Critical thinking in the EAL classroom

A mixed method study of the potential of authentic literary texts and their accompanying tasks in four textbooks for 5th-grade EAL learners

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Master's Thesis in English Didactics

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2024

Abstract in Norwegian

Dette masterprosjektet har undersøkt potensialet for utvikling av kritisk tenkning ved bruk av autentiske litterære tekster og tilhørende oppgaver fra tekstbøker i engelskfaget, myntet på elever på 5.trinn i grunnskolen. Bakgrunnen for studien er den fornyede vektleggingen av kritisk tenkning i læreplanen, Kunnskapsløftet 2020, hvor kritisk tenkning blir løftet frem som en kompetanse elever allerede fra 1.trinn skal tilegne seg.

Studien ble designet som en mixed method studie. Den kvantitative tilnærmingen gir oversikt over omfanget av tekster og oppgaver i materialet, mens den kvalitative tilnærmingen utforsker mer i detalj ulike didaktiske implikasjoner med tanke på utvikling av kritisk tenkning i arbeid med de utvalgte tekstene og tilhørende oppgavene. Den kvalitative analysen baserer seg på en abduktiv tilnærming, hvor forskeren beveger seg mellom observasjon og teori og mellom teori og observasjon for å forstå og analysere materialet. Teorier knyttet til kritisk tenkning i forbindelse med arbeid med autentiske litterære tekster i engelskfaget danner det teoretiske rammeverket for forskningen. Spesielt læreplanen og teoretiske perspektiver knyttet til kognitiv psykologi, interkulturell kompetanse, dannelsesperspektiver (*Bildung*) og kritisk arbeid med tekst blir knyttet opp mot potensiell utvikling av kritisk tenkning i tekstarbeidet.

Funnene i studien indikerer at arbeid med autentiske litterære tekster kan gi gode muligheter for utvikling av kritisk tenkning. Åpne oppgaver som fordrer til refleksjon og argumentasjon, spesielt i muntlig interaksjon med medelever, er hensiktsmessig å ta i bruk i så måte. Likeledes kan oppgaver som inviterer til perspektivtaking, hvor elevene tar stilling til ulike meninger, og skriftlig refleksjonsarbeid, gi elevene et godt grunnlag for utvikling av kritisk tenkning. Funnene indikerer videre at det var få oppgaver med fokus på kritisk literacy til stede i materialet. Utvikling av kritisk tenkning kan by på utfordringer, spesielt med tanke på at det er en livslang prosess som kan være vanskelig for lærere å vurdere. Å utøve kritisk tenkning krever at elevene har noe bakgrunnskunnskap knyttet til temaet og har evne til selvrefleksjon og metakognisjon. Elever trenger også å bli utfordret og ta stilling til temaer og situasjoner som engasjerer dem og som inviterer til refleksjoner rundt egne sannheter og verdier. Elevene trenger videre å bli eksponert for nye og ukjente tema, samt situasjoner som kan lede til uenighet og utfordre deres eksisterende perspektiver.

Kritisk tenkning er en viktig del av dannelsesperspektivet og en viktig forutsetning for å utøve demokratisk medborgerskap. Kunnskap innen dette feltet er derfor essensielt og fordrer til videre forskning.

Acknowledgements

First, I would like to express my sincerest gratitude to my supervisor Mari Lund Eide. Thank you so much for your constructive and thorough feedback throughout the process of writing this thesis and for your encouragement and support when I needed it the most.

Thank you to all my friends, colleagues and family who have cheered me on during this process. I would also like to thank Aina and Birte for your invaluable support throughout all these years of being students (and teachers) together. I would not have made it without you!

Finally, a special thank you must be extended to my husband and my children. Thank you so much for your patience and encouragement. I am looking forward to spending more time with you again!

Therese H. Dæmring

15th of May 2024

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CoE – Council of Europe

CEFR – Common European Framework of References for Languages

CT – Critical thinking

EAL – English as an additional language

EFL – English as a foreign language

FLL – Foreign language learning

FLT – Foreign language teaching

IC – Intercultural competence

ICC– Intercultural communicative competence

L1 – First language

L2 – Second language

LK20 – The Knowledge Promotion of 2020

MMR – Mixed method research

OECD – Organisation for Economic Co-operation and Development

REFCDC – Reference Framework of Competences for Democratic Culture

ZPD – Zone of proximal development

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1. Introduction

1.1 Background and Rationale for the study

The National Curriculum of Knowledge Promotion 2020 (LK20) introduced new instructions for primary and secondary education and training in Norway. For me as a teacher, it provided me with new insights and directions to prominent values and principles. Furthermore, it inspired me to evaluate and stake out a new course for my teaching. As an educator, questions such as "How do teachers, in the best possible way, prepare and teach pupils for the future?"; "What skills are important for pupils to acquire?" Moreover, "Which pedagogical approaches can be beneficial in this respect?" are of great concern in my profession. The LK20 states that educators also needs to focus on providing the pupils with an understanding of critical thinking and to act with ethical awareness[1]. These two concepts are essential for pupils to develop good judgment (Norwegian Ministry of Education and Research, 2017, p. 6-7). The English subject in LK20 further highlights working with texts as a means to "[...] develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns" (Norwegian Ministry of Education and Research, 2019, p.3). Against this background, the emphasis on competence in critical thinking (CT) in LK20 was an objective that caught my interest.

As a primary teacher, I have witnessed numerous younger pupils uncritically believing what they are told or shown. On April Fools' Day a few years ago, my colleagues planned to fool the pupils to create a humorous atmosphere. We then hung posters in the wardrobe stating that there was a lice epidemic in class and that everyone had to wear blue plastic shoe bags on their heads to get the epidemic under control. To our surprise, even the parents came in wearing plastic shoe bags. Fortunately, pupils and parents were good sports when we announced the prank. This example, however innocent, reveals that critical thinking is needed, especially when it comes to authority and authority figures in society in general.

Children are at an earlier age exposed to information on digital media, such as computers and mobile phones. Social media, such as TikTok, is especially popular amongst young people. Due to this fact, engaging in a critical evaluation of the information expressed on social media by influencers and other authority figures is a necessary skill required by the pupils. Moreover, introducing the concept of 'fake news' has suggested that deliberately

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[1] LK20 defines ethical awareness as "[...] balancing different considerations" (The Norwegian Directorate for Education and Training, 2017, p. 7).

misleading news stories may affect democracy as fake news may influence elections, trust in evidence-based governance, and confidence in journalism (Picton & Teravainen, 2017, p. 4). Consequently, the pupils must be taught CT skills suitable for the 21st century.

By working with literary texts in the English as an additional language (EAL) classroom, the pupils will get opportunities to reflect, interpret, and critically assess text in English to develop language and knowledge of culture and society (Norwegian Ministry of Education and Research, 2019, p. 3). As such, literary texts may prove an amiable didactic tool for developing CT in the EAL classroom.

This study aims to investigate authentic texts and accompanying tasks in four textbooks and workbooks regarding their potential for developing CT skills. By identifying and analysing text genres, themes, and differential levels, as well as task types, tasks in different reading stages, and task instruction, the study aims to provide insight into some of the didactical implications this material might have for the development of CT for pupils in 5th grade. This inquiry aims to contribute to increased knowledge concerning the teaching of CT skills by illuminating the possible potential of reading and working with authentic literary texts in the English subject.

1.2 21st-century skills and critical thinking in education

21st-century skills[2] refer to skills considered essential for young learners to develop to meet the demands of a rapidly changing world (Ananiadou & Claro, 2009, p.6). One of these skills is critical thinking.

The Core Curriculum[3] in the Knowledge Promotion states that: "School shall help pupils to be inquisitive and ask questions, develop scientific and critical thinking and act with ethical awareness" (Norwegian Ministry of Education and Research, 2017, p. 6). However, it is necessary not to juxtapose the term 'critical thinking' with the layman's term 'critique' or 'criticising', which may imply a negative interaction. The scholar Robert H. Ennis has defined critical thinking as "[...] reasonable reflective thinking focused on deciding what to believe or do" (Ennis, 1996, p.166). In LK20, critical thinking is juxtaposed with scientific thinking and

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[2] The 21st-century skills are often referred to as the four Cs: Critical thinking, Communication, Collaboration, and Creativity (Partnership for 21st Century Skills, 2019, p. 2).

[3] The Core Curriculum applies to all education and training in Norway, starting in primary school in Year 1.

defined as "[...] applying reason in an inquisitive and systematic way when working with specific practical challenges, phenomena, expressions and forms of knowledge" (Norwegian Ministry of Education and Research, 2017, p.6).

In a European context, the Council of Europe has provided a model for citizens' competencies to participate in a democratic culture in *the Reference Framework of Competences for Democratic Culture* (REFCDC) (Council of Europe, 2016, p.11). In this model, critical thinking skills, knowledge and critical understanding are, among others, described and highlighted as essential competencies "[...] which need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies" (Council of Europe, 2016, p. 9). This model will be presented further in section 2.5.2.

1.3 Critical thinking in the context of EFL teaching and learning

A central value and relevance for the English subject is to "[...] prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication" (Norwegian Ministry of Education and Research, 2019, p. 2). This statement confirms the subject's importance for pupils' daily lives and future lives and skills. Due to digitalisation, the world is more connected, and communication between people of different societies and cultures is more familiar and accessible. Today, English is a 'lingua Franca', a common language that enables people from different cultures to communicate and understand one another. Therefore, the competencies and goals for education are essential to meet the demands of a rapidly changing world. Due to increased migration, growing diversity, globalisation and information technology, the need for competencies in how to live together as democratic citizens is more vital than ever (Council of Europe, 2016, p. 7). As stated in the Education Act: "The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in a working life and society" (Norwegian Ministry of Education and Research, 2017, p.3).

The section "About the subject, Relevance and central values" in the English curriculum states that the subject is "[...] an important subject when it comes to cultural understanding, communication, all-round education and identity development" (Norwegian Ministry of Education and Research, 2019, p. 2). Further, it states that: "The subject shall give the pupils the foundation for communicating with others [...]" and "[...] help the pupils to

develop an intercultural understanding of different ways of living, ways of thinking and communication patterns". The English subject is, first and foremost, essential to developing learners' communicative and intercultural competence (Fenner & Skulstad, 2020, p. 10). However, by reading English texts, LK20 states that the pupils will be "[...] increasingly able to critically reflect on and assess different types of texts" (Norwegian Ministry of Education and Research, 2019, p. 4). This thesis investigates authentic literary texts and their accompanying tasks to explore the potential for possible development in CT. As such, the concepts of *Bildung* and ICC are essential and will be used as a lens through which CT will be examined.

   Bildung is a fundamental aim in Norwegian education, especially in the subject of English. According to Aase (2005, p. 17, my translation), *Bildung* may be defined as:

> A socialisation process which leads to understanding, mastery and participation in common, valued cultural forms. This implies the ways of thinking, the potential to act and knowledge within a varied field.

This definition of *Bildung,* by Aase, echoes essential elements of CT as CT requires interaction with other members of society and relevant skills in thinking in order to "focus on deciding what to believe or do" (Ennis, 1996, p. 166).

   Historically, the aim of using literature in EAL teaching was to gain insight into English-speaking cultures, which were regarded as static entities (Fenner, 2020, p.242). According to Klafki (1996), this learning process is regarded as material *Bildung*, where the learners are exposed to cultural canon from the target culture (p.173). Today, the aim of reading authentic literature is to develop literary and intercultural competence where culture is regarded as dynamic and the learners exist in an interrelationship with their culture and foreign cultures (Fenner, 2020, p. 243). The focus is on the subjective aspect of the learning and learning process (formal *Bildung*) (Klafki, 1996, p. 179). Consequently, authentic texts allow the pupils to gain insight into culture and explore and interact with it. This further includes considering how they bring their own culture to these encounters.

   Intercultural competence is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2008, p. 33). However, according to Hoff (2020), IC is a concept defined in numerous ways and tied to different theoretical models (p. 73). One scholar who was influential in this field was Michal Byram. According to Byram (1997), through communication in a foreign language, learners may be introduced to different cultural

practices, beliefs and groups, an encounter with 'otherness' (p.22). Furthermore, Byram claims this communication has to be understood as more than exchanging information and sending messages; one also depends on understanding how the information will be perceived and interpreted in another cultural context (Byram, 1997, p.3).

An essential aspect of ICC is the encounter between the Self and the Other, where the Self relates to the individual and one's own culture and the Other to foreign cultures (Hoff, 2014, p. 509). According to Hoff (2020), individuals exist and understand themselves in relation to others, and the encounter with otherness is fundamental to the process of self-development (p. 72). As such, ICC and *Bildung* are intertwined branches in foreign language learning (FLL) and developing *Bildung* and ICC are consequently relevant dimensions of the development of CT.

