted surface-level knowledge and reflection about the text. She further stated that it can be discussed whether the textbooks alone can provide sufficient opportunities for reflection and learning on an appropriate level in order for the students to develop intercultural communicative competence.

New textbooks have been published after the implementation of the new curriculum, the Knowledge Promotion Reform (LK20), and Ingvild M. Østrem (2021) investigated in her master's thesis how effectively three different EFL textbooks for 8th grade facilitate the development of intercultural competence. The first part of her analysis was based on Byram's model of ICC, but she also analysed and discussed whether the textbooks accommodated intercultural guidelines from LK20. The overall findings of the study were that the distribution of learning tasks linked to factors of Byram's model of ICC was not equally prioritised. Her study showed that there was an extensive emphasis on tasks that promoted the development of knowledge, but few that facilitated development of critical cultural awareness. However, the study also revealed that the textbooks did not accommodate all guidelines on developing intercultural understanding as put forth by the curriculum.

To sum up, all the studies mentioned above showed that examined EFL textbooks for the lower and upper secondary school had the potential to promote student's development of IC (Nygaard, 2014; Knudsen, 2016; Lund, 2006; Mosand, 2019; Østrem, 2021). However,

several pointed to the lack of tasks that encouraged a deeper understanding and higher level of reflection, which in turn could help students develop IC (see Mosand, 2019, p. 72; Østrem, 2021, p. 127).

According to Hoff (2019) there is a need for “further, critical investigation of how the overarching aims for the School of the Future are operationalized through specific curricular learning aims pertaining to interculturality and literary reading, as well as in new textbooks (...) [published] in response to curricular reforms” (p. 112). Østrem (2019) is the only other relevant study, known to the researcher, that provided an analysis of newly published EFL textbooks for lower secondary school that investigated the books’ potential to promote IC. One can thus argue that there is need for more research on the content of the new textbooks, which is what this study aims at providing. This analysis may fill a gap in the research field by providing an in-depth analysis of newly published 10th EFL textbooks’ potential to promote the learners’ development of intercultural competence. Additionally, the respective study specifically looks at the teaching material accompanying literary texts, and the criteria for the analysis are based on Hoff’s model of the Intercultural Reader (MIR, 2016). This combination separates this study from other known previous studies, and in light of this, it may provide new perspectives to the research field.

1.3 Research questions and aims of the study

The aim of the present study is to investigate how and to what extent do literary learning tasks in EFL textbooks for the 10th grade have the potential to promote the development of intercultural competence. The study provides an analysis of the learning tasks related to literary texts in two different textbooks, where the criteria for the analysis are based on the model for the Intercultural Reader (MIR) proposed by Hild Elisabeth Hoff (2016). This model is at the centre of the study. Furthermore, the learner’s communication with the FL text may be enriched by suggestions retrieved by the teacher from the teacher’s handbook. Only one of the accompanying teacher’s books were available at the time of the study, and an analysis of its content is included. The following research questions have been developed for this study:

1. How and to what extent do learning tasks related to literary texts have the potential to activate the different levels of the MIR, and thus promote the development of *Intercultural Readers*?
2. Do the teacher's book provide tools for the teacher that may guide the learners' reading towards interculturality?

These research questions address the two different aspects of my thesis: number one is directed towards the first part of the analysis, which is a qualitative analysis of all the task sets following literary texts in the textbooks. The second part of the analysis is a qualitative analysis of the complementary content in one of the accompanying teacher's books. Such guides are often supplemented with additional information, suggestions and tasks that the teacher can use in their teaching, and my aim is to analyse whether this content can help guide the learners' reading towards interculturality. The model of the Intercultural Reader (MIR) (Hoff, 2016) has been operationalised into categories, which enabled me to analyse the tasks and additional content's potential to promote the development of "intercultural readers", which in turn may foster intercultural learning and personal development.

1.4 The structure of the thesis

This thesis consists of five chapters. The first chapter has introduced the field of research and direction of the thesis, including a presentation of the research questions I seek to answer. The second chapter presents the study's theoretical framework, where central concepts such as culture and intercultural competence are further defined and discussed. The emphasis is on how reading and working with foreign language literature in the classroom have the potential to foster intercultural learning. Hild Elisabeth Hoff's model of the Intercultural Reader (MIR, 2016) is of great importance for this thesis. In chapter three, I present and explain the data material and methodological concerns of the study, with the aim of providing detailed descriptions. The research results are then presented and discussed in the fourth chapter. Lastly, chapter five concludes the thesis, where the key findings are summarised before I discuss the study's limitations and provide some suggestions for further research.

Chapter 2. Theoretical background

This chapter accounts for the theoretical framework and central terminology of this thesis. It starts off by introducing the concept of culture, before moving over to Intercultural Competence (IC). Michael Byram's (1997) model of Intercultural Communicative Competence (ICC) has had great influence in the field of foreign language didactics, and a presentation of the model is thus included. However, the model has been criticised in recent years, and new theories with other focus points have been developed. Hild Elisabeth Hoff (2016) moved from Byram's 'intercultural speaker' to the 'intercultural reader', and proposed a reconceptualized understanding of the relationship between the reader and foreign language texts. Hoff's model of the Intercultural Reader (MIR, 2016) is of particular significance of the study, as it also constitutes the analytical categories for analysis and is discussed in sub-chapter 2.2.3. Finally, as the data material in the present thesis is content from EFL textbooks and teacher's book, section 2.3 discusses what role such teaching material play in the classroom.

2.1 The concept of culture

Culture is a word we frequently hear and use, but defining the concept is not an easy task. Culture is a broad concept, and there is no central theory or one single definition (DeCapua & Wintergerst, 2016, p. 12). Several different fields of study are concerned with the concept, but the understanding of it, and how it is researched varies a great deal, thus making culture a concept that is "pervasive, all-encompassing and inescapable" (p. 12). However, culture can be described in general terms as the "set of distinctive spiritual, material, intellectual and emotional features of a society or social group" (UNESCO, 2013, p. 10). The term includes at a minimum art and literature, values, ways of living, different lifestyles, beliefs and traditions within a given society. Thus making the concept a sum of assumptions and practices shared by the members of a specific group (p. 10).

Cultures are dynamic and ever changing in an on-going and continuous process (DeCapua & Wintergerst, 2016, p. 15). Individuals' view and interpretation of the world around them is to a large extent determined by the culture they are socialised in (p. 16). It is important to note that cultures are not homogenous, and that although most members of a certain culture will exhibit the same traits, values, behaviours etc., not all of them will (p. 14-15).

Cultures are themselves multiple, in a sense that they all have subcultures or subgroups that are distinguished from other groups. In fact, all members of a large culture are also belonging to a number of smaller cultures, for instance due to their work affiliation, religious convictions etcetera (p. 15). The term *cultural identity* is linked to just this, the different aspects of identity shared by members of a culture, that distinct them from members of other cultures (UNESCO, 2013, p. 10).

Culture pervades all areas of human life. Yet, a distinction in the term has been made, where culture written with a capital C and culture with a lowercase c is separated. The former is often referred to “objective culture”, or “the institutions that people have created”, which usually include art, literature, drama, classical music, dance and cuisine (DeCapua & Wintergerst, 2016, p. 18). *Big C culture*, as labelled by Kramsch (2006), was emphasised in FL education in the nineteenth century with the goal of promoting well-educated citizens and members of a cultured elite (p. 13, referred to in Hoff, 2016, p. 68). The latter is concerned with “subjective culture”, which is more psychological in nature, and includes people’s attitudes, beliefs and values, but also elements such as style of dress, norms of interaction and choice of discourse for instance (DeCapua & Wintergerst, 2016, p. 18). *Little c culture* became more included in FL subjects after the Second World War, as FL education became available for a large number of learners (Fenner, 2017, referred to in Hoff, 2016, p. 68). It is important to keep in mind that when meeting people from different backgrounds and cultures, certain characteristics are more visible than others, such as their language or dress code. Other important elements of their culture, such as their worldviews or values, are much harder to detect (Dypedahl & Bøhn, 2017, p. 55). In order for meetings between cultures to be successful, the participants should have certain competences. In this respect, the next subchapter elaborates on the concept of intercultural competence (IC).

2.2 Introduction to Intercultural Competence

Darla K. Deardorff (2020), a well-known theorist within the field of intercultural competence (IC), describes how our physical and virtual mobility is higher than ever before. This creates both the possibility and the need for us to address today’s challenges collectively. The diversity of today’s societies is continuing to increase, and when considering the turbulent times of this century, she argues that the concept of intercultural competence is crucial to human survival (p. 493). Within the field of FL didactics, IC is a central concern, but the

concept is complex and has no clear-cut authoritative definition (Hoff, 2018, p. 71). However, “inter” is a Latin word meaning “between”, and “intercultural” can thus be understood as something that happens between cultures. A short historical overview of the aspect of culture in foreign language education, is presented below. A chapter article written by Hoff (2018) has served as a point of departure for this account. The intention is to provide some context to the intercultural dimension of language teaching, before introducing the theoretical conceptions of intercultural competence.

The aspect of culture has been important in FL education for many decades, but as mentioned above, the focus moved from Big C culture to little c culture after the Second World War. In the 1970s, however, the focus in FL education shifted towards *communicative competence*, where the use of the target language in everyday situations received the most attention (Hoff, 2018, p. 68). The cultural aspect was during this time reduced to being an implicit concern in the teaching, as it functioned as the background context for the roles and dialogues learners were encouraged to rehearse. In the 1980s the focus of FL education shifted towards a more learner-oriented approach, using the learners’ interests and preferences as a springboard for teaching. A result of this was a rather narrow and stereotypical representation of English-speaking cultures (p. 68). At the end of the 1980s, a model of *communicative competence* introduced by van Ek (1986), included a sociocultural component, thus making the relationship between language and culture relevant (p. 69). Culture was now being understood as a “feature of language itself” (Kramsch, 1993, p. 8, referred to by Hoff, 2018, p. 69). This approach to FL education was further strengthened by the Council of Europe’s (CoE) efforts in including *intercultural awareness* in the concept of communicative competence in the *Common European Framework of Reference for Languages* (CEFR) (CoE, 2001). There was now recognition of the fact that individual’s cultural background functions as a point of reference when developing an understanding of foreign cultures (Hoff, 2018, p. 69).

An important goal for FL education was that it should contribute to increased dialogue and cooperation (Kramsch, 2006, p. 14, referred to in Hoff, 2018, p. 69). This idea was built on the notion that FL education should promote the development of democratic citizens able to communicate successfully across cultures. This understanding of FL education is also linked to *Bildung*, which refers to a philosophical and educational tradition from the

eighteenth century. The term is associated with the development of personal identity, moral values, critical thinking and democratic citizenship, in which encounters with otherness are regarded as central to the processes of self-development. According to this view, education should then help learners become well-rounded human beings that are able to participate in society and to communicate and mediate between different worldviews and cultures (p. 69-70).

With this backdrop then, the concept of intercultural competence is perhaps easier to make sense of. Scholars have, however, attempted to provide definitions on the concept since the late 1950s and 1960s (Deardorff, 2020, p. 493), and the term, as well as other similar terms, is much used in different disciplines, especially in the western cultures (Deardorff & Jones, 2012, p. 284). As discussed above, intercultural competence has been, and is, of great importance in the discipline of languages (p. 286). UNESCO (2013) described how *intercultural* refers to “when members of two or more different cultural groups interact or influence one another in some fashion” (p. 11). Furthermore, the word *competence* can be understood as having sufficient “skill, ability, knowledge, or training to permit appropriate behaviour [...], in a particular context” (p. 12). Deardorff (2004) suggested that intercultural competence refers to the “ability to communicate effectively and appropriately in intercultural situations based on one’s own intercultural knowledge, skills and attitudes” (p. 194). Communication is thus a central element of IC. In addition, Liddicoat and Scarino (2010) suggested that the intercultural comes about through the use of language, and that dialogues with self and others provide the opportunity to recognize how the nature of meaning is culturally dependent (p. 55). Intercultural competence thus involves the understanding of how different points of view may lead to multiple possible interpretations (Liddicoat & Scarino, 2010; Byram, 1997; Hoff, 2016).

Michael Byram and G. Zaraté introduced the concept of intercultural communicative competence (ICC) in the late 1990’s (Byram, 2009, p. 321), which in the context of FL education has been particularly influential. Byram (1997) proposed a model of ICC, describing the components that contribute to the abilities required in successful intercultural communication (p. 5). The model describes the factors in intercultural competence, but when combined with the communicative competence in foreign language teaching (FLT) and learning, it becomes a model for intercultural *communicative*

competence. This is because the objectives of FLT include the acquisition of both linguistic, sociolinguistic and discourse competence (Byram, 2008, p. 164). Since Byram's model is specifically aimed at foreign language education it is both relevant and interesting of this thesis. Thus, a closer description of the model and its components is presented in the following sub-chapter.

2.2.1 Byram's model of Intercultural Communicative Competence

Michael Byram's model of ICC (1997) has arguably been the most influential model in the field of FL didactics. It was created as a basis for teaching and assessing the knowledge, skills and attitudes that learners are considered to need in order to successfully interact with others in languages different from one's first or native language(s) (Wagner & Byram, 2018, p. 1). Byram (1997) suggests that ICC differs from IC in a sense that the latter refers to individuals communicating in their own language with other people from a different country and culture, whereas the former refers to the ability to interact with people from a different country or culture in a foreign language (p. 70). A central aim for foreign language teaching (FLT) is to enable learners to use language to interact with others, thus making the experience with otherness at the centre of FLT (p. 3).

The model describes the qualities of 'the intercultural speaker', which was a concept introduced by Byram to describe the interlocutors in intercultural communication and interaction (1997, p. 32-33). He argued that one of the outcomes of language teaching, and the key ability for the 'intercultural speaker', is that the learner should be able to see differences and similarities between the different cultures they face, and to act as mediators between people that are socialised into these cultures (2008, p. 68). In addition to be able to mediate between others, the 'intercultural speaker' also has the ability to mediate between themselves and the others (p. 68). This makes someone who is able to act as a mediator between two or more sets of beliefs, values and behaviours (p. 76). Byram's model of ICC presents the set of skills, knowledge and attitudes that are considered to be required in order for people to develop intercultural communicative competence, and thus act as intercultural speakers.

As seen in Figure 1 below, these qualities are presented as five different *savoirs*:

	Skills: Interpret and relate (Savoir comprendre)	
Knowledge: Of self and other; of interaction; individual and societal (Savoir)	Education: Political education, critical cultural awareness (Savoir s'engager)	Attitudes: Relativizing self, valuing other (Savoir être)
	Skills: Discover and/or interact (Savoir apprendre/faire)	

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

The model illustrated above shows the five different *savoirs* that make up Byram's model of ICC. The elements of intercultural competence as an aim for FLT are attitudes (*savoir être*), knowledge (*savoirs*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre* and *savoir faire*), together with critical cultural awareness (*savoir s'engager*) (2008, p. 163). A more in-depth description of these facets of the model is presented below.

The basic *attitudes* of the 'intercultural speaker' are that they meet other cultures with "curiosity and openness" and that they are ready to "suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 34). This is of great importance as both negative and positive stereotypes as well as prejudice can hinder mutual understanding in intercultural interactions (p. 34). Furthermore, there is also a need for "willingness to suspend belief in one's own meanings and behaviours, and to analyse them from the viewpoint of the others with whom one is engaging" (p. 34). This is referred to as the ability to "decentre", and in situations where the 'intercultural speaker' acts as a

mediator between themselves and the “others”, they adapt their behaviour, and underlying values and beliefs (Byram, 2008, p. 68).

The second factor in the model is *knowledge*, which refers to the knowledge the interlocutors bring to an intercultural interaction (Byram, 1997, p. 35). The ‘intercultural speaker’ has “knowledge about social groups and their cultures” in both their own country and in the interlocutor’s country (p. 35). The knowledge can be both conscious and unconscious, and is mostly acquired through formal and informal socialisation processes, for instance in education, and its presence is thus unavoidable (p. 35). The knowledge of the interlocutor’s country is usually “relational”, meaning that it is acquired during the socialisation in one’s own country or social group. If so, the knowledge is often presented in contrast to similar characteristics in one’s own (p. 36). At the basis for successful communication lies a more theoretical kind of knowledge, which is “knowledge of the processes of interaction at individual and societal levels” (p. 35). Intercultural speakers need to be aware of that they are products of their own socialisation. This understanding functions as a pre-condition for understanding their reactions towards otherness. They also need to be aware that socialisation affects the perceived “natural” ways of interaction, and that one can expect different modes of interaction in others, due to the same reasons (p. 52).

In addition to these fundamental attitudes and knowledge, the ‘intercultural speaker’ also has a set of *skills*, divided into two separate categories, namely skills of “*interpreting and relating*” and skills of “*discovering and interaction*”. The first involve the ability to “interpret a document or event from another culture, to explain it and relate it to documents from one’s own” (Byram, 1997, p. 52). The word “document” should be understood in the widest sense, and may include both textbooks, television reports etc. In order to be able to interpret foreign documents, an individual can use specific information and general frames of knowledge, usually acquired through formal education, in order to find connotations and allusions within the document. Interpretation of documents from one’s own culture, however, is often dependent on both conscious and taken-for-granted knowledge (p. 37). Byram further addressed how ethnocentric perspectives are acquired during socialisation, and that knowledge of this is required in order to be able to “read” documents from other cultures (p. 52). Ethnocentrism can be described as a “perspective or attitude in which the

society, culture, values, norms or practices of others are assessed and measured on the basis of the cultural frames of understanding that characterize one's own society" (Bertelsen, 2018, my translation). The 'intercultural speaker' is then able to see how ethnocentrism may lead to misunderstandings between people, and is in turn able to reduce dysfunction by identifying and explaining pre-suppositions in statements (Byram, 2008, p. 52). Considering this, the skill of interpreting and relating can be said to draw upon existing knowledge, and since it need not involve interaction with others than documents, the timescale of the interpretation process is up to the individual to decide (p. 37).

The second is skills of *discovery and interaction*, which involve the ability "to acquire new knowledge of a culture and cultural practices" (p. 52). Here, Byram is concerned with situations where the individual has no or little knowledge, but is able to build up relevant knowledge, in addition to gaining an understanding of the inherent beliefs, meanings and behaviours in the specific phenomena (p. 37-38). In other words, this skill enables the 'intercultural speaker' to quickly understand new cultural environments (p. 53).