In the curriculum of English in LK20, the concept of texts is used in a broad sense, including spoken, written, printed, digital, graphic, artistic, formal, informal, fictional, factual, contemporary and historical texts (Norwegian Ministry of Education and Research, 2019, p. 3). All of these texts form the textual landscape of the 21st century, and as a result, scholars have advocated for a rethinking of how to address reading different literature (Habegger-Conti, 2015, p. 112). According to Ørevik (2020), it is essential that learners foster reading skills as interacting with written texts is highly valued not only in educational contexts but also in many areas of political and professional life (p. 145). *Reading literacy* may be defined as "[...] understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and participate in society" (OECD, 2018). According to Habegger-Conti (2015), critical literacy is a "lens through which teachers and learners can investigate different types of media, and it offers rich possibilities for teaching both language and culture in ESL classrooms at all levels" (p. 114). Reading a text critically, among others, includes taking into account that texts are partial as they only represent a part of the story and the writers' point of view (Janks et al., 2014, p. 2). As such, critical literacy echoes elements of CT as it requires reflective thinking to uncover the message conveyed in the literary text.

1.4 Authentic texts, textbooks and tasks in the EAL classroom

In this thesis, the focus is limited to the authentic fictional literary texts and accompanying tasks presented in the selected textbooks to explore if a potential for CT may be facilitated. The selection is further limited to the English subject in year 5 in primary school.

Multiple factors have guided these choices. According to Gilje (2016), 72 per cent of primary school teachers reported in a national survey that they mainly use paper-based textbooks. Furthermore, in EAL's teaching, 85 per cent of the teachers stated that they only supply the teaching with digital teaching aids (p. 55-56). That Norwegian teachers still depend heavily on textbooks in their teaching is supported by Fenner and Ørevik (2020), who state that the textbook is still an essential source of learning in the EAL classroom (p. 347). The textbooks consist of different genres of literature, both fiction and non-fiction (Fenner, 2020, p. 239). *Fiction* may 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, 1999, p.94). In this thesis, the term *authentic literary text* refers to the authentic fictional literary texts in the selected textbooks that have been analysed.

The authentic literary texts represented in the textbooks have been selected as they are emphasised in FLL (Fenner & Ørevik, 2020; Fenner, 2001; Bland, 2013). Authentic literature represents the personal voice of culture. It provides the learners with "[...] opportunities to explore the multiplicity of language as well as culture when they engage actively in the reading process to discover meaning" (Fenner, 2001, p.16). LK20 states, "By reflecting on, interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society. Thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns" (Norwegian Ministry of Education and Research, 2019, p.3). As such, the selected authentic literary texts may be beneficial in evaluating if they facilitate CT.

According to Fenner (2013), tasks are fundamental for developing competencies and skills in EAL learning. She claims that "[...] tasks enable students to use the language and thus develop their language proficiency" (p.372). This study focuses on how tasks may facilitate and potentially promote CT. In line with Vygotsky, tasks may enable the learners to reflect, use their language and develop their thinking (Vygotsky, 1991, in Fenner & Ørevik, 2020, p.356). As such, tasks must promote language use and dialogue at the learner's level (Fenner & Ørevik, 2020, p. 356).

This implies that the task types included in the material are of the essence, and consequently, the study differentiates between open and closed task types. Fenner (2001) states that open tasks engender answers that are not a reproduction from the text and contribute to personal interpretation and opinion. Closed tasks, on the other hand, do not engage in genuine dialogue since "[...] authentic dialog, an exchange of information and

views on a subject where both participants have to adjust their attitudes and views, depends on new information being exchanged" (Fenner, 2001, p. 26). The identified open tasks in the study are further analysed in terms of task type and instruction, where reflection tasks are especially vital in order to promote CT potentially.

1.5 Previous research and research gap

The present section presents some research within the field of critical thinking in the educational system that is relevant to the study.

Lombardi et al. (2021) have conducted a document analysis of curriculum and syllabi in the European school system[4]. Their research focused on exploring how European Union members address critical thinking in their primary school curricula. In their study, Lombardi et al. concluded that critical thinking is a fundamental education skill for pupils to develop. However, the curriculum did not clearly define critical thinking, although it is mentioned as a key skill to develop. In their research, Lombardi et al. present teaching strategies such as collaborative learning, sharing different ideas, and small group discussions to foster critical thinking skills (Lombardi et al., 2021, p. 8).

These didactical implications from Lombardi et al.'s document analysis are relevant to the present study as they may indicate which work methods presented in the selected textbooks might be fruitful for the development of critical thinking skills. Lombardi et al. further concluded in their study that the core critical thinking skills, such as interpretation, analysis, inference, evaluation, explanation and self-regulation, are included in most of the syllabi in the primary school curriculum (Lombardi et al., 2021, p. 14). Their analysis of the syllabi content further implies that some subjects contribute more than others to developing critical thinking skills, where language was mentioned as one of them (Lombardi et al., 2021, p. 14).

In a Norwegian context, Fenner (2001) conducted a literary project in the EAL classroom with 14-year-old learners. The pupils worked with the literary text *The Selfish Giant* by Oscar Wilde. Fenner's focus in the project concerned facilitating and mediating

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[4] The European schools, which are the focus of Lombardi et al.'s research, are educational institutions where the children of European Union institution staff members are taught in their mother tongue. Currently, thirteen European schools are located in Belgium, Germany, Italy, Luxembourg, the Netherlands, and Spain (Lombardi et al., 2021, p. 5).

dialogic processes using the selected literary text. The different dialogic approaches involved dialogue between the learner and the text, oral dialogue between peers, written dialogue between individual learners and the teacher, and oral dialogue between the teacher and the whole group of learners (Fenner, 2001, p. 29). Tasks were used as a meditational tool where 'open' questions were favoured to stimulate language production and personal engagement (Fenner, 2001, p. 31). Fenner's literary project reveals that using literature in the EAL classroom is important for cultural and language awareness. It also illuminates the importance of using tasks to promote interaction in the reading process and the following classroom discourse. Thus, this project is relevant to the present study as it focuses on using authentic literary texts and accompanying tasks in EAL learning.

Oslo Metropolitan University and the Agency for Education in the Council of Oslo have also conducted a project on critical thinking in primary school. The project aimed to develop a didactical framework for developing CT skills in primary school and developing didactic principles for using children's literature in the development of CT. It resulted from the introduction of LK20 (Jegstad et al., 2022, p.9). The study was conducted by researchers and teachers in primary schools and followed a design-based research method to develop theory and teaching practice (Jegstad et al., 2022, p.9). The research indicated that knowledge and understanding of CT have been expanded, especially through argumentation and perspective-taking, where different persons view a case from different perspectives. In addition, the teachers and researchers reported that they have seen an increased didactic potential in using claims, news, and children's literature when working with CT. Furthermore, another relevant finding when working with the development of CT in primary school was that time is an essential factor. The pupils need time to familiarise themselves with the topic to engage in CT (Jegstad et al., 2022, p.11). This project is relevant to the research in the present study as it presents several didactical implications of what stimulates critical thinking, such as argumentation and dialogue when working with literary texts. This will be presented more thoroughly in the theory section.

Even though CT skills in education are emphasised as important to foster in the 21st century, research on primary school education is limited (Lombardi et al., 2021, p. 2). The examples of research conducted in primary schools presented above either involve curricula document analysis or the development of teaching methods that promote intercultural awareness, language awareness and CT by using literary texts. To the best of my knowledge, no study has been conducted that analyses authentic literary texts and accompanying tasks in textbooks for 5th-graders to explore the possible potential for the development of CT skills.

1.6 Aims and research questions

As earlier mentioned, the present study aims to investigate authentic literary texts and accompanying tasks found in textbooks for 5th-grade primary school EAL learners in terms of a possible development of CT.

The main research question is:

- *In which ways may authentic literary texts and their related tasks in textbooks for 5th-grade learners of English create conditions for the development of CT skills?*

In order to answer the research question, two sub-questions have been formulated:

- *What types of authentic literary texts are represented in textbooks for learners of English in 5th-grade, and how may they facilitate CT and promote CT skills?*
- *In which ways may tasks accompanying authentic literary texts facilitate CT and promote CT skills for learners of English in the 5th-grade?*

The study was designed as a mixed-method study to conduct and integrate quantitative and qualitative investigations to answer the research questions.

1.7 Outline of the Thesis

The next chapter presents relevant theoretical perspectives comprising the study's theoretical framework. These are critical thinking and metacognition theories, authentic texts and tasks in the EAL classroom, and central theoretical perspectives on *Bildung*, ICC, and critical literacy. In this chapter, curricular perspectives on CT will also be introduced.

In chapter three, the selected research design for the study, the mixed method design, is introduced. The selected material in the research is also presented, and the chapter provides further information concerning the selection of textbooks, texts, and tasks. The rationale of the research methods employed and some research paradigms that underpin the inquiry are presented. The analytical procedures are outlined, followed by challenges, limitations, reliability and validity of the present study.

Chapter four presents the study's main findings. The chapter first addresses the main findings related to the first research question and discusses the didactical implications of CT directly after the presentation. Then, the findings concerning the second research question are presented and discussed.

Finally, chapter five summarises the main findings of the two research questions before concluding remarks. The chapter also accounts for limitations and considers suggestions for further research.

2.Theoretical background

2.1 Introduction

The thesis draws on the theoretical perspectives presented below to establish a thorough insight into what CT entails in the English subject. The theoretical perspectives additionally function as a backdrop when the selected material is investigated regarding the potential for developing CT when working with authentic literary texts and tasks and as a lence to make sense of the findings underscoring the interconnectedness and relevance of these concepts.

The present chapter presents theories and curricular perspectives on CT relevant to the study. First, CT will be defined, and theories on CT anchored in cognitive and educational research will be introduced. Second, theoretical perspectives on the relevance of textbooks and tasks in the EAL subject will be outlined. Third, central theoretical perspectives on how CT may be facilitated by working with authentic literary texts in EAL will be addressed, focusing on *Bildung* theories, intercultural competence and critical literacy. Finally, perspectives on CT from the National Curriculum of Knowledge Promotion 2020 (LK20) and policy documents from the Council of Europe will be presented. Perspectives on CT from the Core Curriculum in LK20 will first be addressed, followed by perspectives on CT in the English subject curriculum.

2.2 Defining CT

A new pedagogical movement focused on CT in education emerged in the second half of the 20th century (Shpeizer, 2018, p. 32). Ennis, a central scholar within this movement, defines CT as "[...] reasonable reflective thinking focused on deciding what to believe or do" (Ennis, 1996, p.166). Ennis considers CT a practical reflective activity with reasonable belief or action as its goal (1987, p. 10).

According to Ennis, CT concerns clarity, basis, inference, and interaction; we want to be clear about what is going on and have a reasonable basis for our judgment. Moreover, we aim to make reasonable inferences and sensible interactions with others (Ennis, 1987, p. 16). CT further entails the ability to ask appropriate questions, judge the credibility of a source, and determine the best-explanation inference on the basis of background knowledge. Another vital factor to CT is interacting with others in discussions, giving presentations and writing texts, as this may present different alternatives, which again may give reasons to assess,

evaluate and possibly adjust the thinking (Ennis, 1987, pp. 19-23).

Ferrer et al. (2019) present a more recent definition of CT, which defines CT as reflective thinking that involves an active and evaluative approach to assumptions and accepted truths (p. 11). Ferrer et al. (2019) further state that CT is fundamental for acting in a justified manner, either in expressing a political argument, campaigning or voting. These aspects are all essential for being a democratic citizen (p. 12).

Both Ferrer et al. and Ennis explicitly emphasise that pupils need to engage in an active process to think critically. The CT process entails actively exploring multiple perspectives and options in contrast to passively accepting ideas and information from others or drawing conclusions without consideration (Jøsok & Svanes, 2022, p.14).

2.2.1 CT dispositions

The development of CT skill is intricately linked to specific CT dispositions, as Ennis (1996) suggests, which are best described as "[...] a tendency to do something, given certain conditions" (p.166). These dispositions, therefore, can be seen as innate capacities that require specific conditions for their realization.

Perkins et al. (1993) have identified and developed a list of CT dispositions. These dispositions serve as crucial guidelines and aid in assessing CT in education. The list includes the dispositions "to be broad and adventurous", "toward sustained intellectual curiosity", "to clarify and seek understanding", "to be planful and strategic", "to be intellectually careful", "to seek and evaluate reasons" and "to be metacognitive" (Perkins et al., 1993, p. 6). According to Perkins et al., these CT dispositions encompass all or most of what 'good thinking' involves, and an ideal thinker is naturally inclined towards these thinking behaviours. The seven CT dispositions, among others, involve being "open-minded" and "look beyond what is given" to be able to "identify and challenge assumptions", to "find and pose problems", and to "look at things from other points of view" (Perkins et al., 1993, p.7). However, it is essential to note that assessing CT dispositions may pose a challenge as they are not directly observable. This is a significant challenge that needs to be addressed, as Ennis (1964, p. 166) points out. When these dispositions are used to assess a potential CT development in learning material, it is on the basis that the texts and tasks may provide the students with opportunities to engage in CT. However, whether the students do so, is beyond the scope of this thesis to investigate.