Furthermore, Byram discusses how one mode of discovery is through social interactions (p. 38). The second part of this skill set is the ability "to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (p. 52). The 'intercultural speaker' is considered to be able to interact in rich and complex ways with people from unfamiliar cultures (p. 53). The different *savoirs* are strongly connected. Individuals with the skill of interaction are able to draw from their current knowledge base, hold attitudes that sustain sensitivity to others, while at the same time are able to operate the skills of discovery and interpretation. Now, we return to what was described in the beginning of the subchapter: the 'intercultural speaker' establishes a relationship between themselves and the interlocutor, but may also need to act as a mediator between other people with different origins and identities (p. 38).

Finally, Byram argues for a view of foreign language teaching that is more complex than a process of just developing skills and knowledge, and that the teaching of language and culture should foster political and critical awareness (p. 46). In his model, "Education" is at the centre, including both critical cultural awareness and political education (see figure 1 above). This factor refers to the 'intercultural speaker's' ability to "evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other

cultures and countries” (p. 53). What Byram was concerned with, is the individual’s ability to “identify and interpret explicit or implicit values in documents and event in one’s own and other cultures”, “make an evaluative analysis of the documents and events that refers to an explicit perspective and criteria”, and finally to “interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one’s knowledge, skills and attitudes” (2008, p. 233). ‘Intercultural speakers’ need to develop their critical awareness in order for them to be able to evaluate their own beliefs, values and behaviours, which is deeply embedded, as well as those of others (Byram, et. al., 2002, p. 13). The purpose is to make the learners’ values explicit and conscious in encounters with others (p. 13).

To sum up, these interlinked competences may help the ‘intercultural speaker’ to achieve effective exchange of information, in addition to establishing and maintaining relationships with others, based on mutual respect and understanding (p. 32-33). The ‘intercultural speaker’ is then a person with the ability to act interculturally, which presupposes these certain attitudes, knowledge and skills, and to act as a mediator in various intercultural encounters. Furthermore, Byram (2008) argued that “acting as mediator” is an important phrase, as it separates the “intercultural” from the “bicultural”. The ‘intercultural speaker’ is not considered to be the same as a bicultural person, that is someone who can pass as belonging to two cultural groups, although a bicultural person may be able to act interculturally (p. 76). In order to act interculturally, it is required that one is willing to suspend deep values in order to understand and empathise with values of others that are incompatible with one’s own (p. 69). The ultimate goal for the intercultural is then to help others, or oneself in meetings with others, to act together in ways that “overcome obstacles of differences”, by using their ability to decentre (p. 76).

2.2.2 Critique of Byram’s model of ICC

Even though Byram’s model of ICC has had great influence on FL education and teaching, several scholars have in recent years pointed out that the model does not reflect the complexities of today’s contemporary world (Hoff, 2017, p. 444). Some of these points of critique are discussed in the following section.

Firstly, Byram's model of ICC has been criticised for making use of a too simplistic and static notion of *culture* and *identity*, which can be said to misrepresent contemporary life and identities. In the description of the different *savoirs* and objectives, the word "country" tends to be associated with the word "culture" (Hoff, 2020, p. 58). Furthermore, different nation's cultures are often referred to in the singular, with one particular perspective. Some scholars have argued that this presents an understanding that a nation's culture is coherent, homogenous, with fixed values and beliefs (Dervin, 2016). This understanding is associated with an *essentialist* view of culture, often associated with a country or a language. A *non-essentialist* view of culture, on the other hand, is associated with a more complex picture, being both dynamic and boundless, as it may relate to any group of people, regardless of size, period of time, national boundaries etc. (Holliday, 2011, p. 5). The model thus can be said to downplay diversity and complexity, yet it does, however, include some recognition of multicultural and pluralistic societies (Hoff, 2020, p. 58). This can for instance be seen in the objectives for *savoir être*, where Byram referred to different social groups within the dominant culture (1997, p. 58). Furthermore, Hoff (2020) pointed to the fact that the model has references to social and regional identities (*savoir*; Byram, 1997, p. 60), which can be said to contradict the argument that the model represents cultural identity as a singular phenomenon. However, she further addressed how the complex intersectionality of individuals' identities was not mentioned as a relevant issue of concern in the model (p. 58).

Secondly, some scholars have questioned whether the "harmony and agreement" in the intercultural communication described in Byram's model of ICC is realistic, or should even be regarded as a constructive goal. The model does, to some extent, address conflict as a natural part of intercultural encounters (e.g. in *savoir s'engager*; Byram, 1997, p. 63-64, 101), but as Hoff (2014) argues, that the ultimate goal is seemingly to establish a "harmonious fusion of opposing worldviews" (p. 511). This impression stems from the recurrent emphasis on the intercultural speaker's mediating role throughout the description of the model (Hoff, 2020, p. 60). Central aspects of democratic citizenship and human rights education are acceptance of diversity and respect for differences (CoE, 2018, Vol. 1, p. 38), and Hoff (2014) argued that conflict and disagreement may facilitate "meaningful communicative situations in which the participants are deeply engaged, thus contributing to a higher level of honesty and involvement" (p. 514). According to Ferri (2016), the model

gives the impression that the competent 'intercultural speaker' is able to use a set of communicative tools and strategies in order to determine the outcome of the intercultural communication. This understanding can be said to ignore the many conditions that may affect the intercultural encounter. For instance, if the 'intercultural speaker' adjusts own behaviour and attitudes without being matched by the interlocutor, this may lead to an imbalance of power.

Thirdly, scholars have questioned whether it is desirable, or even possible, to assess ICC. Byram's model provides a set of objectives, which might be used to assess learners' competences. The main issue regarding assessment is not related to intercultural knowledge and skills, but assessing learners' attitudes and personal qualities may prove to be problematic, seen from an ethical perspective. In practical terms, ICC might also be very difficult to assess due to its "fluid, dynamic and unstable nature" (Hoff, 2020, p. 67). There are many factors that can affect the visibility of individuals' intercultural communicative competence, such as shyness or low self-esteem, but also the fact that the depth of the competence may reveal itself in different circumstances than the teacher has planned (p. 67). Several scholars have also proposed that ICC is an inseparable aspect of *Bildung* (Byram, 2010; Fenner, 2017; Hoff, 2014), where the purpose of education is seen as to equip individuals with knowledge and skills that can be tested, in addition to foster personal growth (Hoff, 2014). Assessing learners' ICC can be counterproductive to promoting *Bildung*, in a sense that if learners are trying to show competent behaviour and acceptable attitudes in order to "please" the teacher, their actual intercultural outlook may continue to be unchallenged. A consequence could be that the intercultural learning results in a superficial process, rather than promoting in-depth understanding and personal growth (p. 67).

The final issue of critique addressed is regarding communication contexts. Byram's (1997) model of ICC acknowledged that the development of the competences in question is a lifelong process, but the FL classroom and organised visits abroad are highlighted as suitable arenas for learning. The model can thus be said to have its primary focus on real-time, face-to-face interaction in the physical world (Hoff, 2020). However, the concept of *literacy*, defined as "the ability to identify, understand, create, communicate and compute, using printed, and written materials associated with varying contexts" (UNESCO, 2004, p. 13), has brought a focus to communication contexts beyond the physical world. Byram's model

addresses encounters with text, for instance in *savoir comprendre*, where the ‘intercultural speaker’ should be able to “interpret a document [...] from another culture, to explain it and relate it to documents from one’s own” (1997, p. 52). However, the reading of FL texts can be seen as a form of intercultural communication in itself, and the model of ICC did not provide any insights into what distinguishes processes of text interpretation from real-time communication (Hoff, 2016; 2020). Hoff (2016) therefore moved from the ‘intercultural speaker’ to the ‘intercultural reader’, by proposing a reconceptualised understanding of ICC through a focus on literary reading. The model of the Intercultural Reader (MIR) is described in the following subchapter.

2.2.3 Hoff’s model of the Intercultural Reader

As discussed above, Byram’s model of ICC described the ideal ‘intercultural speaker’s’ engagement with both individuals and texts from foreign cultures. However, Hoff (2016) argues that aspects of the reader-text relationship are unclear in the model’s description. She then proposed that the “constitution of a profoundly engaged, analytical and creative “intercultural reader” may add a new dimension to Byram’s original concept” (p. 52). The qualities of the ‘intercultural reader’, including a descriptive model of the communication processes involved in FL language reading is presented in the following chapter.

Text interpretation differs from real-time communication in several ways, and Hoff (2016) argues that the reading of FL text provides the opportunity for a “multifaceted analysis of intercultural communication” (p. 54). The major difference between reading and other social interactions is that the text is not able to adapt itself to each reader, and the “gaps” of the text has to be filled by the reader’s projections. Oral real-time communication requires a somewhat immediate form of understanding, whereas the dialogue between the text and the reader can be described as more deliberative and reflective in style. This is because the reader of a text has the option to reflect on and re-read passages of interest, in addition to the reader’s opportunity to re-visit the text several times using a range of analytical approaches in order to fill the gaps in the text. The amount of reflection and critical distance that may be involved in text interpretation, does not characterise face-to-face encounters (p. 53-54).

Hoff (2016) sums up the qualities of a “competent, creative and flexible” ‘intercultural reader’ in five points. The first is that the he or she “regards the reading of FL texts as a form of intercultural communication” in itself, and “understands how the nature of text interpretation allows her to explore the complexity of this type of communication from a number of different vantage positions” (p. 61). This first point establishes that the reading of foreign language texts should be considered as intercultural communication, and it further addressed how a competent ‘intercultural reader’ is aware of the advantages of text interpretation. Furthermore, reading FL texts provides the opportunity to communicate with literary voices from numerous different contexts, as it is not restricted by time and space. However, the multivocality of texts makes the interpretation process a complex endeavour, as a number of different identities must be discerned during reading (p.60)

The second is that the ‘intercultural reader’ regards “conflict and ambiguity as catalyst for communication rather than as communicative difficulties to be overcome”, and “consequently seeks out and explores such conditions both in terms of her own emotional response to the FL text and as inherent aspect of the text itself” (p. 61). Hoff (2014) speaks of the inevitable misunderstandings, conflict and ambiguity involved in all foreign language communication, whether it being encounters with literature or people. These situations may facilitate “meaningful communicative situations” where the participants are “deeply engaged”, contributing to a “higher level of honesty and involvement” (p. 514). The ‘intercultural reader’ explores her own feelings towards the text, thus contributing to a higher level of intercultural learning and understanding. This level of personal investment is needed if the intercultural dialogue is to promote the development of the learners’ identities, as well as to affect their ways of thinking (p. 514).

The third description is that reader “takes into account how the FL text may communicate with other contemporary and prior texts and readers as she attempts to fill the “gaps” in the reading process” (p. 61). Due to the lack of space and time constraints, the ‘intercultural reader’ has the possibility to consider how a range of prior and contemporary readers experience a specific FL text. She may also consider the fact that different pieces of literature may address the same themes or events, and that all texts communicate with other texts, both contemporary ones and those of other historical periods. Furthermore, “this venture involves exploring the effects of her own cultural, social and historical subject

positions as well as those of the FL text itself, other texts, and other readers” (p. 61). The ‘intercultural reader’ is also interested in exploring *how* and *why* social, cultural and historical subject positions may lead to diverse interpretations. The reading of literary texts is subjective in nature, and diverse and opposing perspectives can be found among readers within a given culture. Hoff further addressed how focusing on the individual rather than collective aspect of intercultural communication, may lead to an understanding of cultural identity as a multidimensional and dynamic concept (p. 60).

The fourth quality is described as the ‘intercultural reader’s’ ability to “take into account how discourse both reveals and conceals something about the nature of being, and is consequently concerned with the effects of different narrative styles and structures” (p. 61). The reading and interpretation of FL texts include communication with diverse voices, which are affected by the narrative styles and structure of the text. How the text speaks to the reader, and the reader’s response, are both affected by a number of different factors, such as point of view, the use of symbols, the plot or theme of the text. Any intercultural encounter is affected by deliberate and subconscious choices of expression, but the nature of text interpretation allows for analysing the effects of these choices (p. 60). Furthermore, the ‘intercultural reader’ looks “beyond the surface of the FL text” and “develops a critical awareness of how she and others communicate” (p. 61). Bakhtin’s (2006) terms “heteroglossia” and “polyphony” were used to illustrate the complex nature of interhuman communication. These terms refer to the understanding that any utterance bears traces of other voices and discourses, which further entails that a multiplicity of possible interpretations must be considered and negotiated in order to understand human discourse, or a text (Hoff, 2016, p. 59).

The last quality is that the ‘intercultural reader’ regards encounters with FL literature as a “creative undertaking that entails challenging prior understandings and constructing new, creative interpretations” (p. 62). By considering how texts communicate with a wide variety of other texts and readers, the ‘intercultural reader’s’ prior understandings, as well as those of others, are challenged, resulting in new interpretations (p. 61). This view is also shared by Fenner (2001) when she suggested that “the more gaps there are in the text itself, the more the interpretation will vary, because the reader is an active creator of meaning, reading literary texts is not a receptive process, but a productive one” (p. 24). The reader is thus

understood as an active creator of meaning, which also connects to reader-response theory (Iser, 1978; Rosenblatt, 1995).

Furthermore, Hoff (2016) suggests that the ‘intercultural reader’s’ engagement with the FL text operates at three, interlinked levels of communication. All three levels of communication involve the reader’s cognition and emotion, in addition to the reader’s consideration of the effects of the narrative choices, and the various historical, cultural and social positions of the readers(s) and text(s) (p. 62). This suggestion is illustrated below.

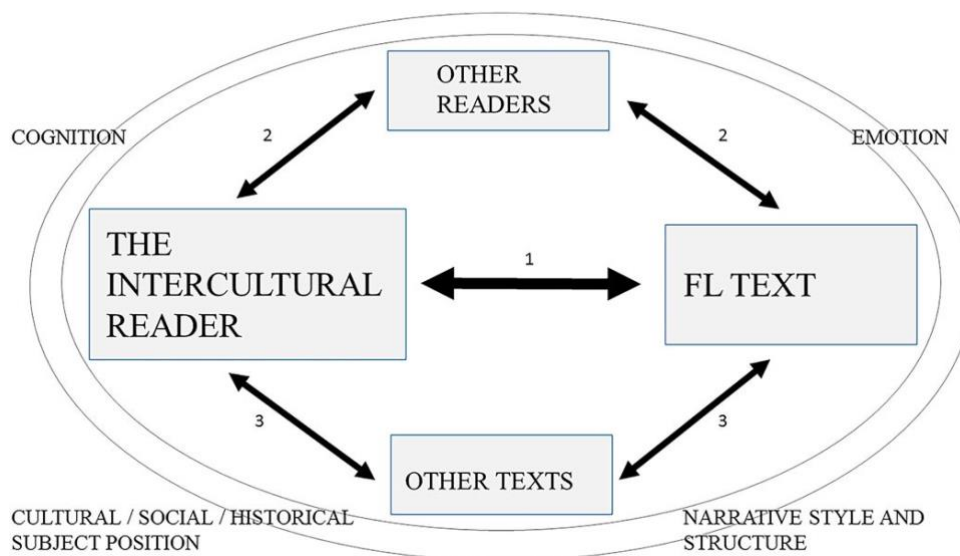


Figure 2: Hild E. Hoff’s “Model of the Intercultural Reader” (MIR) (2017, p. 445)

The first level of communication described in the model above is the ‘intercultural reader’s’ engagement with the multiple voices inherent in the FL text. What Hoff is concerned with is the communication between the reader and the protagonist or other characters in the text. These often represent the most accessible voices in the text, and will often trigger the initial emotional response. At this level, the reader may also consider the implied author or reader. This requires more abstract thinking and critical investigation of the narrative, and it can also require external research (62).

The second level of communication describes the ‘intercultural reader’s’ consideration of how other readers may communicate with the FL text, and how distinctive subject positions make different interpretations of the text. This investigation may include both contemporary and prior readers from many different cultures, for instance the cultures of

the characters in the text or readers from cultures with no connection to the reader or the text itself. The 'intercultural reader' also considers a variety of diverse interpretations among readers within a given culture. These considerations may take place on an abstract or a concrete level, depending on whether the perspectives of other's can be accessed. Democratic and sociocultural processes of text interpretation, for instance through collaborative discussions in the classroom, may contribute to an understanding of cultural identity as a complex phenomenon, as it allows for different subjectivities to be recruited and considered (p. 62). Additionally, the reader may also visit book reviews or alternate versions of the text at this level of communication. In order to imagine how the text may be perceived by other points of view, when there are no other sources of perspectives available, one must rely on previous knowledge of foreign cultures (*savoir*) and project ourselves into the position of another (*savoir être*) (p. 62). However, it is important to note that this endeavour must involve reflection upon how literary reading is very subjective in nature, and that individuals have multiple, complex identities which makes it difficult to foresee other's responses to given texts (p. 63).

At the third level, the 'intercultural reader' considers how FL texts may communicate with other texts. The focus is that the reader compares and contrasts texts from different genres, time periods and cultures in order to identify aspects of intertextuality. Intertextuality is built on the view that "each word tastes of the context and contexts in which it has lived its socially charged life; all words and forms are populated by intentions" (Bakhtin, 2006, p. 293, cited in Hoff, 2016, p. 59). The 'intercultural reader' also explores how other subject positions and alternate narrative choices affect the understanding, by juxtaposing the FL text with other texts (Hoff, 2016, p. 63).

The act of reading should be regarded as a dynamic process where the reader moves back and forth between the different levels described in the model above (p. 63). This process eventually leads to gradually increasing awareness of the complexities of the text, as well as the interpretation process. Furthermore, literary, linguistic and cultural competence cannot be separated when it comes to the reading of FL texts, as the communication process is affected by the historical, social and cultural subject positions of the literary voices and the readers, as well as the effects of the narrative style and structure of the text (p. 63).

The model proposed by Hoff (2016) can also be used to inform teaching procedures and reading practices in the FL classroom. She discusses how a central task for the teacher is to help learners notice potential gaps in the texts, and in turn encourage them to explore these from various different “vantage positions”, involving all the three levels of communication described in the model (p. 64). If the learners are explicitly encouraged to explore feelings of tension, discomfort or confusion during the reading process, the effect of negotiation meaning from the gaps of the texts may be enhanced. This is because the subject’s personal and emotional involvement is understood to be essential to the development of IC (Byram, 1997, 2010; Fenner, 2001, 2011; Hoff, 2016).

2.3 The role of the textbook

The current curriculum (LK20) does not suggest or prescribe any specific learning materials, and it is ultimately up to the teachers to decide what sources to use to support learning. However, research shows that the textbook has a dominant role in primary and lower secondary school (Gilje et al., 2016; Juuhl, et al., 2010). Many teachers report that the extensive use of textbooks is a practical concern, in a sense that it functions as a tool for planning (Juuhl et al., 2010, p. 18) and structuring a course (Hodgson et al., 2010, p. 87). Gilje et al. (2016) found that the textbook is especially dominant in the English classroom, where 70 percent of the respondents teaching 5th to 10th grade, stated that the paper-based textbooks is their primary resource for teaching (p. 52).

Developing and locating appropriate learning material is a time-consuming effort, and lack of time is a prevailing issue for most teachers. The use of textbooks can simplify the teacher’s work in several ways, considering that they have a predetermined selection of various texts, images and digital resources, including learning tasks that can direct the learning (Fenner & Ørevik, 2018, p. 334). Gilje et al. (2016) also provides an important remark in this respect. The English subject is in a rather unique position considering the amount of resources available on the internet. However, such resources are usually not made with the Norwegian curriculum in mind, and it is then up to the teacher to make sure that the competence aims are met. Additionally, it is typical for didactic learning materials (such as textbooks) to have a structure that support the learner’s proficiency level over time. Teachers with an extensive use of resources not developed in accordance with the

Norwegian competence aims, must, to a greater extent, create the structure that provides progression in the long-term learning process (p. 52-53).

Moreover, many teachers consider the textbooks to cover the competence aims of the curriculum (Gilje et al., 2016, p. 27). However, it is important to keep in mind that even though the publishing houses argue that their textbooks are developed in line with the curriculum, is it ultimately the authors' interpretations and understandings of the competence aims that are illustrated through the selection of texts and tasks. As a result, there is no guarantee that the competence aims are met by following the methods defined by the textbooks (Fenner & Ørevik, 2018, p. 335). Finally, research shows that many teachers supplement with other resources if they consider the textbooks to be insufficient for working with specific competence aims (Gilje et al., 2016, p. 30).

2.3.2 Learning tasks

Learning tasks can be found in almost any textbook, and they have an important role in the classroom. Learning tasks can be used to develop certain skills and improve the student's knowledge on different topics, in addition to signalling importance within a topic or subject (Skjelbred, 2009, p. 280). A task can be defined as "any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved (CEFR, 2001, p. 10). Learning tasks can have very different objectives, and in the context of this thesis, the term is used to cover activities, exercises and questions.

It is usual to differentiate between closed and open tasks, where the former looks for a "single, correct solution" or "one of a small finite set of conclusions" (Ellis, 2003, p. 339), whereas the latter have "no predetermined solution" (p. 347). More closed and controlled exercises can be used for repetition and can help learners master different aspects of the foreign language (Lund, 2007, p. 107). However, encounters and dialogues with FL literature involve engaging our own personal backgrounds, experiences and cultural capital in order to interpret the foreign culture inherent in the text (Fenner, 2018, p. 229). In the context of literary reading, related learning tasks are essential to motivate and encourage learners' communication and discussion (p. 230). If the act of reading FL literature is to promote learner's development of intercultural competence, tasks that encourage personal

interpretations and opinions within the framework of the text is necessary (Lund, 2007; Fenner, 2011). Analytical and creative tasks often have literary and intercultural objectives where learners can look at the texts from various perspective and cultural points of view, in addition to comparing their own culture to the cultures within the texts (Burwitz-Melzer, 2001, p. 29-30).

Furthermore, as briefly mentioned in sub-chapter 2.2.3, discussing text interpretations in the context of a classroom is associated with both foreign language and intercultural learning. When learners are encouraged to express themselves orally, they develop their speaking, thinking and reading skills. Additionally, when such personal understandings are shared, new aspects of the text may be presented through the interpretations of others, which will in turn enhance understanding and learning (Fenner, 2011, 2018). Closed tasks that only ask for reproduction and check comprehension, do not foster authentic dialogue, which is a prerequisite for both intercultural learning and *Bildung* (Fenner, 2011, 2018).

Chapter 3. Material and research methods

In this chapter, the data material and methodological concerns of the thesis will be presented and discussed in detail. The study has analysed the task sets following literary texts in two EFL textbooks, in addition to examining the supplementary didactic content in one of the accompanying teacher's books. The first part of the chapter provides a presentation of the books and texts in question. Subchapter 3.2 describes the particularities of quantitative and qualitative research, whereas subchapter 3.3 accounts for the research design of the respective study. The analytical categories developed based on Hoff's (2016) MIR and the procedures of analysis, are presented and elaborated on in section 3.4. Lastly, issues regarding validity and reliability are considered in the final subchapter.

3.1 Data Material

Considering the research questions, the present thesis has examined the task sets following the literary texts in two EFL textbooks for the 10th grade, and the additional material in one of the accompanying teacher's books. The following section gives a detailed presentation of the books, in addition to account for the selection criteria.

Stages 10 (Pettersen & Røkaas, 2021), issued by Aschehoug, has been chosen as one of the two textbooks in this study. Aschehoug is one of the most popular educational publishing houses in Norway and has a long tradition in publishing textbooks. Their textbooks for the 8th to 10th grade English subject, *Stages*, are revised in light of the current curriculum, LK20 (The Norwegian Directorate for Education and Training, 2020). Following the printed textbooks, the publisher also offers online resources and a teacher's guide. The original plan of the present thesis was to examine two textbooks with their accompanying teacher's guides, but unfortunately Aschehoug's 10th grade teacher's guide where at the time the study not yet finished and was thus unavailable. The second textbook chosen for this analysis was *Engelsk 10* (Haegi et al., 2021a). This textbook is issued by Cappelen Damm, which is another popular educational publishing house in Norway. Cappelen Damm's textbooks for the English subject are new and written for the current curriculum (LK20). In addition to an analysis of the student's book, this study also investigates the complementary content available in the teacher's handbook. *Engelsk 10 Teacher's book* (Haegi et al., 2021b) is an extended version of the student's book, and comprises additional didactic content for

the teacher. Considering the time frame of my thesis, only the printed versions of the main textbooks were examined.

The textbooks were chosen as a convenience sample based on certain criteria. Considering the learners' expected proficiency level, I chose to examine books for the 10th grade. The assumption was that teaching materials developed for this grade might have a stronger focus on interpretation, reflection, critical thinking and analysis of literary texts, in addition to that the texts themselves might be more advanced in terms of language and themes. Of course, a crucial criterion was that the textbooks actually included authentic literature (see chapter 3.1.2). Considering that the act of reading literature has a strong position in the subject of English (Fenner, 2018, p. 215), this was no issue. Finally, a key consideration was that the textbooks were either new or revised editions made to fit the new curriculum, the Knowledge Promotion LK20. According to Cappelen Damm and Aschehoug's websites, both *Engelsk 10* and *Stages 10* fulfils this requirement.

3.1.1 Rationale for choice of texts

As discussed earlier, the present-day understanding is that approaches to fictional literature in the classroom should be regarded as more than mere language learning materials, due to its potential to foster intercultural learning and personal development (cf. the second chapter of this thesis). In addition, meetings with the diverse literary voices inherent in FL texts can be understood as intercultural encounters in itself (see section 2.2.4). Accordingly, this thesis has examined the literary texts with their accompanying learning tasks and additional didactic content. The text selections in the two textbooks are wide-ranging, and a decision on which texts to include in the analysis had to be made. The rationale for this choice is discussed in the following.

Firstly, non-fictional literature made up a considerable part of both textbooks. However, this thesis only dealt with fictional literature, which can be defined as "any literary narrative, whether in prose or verse, which is invented instead of being an account of events that in fact happened" (Abrams, 1993, p. 64). This does not mean that the texts cannot have characters or events inspired by real life, but the essence is that the stories should be 'created' by the author. Furthermore, as this thesis is concerned with intercultural learning through working with literature, a criterion was that the texts should be authentic, in a

sense that they were “created to fulfil some purpose in the language community in which (...) [they were] produced) (Little, Devitt & Singleton, 1989, p. 23). Literary texts adapted or simplified with foreign language readers in mind, do not represent the same cultural expression as the original texts (Fenner, 2018, p. 217), and opportunities for intercultural learning may be missed if such stories are commonly used in the classroom.

In sum, this study examined the teaching material following 30 literary texts divided into two different EFL textbooks for the 10th grade. An overview of the texts is presented in the tables below.

	Title	Author	Genre	Location in book
1	“Harlem”	Langston Hughes	Poem	p. 10
2	“Rubyfruit Jungle”	Rita Mae Brown	Novel (excerpt)	p. 13
3	“You’ll Never Walk Alone”	Oscar Hammerstein II	Song lyrics	p. 45
4	“Freaking Green”	Laura F. Sanchez	Novel (excerpt)	p. 68
5	“Earth Song”	Michael Jackson	Song lyrics	p. 88
6	“No Man is an Island”	John Donne	Poem	p. 122
7	“The Handmaid’s Tale”	Margaret Atwood	Novel (excerpt)	p. 134
8	“The Hate U Give”	Angie Thomas	Novel (excerpt)	p. 176
9	“Refugee Blues”	W. H Auden	Poem	p. 186
10	“My Brother at the Canadian Border”	Sholeh Wolpé	Flash fiction (short story)	p. 195
11	“The Eyes Have It”	Ruskin Bond	Short story	p. 209
12	“Technology”	Gwen Pimentel	Poem	p. 226
13	“Technology”	ASB	Poem	p. 226

Table 1: Selection of literary texts in Engelsk 10 (Haegi et al., 2021)

	Title	Author	Genre	Location in book
1	"Eleanor & Park"	Rainbow Rowell	Novel (excerpt)	p. 18
2	"The Fix"	Sophie McKenzie	Novel (excerpt)	p. 23
3	"The Giver"	Louis Lowry	Novel (excerpt)	p. 29
4	"Does My Head Look Big in This?"	Randa Abdel-Fattah	Novel (excerpt)	p. 32
5	"A Boy's Best Friend"	Isaac Asimov	Short story	p. 38
6	"Ovatniah"	Roland Smith	Short story	p. 45
7	"The Hate U Give"	Angie Thomas	Novel (excerpt)	p. 98
8	"The British"	Benjamin Zephaniah	Poem	p. 104
9	"Two Caravans"	Marina Lewycka	Novel (excerpt)	p. 108
10	"Home"	Warsan Shire	Poem	p. 114
11	"The Absolutely True Diary of a Part-Time Indian"	Sherman Alexie	Novel (excerpt)	p. 170
12	"First Nation"	Robert Hirst and Tasman Keith	Song lyrics	p. 178
13	"The other Side of Truth"	Beverly Naidoo	Novel (excerpt)	p. 208
14	"The Cannibals: The Curse of the Jolly Stone Trilogy", book II	Iain Lawrence	Novel (excerpt)	p. 252
15	"Nature Is What We See"	Emily Dickinson	Poem	p. 271
16	"Love Song to the Earth"	Natasha Bedingfield, Toby Gad, Jean Paul and John Shanks	Song lyrics	p. 274
17	"Svalbard"	Felicia Røkaas	Short story	p. 291

Table 2: Selection of literary texts in Stages 10 (Pettersen & Røkaas, 2021)

The tables above demonstrate that this thesis examined the teaching material following 8 poems, 4 song lyrics, 5 short stories and 13 novel excerpts. These genres are also the most common fictional genres in Norwegian EFL textbooks (Fenner, 2018, p. 216). Owing to the fact that every text is authentic, a part of the process was to do an online search of the various texts. This search led to the discovery that some of the novel excerpts were not referenced with their main title. The list above contains the main title of each literary text, but several of the novel excerpts in *Stages 10* (Pettersen & Røkaas, 2021) were referenced

with the chapter's title, for instance the excerpt from "The other Side of Truth" by Beverly Naidoo which were titled "Survivors" (p. 208).

3.2 Qualitative and quantitative research methods

Research can be described as the process of finding out answers to the questions we have and is defined by Oxford dictionaries as "the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions" (2022). There is no single way to go about doing research, and every researcher must decide on which research methods that fit their given research problem. According to Creswell (2014) we mainly distinguish between two directions, namely quantitative and qualitative research.

Quantitative analysis will typically involve quantification of data and numerical analysis, and the researcher often start with a hypothesis that will be either confirmed or denied.

Quantitative research is usually objective in nature and can be described to be outcome- and verification-oriented. This type of research is concerned with large numbers of "hard" and replicable data (Mackey & Gass, 2015, p. 3-4), where the goal is often to provide an analysis of the data and generalise by making the research results speak for a larger population (Creswell, 2014, p. 27-29).

Qualitative analysis, on the other hand, will typically not be set up as experiments as the data usually cannot easily be quantified. The analysis is also more interpretive in nature, as opposed to statistical (Mackey & Gass, 2015, p. 3). The aim is often to provide rich descriptions of the phenomenon in question, and the qualitative researcher will normally work with a small amount of material or participants in order to do so. Generalizability is usually therefore a less concern in qualitative research (p. 216).

We often distinguish between qualitative and quantitative research, but this representation is rather simplistic. It is better to imagine a continuum of different research types (Mackey & Gass, 2015, p. 3). This means that a research project does not have to be either qualitative *or* quantitative, as there may be varying degrees of how qualitative or quantitative the research is (Christoffersen & Johannesen, 2018, p. 17). It is also possible to include elements of both within the same research project, which is often referred to as mixed methods research (Mackey & Gass, 2015, p. 3). There are several factors that help the researcher

choose an approach for a given study, but Creswell (2014) underlines the importance of the research problem with the following research questions (p. 25).

The following subchapter provides a description of the research design used in this study.

3.3 Research design

This subchapter elaborates on the research methods I have employed in this study. The aim is to analyse the content in two EFL textbooks and one accompanying teacher's handbook' potential to guide the learners' reading towards interculturality. Because the objective is to analyse the teaching material's potential, a qualitative approach was considered to be the most suitable in order to provide answers to the research questions presented in section 1.3.

The materials used in this study are learning tasks related to the literary texts in two EFL textbooks, and the additional content following the same literary texts in the accompanying teacher's book. By limiting the investigation to only include the material connected to literary texts, it was possible to conduct an in-depth study. Qualitative approaches to textbook analysis often reveal underlying assumptions that are not possible to measure, such as for instance what does a text tell us, or what messages does it transmit. This form of analysis is often based on the researcher's own values and understanding of the text or content (Pingel, 2010, p. 68). This approach to research was evident in the present study, as the main aim was to analyse *how* the teaching material in question had the potential to activate the different levels of the MIR (Hoff, 2016), and thus foster 'intercultural readers'. This analysis was indeed dependent on the researcher's understanding of the theoretical model, as well as the interpretation of the learning tasks and complementary content.

The teaching material was analysed using a coding scheme. There are two points of departure when developing categories for analysis: *deductive* and *inductive* approach. The deductive approach involves deciding on the criteria, codes or themes before the researcher turn to the material (Pingel, 2010, p. 70). The inductive approach, on the other hand, is quite the opposite, where the content in the material guides the analysis. The categories then emerge from the analysis but are sharpened through in-depth examination of the material (p. 70). Qualitative research is usually inductive in nature, but it can also be deductive, where the researcher moves from theory to the data. In textbook analysis, this is

often done to check whether the academic disciplinary understanding of the topic is present in the material (p. 70). This was the case in the present study, where deductive categories based on a theoretical model was developed in order to investigate how and to what extent the teaching material had the potential to fostered 'intercultural readers'.

Although the analysis in this study is mainly qualitative, some quantitative aspects are included. The quantitative approach to textbook analysis will, according to Pingel (2010), often measure frequency and space, for instance to provide information on the number of times a term is used, or how much space a certain topic or country is assigned (p. 67). Such data can provide valuable information about what content is emphasised and prioritized, but it does not elaborate on inherent values and interpretations. In connection with the first research question, a quantitative inquiry was conducted to illustrate how many learning tasks in each textbook could be linked to the different levels of communication as suggested by Hoff (2016), and how many that were connected to text interpretation at all. A similar numerical analysis was also done in relation to the second research question, where I counted the number of units in the teacher's book that had the potential to guide the learners' reading towards interculturality. The quantitative data plays the supportive role in this study and is used mainly to provide a more complete image of the investigated phenomenon.

3.4 Analytical categories and procedures

This subchapter elaborates on the analytical codes and procedures used in this study. First, I present and explain the analytical categories developed based on Hoff's (2016) model of the Intercultural Reader (MIR). Second, I elaborate on the three different steps taken in order to provide answers to the research questions. Included in this subchapter are examples of how the material was coded, and descriptions of how the material was counted.

3.4.1 Categories for coding

In order to answer the research questions, the first stage was to adapt Hoff's (2016) model of the Intercultural Reader (MIR) into categories. The rationale for using this model to analyse the data in the respective study is that it allows for in-depth analysis into aspects of text interpretation, as it focuses on "what distinguishes processes of text interpretation, and particularly the reading of literary texts, from other forms of intercultural communication"

(Hoff, 2016, p. 59). The model is based in present-day understandings of intercultural communication and the processes of reading and interpretation of FL literary texts, and consequently conceptualises the levels involved in such communication. It is thus a suited model for analysing teaching materials related to literary texts.

As previously discussed in chapter 2, Hoff’s (2016) model contains three levels of communication, each of which involves the reader’s emotion and cognition. At all three levels, the ‘intercultural reader’ also considers the effects of different narrative choices and various social, cultural and historical positions of other text(s) and reader(s). The act of reading is regarded as a dynamic process, where the reader moves back and forth between the different levels during her engagement with the foreign language text, leading to a gradually increasing awareness of the complexities of the text and of the interpretation process (p. 62-64). This study has adapted the different factors of the MIR into categories for coding. Hoff’s (2019) dissertation has served as a point of departure and source of inspiration in this process.

The first category was based on the first level of communication described in the model, namely between the ‘intercultural reader’ and the FL text (Hoff, 2016, p. 62), and was labelled as “Reader and FL text”.

Category	Explanation of category
<i>1. Reader and FL text</i>	Content that encourages the reader to engage with the FL text, and the inherent literary voices (p. 60-62).

Table 3: Coding category 1, “Reader and FL text”

As table 3 demonstrates, the first category was based on the first level of communication described in MIR (2016), between the ‘intercultural reader’ and the FL text. This category was assigned to material that encouraged the reader to engage with the FL text and the inherent literary voices. This level of communication involves the reader’s engagement with the narrator, protagonist, antagonist or other characters, but it also includes communication with the implied reader or author. The latter require a higher level of abstract thinking and critical investigation of the narrative, but it can also require external research (Hoff, 2016, p. 62).