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2.2.2 Cognitive development of children's CT and metacognition

The present study concerns English language learning material for 5th-grade primary school pupils. The following section presents and explores some theoretical perspectives on children's development of CT skills.

According to Koda (2004), *metacognition* is known as understanding and controlling one's thinking and learning. To Flavell, *metacognition* is "[...] one's knowledge concerning one's own cognitive processes and products or anything related to them [...]" (1976, p. 232). Flavell further proposes three types of metacognitive knowledge: *person knowledge*, *strategy knowledge* and *task knowledge*. *Person knowledge* concerns the cognitive processes of oneself and others, which includes knowledge and beliefs about what one can and cannot do. *Strategy knowledge,* concerns which strategies are most effective in achieving a goal. Finally, *task knowledge* involves understanding how a task should be managed and how likely you are to succeed (Flavell, 1979, pp. 906-907). The development of the metacognitive knowledge presented by Flavell is essential for pupils to optimise their learning potential in reading and working with texts and tasks and in general.

Haukås (2018) defines *metacognition* as "an awareness of and reflection about one's own knowledge, experiences, emotions and learning in the context of language learning and teaching" (p.13). According to Haukås, the pupils must become aware of and draw on their existing knowledge to enhance further language learning. She further states that the pupils should be engaged in various activities to help them become aware of what they already know about a given topic from previous language learning and whether this knowledge can be applied in further language learning (Haukås, 2018, p.24). At the same time, the pupils should be able to define their knowledge gaps and set goals for overcoming them (Haukås, 2018, p.25).

A critical marker in the development of metacognition and an essential foundation for critical thinking is the insight that assertions are expressions of someone's belief (Kuhn, 1999, p. 19). Children acquire this insight at 3-5 years (Kuhn, 1999; Wellman, 1990). Kuhn (1999) further states that at this age, very young children can think about thinking as a human activity they and others engage in (p.20). However, children can only cognitively engage in critical thinking customised to their age group. At the age of 6, children can distinguish between alternative sources of knowledge, such as differentiating theory as a source supporting the plausibility of a claim and evidence as a source that can support the truth of the claim (Kuhn,

1999, p. 20). Children this age have reached an epistemological understanding[5], although in a limited sense and set of contexts. However, the epistemological insight that two different persons can arrive at genuinely different and legitimate understandings of the same evidence remains to develop. Eight-year-olds tend to assume that others will interpret the situation the same way they do, except when one has been misinformed, and therefore the belief is incorrect (Kuhn, 1999, p. 20). To mature, an interpretive or "constructive" theory of mind is essential to developing epistemological understanding (Kuhn, 1999, p. 19). Research in metacognition of older children, adolescents, and adults reveals that competencies in this field may remain incompletely developed even in adulthood (Kuhn, 1999, p. 21). The development of metacognition is vital to critical thinking since critical thinking, by definition, involves reflection on what is known and how that knowledge is justified (Kuhn, 1999, p. 23).

Knowing what to expect from the pupils' age group in their progression of CT and metacognition, the competence aims, and assessment in LK20 may serve as guidance (Ryen, 2022, p. 27). However, the curricula may often be vague in their description, and consequently, a didactical reflection from the teacher is a necessity in order to facilitate development in CT (Ryen, 2022, p. 27).

Within the social constructivist view of learning, Vygotsky's zone of proximal development (ZPD) emphasises the importance of social interaction between pupils and teachers in the learning context (Li, 2020, p.34). The key principle of the ZPD is the difference between the actual level of development already obtained and the cognitive functions comprising the proximal next stage. The ZPD is, therefore, not only a model of the developmental process but also a tool which educators may use to understand aspects of a child's growing capacities in the early stage of development (Lantolf & Thorne, 2006, p. 267). Consequently, the pupils will learn more when collaborating with someone with a higher level of competence, such as fellow students and the teacher.

2.3 Reading and working with texts in EAL

This section will present perspectives on reading as a dialogic process, open and closed task types, and how working with authentic texts and tasks in textbooks may facilitate the

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[5] Epistemological understanding refers to "an individual's broader understanding of knowledge and knowing" (Kuhn, 1999, p. 18).

development of CT. As mentioned earlier, reading literacy concerns "[...] understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and participate in society" (OECD, 2018). Fenner (2001) regards reading as a dialogic process:

> If we regard reading as a productive language exercise, where the reader participates with the text in producing meaning, the literary text offers a cultural meeting point. This encounter with the text is a dialog,   which is dialectic and the encounter enhances both language competence and cultural competence (p.17).

The process depends on the reader's active engagement with the text to discover and interpret its meaning. However, according to Bland (2013), it is a fallacy to think that children or adults can read literature in an interpretive way simply because they know how to read (p.26). She stresses the importance of time and opportunities to engage in reading literature and the choice of texts in formal education for a reading apprenticeship in literacy.

The reading process consists of stages, such as pre-, while- and post-reading (Drew & Sørheim, 2016, p.86). According to Drew and Sørheim, these different stages are critical for several reasons. The pre-reading stage is essential for the pupils to prepare themselves before they start to read mentally. This phase may involve mapping out prior knowledge the pupils may have on the topic, prompting the learners to predict what may happen, and further motivating the pupils for the reading to come (Drew & Sørheim, 2016, p. 87). Tørnby states that the pre-reading stage is vital for pupils to create curiosity and eagerness to learn (Tørnby, 2022, p. 43). Furthermore, Drew and Sørheim claim that during the reading process, stopping and pausing to check if the learner's predictions were correct, clarifying vocabulary, or identifying comprehension barriers is relevant. Further prediction can also be made. This occurs during the while-reading stage (Drew & Sørheim, 2016, p. 87). According to Bland (2013), an essential part for children when reading stories is to be allowed to guess meanings, make predictions about what the writer will say next, and not be expected to understand every word (p.16). The post-reading stage is essential for reflection on what you have read and to discuss different meanings (Drew & Sørheim, 2016, p. 87). The post-reading stage may also include different follow-up activities in writing and orally. Thus, the different reading stages are relevant in the discussion of reading and working with texts in connection to the development of CT.

According to Ørevik (2020), being able to read in a second or foreign language (L2)

differs from reading in a first language (L1) [6] (p. 146). Reading a text that originated in a culture different from one's own makes the reading process more complex for L2 readers since the text reflects the context in which it is written. The cultural contexts hinted at in a text may be taken for granted by most members of the specific culture, but L2 readers may lack the knowledge concerning these aspects. This requires the L2 reader to figure out these references to fully understand the meaning (Ørevik, 2020, p. 148). However, the L2 readers of children's literature will typically be 2-3 years older than the L1 readers (Bland, 2013, p.31).

The reading process is a multi-stage, dynamic and interactive process that may involve several opportunities for communicative and intercultural development and CT skills. CT skills and dispositions correspond to competencies often associated with *Bildung* and Intercultural Communicative Competence (ICC)[7]. As mentioned earlier, in this thesis, the CT concept will be examined through the lens of ICC and *Bildung*. The abilities to use your background knowledge, clarify misunderstandings and interact with others, discuss and compare different meanings, and develop metacognition are all central aspects of CT. The teacher plays a vital role in fostering the development of all of these skills by reflecting and modelling, according to Haukås (2018, p.25).

2.3.1 Authentic texts and textbooks

The analysis in the present study concerns authentic literary texts represented in 5th-grade textbooks and their accompanying tasks. The term *authentic* in literary texts refers to that "[...] it was created to fulfil some social purpose in the language community in which it was produced" (Little et al., 1989, p.23). Authentic texts not produced for educational purposes may provide the pupil with the type of language and genres they are likely to encounter out of school. These texts will also demonstrate the important relationship between language and culture (Skulstad, 2020, p. 59).

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[6] To understand a text in a foreign language requires the learner to know vocabulary and grammatical functions. Phonological decoding (linking letters to the sounds of a spoken word) is also easier for pupils to do in their first language than in an L2 (Ørevik, 2020, p. 147).

[7] These concepts are presented in section 2.4. Together with CT skills and dispositions, they will finally be used as a theoretical framework to identify possible CT development when using authentic texts and tasks in the 5th-grade classroom.

The potential of authentic literary texts has been emphasised in EAL learning (Fenner & Ørevik, 2020; Fenner, 2001; Bland, 2013). By reading authentic texts, pupils will have the opportunity to not only gain knowledge about culture but also learn through the expression of culture (Fenner & Ørevik, 2020, p. 346). According to Fenner, the pupils may encounter different cultures, which entail producing meaning based on multiple voices of the text (Fenner, 2013, p.379). This encounter is a dialogic process where "the learner enters into a dialog with the text and the foreign culture[s] in a productive subject–subject relationship" (Fenner, 2013, p.379) and in which "The text no longer constitutes merely an object to analyse but a cultural language item which the learner interprets as an individual member of a cultural community". As stated above, Bland (2013) agrees with Fenner regarding the importance of having a dialogic reading classroom. By reading open (without absolute meanings) authentic literary texts, the readers actively make their meanings in the EAL classroom, which may empower them as they enter a dialogue with the story world (p. 20). Furthermore, according to Bland, using children's literature such as poems, fairy tales and picture books from the first years of language learning "[...] can give children faith in their thinking skills –as well as sewing the seeds of the habit of literature" (Bland, 2013, p. 17).

Another scholar concerned with the role of literature as a medium for intercultural understanding is Bredella (Hoff, 2019, p. 11). Bredella (2006) particularly highlights that empathy may be promoted by reading literary texts (p.75). Literature may provide the learners with opportunities to experience how others think and feel in the EAL classroom and is thus important for intercultural understanding (Bredella, 2006, p. 91). The literature may furthermore allow pupils to engage in complex situations that may require them to explore and evaluate the central conflicts of a culture. Moreover, engaging with the literature may make them aware of their presuppositions regarding how they approach foreign cultures (Bredella, 2006, p. 92). Thus, encountering foreign literature requires metacognition and CT.

Textbooks in EFL consist of different genres of literature, both fiction and non-fiction. Non-fiction literary texts are typically factual texts, biographies, instructions, recipes, timetables, etc. Fiction may be explained as: "[...] any literary narrative, whether in prose or verse, which is invented instead of being an account of events that in fact happened" (Abrams, 1999, p.94). Typically, textbook examples of fiction are poems, songs, short stories and extracts from children's novels (Fenner, 2020, p. 240). Using fictional text may enhance personal growth and identity development to a larger degree than non-fiction since fictional texts can provide learners with a multiplicity of meanings, which can "[...] open up different paths to understanding and insight" (Fenner, 2001, p. 16). As such, working with authentic

fictional texts is connected to the development of *Bildung*[8].

The texts found in textbooks, fiction and non-fiction, are normally created by textbook writers from the learners' native culture, with features of authentic texts (Fenner, 2001, p. 14). The material produced for the foreign language learner is simplified to a certain extent to fit their proficiency level. The fact that most of the texts in textbooks are not created in the language community of the target culture is problematic, according to Fenner (2001, p. 14). Fenner states, "If we regard language as an expression of culture as well as communication, specifically constructed texts will not necessarily reflect the foreign culture" (Fenner, 2001, p.14). Consequently, pupils may not develop certain aspects of intercultural competence[9] and further miss the opportunity to encounter the authentic language use of the target language. According to Bland (2013), the modified texts created for language learning are often difficult to follow and lack poetic devices and other linguistic features that can be helpful in language learning, leading to a fascination with language. The texts that have been contrived are also difficult to predict (p. 16).

According to Fenner (2020), the approach to literary texts should focus on interpretation, reflection and analysis (p. 240). These are all important factors when it comes to CT. A philosopher concerned with interpretation is Gadamer. He uses the term 'horizon' of the text and the personal 'horizon' of the reader during the reading process. In this process, different readers will discover different gaps, and when the reader encounters the text with his or her pre-knowledge, the text will be interpreted as a result of this (Gadamer, in Fenner, 2001, p.17). The intercultural encounter with authentic literary texts is thus regarded as a meeting between different horizons of understanding, which potentially may facilitate CT when sharing personal views and opinions in the classroom.

Regarding fictional texts, it is vital that the content not only represents harmonious situations. Fenner states: "If we expect students to develop judgement, critical thinking, and courage in expressing personal opinions, they need to face injustice and conflict through the texts. Unresolved situations will encourage both dialogue, critical thinking, and promote opinion forming" (Fenner, 2013, p. 380).

Another important issue concerning textbooks is that textbooks represent the author's subjective interpretation of the curriculum (Fenner & Ørevik, 2020, p. 339). In contrast, the

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[8] This concept will be further addressed in section 2.4.1.

[9] See section 2.4.2 for more information on this aspect.

curriculum sets the aims for the subject. The English subject expresses ambitious aims for the pupils' development of skills and knowledge. Therefore, the teachers must consider the potential benefits and disadvantages of the materials (Fenner & Ørevik, 2020, p. 358). The chosen texts and tasks must be appropriate for reaching the aims and objectives of the topic. In the selection of learning materials, it is of importance "[...] to select learning material that is varied, relevant and up to date, and that they have qualities conducive to supporting students in their development of language proficiency and *Bildung*" (Fenner & Ørevik, 2020, p. 358).

Another aspect to consider is that texts found in textbooks are usually short for the pupils to read and be involved in activities for a short period (Fenner & Ørevik, 2020, p. 358). It would be beneficial for pupils to engage in extensive reading as well, to develop into good readers and to encounter the sociocultural dimension of the text (Ørevik, 2020, p. 142). Reading, interpreting, reflecting on and discussing texts with fellow pupils and the teacher may develop a deeper understanding of the topic and contribute to the potential development of CT as one actively engages in the text to explore and evaluate multiple perspectives in the material.

The focus in the EAL classroom should further be on the language learners and that their interests, needs and learning development are in mind when methods of teaching and materials are chosen. Moreover, Vygotsky claims that "humans' higher forms of mental activity are mediated by culturally constructed artefacts" (Vygotsky, in Li, 2020, p. 35). The most important tool for mediation is language. Other mediated tools include concrete artefacts like books, paper, toys, etc. This implies that educational materials such as textbooks, literature and tasks, and language in a social setting are vital in the learning process and should be considered when educators facilitate learning in the classroom. These concepts are also relevant for the present study since the aim is to investigate how and to which extent the meditational tools, textbooks, and tasks may potentially promote CT skills.

2.3.2 Tasks: Open and closed task types

Texts of different genres need tasks that give different involvement. A literary text needs to be dealt with differently than a factual text or argumentative text in terms of how to read and engage in the text, and so should the tasks accompanied (Fenner & Ørevik, 2020, p. 359). In language, teaching and learning tasks play a central part. Tasks are essential for developing skills and competencies since "It is through the tasks that textbook writers reveals his or her

interpretation of the curriculum and it is by working with tasks that the students develop their oral and written English skills" (Fenner, 2013, p. 372).

The Common European Framework of References for Languages (CEFR) defines a task "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" (Council of Europe, 2001, p. 10).

In the present study, the main objective is to investigate how authentic texts and their accompanying tasks may potentially facilitate and contribute to the development of CT skills. The thesis focuses on tasks and is grounded in the idea that pupils must engage in activities to develop their knowledge and skills. As earlier presented, CT, among others, involves taking an active approach to engage in reasonable reflective thinking and, furthermore, to be able to adjust the thinking if needed (Ennis, 1987, p10).

According to Fenner and Ørevik (2020), textbook tasks should promote language use and encourage pupils to engage in discussion with their peers and teacher, regardless of their language proficiency (p. 356). The communication, or dialogue, is in a linguistic point of view regarded as encoding and decoding of language where "[...] both processes depend on the speaker's as well as the listener's pre-knowledge, expectations, prejudices, and the social contact" (Fenner, 2001, p. 22). Bohm defines *dialogue* as: "a conversation where meaning is constructed through sharing" (Bohm, 1990, in Fenner, 2013, p. 377) and implies that the meaning itself is not found in the text but by sharing with others. In this encounter where meanings are shared, a dialogic process will occur; "[...] dialogue shapes and reorganises the material learned through discussion, mutual questioning, and reflection in a social environment" (Fenner, 2013, p. 378). Fenner further states that critical reflection expressed orally or in writing is particularly important in a dialogic process.

The following section will present theories about task types since the study aims to explore what type of tasks related to CT are present in the selected textbooks and workbooks, how frequently they occur, as well as the didactical implications these patterns have for the development of CT in the English as an additional language classroom. It is essential to differentiate between open and closed task types to favour the task type, which encourages a dialogic approach in EAL teaching and learning.

Open and closed task types

A literary text in textbooks is often accompanied by tasks where the pupil is to search for specific content in the text, according to Fenner (2001, p.26). Closed questions such as: Who

is the main character? Where did the story take place? etc., are often presented. These tasks serve mainly the purpose of checking who has read the story (Fenner, 2001, p. 26) and aid the pupils' reading comprehension. If pupils have read the story, chances are high that they can answer the questions correctly. The pupils will most likely reproduce parts from the text and not produce language on their own. They will neither get a chance to engage in personal interpretation nor to make an opinion of the text, and they will miss the opportunity to engage in genuine dialogue (Fenner, 2001, p. 26) and thus in CT.

Instead, textbook authors should emphasise tasks where open questions are prominent when creating the material. Asking questions where the pupils must make up their own opinions and interpret the text will result in answers where new information is presented. The pupils will then be able to engage in dialogue where "Different views will be exposed and can give the learners a new and increased understanding of the text, and the teacher might also see it in a different light" (Fenner, 2001, p. 26).

The present study differentiates between open and closed tasks. The second research question emphasises how tasks accompanying authentic literary texts may facilitate CT and potentially promote CT skills for learners in English in 5th-grade primary school. Closed tasks or questions, where the focus is on reading comprehension, only entail finding information presented clearly in the text and do not encourage pupils to involve themselves with CT. Instead, the study focuses on open questions since open questions where learners have to make up their own opinions and interpretations may enhance CT. Moreover, the open tasks which the present study is concerned with ask the pupils to engage in reflection of some sort, either in tasks conducted individually or in collaboration.

Within the category of open tasks, we, amongst others, find reflection tasks. The term *to reflect* is defined by The Norwegian Ministry of Education and Research (2018, p. 23, my translation) as

> investigating and thinking of multiple perspectives concerning one's own and others' actions, attitudes, and ideas. We can also reflect upon facts on a case, practical activities or our learning. Reflection implies testing your thoughts and attitudes to develop better insight and understanding.

The study further distinguishes between different types of reflection (explained in section 3.4). Reflection tasks where pupils have to give reasons for their opinions are particularly interesting regarding CT. In this process, the pupils have to focus on argumentation. Argumentation is an important factor in developing citizenship skills and essential to how children construct knowledge. It further functions as a core element in CT

(Sandvik, 2022, p. 29). You support and justify your claim or opinion through argumentation with one or several utterances. A good argument needs to be relevant, acceptable and adequate (Sandvik, 2022, p. 32). For an argument to be relevant, it must support the claim and not something else. When an argument is acceptable, it is from a credible source or authority where the information is considered correct. Here, the CT skill of strategic source evaluation is of importance. General knowledge and experience may also be acceptable argumentation. For the argumentation to be adequate, it needs to support the claim and be convincing (Sandvik, 2022, p. 33).

Reflection tasks may be done individually, for instance, in a pre-reading task used to activate prior knowledge on a topic, in a while-reading task to adjust and to make further predictions or interpretations, and in post-reading tasks such as writing tasks, multi-modal tasks and digital tasks. These task types are further commented on in section 4.6.3.

Reflection may also be done in collaboration, for instance, in discussions. Discussion tasks are essential for engaging pupils in communication and for engaging them in CT. By sharing ideas, opinions, and beliefs, the pupils may rethink their prior opinions and adjust them accordingly if the arguments seem relevant, acceptable, and adequate.

Reflection tasks may also focus on self-awareness. Open questions about intercultural issues may get the pupils to reflect on and assess their opinions, values, and beliefs, which require competence in ICC[10] and CT. "Reflections on a text allow the reader to turn interpretations upon himself/herself and will consequently result in enhanced understanding and self-awareness" (Fenner, 2001, p. 19).

The pupils' self-awareness may also concern an awareness of their learning process where they reflect on what they have learned and their level of proficiency (Haukås, 2018). In some textbooks, we, for instance, find that texts and tasks are divided into different difficulty levels. This might allow the pupils to choose their level, which can be motivational and further used to monitor their learning progress (Fenner & Ørevik, 2020, p. 358). However, self-assessment poses a challenge when it comes to ICC, according to Hoff (2020). She states that this type of competence is not achieved once and for all but must be regarded as fluid and dynamic, where the pupils constantly move in and out of different stages of awareness (Hoff, 2020, p.86). The assessment of CT skills may also present a challenge as they are not directly

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[10] This concept will be further addressed in section 2.4.2

observable, as mentioned in section 2.2.1.

The present chapter has presented perspectives on CT, CT dispositions, and metacognition so far in order to understand some of the cognitive processes that the development of CT entails. Furthermore, as the thesis focuses on authentic literary texts and tasks represented in textbooks, the chapter also addresses essential theoretical perspectives on engaging in reading and working with texts in the EAL classroom. A dialogic approach to literature favouring open questions which may engage the pupils in reflection and argumentation is favourable in this respect. The following section outlines theories of *Bildung*, ICC and critical literacy in connection to the potential development of CT when engaging in authentic literary texts.

2.4 Fostering CT through working with authentic literary texts: Central theoretical perspectives

The preceding section introduces theories that are fundamental to the concepts of *Bildung*, ICC, and critical literacy. These theories shape essential competencies and skills in didactic theory and the curriculum. When applied to authentic literacy, these theories play a crucial role in fostering critical thinking, particularly in areas such as interpretation, analysis, and evaluation of texts.

2.4.1 *Bildung*

Klafki has presented theories to describe how the learning process and teaching material may impact the development of *Bildung* in education: *material, formal and categorical Bildung* (Klafki, 1996, pp. 172-185).

Material *Bildung* has focused on the content of learning materials, the 'object'. By being exposed to a cultural canon (the 'object'), the learners engage in a process where they acquire knowledge of classical cultural phenomena like moral values, aesthetic content and scientific realisations (Klafki, 1996, p. 172). This is regarded as a more or less static entity. For instance, an example of a canonical 'object' within the English–speaking cultures would be a highly valued literary text by Shakespeare (Fenner, 2020, p. 19). As material *Bildung* primarily concerns acquiring specific knowledge and ways of thinking, the ability to develop critical thinking or express personal opinions will be limited (Hoff, 2014, p.510).

On the other hand, formal *Bildung* does not focus on the content but on the subjective aspect of learning and the learning process. The emphasis is to shape, develop and mature

bodily, soulful and spiritual powers, implying that the process or result will enable the learners to develop mental and practical capacities ('instruments') to control different content (Klafki, 1996, p. 179). Formal *Bildung* is, thus, regarded as the ability to notice, think, critically assess and make moral judgements and decisions (Klafki, 1996, p. 179), and the learner's engagement in the learning process is vital (Hoff, 2014, p. 510). To develop formal *Bildung* and CT by engaging in authentic texts and tasks presupposes that the text has to provide the learners with topics that engage personal involvement and tasks, allowing them to share and discuss their experiences in a social setting.

The third category, the categorial *Bildung*, is a concept which relies on interdependency between cultural forms and the individual's mental processes (Hoff, 2014, p. 510). According to Klafki:

> *Bildung* is the phenomenon by which we immediately can experience the unity between an objective (material) and a subjective (formal) moment through our own experience or through the understanding of other people (Klafki, 1996, p. 192, my translation).

To achieve categorical *Bildung*, the learners have to experience what Klafki refers to as *exemplary teaching*, meaning that the content and approaches to this content have to consist of good examples. This involves the quality of the texts and tasks used in teaching so that the learners can interact personally and engage in processes like reflection and critical thinking (Fenner, 2020, p. 19).

2.4.2 Intercultural competence

Intercultural competence is central to teaching and learning English (Hoff, 2020, p. 87). A central aspect of ICC is CT, which will be addressed in this section. Furthermore, working with authentic literary texts in the EAL classroom may promote ICC as an authentic literary text that "[...] carries the culture of a specific language community and can give the reader valuable insight into the foreign culture, as well as into the language and form used to express that culture" (Fenner, 2001, p. 16). Michal Byram's intercultural communicative competence (ICC) theory is particularly influential within foreign language didactics. The model comprises five categories that contribute to a learner's knowledge of ICC. These categories are:

-Knowledge (*savoir*)

-Attitudes (*savoir être*)

-Skills of interpreting and relating (*savoir comprendre*)

-Skills of discovery and interaction (*savoir apprendre/faire*)

-Critical cultural awareness (*savoir s'engager*) (Byram, 1997, p. 34).