The second category was based on the second level of communication described in the model, namely communication between the ‘intercultural reader’ and other readers (p. 62) and was labelled as “Reader and other readers”.

Category	Explanation of category
2. <i>Reader and other readers</i>	Content that encourages the reader to identify, acknowledge and reflect on other readers’ communication and interpretation of the text (Hoff, 2019, p. 80).

Table 4: Coding category 2, “Reader and other readers”

As the table above demonstrates, the second category of analysis is connected to the ‘intercultural reader’s’ identification, acknowledgement and reflection on other prior and contemporary readers’ communication and interpretation of the text (Hoff, 2019, p. 80). These processes can be brought about by tasks that for instance prompt classroom discussions, or discussion and cooperation in pairs or groups. The reader is then encouraged to discuss with or listen to other reader’s interpretation of the text. Furthermore, the reader can consult other external sources, such as book reviews or alternate versions of the text to serve this purpose. Alternate versions of a text may for instance be approached as interpretations of the original story. Additionally, the ‘intercultural reader’ may also reflect on other unavailable readers’ communication and interpretation of the text. This venture relies on imagination, where existing knowledge of foreign cultures (*savoir*: Byram, 1997) is used to be able to project herself into the position of another (*savoir être*: Byram, 1997) (Hoff, 2016, p. 60-63).

The third category was based on the third level of communication suggested in MIR (Hoff, 2016, p. 63), i.e., communication between the ‘intercultural reader’ and other texts and was labelled “Reader and other texts”.

Category	Explanation of category
<i>3. Reader and other texts</i>	Content that encourages the reader to examine how the FL text communicates with other contemporary and prior texts (p. 61).

Table 5: Coding category 3, “Reader and other texts”

The table above describes how the third category relates to content that encourages the reader to examine how the FL text may communicate with other contemporary and prior texts (p. 61). This category was appropriate for content that encourages the reader to compare texts from different time periods, genres and cultures. This involves identifying and reflecting on aspects of intertextuality, meaning that the reader looks for similarities in such as the plot or themes of the FL text and other texts. Aspects of intertextuality can also be more directly, in a sense that the FL text can reference to another text through allusions, quotations or parody (Hoff, 2017, p. 448). This level of communication is associated with Byram’s (1997) critical cultural awareness or political education (*savoir s’engager*), where the ‘intercultural speaker’ can “identify and interpret explicit or implicit values in documents” and use a “range of analytical approaches to place a document (...) in context (of origins/sources, time, place, other documents or events)” (p. 63). In other words, the reader must examine the manner of which the text communicates with other texts, in order to gain an understanding of how texts both draws upon and challenges prior discourses (Hoff, 2016, p. 61).

The fourth category was based on the aspects in the model concerning the reader’s emotional and cognitive response (Hoff, 2016), and was labelled “Reader response”.

Category	Sub-category	Explanation of sub-category
<i>4. Reader response</i>	Emotional	Content that encourages the reader to reflect upon affective responses to the FL text (Hoff, 2019, p. 81).
	Cognitive	Content that encourages the reader to mentally manipulate information from the FL text (Hoff, 2019, p. 81).

Table 6: Coding category 4, “Reader response”

The fourth category of analysis was concerned with the type of reader response and was separated into the sub-categories *emotional* and *cognitive*, where the material was coded with the appropriate alternative. The reader’s emotional and personal involvement is essential to the development of intercultural competence (Byram, 1997, Hoff, 2016; Fenner, 2011, 2018), and the content connected to emotional reader response encourages the reader to reflect upon their affective responses to the FL text. This can for instance involve identifying with a character, exploring and expressing feelings brought about by the text or for instance link own experiences to aspects of the text (Hoff, 2017, p. 449). The sub-category “cognitive reader response” was connected to content that encourages the reader to mentally manipulate information from the FL text, for instance through critical analysis of the text (Hoff, 2019, p. 81). The essence here is that the ‘intercultural reader’s’ emotion and cognition is involved throughout the interpretation process, seeing as the reader considers and *evaluates* the effects of various narrative choices and subject positions of reader(s) and text(s) (Hoff, 2016, p. 62).

The fifth category was based on the feature of the model called “narrative style and structure”, which entails the ‘intercultural reader’s’ consideration of text(s) narrative style and structure (p. 63) and was labelled as “Narrative style and structure”.

Category	Sub-category	Explanation of sub-category
5. <i>Narrative style and structure</i>	Identification	Content that encourages the reader to identify textual aspects related to narrative style and structure (Hoff, 2019, p. 81).
	Evaluation	Content that encourages the reader to consider how various narrative styles and structures may affect the reader(s) and the interpretation process (Hoff, 2019, p. 81).

Table 7: Coding category 5, “Narrative style and structure”

As demonstrated in the table above, the fifth category was concerned with content that directs the reader’s attention towards the narrative style and structure of the text(s). The

reader’s communication with foreign language texts is very much affected by the author’s choices concerning narrative style (e.g., as the point of view, use of symbols, vocabulary, tone etc.) and structure (e.g., the plot, setting, theme etc.). The data material connected to the fifth category were coded with either *identification* or *evaluation*. The former refers to content that encourages the reader to identify textual aspects related to narrative style and structure, whereas the latter involves content that encourages the reader to consider, or evaluate, the *effects* of different narrative choices. An important quality of the ‘intercultural reader’ is to consider the effects various narrative styles and structures may have on reader(s) and text interpretation processes (Hoff, 2016, 2019).

The sixth and last category was based on the last component in the MIR, namely “cultural, social, historical subject positions” (p. 63), and was labelled “Subject positions”.

Category	Sub-categories	Explanation of the sub-categories
6. <i>Subject positions</i>	Identification	Content that encourages the reader to acknowledge and recognize own subject positions, as well as those of other texts, other readers and the FL text itself (Hoff, 2019, p. 81).
	Evaluation	Content that encourages the reader to consider how and why various subject positions may affect text interpretations processes (Hoff, 2019, p. 81).

Table 8: Coding category 6, "Subject positions"

Table 8 demonstrates how the sixth strand of analysis dealt with content that encourages the reader to consider the cultural, historical and social subject positions of reader(s) and text(s). This category was also divided into two sub-categories, namely *identification* and *evaluation*. The former sub-category was connected to the reader’s recognition and acknowledgement of various subject positions, including those of the FL text and inherent literary voices, other readers and other texts, but also the reader’s own historical, cultural and social subject positions. Data material coded with the latter sub-category prompted higher levels of abstract and critical thinking, meaning that the reader was encouraged to

consider how and why the various subject positions, and points of view, may affect the communication with the text and consequently lead to different interpretations (Hoff, 2016, 2019). This could for instance be done by juxtaposing the FL text with other texts with the intention of exploring how alternate subject positions affect the reader's understanding of the texts (Hoff, 2016, p. 63).

3.4.2 Analytical procedures

After the categories described in the previous section were established, I started working with the data material. The analysis consisted of three different steps, which will be explained in the following.

The first step was to identify the material, i.e. learning tasks from the textbooks and tools from the teacher's book, that were directly connected to the literary texts presented in section 3.1.2. This process further involved identifying the material that focused on text interpretation, seeing as much of the content were concerned with various aspects of language learning, such as spelling, grammar or writing exercises. The material considered to guide or encourage the reader through processes of text interpretation were then labelled in order according to textbook, literary text and number of the unit. *Engelsk 10 student's textbook* (Haegi et al., 2021a) was labelled book A, *Stages 10* (Pettersen & Røkaas, 2021) was labelled book B and *Engelsk 10 teacher's book* (Haegi et al., 2021b) was labelled book C. For instance, the first learning task following the text "Ovatniah", which is the sixth literary text in *Stages 10*, were labelled as "B 6.1".

The second step of the analysis was to qualitatively analyse the data material already considered to encourage or guide the reader through the processes of text interpretation. At this step I analysed the units separately using the categories described above. I developed a coding sheet (Appendix E) prior to the analysis, with the intention of identifying patterns in the data. Coding can be described as the "ascription of a category label to a piece of data, decided in advance or in response to the data that have been collected" (Cohen et al., 2018, p. 668). Furthermore, a piece of text, or in this case one learning task or segment from the teacher's book, may be ascribed with more than one code, depending on the richness of their potential. Before I coded the data, I read and re-read the material several times in order to gain an understanding of its meaning and potential (Creswell,

2012, p. 244, cited in Cohen et al., 2018, p. 669). I paid special attention to ascribe the same codes to units that were alike in order to make sure the relevant data were coded consistently (p. 670). The following examples shows how I used the categories to code the material in the analysis:

A 1.7: “8. Question of relevance. “Harlem” came out in 1951, but the poem is still relevant to many readers in today’s society. Why is this poem still relevant?” (Haegi et al., 2021a, p. 11).

B 9.7: “4. Characterization. Lewycka wants her readers to understand that Vulk is a bad guy. Find at least five details in the text that create a negative impression of him. Consider his name, what he looks like and how he behaves.” (Pettersen & Røkaas, 2021, p. 112).

C 3.4: “After reading. Ask: How would you describe the mood created by this song? How does it make you feel?” (Haegi et al., 2021b, p. 46).

Task label		A 1.7	B 9.7	C 3.4
<i>FL text</i>			x	x
<i>Other readers</i>		x		
<i>Other texts</i>				
<i>Reader response</i>	Emotional			x
	Cognitive	x	x	x
<i>Narrative style and structure</i>	Identification	x	x	x
	Evaluation	x	x	x
<i>Subject positions</i>	Identification	x		
	Evaluation	x		

Table 9: Coding example of learning tasks

The third and final step in the analysis was to count the qualitative results and present these findings in tables. This was done in order to provide an overview of the research results, making it easier to compare and discuss the implications of the results (Mackey & Gass, 2015, p. 234). The coding of the data made it possible to detect frequencies (Cohen et al.,

2018, p. 669), in a sense that it provided information on how many learning tasks that fostered text interpretation, in addition to which aspects of the MIR that were most represented in the task sets. I decided on some criteria for counting the material, both for the literary learning tasks from the textbooks and for the additional data from the teacher's book.

Learning tasks are often complex and can consist of several different questions or activities. Criteria for how to separate them for analysis and counting was considered necessary. Learning tasks that consisted of several questions or activities presented in one paragraph or sentence was counted as one task. Learning tasks that included several questions or activities divided by letters, numbers or other visual signs were counted as several tasks. Some tasks, however, included numbers or letters that separated the questions or activities, where the learner should either choose which one to answer or choose the appropriate option. These tasks were counted as one. The table below shows examples of tasks and how they were counted.

Learning tasks counted as one task	Learning tasks counted as several tasks
<p>“What might be the theme in “Harlem”? First, discuss with a partner and write down your thought in keywords. Then, use your keywords to write about the theme individually. You can point to wording in the poem as evidence for your interpretation. Be sure to consider aspects of American society at the time the poem was written” (Haegi et al., 2021a, p. 11)</p>	<p>“Work with a partner. Discuss the following questions and write down your thoughts in keywords.</p> <ul style="list-style-type: none"> a) What might be the themes in these poems? b) What do you imagine the narrator is in each of the poems? c) Both of these poems are titled “Technology”. Suggest an alternative title for each.” (Haegi et al., 2021a, p. 227)
<p>“f. What job has Marie’s mother’s family done for generations? A fishermen B pilots</p>	<p>“Discuss the questions.</p> <ul style="list-style-type: none"> a) What is “nation within a nation”? b) The second line reads: “First to deserve an explanation”, what do you think the

C ivory carvers D snowmobile drivers” (Pettersen & Røkaas, 2021, p. 51)	First Nation peoples deserve an explanation for? (...)” (Pettersen & Røkaas, 2021, p. 299)
--	--

Table 10: Counting of learning tasks

The teacher’s variant of Engelsk 10 had extended margins with additional background information, didactic suggestions, ideas for scaffolding in addition to before, during and after reading segments intended for guiding the learner’s reading, all of which were counted as one. Examples are shown in the table below.

Examples of segments from teacher’s book.
<p>“During reading</p> <p>Ask: What does she say about the students at her Junior High School? How does she describe her teachers?</p> <p>Talk about how the students signal their background through clothes and hairstyles.” (Haegi et al., 2021b, p. 13)</p>
<p>“Scaffolding</p> <p>Task 34d): The phrase “killing fields” can be a place of war, massacre or genocide. It can also lead our thoughts to mass destruction of habitat and/or of animals. Many associate the phrase with the Khmer Rouge genocide I Cambodia.” (Haegi et al., 2021b, p. 90)</p>

Table 11: Counting of units in Teacher's Book

The first example consists of two questions the teacher can ask the learners during the reading of the text, and a suggestion for further plenary discussion. These are grouped together in sentences, without any separating numbers, letters etc., and are counted as one unit. The second example consists of information that the teacher can use for scaffolding, which in this case means helping the learners understand references and phrases in song lyrics. This is also counted as one unit.

3.4.3 Challenges

Even though the coding categories were rather precise and thoroughly explained, it repeatedly proved difficult to conclude whether a task had the potential to match the different categories based on the MIR. Some tasks were considered to be open and creative, meaning that there could be many different appropriate answers, in addition to many ways for the learners to derive at an answer. A consequence of this was that I decided to analyse the tasks' potential more generously, meaning that I also tried to look for how the various MIR categories *could* be a part of the learner's response. It is important to note here that some learners could possibly include many categories from the MIR, even though the task did not encourage this. It was therefore important to code generously when a possible response made logical sense and when it was deemed probable.

The procedures of this study have been described in detail in the sections above. The following sub-chapter discusses the methodological aspects regarding issues of research quality which have been considered during the planning and execution of the respective study.

3.5 Reliability and validity

Questions of reliability and validity should be considered in all research in order to ensure that the study is trustworthy and accurate. The aspect of reliability is concerned with the research's data, meaning that it is concerned with what type of data that is used, how the data was collected and how it was processed (Christoffersen & Johannesen, 2018, p. 23). Reliability can be challenging to accommodate in qualitative research due to its interpretative nature. Compared to quantitative research, qualitative data analysis often applies less structured techniques, and the researcher is the main tool (Johannessen et al., 2016, p. 231-232). However, transparency in the process is regarded as essential, and researchers should include detailed descriptions of the entire research process (p. 232). Throughout this thesis, and especially in the third chapter, I have sought to explain in detail how the investigation was carried out. I have included comprehensive presentations of the data material under scrutiny, the categories for coding and step by step descriptions of the research process. I have also demonstrated clearly what my interpretations were based on by providing examples and explanations.

Validity is concerned with whether a study investigates what it intended to, meaning that the conducted analyses and inquiries actually can provide answers to the given research questions (Krumsvik et al., 2019, p. 192; Creswell, 2014, p. 271). Internal validity, often called credibility in qualitative research, is about demonstrating that the findings are credible to their research population. This could for instance be ensured by collecting data in several contexts and situations in order to present a fuller and more complete picture of the phenomenon in question (Mackey & Gass, 2015, p. 231). I decided to include different data sources in this study to ensure a higher degree of credibility. Analyses of two different EFL textbooks for the 10th grade, in addition to one accompanying teacher's book, gave a more comprehensive account of how such learning materials may support the learners' reading towards interculturality.

External validity, often called transferability or generalizability in qualitative research, is about whether the research's findings can be useful in understanding other similar situations (Cohen et. al, 2018, p. 248). By providing "sufficiently rich data" (p. 255), other readers have the possibility to determine whether transferability is possible. This requires the use of "thick description", meaning that the researcher includes sufficient detail when reporting their findings. In order to strengthen the study's transferability, I have sought to include representative examples of the data, information about the patterns in the data, as well as my interpretive commentary (Mackey & Gass, 2015, p. 232) throughout the thesis, but especially in chapter 3 and 4.

Finally, confirmability is concerned with whether the data material on which the researcher is basing their claims and interpretations is available to the reader. The point is to enable others to examine the data and "confirm, modify, or reject" (Mackey & Gass, 2015, p. 232) the interpretations and conclusions reported in the study. The data researched in this thesis, i.e. the textbooks and the teacher's book, are available in full to all readers. I have included thorough explanations concerning the choice of texts, labelling of tasks in addition to the analytical tools (categories based on MIR) used in the analysis, which strengthens the thesis' confirmability.

Chapter 4. Research results and discussion

The previous chapters have presented and discussed the theoretical framework and methodological considerations for this study. The following chapter elaborates on and discusses the trends emerging from the analysis of the material, with the intention of providing answers to the research questions. The first section presents some overall comments on the findings regarding to what extent the analysed material focused on text interpretation. After an initial overview, the six focus points of the analysis are presented and discussed in more detail. In addition to examining two EFL textbooks, this thesis has also looked at one of the following teacher's books, and these findings are presented and discussed towards the ending of the chapter. A discussion regarding the implications of the findings is included in the final subchapter.

4.1 Overall findings

An overall conclusion is that the examined textbooks have a focus on text interpretation, and that they encourage the learners to engage with many different literary texts. They provide the opportunity for the learners to meet literary voices from various backgrounds, in addition to work with a range of different genres. My findings suggest that the learning tasks following the literary texts in the two textbooks encourage the learners to explore the complexities of the intercultural communication from different vantage positions. However, a rather surprising finding was that although the textbooks had many learning tasks related to the literary texts, only around half of them was considered to involve text analysis and interpretation.

	Stages 10	Engelsk 10 – learner's book	Engelsk 10 – teacher's book
<i>Learning tasks/units in total</i>	480	150	141
<i>Learning tasks/units connected to text interpretation</i>	228	83	78
<i>Percent</i>	48 %	55 %	55 %

Table 12: Results: Number of learning tasks

As illustrated in the table above, there were large differences between the two examined textbooks as to the number of learning tasks directly related to literary texts. *Stages 10* (Pettersen & Røkaas, 2021) had more than triple the amount compared to *Engelsk 10* (Haegi et al., 2021a). The analysis found that the former had 480 learning tasks connected to the literary texts, whereas the latter had 150 in total. An important remark in this respect is that the number of literary texts also differed, as the analysis included 17 texts from *Stages 10*, whereas *Engelsk 10* only had 13 (see presentation of texts in sub-chapter 3.1.1). Still, the average number of learning tasks related to each text is much higher in the *Stages* textbook (approx. 40), compared to *Engelsk 10* (approx. 11). Around half of the learning tasks in the two textbooks were considered to guide processes of text interpretation in some manner, where *Stages 10* had 228 learning tasks, and *Engelsk 10* had 83. Moreover, the study found that the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) had 141 units of additional content following the 13 literary texts, each of which was placed in the extended margins of the book. 78 of these units guided processes of texts interpretation in some manner. This means that the data material dealt with in this study consisted of a total of 389 individual units, each of which was qualitatively analysed as to whether they had the potential to activate the different levels of the MIR, and thus foster 'intercultural readers' (Hoff, 2016).