According to Byram, *Knowledge* entails "[...] knowledge about social groups and their cultures in one's own country and similar knowledge of the interlocutor's country" and "[...] knowledge of the processes of interaction at individual and societal levels" (Byram, 1997, p. 35). In the first category, Byram acknowledges that some knowledge may come from primary socialisation (usually in the family) and some from the secondary socialisation process (usually in formal education). The knowledge acquired from formal education systems may often be dominated by a 'national' culture and identity; hence, individuals acquire a national identity through socialisation in formal education (Byram, 1997, p. 35). The notion of a 'national' culture and identity may influence how knowledge of a different culture is interpreted and may also be prejudiced and stereotyped, especially in informal socialisation like the family and media. This process requires critical thinking skills to avoid misinterpretation, stereotyping and prejudice.

Further, the knowledge acquired within socialisation in one's social group may often contrast significantly with the characteristics of one's national group and identity (Byram, 1997, p. 36). This awareness of how one's social identity has been acquired and how one perceives other members of one's group, as well as how one perceives one's interlocutors from other groups, are essential for a successful interaction, according to Byram (1997, p. 36). According to Byram, this 'relational' nature of the knowledge of other countries and the interlocutor's meanings, behaviours and beliefs is linked to the knowledge of the processes of interaction at an individual and societal level. According to Perkins, Jay and Tishman (1993, p.6), this process requires meta-cognitive, which is a CT disposition. As earlier mentioned, a disposition is described as "a tendency to do something, given certain conditions" (Ennis, 1996, p.166). To be metacognitive involves, amongst others, the ability to be self-aware, monitor one's thinking, exercise control of mental processes, and reflect on prior thinking (Perkins et al., 1993, p.8).

Attitudes are concerned with the "[...] attitudes towards people who are perceived as different in respect of the cultural meanings, beliefs and behaviours they exhibit, which are implicit in their interaction with interlocutors from their own social group or others"

(Byram, 1997, p. 34). Byram suspects these attitudes may be characterised as prejudice or stereotype and often be negative, creating an unsuccessful interaction. Consequently, Byram urges for "[...] attitudes of curiosity, openness, readiness to suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 34). Further, Byram sees the need for a disposition of "[...] 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" (Byram, 1997, p. 34). To regard one's meanings, beliefs, and behaviours through comparison will demand awareness and reflection on one's values. This self-reflexivity, where one scrutinises one's beliefs and values, implies using CT skills.

Also important to ICC is the procedural knowledge of how to act in specific circumstances, which is linked to the factor *Skills of interpreting and relating.* The ability to interpret a document or event from another culture or to identify relationships between documents from different cultures, to explain it, and relate it to documents from one's own is dependent on existing knowledge of one's own and the other environment (Byram, 1997, p. 37). This aligns with the CT disposition "to be broad and adventurous", which includes identifying assumptions and looking at things from other points of view (Perkins et al., 1993, p.7). This skill also relies on background knowledge, which is essential in conducting CT (Ennis, 1987, p.21).

Skills of discovery and interaction involve acquiring new knowledge of a culture and cultural practices and operating knowledge, attitudes, and skills under the constraints of real-time communication and interaction (Byram, 1997, p. 52). Reading authentic literature from the target culture may enable the learner to understand a new cultural environment and interact in increasingly rich and complex ways with the unfamiliar culture, even though it is not communication in 'real-time' (Byram, 1997, p. 53). Reading authentic literary texts in class will provide the pupils to engage in ICC and may even further provide the opportunity to engage in the CT disposition "to clarify and seek understanding" (Perkins et al., 1993, p. 6) as the factor involves being able to identify concepts and values of documents or events and to develop an explanatory system that is susceptible to the application of other phenomena (Byram, 1997, p. 52).

Finally, *critical cultural awareness* is "[...] an 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, 1997, p. 53). This factor involves the basic CT abilities to reach clarity and obtain a logical basis for judgement, to make reasonable inference and sensible interaction (Ennis, 1987, p. 16) when the objectives are to "identify and interpret explicit and

implicit values in documents", "make an evaluative analysis of the documents" and "interact and mediate in intercultural exchanges" (Byram, 1997, p. 53).

Although Byram's model of ICC has been influential within foreign language didactics theory, it has received criticism in recent years. Hoff argues that Byram's emphasis on harmony and agreement, especially within *savoir être*, is problematic (Hoff, 2014, p. 512). In intercultural communication, the 'intercultural' speaker mediates one's own (Self) and different (Other) worldviews to find a shared understanding. This implies that the intercultural speaker has to put oneself in the Other's position. According to Byram, this entails going through different stages of uncertainty and ambivalence. However, the overarching goal is to overcome these stages of uncertainty and develop an empathetic understanding of the Other's point of view (Byram, 1997, p. 58). Hoff states that this sensitivity may help to avoid conflict. However, aid communication may also result in "[...] a one-dimensional, naive affair if considerations of the Other's expectations are given to such a degree that one's own cultural outlook is ignored" (Hoff, 2014, p. 512). Again, critical self-reflexivity and navigating conflict and disagreement call for CT.

2.4.3 Critical literacy

Critical literacy presents a relevant theoretical perspective on CT when working with authentic texts since authentic texts represent an intercultural encounter, and engaging in this encounter requires reflection in multiple ways. Within FLL and FLT, critical literacy entails that the learners engage critically with the learning material and how the learners bring beliefs, biases and values into this encounter. This implies self-reflexivity and engagement in CT.

According to Luke (2012), critical literacy concerns the "[...] use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of everyday life" (p.5). Luke claims that critical literacy is a political orientation to teaching and learning and further to the curriculum's cultural, sociolinguistic and ideological content.

The concept of critical literacy may be traced to Paulo Freire (Luke, 2012, p. 5). Freire advocated for a dialogical approach to literature where teachers and learners exchange reciprocally (Luke, 2012, p. 5). Freire further insisted on the importance of reflecting critically on the process of reading and writing by arguing that 'reading the word' cannot be separated from 'reading the world' (Janks, 2009, p. 14).

Janks is a central scholar within critical literacy. She builds on Freire and states that language and literacy are political activities where teachers act as political agents whose purpose is to help students uncover the multiple realities they will encounter in their reading, writing, and living (Janks, 2009, p.xiii). According to Janks (2009), literacy is both a set of cognitive skills and practices, and it encourages critical thought and thoughtful action in teaching and learning (p.xiv).

It should be noted that the word 'critical' in critical literacy means something different than what we normally understand in CT, Janks claims (Janks, 2009, p. 14).'Critical' is no longer understood as reasoned analysis based on examining argument and evidence. However, it implies an analysis to uncover the social interest at work. It has a focus on power and "[...] on the ways which meanings are 'mobilised in the defence of domination'" (Janks, 2009, p.13). However, a clear distinction between CT and critical literacy is difficult to obtain since they interact in several ways (Jøsok et al., 2022, p. 23). One main difference, however, is that critical literacy equips learners to make positive social changes, while CT does not necessarily involve this. Central tenets of CT involve awareness of and challenging one's positions (Jøsok et al., 2022, p. 23).

Janks further claims that texts have social effects. They are designed to recruit us into their version of 'the truth', and that language can be used for both good and ill (Janks et al., 2014, p. 1). She further states, "What is important for reading the world critically is that any re-presentation of the world is a version of the world" (Janks et al., 2014, p. 11). Therefore, it is important to remember what kind of words or images text-makers choose to use in representing the world.

Doing critical literacy is, according to Janks et al., being aware of the fact that texts are positioned; writers shape their texts, consciously or unconsciously, by their beliefs, values, social positions (age, gender, race, class, etc.), and geographical position amongst other (Janks et al., 2014, p. 11). The relationship between the reader's and writer's positions is also important to discover. This requires the learners to read 'against' the text, where one steps out of the text to become aware of what the writer tries to accomplish and the strategies used (Janks, 2009, p. 22).

Another factor to remember in the critical literacy approach is that language is never neutral (Habegger-Conti, 2015, p. 115). The goal of critical literacy is to help learners read the world in relation to the structures that influence how choices are made (for instance, by power, identity, knowledge, skills, tools and resources) and then to effect change (Habegger-Conti, 2015, p. 116).

The pupils need to be able to find and evaluate the main content of the texts but also to acknowledge that it is the messenger who chooses what to address and that this necessarily only represents a part of the whole picture. This may be done by asking appropriate questions such as: What kind of text is this, and why was it written? Who is the messenger, and who is the text meant for? What does the messenger want to achieve with the text? Moreover, whose interests are presented in the text (Jøsok et al., 2022, p. 23)? For pupils, it is essential that they learn how to exercise critical literacy as they navigate written text in any form in the never-ending search of which version of the world is correct.

The next section will present perspectives on CT as it appears in the current core curriculum in Norway (LK20), in the English subject and policy documents by the Council of Europe.

2.5 Curricular Perspectives on CT

The former sections have presented theoretical perspectives in education on reading and working with texts, ICC and *Bildung* concerning CT. In contrast, the preceding section focuses on curricular perspectives in connection to CT. The theoretical viewpoints addressed are reflected in recent curricular developments, both in terms of curricular guidelines and guidelines focusing on the English subject.

The core curriculum, a cornerstone of primary and secondary education and training in Norway, places significant emphasis on critical thinking. It is mentioned in several parts of the core curriculum and in the Education Act in LK20 in relation to various skills and competencies. However, a clear-cut definition of 'critical thinking' is missing. The Education Act presents the purpose of education for pupils and apprentices, which is manifested in the objectives clause. The objectives clause in the Education Act, among others, states that "The pupils and apprentices shall learn to think critically and act ethically and with environmental awareness" (Norwegian Ministry for Education and Research, 2017, p.3).

CT is furthermore regarded as one of the key components of the concept *competence* in the subjects, which also is found in the core curriculum in LK20:

> Competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically (Norwegian Ministry for Education and Research, 2017, p.11).

The aspect of competence, as it is linked to dealing with challenges and tasks in familiar and unfamiliar contexts, may thus be connected to the basic skill of reading in the English subject, where pupils may engage in intercultural explorations when working with texts.

Moreover, CT is further commented on under the core curriculum's 'Critical thinking and ethical awareness' section. In this section, critical and scientific thinking is defined as "[...] applying reason in an inquisitive and systematic way when working with specific practical challenges, phenomena, expressions and forms of knowledge" (Norwegian Ministry for Education and Research, 2017, p.6). It is also mentioned that the teaching shall provide the pupils with an understanding of critical and scientific thinking and that such thinking requires using different methodologies. In addition, the pupils need to assess different sources of knowledge and critically reflect on how this knowledge is developed. Furthermore, pupils must think critically about their worldviews and experiences (Norwegian Ministry for Education and Research 2017, p.7).

The definition of critical thinking in LK20 and how CT is portrayed in the core curriculum echo the definitions presented by Ennis and Ferrer et al. They all address the importance of active reflection as a central element of CT. However, in LK20, CT and scientific thinking seem more juxtaposed as the two terms are linked together in the definition. Moreover, the curriculum does not explicitly mention how educators should teach CT. Consequently, fostering CT in the classroom is contingent on the approaches of the teacher and the methods and materials employed.

2.5.1 CT in the English subject

The National Curriculum for the English subject in Norway consists of the subject's relevance and central values, core elements, interdisciplinary topics, basic skills and competence aims and assessment. CT and CT skills are implicitly and explicitly incorporated into multiple curriculum sections. The section 'About the subject, Relevance and central values' states that the subject is "[...] an important subject when it comes to cultural understanding, communication, all-round education and identity development" (Norwegian Ministry for Education and Research, 2019, p. 2). This statement links The English subject to *Bildung* perspectives.

Further, it states that: "The subject shall give the pupils the foundation for communicating with others [...]" and "[...] help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns"

(Norwegian Ministry for Education and Research, 2019, p. 2). As stated above, when pupils are exposed to multiple perspectives and contexts, such as communicating interculturally, CT is involved as they encounter different cultures, worldviews and languages, which may have them reflect on, assess and evaluate their own culture, worldview and language.

The preceding core element introduces reflection, interpretation and critical thinking when working with texts in English: "By reflecting on, interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society" (Norwegian Ministry for Education and Research, 2019, p.3). This statement links the subject to the development of intercultural competence, to gain an understanding of one's own and also the target culture, but also in critically evaluating one's opinions and perspectives in how one understands or experiences other cultures as well as one's own.

The emphasis on CT in the English subject is also identified in basic skills, such as digital skills, where being able to use digital media and resources requires "[...] critical and reflected behaviour using digital forms of expression in English and in communication with others" (Norwegian Ministry for Education and Research, 2019, p. 4). In developing CT skills, Ferguson and Krange (2020, p. 196) claim that strategic source evaluation is essential for pupils to develop. According to Ferguson and Krange (2020, p. 196, my translation), strategic source evaluation is considered:

> the ability to notice and use source information, including the type of publication, publisher and date of publication, the author's qualifications in the addressed topic, and assessing the author's purpose for commenting on the topic.