The study found that approximately half of the learning tasks only were connected to the literary texts through the topic or not at all. These often involved learning more about important aspects related to the topic or themes of the texts, which the following task exemplify: "3. Look up the words *refugee*, *asylum seeker*, *immigrant*, *emigrant* and *migrant* in an online dictionary. Discuss the terms with a partner (...)" (Pettersen & Røkaas, 2021, p. 116). This particular activity followed the poem "Home" by Warsan Shire, which is about the various desperations that drives people to flee their homes. It is of course necessary for the learners to understand the various terms used in the poem, especially since these words are highly relevant outside the classroom context as well. The ability to communicate is essential to the development of intercultural competence (Byram, 1997) and considering how the aim with the English subject is to learn the target language, reading literature can also foster communicative competence (The Norwegian Directorate for Education and Training, 2019; Fenner, 2018). However the example illustrated above will most likely only

help the learners understand the translation of these terms, and in doing so it does not correspond with any of the elements of the MIR (Hoff, 2016).

Another type of learning task that were frequent in both textbooks involved using the literary text as a point of departure for working with grammar. The following example can be used to illustrate this: “Many of the stanzas in “Refugee Blues” start with an irregular verb. a) Write down all the irregular verbs you find at the start of the stanzas. b) Write the infinitive of each of the verbs and conjugate them in the past simple and the present perfect.” (Haegi et al., 2021a, p. 190). Although such tasks encourage the learners to engage with the FL text, they do not guide processes of text interpretation. In *Stages 10* (Pettersen & Røkaas, 2021) most of the tasks unrelated to text interpretation were grammar and language activities. As stated, a key objective with the English subject is to learn the target language, and practising the various rules and structures is of course one approach to foreign language learning. However, one might question the need to include such large amounts of this type of activities, especially if they are favoured over tasks that foster critical and creative thinking.

The other half of the related learning tasks were considered to guide processes of text interpretation in a sense that they fostered consideration and reflection around different aspects of the foreign language texts. The analysis revealed that there were great variations within the examined material, in a sense that the aspects of the MIR (Hoff, 2016) had very different representation within the textbooks. How and the extent to which the examined learning tasks have the potential to activate the different levels of the MIR is presented and discussed in detail in the following sections.

4.2 Three levels of communication

As explained in chapter 2, the MIR describes the processes of communication in which the competent ‘intercultural reader’ partakes when interpreting foreign language literature. The model suggests that the engagement with a FL text operates at three interlinked levels of communication, each of which involves the reader’s emotion and cognition. In addition, the ‘intercultural reader’ considers the effects of different narrative choices and subject positions (Hoff, 2016). In the following sub-chapter, I present and discuss how and to what

extent the examined teaching material relates to the three levels of communication as suggested by the MIR.

A trend identified in the examined material was that the tasks primarily involved levels 1 and 2 of the MIR (Hoff, 2016). This means that the main focus was to encourage the learners to engage with the various literary voices inherent in the texts and to consider other readers' interpretations of them. The table below shows the numbers and percentages of the tasks that were related to the different levels.

Textbook	Text interpretation tasks	FL text (level 1)		Other readers (level 2)		Other texts (level 3)	
		Number	%	Number	%	Number	%
<i>Stages 10</i>	228	219	96 %	79	35 %	11	5 %
<i>Engelsk 10</i>	83	68	82 %	37	45 %	10	12 %

Table 13: Results: Levels of communication

The table above demonstrates to what extent the two textbooks promoted the learners to engage with the different levels of communication suggested by the MIR. The numbers show that the material heavily favoured level 1 communication, with 96 % of the literary learning tasks in *Stages 10* (Pettersen & Røkaas, 2021) and 81,9 % in *Engelsk 10* (Haegi et al., 2021a). Further, learning tasks concerned with other readers' communication with the text were rather equally prioritised, with 45 % in *Engelsk 10* and 35 % in *Stages 10*. Learning tasks that promoted the learners to consider aspects of intertextuality proved to be the least represented level, with only 5 % in *Stages 10* and 12 % in *Engelsk 10*.

Following the MIR (Hoff, 2016), communication with the FL text and inherent literary voices is the most essential part in the processes of text interpretation. FL literature can be said to represent "the personal voice of a culture" and the act of reading allows for meetings with otherness (Fenner, 2001, p. 16). The examined textbooks had numerous tasks that encouraged engagement with the texts and inherent voices, which were all coded with the category "reader and FL text" (see section 3.4.1). Many of these were presented under

headlines such as “understanding”, “work with the text” or “summarise”, where the main goal could be said to check for comprehension or summarise the story. Questions such as “Who are the British, according to the poem?” (Pettersen & Røkaas, 2021, p. 106) or “(...) Write a summary of “The Eyes Have It” using exactly thirty words” (Haegi et al., 2021a, p. 214) are typical. It is not surprising that such tasks are favoured in the textbooks. Such questions are concerned with making sure that the learners are familiar with the story, which can be said to be fundamental for further text interpretation. Additionally, similar studies exploring IC(C) in EFL textbooks has identified comparable trends (Lund, 2007; Knudsen, 2016; Mosand, 2019; Østrem, 2021). This is further discussed in the final sections of this chapter.

The examples provided above also illustrate another trend identified in the material: the level 1 tasks in *Stages 10* (Pettersen & Røkaas, 2021) typically were more closed questions, where the learners could retrieve the answers from the literary text, whereas *Engelsk 10* (Haegi et al., 2021a) typically contained tasks that required more active and creative learners. A possible explanation for favouring more closed questions is that they allow for easier assessment by the teacher. Learners’ own opinions and interpretations can be of a more personal and sensitive nature, making it more challenging for the teacher to evaluate (Hoff, 2020, p. 67). However, such emphasis could be deficient if working with FL literature is to encourage development of intercultural competence, as they do not encourage either personal and emotional involvement (Byram 1997; Hoff, 2016) or language production. Genuine questions about the learners’ personal views are associated with enhanced understanding of the text (Fenner, 2001, 2011).

On the other hand, the analysis revealed that the textbooks also prompted the learners to engage with the text in a more critical and reflective manner. In *Stages 10* (Pettersen & Røkaas, 2021) for instance, the learners were frequently requested to consider the words and actions of the characters. Questions such as “Why do you think Amal wants to wear the hijab” (p. 35) or “Who do you think is responsible for the murder of Sade’s mother? (p. 214) are examples of how the textbook invites learners to share their own personal interpretations and opinions of the story. Although the analysis revealed that *Engelsk 10* (Haegi et al., 2021a) had an extensive focus on exercises and activities connected to level 1 communication, it had rather few tasks similar to the previous examples, where the main

objective is to reflect on various interpretations of the character's words and actions. However, an example was found in the task set following the text "Rubyfruit Jungle", which asked: "In the dialogue, Leroy says to Molly, "I mean how do I know how to act if you act the same way?". What do you think he means by that?" (p. 17). A finding in this respect was that *Engelsk 10* often promoted engagement with the FL text through a more technical focus, for instance by directing the attention towards the authors narrative choices. A task following the poem "No Man is an Island" illustrates this: "The narrator says that "every man is a piece of the continent". What do you think the continent is a metaphor for?" (Haegi et al., 2021a, p. 123). This question encourages the reader to communicate with the text in order to understand the meaning of the phrase.

Furthermore, the analysis disclosed that literary learning tasks connected with the second category of analysis, "reader and other readers" (level 2 communication), had much less representation in both textbooks. A key element in intercultural competence is the recognition of how different points of view may lead to diverse experiences and interpretations of events and texts (Byram, 1997; Hoff, 2016). At this level, the aim is to consider how other contemporary and prior readers from various different historical, cultural and social subject positions may communicate with the FL text (Hoff, 2016, p. 62). A clear trend in the examined material was that the tasks mainly prompted the learners to consider their contemporary classmates' interpretations of and communication with the text. Phrases such as "discuss the following questions with a partner" or "work with a partner" (Haegi et al., 2021a, p. 123/188) are typical. *Stages 10* often encouraged the learners to "discuss the questions" (Pettersen & Røkaas, 2021 p. 102). These tasks were coded with "reader and other readers" even though they did not include specific instructions as to whether the learners should discuss the issue with other readers or by themselves. Furthermore, both books also had tasks that fostered group work, for instance "In groups of four, read aloud the scene with the cop (...)" (Pettersen & Røkaas, 2021, p. 103) or "Work in groups of four. (...). Rehearse the dialogue and act out the scene in front of the class" (Haegi et al., 2021a, p. 72).

The reading of foreign language literature is, as discussed earlier, associated with the development of cultural knowledge and intercultural competence. Discussing individual interpretations of literature in the classroom can create an intercultural arena where the

various perspectives can lead to a more rich and complex reading experience for all participants (Fenner, 2018, p. 229). Group work and discussions also foster qualities associated with Byram's 'intercultural speaker', who is concerned with "discovering other perspectives on interpretations" (*savoir être*) and can "mediate between conflicting interpretations" (*savoir comprendre*) (1997, p. 58/62). Additionally, stereotypical views and prejudiced attitudes towards others may be upheld or enhanced through meetings with FL literature (Hoff, 2013), but discussions in class may provide the opportunity to recruit and challenge such dispositions and the various textual interpretations. Such discussions may in turn lead to the understanding that cultural identities are very complex (Hoff, 2016, p. 62). Furthermore, a central aspect of the English subject is communicative competence, to learn the target language (The Norwegian Directorate for Education and Training, 2019). In dialogues with other readers, where the aim is to reflect upon and discuss issues of text interpretation, the learners get the opportunity to develop both their speaking and thinking (Fenner, 2018, p. 229).

Although the textbooks mainly forwarded consideration of other students' interpretation of the texts, some tasks involved the consideration of how other, possibly unavailable, readers might relate to the text. Such an example was found in task number 8 following the poem "Harlem" in *Engelsk 10* (Haegi et al., 2021a, p. 10). This stated that the poem is still relevant to many readers in today's society, even though it came out in 1951, and consequently invited the learners to consider why this may be (p. 11). The poem is essentially about what could happen to people's dreams that are deferred and was originally focused on the dreams of black Americans living in Harlem around the time of its release. Still, the poem could be relevant to the dreams of all people. When encouraged to consider why other contemporary readers relate to this poem, a possible learning outcome might be the awareness of how various cultural, social and historical subject positions affect text interpretation. Some learners might then draw on their prior knowledge of foreign cultures (*savoir*) and try to project themselves into the positions of others (*savoir être*) (Byram, 1997) in order to explain why they might find the poem relevant today.

Still concerned with level 2 communication, the analysis also showed that the textbooks contained learning tasks that referred to alternate versions of the text. A task following the novel extract "The Hate U Give" in *Stages 10* encouraged the learners to "explore more"

and watch the movie version of the story and write a film review (Pettersen & Røkaas, 2021, p. 103). In this case, the movie “The Hate U Give” from 2018 may be approached as an alternate version of the novel with the same name, published in 2017. However, none of the similar tasks included anything to make the learners aware of or consider the movie as an alternate version, and no tasks invited the learners to reflect upon this matter. One can thus argue that these are missed opportunities in relation to promoting ‘intercultural readers’.

Finally, as the table above further illustrates, tasks coded with the category “reader and other texts” (level 3 communication) were few compared to the first two categories. This category is associated with the ‘intercultural reader’s’ consideration of how the FL text may communicate with other prior and contemporary texts. In the analysis, I looked for tasks that involved “identifying and reflecting on other texts with which the level 1 shares aspects of intertextuality” (Hoff, 2017, p. 448). The tasks that were connected to this category invited the learners to explore issues of intertextuality quite implicitly. Following the song “You’ll Never Walk Alone” by Oscar Hammerstein II in *Engelsk 10* (Haegi et al., 2021a, p. 45-49), the task set prompted reflection upon how songs can mean different things and affect us in different ways, and particularly how different people may connect with the song in question. Task 44 then asked the learners to give examples of songs they like now and songs they liked when they were younger, in addition to explain *why* they like(d) them. This task can be connected to several aspects of the MIR, but it essentially encouraged the learners to identify other songs that made an emotional impact on them. When they are asked to explain why they liked them, the learners may draw upon their work with the previous tasks and consequently identify similarities between “You’ll Never Walk Alone” and their own favourites.

Moreover, some tasks encouraged the learners to explore other texts in which the level 1 text shared aspects of intertextuality. Such an example followed the poem “Nature Is What We See” in *Stages 10* (Pettersen & Røkaas, 2021, p. 271-273), where the learners were invited to watch the documentary “David Attenborough: A Life on Our Planet”, and consequently write about their own reflections, thoughts, opinions, feelings and reactions to the documentary. Furthermore, some texts also had direct references to other texts, such as a reference to the fairy tale “Cinderella” in the novel extract “Eleanor & Park” in *Stages 10* (Pettersen & Røkaas, 2021, p. 19). This particular reference was then elaborated on in a

textbox in the margins, but was not further addressed in the following task set. A similar situation was found in “My Brother at the Canadian Border” in *Engelsk 10* (Haegi et al., 2021a, p. 195), where the narrator described a book to be just as thick as “*War and Peace*”, written by Leo Tolstoy in 1869. The reference was then the issue in some of the learning tasks, where the learners were encouraged to explain the meaning of the reference, and to suggest what else the narrator could compare the book with (p. 196-197). What such references can draw the learner’s attention to is that texts bear traces of other discourses, texts and voices (Bakhtin, 2006; Hoff, 2016; Dervin, 2016).

However, according to the MIR, the aim with the third level of communication is to identify aspects of intertextuality, but also to compare and contrast texts in order to reflect on how various subject positions and narrative choices affect the understanding of the texts (Hoff, 2016, p. 63). The findings indicate some missed potential here, as none of the tasks in the examined teaching material encouraged the learners to compare texts or reflect upon such matters. It follows from this discussion that the examined material may not be sufficient in promoting the development of ‘intercultural readers’ in this respect.

4.5 Reader response

The analysis further revealed that the examined material mainly forwarded the reader’s cognitive rather than emotional responses to the texts. As discussed earlier (see chapter 3.4.1), the emotional aspect of this strand of analysis is connected to the readers affective response to a text, for instance by relating own experiences to aspects of the text, or express and explore feelings brought about by it. Cognitive reader response, on the other hand, involved the manipulation of the information from the text, for instance through critical and evaluative analysis (Hoff, 2019). The table below presents the quantified findings regarding reader response.

Textbook	Text interpretation tasks	Reader response			
		Emotional		Cognitive	
		Number	%	Number	%
<i>Stages 10</i>	228	15	7 %	82	36 %
<i>Engelsk 10</i>	83	15	18 %	52	63 %

Table 14: Results: Reader response

Table 14 demonstrates the extent to which the two textbooks contained learning tasks with the potential of eliciting the reader’s emotion and cognition. 7 % of the tasks in *Stages 10* were coded with the category “emotional reader response”, whereas 36 % were considered to promote cognition in the sense of critical thinking and analysis. Accordingly, these numbers suggest that the task sets following the literary texts in the *Stages* textbook mainly relied on closed questions that did not encourage personal involvement, reflection or critical thinking. On the other hand, the analysis further showed that the task sets in *Engelsk 10* included higher percentage of questions and tasks that had the potential to encourage such responses, as an emotional aspect was identified in 18 % of the tasks, whereas as much as 63 % required the learners’ cognition.

Adolescent learners typically prefer to read literature in which they can relate to and get involved with (Appleyard, 1991) and as discussed earlier, emotional and personal involvement is regarded as essential to the development of intercultural competence (Byram 1997; Hoff, 2016; Fenner, 2011). A focus on getting the learners involved with the text is, in other words, necessary if working with English literature is to help the learners develop their competences. Both textbooks contain several captivating stories addressing important topics such as racism, climate change, war and refugees, some also told through the eyes of teenagers (e.g. “The Hate U Give” (in both textbooks); “The Absolutely True Diary of a Part-Time Indian” (*Stages 10*); “Freaking Green” (*Engelsk 10*)). Both textbooks also have dystopian literature and stories about characters with more “everyday” challenges (e.g., “Eleanor & Park” (*Stages 10*)). The overall impression was that both *Engelsk 10* and

Stages 10 have a rich text selection with the potential to challenge the readers to reflect upon important and relevant issues. This is of course not a guarantee for the learners' engagement, but literary texts should challenge their capacity for creativity and critical and abstract thinking (Hoff, 2016, p. 64).

Furthermore, the findings suggest that the task sets to a varying and rather low degree prompted readers to reflect upon their emotional responses to the texts. A reason for this might be that such responses are not possible for the teacher to assess. Still, some questions had the potential to create awareness and consequently help the learners to explore feelings brought about by the texts, for instance "What are your thoughts and reactions to this story?" and "How does the song make you feel? (Pettersen & Røkaas, 2021, p. 42/180). However, the components of the MIR are interlinked in nature and although awareness and exploration of own emotions is an important element, the reader's cognitive consideration of *how* narrative choices and various subject positions affect her understanding is ultimately key (Hoff, 2016, 2017). Some tasks did promote such considerations, for instance number 47 following the short story "My Brother at the Canadian Border" in *Engelsk 10*: "Do you find that this story makes you feel sad, amused, irritated, angry, or something else entirely? In a brief paragraph, explain the mood the story creates for you. Remember to point to evidence in the text as support" (Haegi et al., 2021a, p. 198). In this case, the first part encourages exploration of the mood and feelings brought about by the meeting with the text. The second part involves identifying and evaluating the effects of the narrative choices, in a sense that the learners are requested to *identify* textual traits and *explain* how these affect his/her emotional response. The example above can also be connected to Rosenblatt's (1995) aesthetic reading, which emphasises the emotions evoked by formal textual features such as choice of words, rhythm, images etc. (Fenner, 2018, p. 223) (i.e., narrative styles).

Finally, as illustrated in the table above, more than half of the analysed learning tasks in *Engelsk 10* (Haegi et al., 2021a) elicited the learner's cognitive reader response, which is around double the percentage as *Stages 10* (Pettersen & Røkaas, 2021). What the questions and activities coded with "cognitive reader response" all had in common was that they in some way encouraged critical thinking, where the answers were typically not predetermined. The tasks in focus at this strand of analysis fostered language production in

a sense that they opened up for the learners to share their own interpretations of the text, which is vital if the aim is to foster intercultural competence (Fenner, 2011, 2018). Such tasks could for instance invite learners to reflect on characters' statements or actions: "Why do you think Aunt Olivia left the family with a challenge like this? (...) Remember to give reasons for your answer" (Haegi et al., 2021a, p. 72), or consider the narrative choices of the author: "Why do you think the poet chose to write the poem like a recipe?" (Pettersen & Røkaas, 2021, p. 106). What these examples have in common is that they both require the learner to critically analyse the information in the text and consequently consider and reflect on the effects of the character's subject positions and the author's narrative choices, which are fundamental qualities of the 'intercultural reader' (Hoff, 2016).

Moreover, what these numbers also indicate is that the *Stages* textbook (Pettersen & Røkaas, 2021) contain a rather large percentage of learning tasks that do not encourage neither the reader's cognition nor emotion. It is important to point out that this does not mean that the *Engelsk 10* (Haegi et al., 2021a) textbook comprise a higher number of such learning tasks, as the total number of tasks involving critical and analytical thinking is actually higher in *Stages 10* (82 learning tasks in *Stages*, 52 in *Engelsk 10*, see table 4.3). However, as mentioned earlier, *Stages 10* has a considerable emphasis on questions that mostly check for comprehension, which could potentially be an issue for several reasons. Intercultural learning requires emotional and personal involvement (Byram, 1997; Hoff, 2016), and the working methods are essential if working with literary texts is to promote the learners' development of IC (Fenner, 2011; Hoff, 2016). The tasks given in such respect should therefor motivate and encourage dialogue and language production, where the learners can share their own understandings and interpretations of the FL text. It is then important that the questions are authentic, in a sense that they are open and that the answers are not predetermined (Fenner, 2018).

It follows from this discussion that the examined learning material do encourage the readers emotional and cognitive responses as they work with the English literature. By using a variety of different analytical approaches in order to fill the "gaps" of the text can lead to an increased understanding of the text itself, but the nature of the literary medium also provides the opportunity to critically analyse intercultural encounters (Hoff, 2016). It is important that the reading of fictional literature is read as a cultural expression, where the

learners are encouraged to involve themselves with the literature and consider their own personal understandings (Fenner, 2011). Simple control questions of the story are thus not sufficient if intercultural learning and personal development is preferred. Accordingly, if the potentials of working with such texts in the classroom is to be realised, these percentages should arguably be higher, especially in *Stages 10* (Pettersen & Røkaas, 2021).

4.6 Narrative style and structure

A reader’s communication with the diverse literary voices inherent in FL texts is, as discussed earlier, influenced by the author’s narrative choices. Thus, an important quality of the ‘intercultural reader’ is to consider the effects of the narrative styles, such as point of view, tone, the use of symbols, vocabulary etc., and the structural framework of the text, such as the plot, theme, setting etc. (Hoff, 2016, p. 60). This area of analysis was divided into two sub-categories, specifically *identification* and *evaluation* (see section 3.4.1). The former dealt with content that involved locating various textual aspects, whereas the latter referred to evaluation of how such narrative choices possibly affect text interpretation. A central trend identified in the examined material was that the tasks mostly encouraged identification of such narrative choices, rather than evaluating its effects. A quantification of the results is presented in the table below.

<i>Textbook</i>	Text interpretation tasks	Narrative style and structure			
		Identification		Evaluation	
		Number	%	Number	%
<i>Stages 10</i>	228	77	34 %	25	11 %
<i>Engelsk 10</i>	83	62	75 %	33	40 %

Table 15: Results: Narrative style and structure

Table 15 illustrates how the two textbooks mainly called for identification rather than evaluation of the narrative styles and structures of the texts. In *Stages 10* (Pettersen & Røkaas, 2021), 34 % of the tasks were considered to encourage identification and

recognition, whereas 11 % could involve consideration of the effects. The analysis further revealed that the task sets following the literary texts in *Engelsk 10* (Haegi et al., 2021a) had a rather extensive emphasis on textual features compared to the other textbook. Around 75 % of the learning tasks were connected to the act of locating such aspects in the text, whereas 40 % invited the learners to consider how these aspects further may affect the text interpretation process.

A characteristic of the literary medium is that it is a form of intercultural communication that allows for critical analysis, where the reader has the possibility to review the communication from various vantage positions. This leads to the opportunity for exploring and analysing the ways in which others express themselves, which is an important part in any intercultural encounter (Hoff, 2016, p. 60). The study showed that the examined textbooks often included questions that aimed at directing the reader's attention towards various narrative choices. Awareness and recognition of such choices is the first step towards analysing its effects, and the study found that the examined textbooks had several different ways of working with the narrative styles and structures of the texts. For instance, some tasks involved identification of the structural framework such as the "Plot: what happens in the story?", "Setting: where and when does the story take place? Or "Conflict: what is the problem?" (Pettersen & Røkaas, 2021, p. 42), whereas others involved identification of the narrative styles, such as "Narrator: who tells the story?" (point of view) (p. 42), and locating for instance contrasts (Haegi et al., 2021a, p. 188) or similes (p. 11) used in the text.

Moreover, the analysis of the two textbooks revealed that evaluation of the effects of various narrative choices was encouraged both explicitly and implicitly. The task set following the poem "Harlem" (1951) by Langston Hughes in *Engelsk 10* (Haegi et al., 2021a, p. 10) had several noteworthy questions in such respect. Task 6a pointed to the fact that the poem asks many questions, and consequently asked what the effect of asking questions is (p. 11). Such explicit phrasing was not common in either textbook, as most tasks dealt with such evaluation more indirectly. The next two questions from this task set can be used to illustrate this point: "6b. why do you think the last question is written in italics?" and "6c. Why do you think the poem is titled "Harlem"?" (p. 11). What these questions have in common is that they create awareness of specific textual features, and subsequently invite

the learners to reflect on why these features might have been chosen, which in turn prompts consideration of their effects. One possible interpretation in this respect can be that the author chose the title in order to place it within a historical and social sphere, perhaps making the readers associate the poem with racial dilemmas.

Another example was found in a task following the poem “Home” by Warsan Shire in *Stages 10*, which invited the learners to identify the images starting with “home is...” in the poem, and consequently explain what feelings they associate with these images (Pettersen & Røkaas, 2021, p. 116). This is also an example of how learning tasks may foster ‘intercultural readers’ by activating several aspects of the MIR. The act of identifying poetic imagery can obviously be connected to the first level of communication (engagement with FL text), but it is essentially about identifying the author’s narrative style. By asking the learners to express what feelings they associate with the poem’s images, the task not only elicit the reader’s emotional response, but also encourages evaluation of the *effects* of the narrative choices (Hoff, 2016) in a sense that their feelings may very well be a direct effect of the text’s style and structure.

It follows from this discussion that the examined textbooks both contain activities and questions that can in many ways make the learners become aware of how the reader’s communication and understanding of a literary text is very dependent on and affected by the author’s narrative choices. They provide some opportunities for the learners to look “beyond words and actions” (Kramersch, 2011, p. 356) in a sense that they are encouraged to explore the effects of the author’s choices. A conclusion in such respect is that the books in question provide several decent opportunities for promoting ‘intercultural readers’, although it could be argued that a stronger emphasis on evaluation rather than identification of said choices could potentially lead to a higher learning outcome.

4.7 Subject positions

The ‘intercultural reader’ (Hoff, 2016) is aware of how different points of view affect any intercultural encounter and is consequently interested in exploring how and why her own historical, cultural and social subject positions affect her communication with the FL text. It is also important to reflect on the how the subject positions of other readers influence their interpretations of the text. Furthermore, the literary medium has a rather unique

characteristic, in a sense that it is not restrained by time and space, unlike real-time encounters. This provides the opportunity to also reflect on the subject positions of the literary voices inherent in the FL text, the text itself and other texts (p. 60-62). Accordingly, this study investigated how the two textbooks under scrutiny promoted such considerations. A quantification of the findings is presented in the following table.

<i>Textbook</i>	Text interpretation tasks	Subject positions			
		Identification		Evaluation	
		Number	%	Number	%
<i>Stages 10</i>	228	70	31 %	13	6 %
<i>Engelsk 10</i>	83	27	33 %	15	18 %

Table 16: Results: Subject positions

Table 16 demonstrates that the textbooks to a rather low degree encouraged reflection of the effects of various historical, cultural and social subject positions. This area of analysis was divided into the sub-categories of “identification” and “evaluation”, where the first dealt with recognition of such positions, and the second involved evaluating how these may affect the processes of text interpretation (see section 3.4.1). The two books had a rather equal distribution of learning tasks that involved identification, with respectively 31 % in *Stages 10* (Pettersen & Røkaas, 2021) and 33 % in *Engelsk 10* (Haegi et al., 2021a). Furthermore, the research revealed that the examined teaching material provided few opportunities for the learners to reflect on *how* and *why* various subject positions may affect text interpretation processes, which is important if it is to foster ‘intercultural readers’ (Hoff, 2016). In *Stages 10*, I identified 13 tasks that had the potential to promote evaluation of the effects of various subject positions, which make up around 6 % of the tasks. *Engelsk 10* had 15 questions and activities related to this strand of analysis, and considering that the total amount of learning tasks in this textbook is lower compared to the other, the total percentage is around 18 %.

Intercultural competence involves the consideration of how different points of view will lead to various interpretations and understandings of texts and events (Byram, 1997; Hoff, 2016; Liddicoat & Scarino, 2010). Furthermore, any meeting with FL literature provides the opportunity for communication with various literary voices, who's backgrounds may be similar or totally dissimilar from those of the readers. For instance, the text "The Hate U Give" is about a young American girl, living in a poor, black community. She witnesses that her best friend gets shot when he fails to obey the instructions of a police officer. In *Engelsk 10*, the learners were prompted to discuss why they think the main character's father told her not to fear the police, but rather to be smart around them (Haegi et al., 2021, p. 180). What this example illustrates is that in order to answer the given question, the learners must identify and consider the character's reality, in a sense that their words and actions are representations of the lives they live. Accordingly, the learners must consider the historical, cultural and social subject positions of the characters in order to make sense of her father's statement. In this case, the question might direct the learners' attention towards how many members of the black community in America suffer from gun violence and police brutality, which is one of the messages of the Black Lives Matter (BLM) movement.

Furthermore, considering how literary reading is not constrained by lack of time and space, the 'intercultural reader' is given the opportunity to explore how and why the historical, cultural and social subject positions of a wide range of contemporary and prior readers may lead to different interpretations (Hoff, 2016, p. 60). The examined material did not only encourage consideration of character's positions, although this was most common. Discussions with other readers are frequently promoted by the textbooks, and such an approach to literature in the classroom can potentially lead to the discovery of new aspects of the text for the individual student (Fenner, 2018, p. 230). As mentioned earlier, the nature of meaning is culturally dependent, and expressions of personal understandings in dialogues with others may provide the opportunity to recognize how messages can have multiple interpretations (Liddicoat & Scarino, 2010, p. 55). A possible outcome of sharing and discussing personal text interpretations is the awareness of how other readers' points of view may lead to various understandings. In the context of a classroom, the teacher or other learners might for instance have certain experiences, knowledge or interest making

them relate to a story differently. Such collaborative sharing can lead to the understanding that cultural identities are complex phenomena (Hoff, 2016, p. 62).

However, although identification and recognition of various points of view, few questions and activities fostered evaluation of how these affect processes of text interpretation (see table above). Such considerations could possibly come about by tasks that only request identification, but this strand of analysis dealt with explicit phrasing. A task mentioned earlier can be used to illustrate this aspect, where the assignment was to provide examples of songs the learners like today, and song they liked in the past, and consequently explain why (Haegi et al., 2021, p. 48). When the students are invited to explain *why* they were emotionally connected to certain songs, they may not only consider the structure, melody or themes of the song (i.e., narrative style and structure), but also their own subject positions in general or at that point in time. Their feelings brought about by the song is not necessarily due to textual features, but may be affected by what they bring to the interpretation process (Iser, 1978; Rosenblatt, 1994). What this means is that the learners can for instance have certain experiences or values that make them connect to the song in a certain way. Explorations of such dispositions can most definitely help with developing intercultural competence, in a sense that it can promote the recognition of how the nature of meaning is culturally dependent (Liddicoat & Scarino, 2010, p. 55).

It follows from this discussion that the examined textbooks provide valuable opportunities for the learners to explore the complexities of intercultural encounters, as our understandings of events and texts are deeply affected by our prior knowledge and attitudes (Byram, 1997; Hoff, 2016; Fenner, 2018; Iser, 1978; Rosenblatt, 1994; Sercu, 2010), which essentially make up our points of view. However, one can definitely argue that the low number of such opportunities poses a problem in a sense that it requires a highly aware teacher, one of which values such activities and questions and prioritise them in the classroom.

4.8 Tools for the Teacher

The second research question of this thesis asked if the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) have any additional tools for the teacher that can guide the learners' reading towards interculturality. The content in the teacher's book was analysed using the

categories for coding elaborated on in section 3.4.1. The following sub-chapter presents and discusses the findings of the analysis.

The English 10 Teacher's Book is an extended version of the *Student's Book*, and the complementary content is divided into eight different categories located in extended margins. The focus of the analysis was directed towards the literary texts and content related to text interpretation, which was found in six of these categories. Content under the headline "background" were additional information about the topic or text, whereas "suggestion" contained didactical advice, additional learning tasks and language games. The third category was called "scaffolding" and contained suggestions for further scaffolding to help the students' learning. The last category "before, during and after reading" contained suggestions for guided reading in the classroom (Haegi et al., 2021b, p. 3). The analysis revealed that the teacher's book had in total 7 units with background information, 18 didactic suggestions, 9 ideas for scaffolding 44 suggestions for guided reading connected to text interpretation of the 13 literary texts. A total of 78 units from the teacher's book were then coded as to whether they could be connected to the different elements of the MIR.

Interactions with literary texts can be considered as a multifaceted form of intercultural competence, and the examined material from the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) can indeed be used to encourage and guide learners through processes of text interpretation which involve all elements of the MIR (Hoff, 2016). However, the findings suggest that the trends identified in the two examined learner's textbooks as to what strands of analysis were more represented also applied for the Teacher's Book, which is shown in the table below.

<i>Engelsk 10 - Teacher's book</i>		Total units = 78	
		Number	Percent
<i>FL text (level 1)</i>		61	78 %
<i>Other readers (level 2)</i>		17	22 %
<i>Other texts (level 3)</i>		6	8 %
<i>Reader response</i>	Emotional	10	16 %
	Cognitive	33	42 %
<i>Narrative style and structure</i>	Identification	43	55 %
	Evaluation	20	26 %
<i>Subject positions</i>	Identification	34	44 %
	Evaluation	5	6 %

Table 17: Results: English 10 Teacher's book

The table above illustrates how the findings suggest that the content in the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) mainly were concerned with the first level of communication, as 78 % of the units were coded with the category "reader and FL text" (see analytical categories in sub-chapter 3.4.1). The study identified that around 22 % of the units involved the consideration of other contemporary and prior readers' communication with the text, whereas nearly 8 % dealt with intertextuality. Moreover, most of the units that required some kind of reader response elicited cognitive, rather than emotional responses. The former category was identified in around 42 % of the units, whereas around 16 % were connected to the latter. Finally, identification, rather than evaluation of the different narrative choices and subject positions, was also more heavily represented in the material. More than half of the units (55 %) focused on recognition of textual traits, where around half of these (26 %) also involved consideration of how the author's choices may affect interpretation processes. Around 44 % of the units dealt with acknowledging the various subject positions of the texts, literary characters and reader(s), but only 6 % of these also fostered consideration of how different points of view can affect the understandings and communication with the texts.

Most of the units were activities and questions that encouraged exploration and communication with the FL texts. Some of these were typical comprehension questions, where the answers could be found in the text and accordingly required little or no reflection. Such an example can be found in a question following the text *Freaking Green*: “What is Green Balance and what do they do?” and “By how many tons does the family have to reduce their carbon dioxide emissions?” (Haegi et al., 2021B, p. 69). On the other hand, many units were complex and promoted various levels of interpretation, reflection and critical thinking. The poem “Refugee Blues”, which tells the story about the tragic faith of German Jews refugees during the second world war, has a question that illustrates this: “Who are “they”? What does this tell us about the narrator of the poem?” (Haegi et al., 2021b, p. 187). The placement of the “during reading” question in the margins indicate that the focus is on the two sentences “If we let them in, they will steal our daily bread” and “It was Hitler over Europe, saying: “They must die”” (p. 187). “They” is then a reference to German Jews, who are, according to the poem, hunted in their own country, but also not welcome in the country they flee to. Although the first part of the question mostly requires language comprehension and engagement with the text, the second part foster reflection and critical thinking. The learners must critically consider how the information provided by the text affect their understanding, where they in turn may become aware of the narrator’s point of view and consequently consider the relationships between the different groups of people in the poem.

Furthermore, a learning task following the “Earth Song” by Michael Jackson invited the learners to find examples of words and phrases about various types of violence in the text (Haegi et al., 2021a, p. 90). Accompanying this task in the teacher’s book was a suggestion for scaffolding, where possible meanings of the phrase “killing fields” from the lyrics was discussed. According to the authors, the phrase can for instance be a place of war or mass destruction of animals, but some associate the phrase with the Khmer Rouge genocide in Cambodia (Haegi et al., 2021b, p. 90). What such learning tasks and scaffolding suggestions can do for the learners it to make them aware of the author’s narrative choices, but also that various cultural, historical and social points of view may lead to different associations and understandings of words and phrases. It can foster the understanding that “the use of words is never innocent” (Dervin, 2016, p. 106), in a sense that seemingly “innocent” words

and phrases might have been deliberately chosen by the author, either as a reference to other texts or events, or to have a certain emotional impact on the reader.