This information may further be used to assess the credibility of the source, objectivity and authority of the topic addressed in the text, as well as to interpret and evaluate the text for potential use. The relationship between the message conveyed in the text and the author behind this message is essential in source evaluation and further a central aspect in CT (Ferguson & Krange, 2020, p. 197) and in critical literacy (as mentioned in section 2.4.3).

In writing and reading as basic skills, it is stated that the development of written skills also "[...] entails using different types of sources in a critical and verifiable manner" (Norwegian Ministry for Education and Research, 2019, p. 4). About reading, learners need to exercise CT in order to be "[...] increasingly able to critically reflect on and assess different types of texts" (Norwegian Ministry for Education and Research, 2019, p. 4). According to Haukås et al., writing is considered the most suitable tool for engaging and developing metacognition, which is essential for CT (Haukås et al., 2018, p. 5). In contrast to listening

and speaking, Haukas et al. claim that by writing, the learner has time to reflect on both the writing process and the product at different levels (Haukås et al., 2018, p. 5).

The interdisciplinary topics of health and life skills and democracy and citizenship involve aspects of CT and CT dispositions. The two topics facilitate interaction with different cultures/worldviews and peers, which may present different alternatives and provide the pupils with opportunities to interpret, assess, evaluate and adjust their thinking and further potentially prevent prejudice. Health and life skills education refers to "[...] being able to express their feelings, thoughts, experiences and opinions and can provide new perspectives on different ways of thinking and communication patterns, as well as on the pupils' own way of life and that of others" (Norwegian Ministry for Education and Research, 2019, p. 3). Democracy and citizenship education in the English subject entails "[...] open new ways to interpret the world, and promote curiosity and engagement and to help to prevent prejudices" (Norwegian Ministry for Education and Research, 2019, p. 3).

2.5.2 Perspectives on CT in European Policy Documents

The Council of Europe (CoE) is an international organisation with mainly European member states. The work by CoE has influenced several European countries in their educational policymaking, including the Norwegian curriculum (Fenner, 2020, p. 34). *The Common European Framework of Reference for Languages* (CEFR) by CoE is of the essence since it, among others, presents critical aspects of language education, providing language syllabuses and curriculum guidelines and assessment of foreign language proficiency. The framework emphasises the importance of both intercultural awareness and intercultural skills.

CoE has also developed a model of the competencies people need to participate effectively in a culture of democracy. This model is presented in *Reference Framework of Competences for Democratic Culture* (REFCDC) and intends "[...] to inform educational decision making and planning, helping educational systems to be harnessed for the preparation of learners for a life as competent democratic citizens" (Council of Europe, 2016, p.9). One of the skills needed to become a competent democratic citizen involves CT. This skill is conceptualised and described in the model and will be further commented on below. The model (see Figure 1) includes 20 competencies divided into values, attitudes, skills, knowledge and critical understanding (Council of Europe, 2016, p.11):

Figure 1

Council of Europe's model for competencies
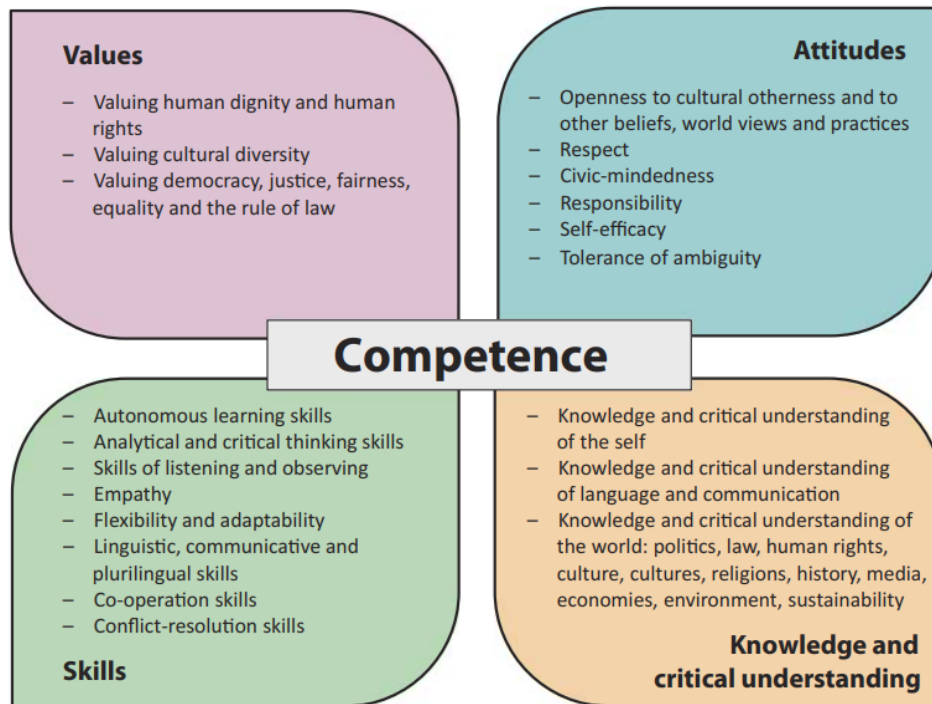
This model defines *values* as "[...] general beliefs that individuals hold about the desirable goals that should be striven for in life" (Council of Europe, 2016, p.36). *Attitude* is considered "[...] the overall mental orientation which an individual adopts towards someone or something (e.g. a person, a group, an institution, an issue, an event, a symbol)" (Council of Europe, 2016, p.39). In this model, the category Attitudes corresponds to the term dispositions presented together with CT skills in section 2.2.1. *Attitude* in the presented model by CoE may also correspond to Byram's category 'attitudes' (*savoir être*) in the model of ICC. A *skill* refers to "[...] the capacity to carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal" (Council of Europe, 2016, p.44). Analytical and critical thinking skills are of particular interest to the present study, which is one of the skills listed in the model. In this model, critical thinking skills "[...] consist of those skills that are required to evaluate and make judgements about materials of any kind" (Council of Europe, 2016, p.45), and analytical thinking skills involve "[...] those skills that are required to analyse materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences) in a systematic and logical manner" (Council of Europe, 2016, p.44). Analytical and critical thinking will be used when

pupils work with authentic literary texts and associated tasks. According to the CoE, "Effective analytical thinking incorporates critical thinking (i.e. the evaluation of the materials under analysis), while effective critical thinking incorporates analytical thinking (i.e. drawing distinctions and making connections)" (Council of Europe, 2016, p.46) and are therefore inherently linked together. This category corresponds to 'skills of interpreting and relating' (*savoir comprendre*) in Byram's model of ICC.

The category *Knowledge and critical understanding* defines knowledge as "[...] the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings" (Council of Europe, 2016, p. 51). The term 'critical understanding' is used to emphasise the need for the comprehension and appreciation of meanings and to engage in "[...] active reflection on and critical evaluation of what is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation)" (Council of Europe, 2016, p. 51). This category emphasises the importance of reflective thinking and background knowledge to further engage in metacognition, which are essential aspects in CT, according to Ennis (1987, p. 19). The category also correlates to the 'critical cultural awareness' (*savoir s'engager*) classification in Byram's ICC model.

This chapter has provided the theoretical perspectives in connection to reading and working with texts where especially the dialogic approach and critical literacy have been highlighted as favourable in the possible development of CT. The dialogic approach emphasises the use of open questions where the learners engage in reflection and interaction. Critical literacy furthermore addresses the importance of not passively accept the written word, but to search for underlying intentions conveyed by the author. In connection to working with authentic texts in the English subject, the concepts of *Bildung* and ICC are essentially emphasised in theoretical and curricular perspectives. Klafki's *Bildung* theories and Byram's model of ICC have been outlined in connection with a possible development of CT. Additionally, curricular perspectives on CT in LK20 identified in the Core Curriculum are presented. Furthermore, CT in relation to basic skills and working with texts in the English subject is addressed. Finally, policy documents in a European context with the presentation of The Council of Europe's model for competencies have been presented in connection to CT. The next chapter will delve into the selected materials, such as and the methods conducted in the investigation, including mixed method research and abductive analysis.

3. Material and Methods

3.1 Introduction

As stated in Chapter One, this study aims to investigate how working with authentic literary texts and their accompanying tasks in four textbooks may foster the development of CT skills. The chapter starts by presenting the selected material on which the study is based upon. Next, the philosophical underpinnings of the study will be presented, as well as the choice of research method. The chapter further provides a presentation of the steps that were conducted in the research process, with an emphasis on collecting and analysing data. Finally, some challenges and limitations of the study will be addressed, as well as issues of reliability and validity. The research questions that drive the thesis will be presented next.

The main research question, which is the focus of this study, is: *In which ways may authentic literary texts and their related tasks in textbooks for 5th-grade learners of English create conditions for the development of CT skills?*

The following two sub-questions were formulated to illuminate essential components of the main research question: *What types of authentic literary texts are represented in textbooks for learners of English in 5th-grade, and how may they facilitate CT and promote CT skills?*, and *in which ways may tasks accompanying authentic literary texts facilitate critical thinking and promote critical thinking skills for learners of English in the 5th-grade?* This thesis's first sub-question concerns the authentic literary texts represented in each textbook. It explores the genre, themes, and differential level and investigates the implications these may have on the possible development of CT. The second sub-question relates to the tasks accompanying the selected texts.

3.2 Research Materials

3.2.1 Introduction

The present section will outline the process of selecting textbooks, texts and tasks for analysis. As stated above, textbooks are still widely used in Norwegian EAL classrooms (Fenner & Ørevik, 2020, p.338), especially in teaching English in primary school (Gilje, 2016, p.56). According to Gilje (2016), in a national survey, most teachers report that they mainly use textbooks in their primary school English teaching (p.56). Against this background, it is reasonable to argue that conducting textbook analysis should remain a

priority in EAL research. Since the investigation had to be narrowed down to fit the scope of an MA- study, textbooks for 5th-grade in primary school were selected because the researcher conducting the present study is a 5th-grade English teacher[11]. The textbooks are accompanied by other materials such as workbooks, digital resources and the teachers' guidebook. Due to the scope of this study, the included material is textbooks and workbooks from four publishing houses in Norway.

3.2.2 Selected textbooks

This study analysed four textbooks and workbooks for 5th-grade primary school EAL learning. The textbooks included in the study are for year 5 in primary school and are either renewed or revised according to the new curriculum[12]. Moreover, the textbooks and workbooks included and analysed in the present study are published by major publishing houses in Norway: *Engelsk 5* (Solberg & Unnerud, 2020) published by Cappelen Damm, *Explore 5* (Edwards et al., 2020) published by Gyldendal, *Link 5* (Mezzetti et al., 2021) published by Fagbokforlaget and *Quest 5* (Bade et al., 2020) published by Aschehoug.

3.2.3 Text selection and exclusion

All the authentic fictional literary texts represented in the textbooks were selected for analysis. These were identified in several chapters concerning different topics (see appendices 1-4 for an overview). Since the first research question addresses the types of authentic literary texts represented in the textbooks, the selected texts have been counted and categorised according to genre and difficulty level[13]. The texts were further identified and analysed according to themes using the abductive approach.

In one of the textbooks, *Quest 5*, some additional texts accompanied some of the

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[11] It is reasonable to assume that EAL textbooks for other primary school learners would also contain tasks aimed at facilitating CT skills. However, a selection had to be made and exploring how texts and tasks in textbooks authored for the lowest class in years 5-7 in primary school would facilitate the development of CT skills are essential for the continuous work of developing CT skills the last years of primary school.
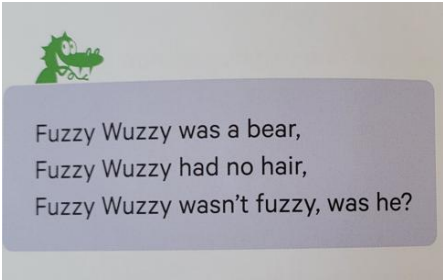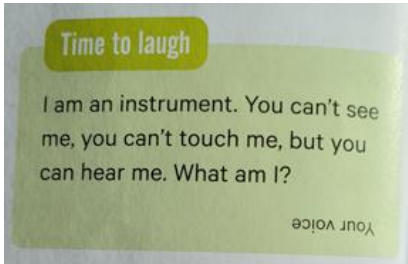
[12] The textbooks have been revised according to the new curriculum, except for *Link 5*, which is written in accordance with LK20.