The examples above illustrate how the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) encouraged engagement between the reader and the literary texts, which is associated with level 1 communication of the MIR (Hoff, 2016). Most of the units involved this strand of analysis, whereas level 2 communication, i.e., the consideration of other readers' understanding and communication with the FL text, had less representation in the examined teaching material. The units coded with "reader and other readers" were typically didactic suggestions that proposed plenary discussions or presentations of specific learning tasks that originally asked for individual or pair work. Task 42 following the song lyrics "You'll Never Walk Alone" invited the learners to individually work with the lyrics by considering the song's message, the narrator and implied reader (Haegi et al., 2021a, p. 46). The teacher's version of the textbook then had a didactic suggestion directed towards this particular task, which invited plenary presentations of the learner's opinions in class rather than individual writing (Haegi et al., 2021b, p. 46). Such an approach to the task has the potential to activate several aspects of the MIR (Hoff, 2016). The main aim with the task is to encourage consideration of the text's narrative style and structure, and by doing so it also elicit their cognition, and encourage engagement between the reader and text (i.e., level 1 communication). Additionally, when readers share their understandings and opinions in class, the reading experience may be enriched and more complex for all participants (Fenner, 2018, p. 229). This may in turn provide insight into how people have different ways of thinking, and that interpretations and world views are culture dependent (Byram, 1997; Sercu, 2010; Hoff, 2016), which are essential elements in the English subject curriculum as well (The Norwegian Directorate for Education and Training, 2020, p. 3).

Moreover, some units involved the consideration of other reader's experiences of FL texts in more general terms. For instance, a suggestion following the dystopian story "The Handmaid's Tale" prompted teachers to ask: "Why do you think dystopian literature and film have become so popular recently, especially amongst teenagers?" (Haegi et al., 2021b, p. 139). Additionally, the didactic suggestion also provided some examples of dystopian fiction the learners might know of, such as *The Hunger Games*, *Black Mirror* etc., and consequently suggested a talk about how authors may be influenced by factors such as

technological inventions, threats to the environment and globalism (p. 139). This didactic suggestion is noteworthy for several reasons. This question and suggestion for discussion encourages the learners to consider how and why contemporary readers might relate to this type of literature, which are essential aspects connected to the second level of communication described by the MIR (Hoff, 2016). This type of reflection and critical thinking might draw the learners' attention towards how various experiences, interests and knowledge can affect what type of texts various readers find engaging. The didactic suggestion illuminates some factors that might inspire the authors' writing, but these may very well be the reasons for why readers find such literature interesting. This suggestion can in other words foster the understanding of how various social, cultural and historical subject positions may affect processes of text interpretation (Hoff, 2016).

Additionally, by focusing on the dystopian genre, the example above also addresses the narrative choices of the level 1 text (*The Handmaid's Tale*). Dystopian literature often depicts depraved versions of future societies, where the aim can be to challenge readers to reflect on current political and social conditions. The example above may then guide the learners to consider how the typical narrative traits of dystopian literature and film might influence readers' connection with the texts. Finally, what this suggestion also does is that it draws upon the learners' prior knowledge of texts that shares elements of intertextuality with "*The Handmaid's Tale*". By prompting discussion about other texts within the same genre, the learners' get the opportunity to place the text within a sphere they are already familiar with. Although the task touches upon level 3 communication of the MIR, it does not explicitly encourage the learners to compare texts in order to explore how alternate subject positions and narrative choices can provide a more nuanced understanding of the level 1 text, which is an important aspect according to the MIR (Hoff, 2016, p. 63).

The previous paragraphs have discussed some examples that illustrate what tools the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) has that may help the teacher to guide the learners' reading towards interculturality. Another interesting finding that emerged from the analysis is that the content of the *Engelsk 10 Learner's Book* (Haegi et al., 2021a) and the Teacher's version (2021b) can complement each other when it comes to guiding processes of text interpretation. The research showed that the learner's book has an extensive emphasis on technical textual analysis, where consideration and evaluation of the text's

narrative styles and structures are heavily favoured. Efferent reading, and interpretation of the story itself, for instance through discussions of the literary voices' choices and positions, does not have a strong position in the task sets. Fenner (2018) argues that the reading of English literature in the classroom is mainly to develop intercultural competence, and not to become specialists in technical analysis (p. 231-232). However, it should be pointed out that learners are often asked to consider how different narrative choices affect their emotions, which is associated with aesthetic reading (Fenner, 2018, p. 223) and a key aspect of the MIR (Hoff, 2016).

The teacher's book can in many ways fill this potential gap, in a sense that it contains numerous questions concerned with interpretation of the narrative. These were often "before", "during" or "after" reading questions, which functioned as guided reading that both checked for comprehension and invited personal opinions and interpretation of the story. Such examples followed the text "The Eyes Have It": "Why do you think the narrator says "calling on my memories"?" and "Why does the narrator think he is "becoming quite daring"?" (Haegi et al., 2021b, p. 210/211). What these questions have in common is that they encourage reflection on the meaning of the narrator's statements. One interpretation in this respect is that the statements indicate that the narrator is blind, but that he at some point in the past had his eyesight. However, the phrasing of the questions allows for various opinions to be recruited in the classroom.

Finally, it follows from this discussion that the *Engelsk 10 Teacher's Book* (Haegi et al., 2021b) can in many ways help the teacher guide the learners' reading towards intercultural learning. It includes questions and exercises that have the potential to activate the different levels of the MIR, which indicates that the book draws on the advantages of the literary medium in order to promote intercultural competence. However, the discussion has also pointed to some missed potential, especially connected to level 3 communication. Still, the main impression of the teaching material is that it can be used to foster "intercultural readers" who are able to consider foreign language texts from a number of different vantage positions (Hoff, 2016).

4.9 Further discussion

The previous sub-chapters have presented and discussed the findings of the study, where the main focus has been directed towards how the examined teaching material had the potential to activate the different levels of the MIR (Hoff, 2016) and in turn foster intercultural learning through foreign language literature. This chapter builds on the previous sections and provides a further discussion of the implications of the findings.

Previous research has shown that EFL teachers rely on the textbooks to a rather high degree, both in their planning and in the classroom (Juuhl et al., 2010; Gilje et al., 2016). In fact, Gilje et al., (2016) found that as much as 70 % of the EFL teachers who attended their study used the textbook as their primary teaching material (p. 52). Additionally, teachers also rely on the textbook for planning their teaching and make short-term and long-term plans based on their content (Hodgson et al., 2010, p. 87). Teachers reported that they consider the textbook to provide a fairly safe approach to the teaching, as they believe it to cover the various competence aims of the curriculum (Gilje et al., 2016, p. 27). However, it is important to point out that because the textbooks convey the author's interpretations and understandings of the curriculum, they do not automatically cover the given competence aims (Fenner & Ørevik, 2018, p. 335). The content and overall focus in the books is very much dependent on the authors attitudes, as they have the power to decide what to include and what to exclude.

Moreover, the questions and activities included in the textbooks are also based on the author's subjective views (Fenner & Ørevik, 2018, p. 335), and they essentially signal to the readers what should be considered as important and relevant knowledge (Skjelbred, 2009, p. 280). However, there are no guarantees that the methods implied by the tasks will help the learners achieve the aims expressed by the curriculum (Fenner & Ørevik, 2018, p. 335). On this note, Ingvild Østrem (2021) found in her master's study that the examined learning tasks in 8th grade EFL textbooks did not accommodate all the curricular guidelines regarding intercultural competence (p. 128). This indicates that teachers should critically evaluate the content of textbooks in order to help their students meet the requirements of the curriculum. Additionally, no teaching materials can guarantee a certain learning outcome, but Hoff's (2017) previous research indicated that there was a considerable correlation between the processes of text interpretation that unfolded in the classroom and the

potentials of the learning tasks given to the learners (p. 449). In this case, the task sets that had the potential to activate several elements of the MIR tended to stimulate more “thorough and multifaceted processes of text interpretation” (p. 449) than those with more limited elements.

As discussed earlier, the nature of the learning tasks is essential when it comes to motivating and encouraging the learner’s personal interpretations of the literature, which is in turn important if they are to develop intercultural competence (Fenner, 2011, 2018). A trend identified in the examined material was, as briefly mentioned earlier, that *Stages 10* (Pettersen & Røkaas, 2021) typically contained more closed questions compared to *Engelsk 10* (Haegi et al., 2021a). This was indicated by the former’s high percentage of learning tasks connected to level 1 communication (96 %) and low percentage of tasks connected to either emotional (6 %) or cognitive reader response (36 %), which is linked to whether the tasks foster critical and analytical thinking (see section 4.3 on “reader response”). Analytical and creative tasks often encourage the reader to consider the literary text from various perspectives and cultural points of view (Burwitz-Melzer, 2001, p. 29-30). This can in turn lead to a better understanding of the cultures represented in the texts, but such tasks also provide the opportunity to compare cultures, for instance one’s own and those within the text (p. 30). Accordingly, if such questions and activities are neglected in the classroom, the potential to foster intercultural learning through reading and working with fictional literature may be missed.

The trends identified in the respective study are, in a way, not surprising. Previous research on EFL textbooks has shown that the task sets typically include closed questions (Lund, 2007), with a focus on checking the learners’ ‘knowledge’ (*savoir*) and ‘attitudes’ (*savoir être*) (Byram, 1997) (Knudsen, 2017; Mosand, 2019; Østrem, 2021). Several of these studies relied on Michael Byram’s model of ICC (1997) for analysing the textbooks but considering how the ‘intercultural reader’ (Hoff, 2016) can be seen as a further development of Byram’s ‘intercultural speaker’, these findings are relevant. It has been shown throughout this thesis how the two models are founded on many of the same principles.

Finally, this study has shown that Cappelen Damm’s newly created textbook *Engelsk 10* (Haegi et al., 2021a) had learning tasks that typically prompted technical text analysis,

whereas Aschehoug's *Stages 10* (Pettersen & Røkaas, 2021) mostly checked for comprehension and encouraged personal interpretations of the narrative. Such personal interpretation of the development of the story and its meanings is associated with efferent reading of literature, whereas aesthetic reading involves the consideration of how the formal characteristics of the text evoke the reader's emotions (Rosenblatt, 1995, referenced in Fenner, 2018, p. 223). However, it is important to note here that both textbooks had learning tasks that encouraged these different approaches to literary reading, and that the trends emerging from the qualitative analysis reflect what most of the tasks promote.

The essential argument here is that *if* the textbooks have an important and strong position with regards to both planning and implementation of the teaching, learners may get very different perspectives on what type of knowledge and competences that should be perceived as important. The study has shown how the textbooks in question have the potential to activate the different elements of the MIR to a varying degree. Accordingly, learners presented with *Engelsk 10* (Haegi et al., 2021) and *Stages 10* (Pettersen & Røkaas, 2021) might develop rather different approaches to working with English literature and text interpretation. However, even though research claim that teachers are heavily dependent on textbooks, the approaches to working with literature in the classroom are ultimately their decision. The content of textbooks and teacher's books can most definitely influence the working methods employed, and it is thus important for teachers to have sufficient knowledge on the topic in order to extract the content of the books best suited to guide the learners' development. This chapter has pointed to numerous questions and activities from all three books under scrutiny which have the potential to activate the different levels of the MIR (Hoff, 2016), and thus promote the development of 'intercultural readers'.

Chapter 5. Conclusion

This final chapter sums up the main findings and concludes the respective thesis. Moreover, the chapter also elaborates on and discusses the limitations of the findings, in addition to providing some suggestions for further research.

5.1 Summary of findings and conclusion

The aim of the investigation has been to explore how and to what extent the learning and teaching material following literary texts in two EFL textbooks and one accompanying teacher's book for the 10th grade can foster the development of 'intercultural readers'. The books in questions were *Stages 10* (Pettersen & Røkaas, 2021), *Engelsk 10 Student's Book* (Haegi et al., 2021a) and *Engelsk 10 Teacher's Book* (Haegi et al., 2021b). The following research questions were developed:

1. How and to what extent do learning tasks related to literary texts have the potential to activate the different levels of MIR, and thus promote the development of *Intercultural Readers*?
2. Do the teacher's book provide tools for the teacher that may guide the learners' reading towards interculturality?

A qualitative analysis of the learning tasks and additional content was completed in order to explore these issues. Hild Elisabeth Hoff's model of the Intercultural Reader (MIR, 2016) was operationalised into categories for coding, which enabled me to investigate how and to what extent the examined material had the potential to activate the different levels of the MIR, and in turn guide the learners' reading towards interculturality.

The overall findings of the study were that the two textbooks do encourage and guide the learners through processes of text interpretation in a way that correspond with the levels of the MIR (Hoff, 2016). However, the extent to which 'intercultural readers' are fostered varies a great deal depending on the textbook. Throughout the previous chapter, this study

showed how Cappelen Damm's *Engelsk 10* (Haegi et al., 2021a) has an over-all stronger focus on the particularities of intercultural communication through literary reading compared to Aschehoug's *Stages 10* (Pettersen & Røkaas, 2021). This is despite the fact that the latter has a higher number of both literary texts and learning tasks. The two textbooks had rather different approaches to working with English literature, in a sense that *Stages 10* (Pettersen & Røkaas, 2021) mainly forwarded comprehension tasks and questions that called for personal interpretations of the narrative, whereas *Engelsk 10* (Haegi et al., 2021a) primarily focused on a more critical technical analysis of the texts.

Most of the factors suggested by the MIR (Hoff, 2016) were identified in some manner in the examined material, but there were vast differences as to what extent these were represented. The textbooks mainly forwarded level 1, i.e., communication between the reader and FL text, and level 2 communication, i.e., the reader's consideration of other readers' communication with the text. A trend identified in relation to level 1 communication was that *Stages 10* (Pettersen & Røkaas, 2021) often favoured closed questions with predetermined answer possible to retrieve from the text, whereas *Engelsk 10* (Haegi et al., 2021a) had a more extensive emphasis on open questions that required language production and technical analysis. The *Engelsk 10 teacher's book* (Haegi et al., 2021b) had more guided reading questions that checked for comprehension. Moreover, both the textbooks and the teacher's book were mostly concerned with encouraging consideration of other contemporary fellow student's communication with the text. Few tasks invited the learners to consider other prior or contemporary readers' interpretations. However, the findings indicate that there were some missed potential related to level 3 communication of the MIR, as there was no focus on comparing and contrasting different texts. This can be problematic, considering how intercultural competence also involves the ability to identify aspects of intertextuality and disclose ideological dimensions in a text in order to explore how the text draws on prior discourse (Byram, 1997; Hoff, 2016).

Furthermore, the study has explained in detail how and to what extent the examined books have the potential to foster the remaining elements present in the MIR (Hoff, 2016). According to the model, the 'intercultural reader' involves his or her cognition and emotion when considering how various narrative styles and structures and historical, social and

cultural subject positions of text(s) and reader(s) may affect text interpretation processes. In this study, I considered how and to what extent the examined books had learning tasks and complementary content that encouraged the learners to consider such aspects. A conclusion in such respect was that the material mainly forwarded cognitive rather than emotional responses to the texts, and that identification rather than evaluation of the effects of various subject positions and narrative choices were prioritised.

Finally, this study has shown that the investigated textbooks have both strengths and weaknesses when it comes to fostering 'intercultural readers' and thus promote the development of IC. Based on the results, one can argue that the teaching material provide numerous opportunities for helping learners develop their reading towards interculturality, but it requires that the teachers are critical towards the content and select the material with most potential. The examined textbooks are great sources for inspiration, in a sense that the selection of literary texts and accompanying teaching materials can function as an adequate starting point. Based on previous research and present-day understandings of how FL literature can function as a medium for cultural explorations (Fenner, 2001; Hoff, 2016; Bredella, 2006; Kramsch, 2011), one can argue that the examined material should not be relied on exclusively.

5.2 Limitations

The tasks' potential identified in this study was based on a subjective assessment, which depended on my level of knowledge at the time of the analysis. I went through the analysis several times in order to make sure that my understandings of the potential were consistent. Considering how my competence increased as I worked with the thesis, my understanding of the tasks' potential was sometimes different at the end of the project compared to when the analysis was conducted. One can thus imagine that the results of the analysis may vary if another researcher would be to conduct a similar study in the future. This is of course one of the pitfalls with any qualitative study, but the level of detailed descriptions and explanations of my interpretations has been included in order to improve the study's reliability.

Another limitation of the study is that only one of the accompanying teacher's guides were available at the time of the analysis. This had led to an imbalance in the examined material,

in a sense that Cappelen Damm's teaching materials (Haegi et al., 2021a/b) has had a greater focus and representation throughout the thesis. A result of this is that a more complete picture of Engelsk 10's (Haegi et al., 2021) potential to promote 'intercultural readers' is provided, compared to the representation of Aschehoug's teaching material (Pettersen & Røkaas, 2021). However, the decision to present and discuss the two textbooks and the teacher's book separately was taken in order to provide a better and fairer representation of the results.

A final limitation is that the present study only investigated the learning tasks and additional content following the literary texts in two textbooks and a teacher's book. This cannot give any conclusions as to how this will affect classroom practices, as there are no guarantees that the potential identified in the teaching material is met in the classroom.

5.3 Suggestions for further research

There are endless opportunities for further research within this field of study and I will in this final section provide some suggestions.

The present study has only looked at two of the newly revised and published EFL textbooks and one accompanying teacher's book developed to match the current curriculum, The Knowledge Promotion Reform 2020 (LK20). The sample size is perhaps somewhat small, and a similar study with a higher number of textbooks and teacher's books for the same or another grade would be interesting to read. Additionally, a greater emphasis on and analysis of the textbooks' fictional literary texts could be another interesting approach. Lastly, a study on reading practices in the EFL classroom where the texts and task sets investigated in this study is used as a point of departure can yield important and interesting knowledge on how the textbooks' potential is met in the classroom context. This approach could involve interviewing and observing how teachers operationalise the content of the textbooks, or investigate classroom discourses, with a focus on the students' expressed learning outcome.

References

- Abrams, M. H. (1993). *A Glossary of Literary Terms*. 6th ed. Harcourt Brace College Publishers.
- Appleyard, J. A. (1991). *Becoming a reader: The experience of fiction from childhood to adulthood*. Cambridge University Press.
- Bakhtin, M. (2006). *The dialogic imagination: Four Essays* (ed.: M. Holquist; trans.: C. Emerson & M. Holquist). University of Texas Press.
- Bertelsen, B. E. (2018, 20th May). Etnosentrisme. *Store Norske Leksikon*. Retrieved from <https://snl.no/etnosentrisme>
- Burwitz-Meltzer, E. (2001). Teaching intercultural communicative competence through literature. In M. Byram, A. Nichols, & D. Stevens (Eds.), *Developing intercultural competence in practice* (p. 29-43). Multilingual Matters.
- Bredella, L. (2006). The significance of multicultural literary texts for intercultural understanding. In L. Cok (Ed.), *The close otherness* (p. 73-92). Zalozba Annales.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Multilingual Matters
- Byram, M. (2010). Linguistic and cultural education for *Bildung* and citizenship. *The Modern Language Journal*, 94(2), 317-321. Retrieved from <https://www.jstor.org/stable/40856134>
- Byram, M., Gribkova, B. & Starkey, H. (2002). *Developing The Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Council of Europe.

- Christoffersen, L. & Johannessen, A. (2018). *Forskningsmetode for lærerutdanningene*. Abstrakt Forlag.
- Council of Europe (2018). *Reference framework of competence for democratic culture* (Vol. 1-3). Retrieved from [https://www.coe.int/en/web/education/publications#{%2278266904%22:\[0\]}](https://www.coe.int/en/web/education/publications#{%2278266904%22:[0]})
- Council of Europe (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Retrieved from <https://rm.coe.int/1680459f97>
- Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*. (8th edition.). Taylor & Francis Group.
- Creswell, J. W. (2014). *Research Design*. (4th edn). Sage Publications Ltd.
- Deardorff, D. K. (2004). *The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States*. PhD dissertation. North Carolina State University.
- Deardorff, D. K. & Jones, E. (2012). Intercultural Competence, An Emerging Focus in International Higher Education. In D. K. Deardorff, H. de Wit & J. Heyl (Eds.), *The SAGE handbook of International Higher Education*. SAGE Publications, Inc.
- Deardorff, D. K. (2020). Defining, developing and assessing intercultural competence. In G. Rings & S. Rasinger (Eds.), *The Cambridge Handbook of Intercultural Competence* (pp. 493-503). Cambridge University Press
- DeCapua, A. & Wintergerst, A. C. (2016). *Crossing Cultures in the Language Classroom* (2. edition). The University of Michigan Press
- Dervin, F. (2016). *Interculturality in education: A theoretical and methodological toolbox*. Palgrave Macmillan.
- Dypedahl, M. & Bøhn, H. (2017). *Veien til interkulturell kompetanse* (2. edn). Fagbokforlaget.

- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Fenner, A- B. (2001). Dialogic interaction with literary texts in the lower secondary classroom. In A- B. Fenner (ed.), *Cultural awareness and language awareness based on dialogical interaction with texts in foreign language learning* (p. 13-46). ECML & Council of Europe Publishing.
- Fenner, A- B. (2011). Litteraturens rolle i utviklingen av interkulturell kompetanse, *Communicare*, (1), 41-43.
- Fenner, A- B. (2017). Cultural Awareness in the Foreign Language Classroom. In J. Cenoz, D. Gorter & S. May (Eds.), *Language Awareness and Multilingualism. Encyclopaedia of Language and Education Vol. 6* (3. edition). (pp. 205-217). Springer.
- Fenner, A- B. (2018). Approaches to literature. In A. B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: central issues in English Didactics* (pp. 215-236). Fagbokforlaget.
- Fenner, A- B. & Ørevik, S. (2018). Analysing teaching materials. In A. B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: central issues in English Didactics* (pp. 333-360). Fagbokforlaget.
- Ferri, G. (2016). Intercultural Competence and the promise of understanding. In F. Dervin & Z. Gross (Eds.), *Intercultural competence in education: Alternative approaches for different times* (pp. 97-120). Palgrave Macmillan.
- Gilje, Ø., Ingulfsen, L., Dolonen J. A., Furberg, A., Rasmussen, I., Kluge, A., Knain, E., Mørch, A., Naalsund, M. & Skarpaas, K. G. (2016). *Med ARK&APP: bruk av læremidler og ressurser for læring på tvers av arbeidsformer*. Sluttrapport. Universitetet i Oslo.
- Gilje, Ø. (2017). *Læremidler og arbeidsformer i den digitale skolen*. Fagbokforlaget.
- Haegi, E., Madsen, T., & Mohammad-Roe, S. (2021a). *Engelsk 10, Student's Book*. Cappelen Damm.

- Haegi, E., Madsen, T., & Mohammad-Roe, S. (2021b). *Engelsk 10, Teacher's Book*. Cappelen Damm.
- Hodgson, J., Rønning, W., Skogsvold, A. S. & Tomlinson, P. (2010). *På vei fra læreplan til klasserom* (NF-rapport nr. 3/2010). Retrieved from https://www.udir.no/globalassets/filer/tall-og-forskning/rapporter/2010/evakl/5/smul_andre.pdf
- Hoff, H. E. (2013). "Self" and "Other" in meaningful interaction: using fiction to develop intercultural competence in the English Classroom. *Tidsskriftet FoU i praksis*, 7(2), 27-50.
- Hoff, H. E. (2014). A critical discussion of Byram's model of intercultural communicative competence in the light of Bildung theories. *Intercultural Education*, 25(6), 508–517. DOI: <https://doi.org/10.1080/14675986.2014.992112>
- Hoff, H. E. (2016). From "Intercultural Speaker" to "Intercultural Reader": A proposal to reconceptualize intercultural communicative competence through a focus on literary reading. In F. Dervin & Z. Gross (Eds.), *Intercultural Competence in Education: Alternative Approaches for Different Times* (pp. 51–71). Palgrave Macmillan.
- Hoff, H. E. (2017). Fostering the "Intercultural Reader"? An empirical study of Socio-Cultural Approaches to EFL literature. *Scandinavian Journal of Educational Research* 2019/63(3), 443-464. <https://doi.org/10.1080/00313831.2017.1402366>
- Hoff, H. E. (2018). Intercultural Competence. In A. -B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: central issues in English Didactics* (pp. 67- 89). Fagbokforlaget.
- Hoff, H. E. (2019). *Rethinking approaches to intercultural competence and literary reading in the 21st century English as a foreign language classroom* [Doctoral dissertation]. University of Bergen. Retrieved from <https://bora.uib.no/bora-xmlui/handle/1956/20799>

- Hoff, H. E. (2020). The evolution of intercultural communicative competence: Conceptualizations, critiques and consequences for 21st century classroom practice. *Intercultural Communication Education*, 3(2), 55–74. DOI: <https://doi.org/10.29140/ice.v3n2.264>
- Holliday, A. (2011). *Intercultural communication & Ideology*. Sage publications.
- Iser, W. (1978). *The Implied Reader. Patterns of communication in prose fiction from Bunyan to Beckett*. The John Hopkins University Press.
- Iversen, A. T. (2013). Reading Novels and Short Stories. In A. Birketveit and G. Williams (Eds.), *Literature for the English Classroom: Theory into Practice*. Fagbokforlaget.
- Johannessen, A., Christoffersen, L. & Tufte, P. A. (2016). Introduksjon til samfunnsvitenskapelig metode (5th edition). Abstrakt forlag.
- Juuhl, G. K., Hontvedt, M. & Skjelbred, D. (2010). Læremiddelforskning etter LK06: eit kunnskapsoversyn (1/2010). Retrieved from https://www.udir.no/globalassets/filer/tall-ogforskning/rapporter/2010/5/laremiddelforskning_lk06.pdf
- Klafki, W. (1996). Kategorial dannelse. In Dale, E. L. (Ed.) *Skolens undervisning og barnets utvikling. Klassiske tekster*. Gyldendal.
- Knudsen, B. M. (2016). *Textbook tasks and the development of ICC in the EFL-classroom. How do textbook tasks in the subject of English in VG1 potentially promote development of intercultural communicative competence?* [Master's thesis]. University of Bergen. Retrieved from <http://bora.uib.no/handle/1956/12712>
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.
- Kramsch, C. (2006). Culture in language teaching. In H. L. Andersen, K. Lund & K. Risager (Eds.), *Culture in Language Learning* (pp. 11-26). Aarhus University Press.

- Kramsch, C. (2011). The Symbolic Dimensions of the Intercultural. *Language Teaching*, 44(3), 354-367. DOI: <https://doi.org/10.1017/S0261444810000431>
- Krumsvik, R. J., Jones, L. Ø., & Røkenes, F. M. (2019). *Kvalitativ metode i lærerutdanninga*. Fagbokforlaget.
- Liddicoat, A. J. & Scarino, A. (2010). Eliciting the Intercultural in Foreign Language Education at School. In A. Paran & L. Sercu (Eds.), *Testing the Untestable in Language Education* (pp. 52-73). Multilingual Matters.
- Little, D., Devitt, S. & Singleton, D. (1989). *Learning Foreign Languages from Authentic Texts: Theory and Practice*. Dublin: Authentik.
- Lund, R. (2007). *Questions of culture and context in English language textbooks: a study of textbooks for the teaching of English in Norway* [PhD Dissertation]. University of Bergen. Retrieved from <https://bora.uib.no/bora-xmlui/bitstream/handle/1956/2421/Dr%20Avh%20%20Ragnhild%20Lund.pdf?sequence=1>
- Mackey, A. & Gass, S. (2015). *Second Language Research: Methodology and Design*. New York, NY: Routledge.
- Mosand, K. N. (2019). *To what extent do learning tasks promote intercultural communicative competence – a study of EFL textbooks aimed at Norwegian lower secondary level* [Master's thesis]. Western Norway University of Applied Sciences. Retrieved from <https://hvlopen.brage.unit.no/hvlopen-xmlui/handle/11250/2605887>
- Ministry of Education. (2017). Core curriculum – values and principles for primary and secondary education. Retrieved from <https://www.regjeringen.no/en/dokumenter/verdier-og-prinsipper-forgrunnopplaringen---overordnet-del-av-lareplanverket/id2570003/>
- Nygaard, A. H. B. (2014). *How do textbooks in International English invite students to expand their intercultural perspectives through tasks related to texts about multiculturalism?*

- [Master's thesis]. University of Bergen. Retrieved from <http://bora.uib.no/handle/1956/8943>
- Pettersen, S. & Røkaas, F. (2021). *Stages 10, engelsk for ungdomstrinnet*. Aschehoug Undervisning.
- Pingel, F. (2010). *UNESCO Guidebook on Textbook Research and Textbook Revision*. United Nations Educational, Scientific and Cultural Organization.
- Rosenblatt, L. M. (1995). *Literature as exploration*. New York: The Modern Language Association of America.
- Skjelbred, D. (2009). Lesing og oppgaver i lærebøker. In S. V. Knudsen, D. Skjelbred & B. Aamotsbakken (Eds.), *Lys på lesing* (pp. 271-289). Oslo. Novus Forlag.
- The Norwegian Directorate for Education and Training. (2019). Curriculum in English (ENG01-04). Retrieved from <https://data.udir.no/kl06/v201906/laereplaner-lk20/ENG01-04.pdf?lang=eng>
- UNESCO (2013). *Intercultural Competences: Conceptual and Operational Framework*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000219768>
- Van Ek, J. A. (1986). *Objectives for foreign language learning, Vol. 1: Scope*. Strasbourg: Council of Europe.
- Østrem, I. M. (2021). *Analysis of EFL textbooks for lower secondary school: How effectively do new EFL textbooks in lower secondary schools facilitate intercultural competence and accommodate LK20 guidelines about intercultural competence?* [Master's thesis] Western Norway University of Applied Sciences. Retrieved from <https://hvlopen.brage.unit.no/hvlopen-xmlui/handle/11250/2770430>

Appendices

Appendix A: List of literary texts

Engelsk 10 (Haegi et al, 2021a)

No.	Title	Author	Genre	Location in book
1	"Harlem"	Langston Hughes	Poem	p. 10
2	"Rubyfruit Jungle"	Rita Mae Brown	Novel (excerpt)	p. 13
3	"You'll Never Walk Alone"	Oscar Hammerstein II	Song lyrics	p. 45
4	"Freaking Green"	Laura F. Sanchez	Novel (excerpt)	p. 68
5	"Earth Song"	Michael Jackson	Song lyrics	p. 88
6	"No Man is an Island"	John Donne	Poem	p. 122
7	"The Handmaid's Tale"	Margaret Atwood	Novel (excerpt)	p. 134
8	"The Hate U Give"	Angie Thomas	Novel (excerpt)	p. 176
9	"Refugee Blues"	W. H Auden	Poem	p. 186
10	"My Brother at the Canadian Border"	Sholeh Wolpé	Flash fiction (short story)	p. 195
11	"The Eyes Have It"	Ruskin Bond	Short story	p. 209
12	"Technology"	Gwen Pimentel	Poem	p. 226
13	"Technology"	ASB	Poem	p. 226

Stages 10 (Pettersen & Røkaas, 2021)

No.	Title	Author	Genre	Location in book
1	"Eleanor & Park"	Rainbow Rowell	Novel (excerpt)	p. 18
2	"The Fix"	Sophie McKenzie	Novel (excerpt)	p. 23
3	"The Giver"	Louis Lowry	Novel (excerpt)	p. 29
4	"Does My Head Look Big in This?"	Randa Abdel-Fattah	Novel (excerpt)	p. 32
5	"A Boy's Best Friend"	Isaac Asimov	Short story	p. 38
6	"Ovatniah"	Roland Smith	Short story	p. 45
7	"The Hate U Give"	Angie Thomas	Novel (excerpt)	p. 98
8	"The British"	Benjamin Zephaniah	Poem	p. 104
9	"Two Caravans"	Marina Lewycka	Novel (excerpt)	p. 108
10	"Home"	Warsan Shire	Poem	p. 114
11	"The Absolutely True Diary of a Part-Time Indian"	Sherman Alexie	Novel (excerpt)	p. 170
12	"First Nation"	Robert Hirst and Tasman Keith	Song lyrics	p. 178
13	"The other Side of Truth"	Beverly Naidoo	Novel (excerpt)	p. 208
14	"The Cannibals: The Curse of the Jolly Stone Trilogy", book II	Iain Lawrence	Novel (excerpt)	p. 252
15	"Nature Is What We See"	Emily Dickinson	Poem	p. 271
16	"Love Song to the Earth"	Natasha Bedingfield, Toby Gad, Jean Paul and John Shanks	Song lyrics	p. 274
17	"Svalbard"	Felicia Røkaas	Short story	p. 291

Appendix B: Results Stages 10 (Pettersen & Røkaas, 2021)

Text no.	Tasks in total	Text interpret. tasks	1. FL text	2. Other readers	3. Other texts	4. Reader response		5. Narrative style and structure		6. Subject positions	
						Emotion	Cognition	Id.	Ev.	Id.	Ev.
1	57	13	13	3	0	0	3	1	1	5	1
2	15	10	10	1	0	1	3	1	1	2	0
3	15	11	10	4	1	1	4	2	1	3	1
4	31	12	12	6	0	1	5	2	2	5	1
5	45	17	17	4	1	1	3	5	2	3	0
6	36	19	18	5	0	1	7	4	2	7	2
7	18	15	13	9	0	0	8	3	0	7	2
8	21	12	12	7	2	0	5	8	2	4	0
9	22	8	8	5	0	0	8	4	3	5	2
10	13	9	9	4	0	2	5	8	3	4	0
11	48	24	21	9	0	2	7	6	1	7	1
12	29	11	11	7	0	1	7	7	1	6	0
13	42	20	19	5	0	0	5	4	0	5	0
14	24	14	14	2	1	0	2	5	2	2	2
15	17	10	9	3	3	3	3	7	1	1	0
16	11	5	5	1	2	1	2	4	1	0	0
17	36	18	18	4	1	1	5	6	2	4	1
<hr/>											
<i>Total no.</i>	480	228	219	79	11	15	82	77	25	70	13
<i>% text interpretation tasks</i>		100 %	96 %	35 %	5 %	7 %	36 %	34 %	11 %	31 %	6 %
<i>% all tasks</i>	100 %	48 %	46 %	17 %	2 %	3 %	17 %	16 %	5 %	15 %	3 %

Appendix C: Results Engelsk 10 Student's book (Haegi et al., 2021a)

Text no.	Tasks in total	Text interpret. tasks	1. FL text	2. Other readers	3. Other texts	4. Reader response		5. Narrative style and structure		6. Subject positions	
						Emotion	Cognition	Id.	Ev.	Id.	Ev.
1	9	8	5	5	1	0	6	6	5	4	1
2	19	8	7	4	1	2	5	4	2	4	1
3	11	7	4	2	2	3	7	3	6	2	4
4	9	7	7	1	1	0	5	6	3	1	1
5	14	8	6	1	1	2	2	7	1	1	1
6	9	7	4	5	1	2	3	4	1	4	1
7	10	5	5	3	0	0	3	5	1	1	1
8	18	9	8	4	0	1	7	6	4	4	3
9	13	5	5	4	0	1	2	5	2	2	1
10	11	10	8	1	1	2	8	8	6	2	0
11	15	4	4	4	1	1	2	4	0	0	0
12	13	5	5	3	1	1	2	4	2	2	1
Total no.											
	151	83	68	37	10	15	52	62	33	27	15
% text interpret. tasks											
		100 %	82 %	45 %	12 %	18 %	63 %	75 %	40 %	33 %	18 %
% all tasks											
	100 %	55 %	45 %	25 %	7 %	10 %	34 %	41 %	22 %	18 %	10 %

Note

Text number 12 and 13: the two poems called "Technology" are presented on the same page in the textbook and have one set of tasks. The results of these tasks are presented in row number 12.

Appendix D: Results Engelsk 10 Teacher’s Book (Haegi et al., 2021b)

<i>Text no.</i>	Tools	1. FL text	2. Other readers	3. Other texts	4. Reader response		5. Narrative style and structure		6. Subject positions	
					Emotion	Cognition	Id.	Ev.	Id.	Ev.
1	6	3	1	0	1	1	3	1	2	0
2	9	7	3	1	0	2	7	0	5	0
3	9	5	2	3	2	3	5	5	2	1
4	5	5	1	0	0	2	1	1	1	0
5	5	4	3	0	1	1	4	1	0	1
6	6	5	2	0	1	2	4	1	2	1
7	12	10	3	1	1	7	4	2	9	1
8	7	5	1	0	0	3	4	1	4	0
9	8	8	0	0	0	5	6	4	5	1
10	1	1	0	0	1	1	1	1	0	0
11	8	7	0	1	1	6	4	3	3	0
12	2	1	1	0	2	0	0	0	1	0
<i>Total no.</i>	78	61	17	6	10	33	43	20	34	5
<i>Percentage</i>	100 %	78 %	22 %	8 %	16 %	42 %	55 %	26 %	44 %	6 %

Note

Text number 12 and 13: the two poems called “Technology” are presented on the same page in the textbook and have one set of tasks. The results of these tasks are presented in row number 12.

Appendix E: Coding scheme

Task label				
FL text				
Other readers				
Other texts				
Reader response	Emotional			
	Cognitive			
Narrative style and structure	Identification			
	Evaluation			
Subject positions	Identification			
	Evaluation			