[13] The textbook authors identified and labelled the genres and difficulty levels.

authentic literary texts, such as tongue twisters, lists and jokes (displayed in Table 1 below). For instance, the text "Tips to Welcome a New Kid" by the textbook authors complements the poem "I Am the New Kid" by Amy Ludwig VanDerwater by providing a different perspective on the topic. The text is included in the study because of its placement on the following page in connection to the poem, and the tasks accompanying ask the pupils to draw on their interpretation of both texts by relating to what it would be like to be the new kid in class as well as for a pupil to welcome the new kid. The text "Tips to Welcome a New Kid" is labelled as 'other texts' when quantifying the texts in the textbook as the textbook authors create it and consequently does not qualify as an authentic text. As such, the text is not included for analysis.

Table 1

Additional texts accompanying the selected authentic literary texts in Quest 5

Excluded texts	Included text
 (From Bade et al., 2020, p. 20). (From Bade et al., 2020, p. 32)	 (From Bade et al., 2020, p. 31).

Excluded texts also encompass a tongue twister and a joke identified in *Quest 5*. The tongue twister is placed under the poem "My New Pet" by Bruce Lansky. It does not complement the poem or have the same topic as the poem. It seems that since it addresses something fairly similar, namely an animal, it is placed on the same page to provide the opportunity to practice phonetics. The joke is placed next to the song "Best Friends Forever"

by Bryant Oden at the bottom of the page. The song and joke address different topics, and since no belonging tasks are aimed at facilitating further engagement with the text, the joke is excluded.

3.2.4 Task selection

All the tasks selected for analysis accompanied the authentic fictional literary texts in the four selected textbooks. Tasks accompanying additional texts were also included in the analysis. The textbook tasks were identified in different reading stages: Pre-reading, while-reading and post-reading. The study further included all the tasks that accompanied the selected texts in their respective workbooks. These belonged exclusively to the post-reading phase.

3. 3 Research paradigms and methods

The following section presents research paradigms and the chosen research methods for the investigation. First, philosophical traditions and paradigms will be presented. Second, the study's selected mixed methods research (MMR) will be presented. Then, document analysis will be outlined. Finally, the selected analytical approach conducted in the document analysis, abduction, will be presented.

3.3.1 Research paradigms

In this section, the philosophical traditions and paradigms that underpin the present study will be presented, as the design of this study is heavily influenced by these. Indeed, as Hatch (2002, p.12) points out, all research has a philosophical starting point that researchers must acknowledge when undertaking their inquiries:

> Starting with a research question begins in the middle and ignores the fundamental necessity of taking a deep look at the belief system that undergirds our thinking. For me, struggling with paradigm issues, exploring assumptions, and coming to grips with differences in worldviews and what they mean for doing research are essential first steps.

Creswell and Guetterman (2021) emphasise that the research process starts by identifying a research question (p.31). The present study started, however, with a desire to understand and explore a phenomenon: how authentic literary texts and accompanying tasks in textbooks for 5th-grade EAL learners may facilitate the development of CT skills. The starting point to reach this goal was a theoretical exploration of the phenomenon and formulation of research

questions. This process corresponds to Maxwell's research design model, an 'interactive' model with an interconnected and flexible structure (Maxwell, 2013, p. 3). This model's essential first steps comprise the research goal, conceptual framework, and key research questions.

Within educational research, competing philosophical traditions approach issues like the nature of truth and its verifications and what counts as reality, objectivity, subjectivity, and knowledge differently (Pring, 2015, p. 109). The research methods corresponding to these different philosophical traditions are commonly divided into quantitative and qualitative paradigms. Knowledge of the different traditions will make the researcher more able to consider different aspects of his or her research and reflect and ask critical questions about research conducted by others. These traditions also have implications for the most appropriate research method by considering both their benefits and challenges.

One of the philosophical traditions that influenced this study is 'positivism'. The term 'positivist' refers "[...] to accounts which systematically study what is factual and open to observation" (Pring, 2015, p. 110). Hatch (2002) refers to positivists as "[...] realists who believe in an objective universe that has order independent of human perceptions" and further states that reality exists and is driven by universal, natural laws (Hatch, 2002, p. 12). Positivists believe that there exists a world in which the researcher is independent and can observe the objective reality as it is. Positivism is often associated with the quantitative research tradition. The present study draws on elements from the positivist tradition when conducting quantitative data collection (see section 3.5). The 'objective' procedure consists of quantifying and representing the data material numerically. An example of this procedure conducted in the study is when the authentic literary texts in the selected textbooks are quantified after genre and difficulty level categorisation.

Another relevant paradigm to this study is hermeneutics, or 'interpretive theory'. In 'interpretive theory', a distinction is drawn between physical things and persons where persons "[...] interpret, or attach meaning to, themselves and others" (Pring, 2015, p. 117). This implies that subjective meaning has to be taken into account: "[...] the social world is constituted by the intentions and meanings of the 'social actors', then, so it is argued, there is nothing to study objectively speaking" (Pring, 2015, p. 118). Both hermeneutics and interpretive theory are associated with the qualitative research tradition.

Within the presented philosophical paradigms in educational research, the worldview closest to the researcher is hermeneutics, where one's own subjective opinion must interpret and construct the social world. In this thesis, the main objective is to identify and analyse

tasks and authentic literary texts for the potential development of critical thinking skills. Therefore, the researcher's subjective judgement is of the essence since the interpretation will determine the findings and explanations. This aligns with Pring (2015, p.118), who states: "We each inhabit subjective worlds of meaning through which we interpret the social world. Indeed, that social world is nothing other than our interpretations". This will be further commented on in section 3.5, where the reliability and validity of the study are discussed.

3.3.2 Mixed Methods Research

The present study is a mixed-method study. According to Creswell and Guetterman (2021, p.46): "*Mixed methods designs* are procedures for collecting, analysing, and integrating (i.e., mixing) both quantitative and qualitative data in a single study or in a multistage series of studies". There is a distinction between quantitative and qualitative methods in MMR. Creswell and Guetterman (2021, p.37-40) claim that a quantitative research method is characterised by describing a research problem through a description of trends or a need to explain the relationship among variables. In quantitative research, the purpose statements, research questions, and hypotheses are specific, narrow, measurable and observable, and data collection instruments such as survey questionnaires, standardised tests and checklists are used to measure the variables in the study. The data are further analysed using statistics and interpreted based on initial predictions or prior studies.

According to Johnson and Christensen (2017, p.33), a qualitative research method is conducted when "[...] little is known about a topic or phenomenon and when one wants to discover or learn more about it" and is further "[...] used to understand people's experiences and to express their perspectives". Whereas quantitative researchers collect quantifiable data on a phenomenon, qualitative researchers find it important to 'get close' to the phenomenon they are studying. The researcher asks questions, collects data and makes interpretations and is regarded as the 'instrument of data collection' (Johnson & Christensen, 2017, p. 36). In qualitative research, the researcher reflects on personal biases, values and assumptions. According to Creswell and Guetterman (2021), the main objective and research questions set the premise for the most appropriate research method for the investigation, and the two approaches ought not to be considered as two endpoints in a dichotomy but rather as different points on a continuum (p.43).

A mixed-method study, where both quantitative and qualitative data are integrated, will provide a better understanding of the research problem than exploring the phenomenon

by relying on one of the methods alone. For example, qualitative data may be used to assess the validity of quantitative findings, and quantitative data may be used to help generate the qualitative sample or explain findings from qualitative data (Fetters et al., 2013, p.2135). According to Schoonenboom and Johnsen (2017), mixed-method research is about heightened knowledge and validity (section 3.5).

The integration of both quantitative and qualitative data in the present study is accomplished by using an *explanatory sequential design*, where quantitative data is first collected and analysed, and then the qualitative data is collected to elaborate on the quantitative results (Creswell & Guetterman, 2021, p. 603). The qualitative component of the research in this study is dominant, and the quantitative component is supplemental since the qualitative analysis will best answer the main research question. Further, in this project, the quantitative part precedes the qualitative part, and the qualitative component is dependent upon the outcomes of the quantitative part. What follows will elaborate on this.

In the present study, the quantitative part counts the authentic literary texts represented in the textbooks. The texts were further quantified according to their genre. A qualitative approach followed, where the authentic literary texts were analysed according to the identified differential levels and themes and quantified. As such, it relates to the first research question: *"What types of authentic literary texts are represented in textbooks for learners of English in 5th-grade, and how may they facilitate CT and promote CT skills?"*

In order to answer the second research question: *"In which ways may tasks accompanying authentic literary texts facilitate CT and promote CT skills for learners of English in the 5th-grade?"* a quantitative approach followed by a qualitative approach was deployed. In the quantitative phase, the tasks were initially quantified, and in the subsequent qualitative phase, the tasks were examined concerning task type and instruction. This will be further commented on in section 3.4. The quantitative phase aimed to provide an overview of the texts and tasks in the material. This overview provides information on the general trends in the selected textbooks.

As mentioned above, the qualitative part of the study is dominant since it is through the analysis of the tasks that the most comprehensive understanding of the main research question will be provided. The phrasing of the main research question is quite open and consequently presupposes that qualitative data would be best suited to present answers. Nevertheless, the quantitative data serves as a foundation for exploring broader patterns and trends within and across the materials and is important as the data further lays the foundation for comparing textbooks.

3.3.3 Document analysis

As stated above, the research material in this study is comprised of four textbooks and workbooks for 5th‑graders in primary school in Norway. Textbook analysis is according to Fenner and Ørevik (2020) an important matter since the textbook presents the author's interpretation of the English subject curriculum (p.347). The textbook analysis conducted in the present study resembles a type of document analysis. According to Bowen (2009, p. 27) a document analysis is "[...] a systematic procedure for reviewing or evaluating documents". Documents which serve as the data material in a research are documents which have been made without the researcher's intervention (Bowen, 2009, p. 27). Documents can be any written form such as letters, news papers, evaluation reports, political speeches, Face book posts and so on (Patton, 2015, p.136).

3.3.4 Abductive document analysis

This thesis's textbook analysis involves quantitative and qualitative approaches when categorising and analysing the selected texts and tasks. Moreover, the analysis was driven by an abductive approach. According to Rinehart (2021), the processes of abductive analysis involve the "[...] researcher's immersion in and deliberate turning or moving away from the tasks of scrutinizing evidence to be open to possibilities" (p.303). This implies taking time to get to know the material as well as viewing the material again with different 'glasses' to explore if there are additional interpretations to consider. The abductive approach also involves constantly moving back and forth between empirical observations and the researcher's knowledge of theoretical perspectives. This is in line with Tavory and Timmermans (2014), who claim that abductive analysis includes obtaining in-depth knowledge and familiarity of multiple theories and observations, de-familiarisation of the observations and then revisiting the observations in light of new theorisations (p.4). When conducting abductive analysis, it is essential to be open to letting the material speak for itself, and it further involves questioning one's knowledge and scrutiny of evidence (Rinehart, 2021, p. 305). The procedure of the abductive approach utilised in the present project will be further commented on directly below.

3.4 Analytical procedures

In this section, the analytical procedures will be presented. As mentioned above, the text selection in the different textbooks was based on whether the fictional literary texts were authentic or not, meaning that it is a text which has been produced for some other purpose than language learning (Skulstad, 2020, p. 59).

The first quantitative analytical step was to count all the literary texts in the textbooks in order to identify the frequency of authentic fictional texts in comparison to other literary texts represented in the textbooks. The latter texts were categorised as 'other texts', while the identified authentic fictional literary texts were categorised as 'authentic literary texts'. Next, the identified authentic literary texts were counted according to genre and differential level categorisations[14]. The texts were further qualitatively analysed by the abductive approach to identify the central themes of the texts and counted. The identified authentic literary texts were analysed according to differential levels. The counting of authentic literary texts, genres and differential levels, in addition to the counting of themes, corresponded to the quantitative part of the explanatory sequential design. Together with the qualitative part, the analysis of themes, both procedures provided answers to the first research question.

In the quest to answer the second research question, all the tasks included in the textbooks and workbooks were counted to obtain an overview of the tasks accompanying the authentic texts. A great variety of tasks was observed during the initial material screening; consequently, some categorisation criteria were considered necessary. This is in line with the abductive approach, in which the researcher evaluates and then re-evaluates the empirical observations in the material.

Table 2 below shows examples of some identified tasks in the selected material and how they were counted and categorised. Tasks comprised of several questions or activities divided by numbers, letters, or other visual signs like bulleted lists were counted as several tasks. Yes-no questions with follow-up questions were counted as one task. Some tasks were divided by letters, for example, 1a, 1b, etc, where the last task was dependent upon the outcome of the first task, and therefore, the first task was used for scaffolding. Scaffolding tasks are counted as one task, where the pupils are first instructed to create a mind map and then use it to write a story. Additionally, a few tasks had various options for completing the task, such as writing a text or interacting with a peer. These tasks were counted twice, as one cannot predict how the learners may engage in this task.

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[14] The textbook authors had identified and categorised the genres and differential levels.

Table 2

Examples of tasks counted as one or several tasks

Tasks counted as one task	Tasks counted as several tasks
Yes-no questions with a follow up question: "Have you ever been ill? What was wrong" (Bade et al., 2020, p. 56).	*Tasks with several questions:* "What happens as we move from summer to autumn? What kind of activities do people do in the autumn? What kind of things do animals do in the autumn?" (Mezzetti et al., 2021, p. 62).
Instruction and question: "Look at the picture. How do you think Dermot feels?"(Edwards et al., 2020, p. 34).	*Several questions in a bulleted list:* "Talk and tell: • Why are Lizard and Snake in the garden? • Who is the woman in the garden? • In what way does Snake try to be kind? • Why is it difficult for Snake to communicate with the woman? • Sometimes it is easy to misunderstand each other. Why is this so?"(Solberg & Unnerud, 2020, p. 63).
Scaffolding task: 4.3 Describe your perfect autumn day. You can choose between... Story Poem Diary Entry Newspaper Article a) Make a word cloud or a list of ideas, or hold a brainstorming session. This is a good strategy to help you write. Look at pages 60-61 in Textbook for ideas. b) Write your text (Mezzetti et al., 2021, p.46-47).	*Task divided by letters:* 91. I tried to ride a skateboard, by Kenn Nesbitt a) Understand the poem. Write down what had happened to the boy. Example: The boy fell and scraped his knee. b) Find the rhyming words (Solberg & Unnerud, 2020, p.52).

In order to enable an analysis and discussion of the tasks' possible potential for the development of CT skills, the tasks were identified and categorised into 'tasks with potential for CT skills' and 'tasks with no potential for CT skills'. The guiding criterion for sorting the tasks into these two categories was whether the tasks or questions were open or closed. As mentioned in section 2.3.2, pupils are mostly asked to reproduce parts from a text in closed tasks. On the other hand, open tasks do not have one correct answer. They may engage pupils in personal interpretation and opinion-making, thus involving thinking and reflection, a necessary premise for CT.

The tasks categorised as 'potential for CT skills' (open tasks) were further qualitatively analysed and categorised into *task types* based on what they asked the pupils to do. The categorisation of open tasks followed the abductive approach, where the task types emerged from openly reviewing the material. The categorisation process was, however, driven by having theoretical perspectives on CT in mind. In this initial face, one predetermined category was included: reflection tasks. According to Ennis (1987), CT is considered a reflecting activity with reasonable belief or action as its goal (p.16), and this category was also expected to be identified in the material. However, when reviewing the material, it became necessary to specify the category even further, and the three reflection task categories emerged: *individual reflection tasks*, *reflect and talk tasks* and *limited reflection tasks*. Tasks categorised as *reflect and talk tasks* were collaborative as opposed to the two others, and tasks categorised as *limited reflection tasks* were tasks that asked questions you either know or do not know the answer to or requested yes-or-no answers without further specifications.

An example of a task categorised as a *limited reflection task* is: "Which Norwegian clapping songs do you know?" (Edwards et al., 2020, p.94). This task is placed in the pre-reading stage of the text and invites the pupils to retrieve their background knowledge of this topic. It further functions as an introduction to the following traditional English nursery rhyme. The task itself, however, is limited in that pupils are likely to be able to list some songs or not. It does not ask the pupils to engage in further reflection.

Tasks categorised as *individual reflection tasks* invite learners to reflect, but it is not specified in the textbooks that the reflection should be shared with others or be collaborative. An example of an *individual reflection task* is: "What do you think Mr Twit does with the food in his beard?"(Mezzetti et al., 2021, p. 110). This open question is accompanied by an illustration showing a boy thinking.

The third category of reflection tasks created was *reflect and talk tasks*. In this

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category, the learners are asked to reflect on a topic and share their thoughts with a learning partner, a group or the whole class. These tasks were also framed with illustrations or headlines which informed the pupils to answer the task in collaboration with peers, such as "talk and tell" in *Engelsk 5*, "let's talk" in *Explore 5* and illustrations of children speaking to each other in *Link 5* and *Quest 5*.

Other open task categories emerged from the material during the analytical procedure. These task categories were *discussion, writing, scaffolding, digital, multimodal* and *enactment tasks*. *Discussion tasks* required the pupils to engage in a discussion of the topic. *Writing tasks* instructed the pupils to respond to the question in writing. *Scaffolding comprises* two separate tasks; the second relies on the first, such as making a list and then discussing it with a peer. *Digital tasks* require the pupils to search on the internet, and the *enactment tasks* involve acting out a scene or performing a role play. *Multimodal tasks* required the pupils to engage in multimodal modes of communication, such as making a poster.

On a few occasions, tasks that could fit several categories were identified. For instance, some tasks which involved limited reflection or individual reflection were framed as *writing tasks* and were then categorised accordingly. Some tasks asked the pupils to find information about a topic but did not specify how. It is reasonable to assume that solving these tasks could involve using digital tools or other resources outside the textbook. These tasks were, therefore, categorised as *digital tasks*. The categories were reworked several times to find the most accurate description. After the qualitative analysis of task types, the task types were counted.

The second phase of the qualitative analytical procedure was categorising the tasks according to *task instruction*, which denotes *how* the pupils are asked to answer the task. In this process, no predetermined categories were applied to the initial screening. However, relevant theory guided the analytical process, which aligns with the abductive process. Rinehart (2021) states that a researcher should be open, willing, and prepared for new insight, question one's knowledge, and further scrutinise evidence (p. 205). The process of categorising the tasks open-mindedly and then categorising the tasks selectively by constantly moving back and forth between different theoretical perspectives and the material led to familiarisation. The abductive analysis also consisted of de-familiarisation, where the observations were questioned and examined to find other relevant aspects to explore. Then, the next step was to revisit the observations in light of the new insight, where the observations were re-experienced and contextualised differently. This involved working and reworking the categories several times to ensure they were as accurate as possible while being open to

possible new categories. The task instruction categories that emerged are *the form of opinions*, *arguments*, *comparisons*, *discussions*, *explanations*, *explorations,* and *perspective-taking*. The task instructions were initially counted after the qualitative analysis of task instructions.

Finally, open tasks in the different reading stages were identified by their placement in the predetermined categories pre-, while- and post-reading stages and counted to get an overview of the broader patterns within and across the selected materials. The interplay between the different reading stages and task types was further identified and counted to explore patterns and trends concerning which task types occur most frequently in the different reading stages.

3.5 Reliability and validity

Throughout the data collection and analysis, the researcher needs to consider the concepts of reliability and validity. According to Creswell and Guetterman (2021), validating findings entails the accuracy or credibility of the findings (p. 29) or to which degree the researcher has measured what they have set out to measure (Hopkins, 2008, p. 139). Hopkins (2008) further states that in quantitative research, there are statistical techniques at the researcher's disposal to ensure the trustworthiness of their data. In contrast, validity issues are addressed in qualitative research through the honesty, reflexivity and richness of the data material.

Reliability concerns the trustworthiness of a study. In quantitative research, reliability is gained when the scores from instruments are stable and consistent (Creswell & Guetterman, 2021, p. 188) and when the researcher conducts the study by explicit research criteria. In qualitative research, where the researcher is 'the instrument', it is important that the researcher is self-reflective about his or her role in the research (Creswell & Guetterman, 2021, p. 297). The researcher should be aware of how he or she interprets the findings and how the researcher's factors may shape the interpretation, as addressed in section 3.3.2. According to Hatch (2002), the logic behind this is that "[...] human capacities necessary to participate in social life are the same capacities that enable qualitative researchers to make sense of the actions, intentions and understandings of those being studied" (p.7). Hatch further claims that spending enough time intensely engaged in their study settings is of utmost importance for a researcher.

In the present study, by approaching the material abductively, the researcher has

attempted to study the data several times to ensure understanding and accuracy in the data collection. The abductive approach allows the researcher to let the material speak for itself and have the opportunity to view the findings through different theoretical lenses. However, it is essential to keep in mind that the research is conducted by one researcher only and working in a team of several researchers might have led to an even more enhanced critical awareness in the analytical phase.

The research conducted followed a mixed-method design. By mixing qualitative and quantitative methods, the researcher might exploit their strengths and hopefully neutralise their weaknesses, and the combination may contribute to validity and reliability. Additionally, the researcher has attempted to provide a thorough description of the research design and process in the present chapter to ensure transparency and trustworthiness of the research.

3.6 Challenges and limitations

Some challenges and limitations of the study are worth mentioning and will be presented in this section. One limitation to bear in mind is that this study only analyses the authentic fictional literary texts in the selected textbooks. Studying factual texts might have given a broader and perhaps different understanding of the phenomenon of CT in textbooks. Reading authentic fictional text encourages the pupils to engage in the text personally and may involve independent interpretations and reflections (Fenner, 2001, p. 21). Although reading factual texts may not encourage the same personal involvement as fictional texts, analysing factual texts and their tasks may still have provided helpful information on the facilitation of CT. This, however, would be too time-consuming and is beyond the scope of the present study.

Furthermore, another study limitation is that the interaction between texts and images has not been analysed. The analysis of the multimodality may have illuminated how the text and images work in combination and potentially facilitated the development of CT.

Another limitation is that the abductive analysis of tasks and texts is arguably highly subjective since it involves researcher interpretation. If the study had been carried out by a different researcher who had interpreted the texts and tasks differently, this could have led to different results. According to Patton (2015), interpretation requires special attention to context and original purpose (p. 136). What something means depends on the cultural context in which it was created and how it is interpreted. This implies that the subjective interpretation by the researcher is always an act of reconstruction (Patton, 2015, p. 137). This

process requires an active and continuous engagement to allow the researcher to question their biases and assumptions by constantly turning the gaze inward and scrutinising their thoughts and assumptions while conducting research (Mao et al., 2016, p. 6).

Another challenge of conducting the present study has been not to favour one textbook over others or evaluate the overall quality of the textbooks. Although the textbooks may vary in their potential for the development of CT skills in their represented texts and tasks, they may have other qualities concerning EAL that this research does not take into consideration.

The next chapter presents the study's main findings and discusses the didactical implications regarding the potential development of CT.

4. Findings and Discussions

4.1 Introduction

The present thesis aims to identify whether and in which ways the selected texts and belonging tasks potentially facilitate and promote the development of CT skills. The selected materials were textbooks and workbooks from four major publishing houses in Norway: *Engelsk 5* (Solberg & Unnerud, 2020), *Explore 5* (Edwards et al., 2020), *Link 5* (Mezzetti et al., 2021) and *Quest 5* (Bade et al., 2020).

The two previous chapters have accounted for the study's theoretical framework and the methods employed in the investigation. This chapter presents and discusses the findings of the study. The findings related to the first research question, which involves analysis of the selected texts, will first be presented and discussed, followed by the findings related to the second research question, which are concerned with tasks. In this sense, the findings related to both research questions build on each other. The chapter will start by presenting the main findings related to the texts (see appendices 1-4) and discussing the didactic implications of these with a basis in the theoretical perspectives presented in chapter two. The findings evolve around genre frequency, themes and differential levels. The genre frequency will be presented and discussed in sections 4.2 and 4.2.1. Section 4.3 presents the themes identified in the authentic literary texts, whereas section 4.3.1 discusses the findings. Sections 4.4 and 4.4.1 present and discuss the patterns related to differential levels across the selected texts. Section 4.5 summarises the main findings related to authentic literary texts.

Then, the present chapter will further account for the findings of the task analysis and discuss the didactical implications of these. Section 4.6 presents an outline of the following sections, which concern *task type* (open and closed), *task instruction*, task types identified in *reading stages* and their interplay and finally, missing findings.

4.2 Genre frequency

As section 3.6 outlines, the analytical process first consisted of analysing and identifying the texts in the four textbooks. The authentic literary texts were further identified according to various fictional genres and then counted. The section will present the *genre frequency identified* in the four analysed textbooks. The following genres were identified: *Poems*, *Songs*, *Fables*, *Novel excerpts, Picture books*, *Nursery rhymes* and *Comic strips*.

Figures 2-5 below illustrate all the identified texts in the four textbooks. Figure 2

below illustrates the identified texts in *Engelsk 5*. In total, 55 texts were identified, of which 13 were authentic fictional texts. Texts categorised as *other texts* were the most prominent. As specified in section 3.4, this category consists of texts written by the textbook authors and authentic factual texts. In *Engelsk 5*, this category amounted to 76 per cent of the total analysed texts. The remaining 24 per cent were categorised as *authentic literary texts*.

Figure 2

Frequency of authentic literary texts in Engelsk 5

Frequency of *authentic literary texts* in *Engelsk 5*
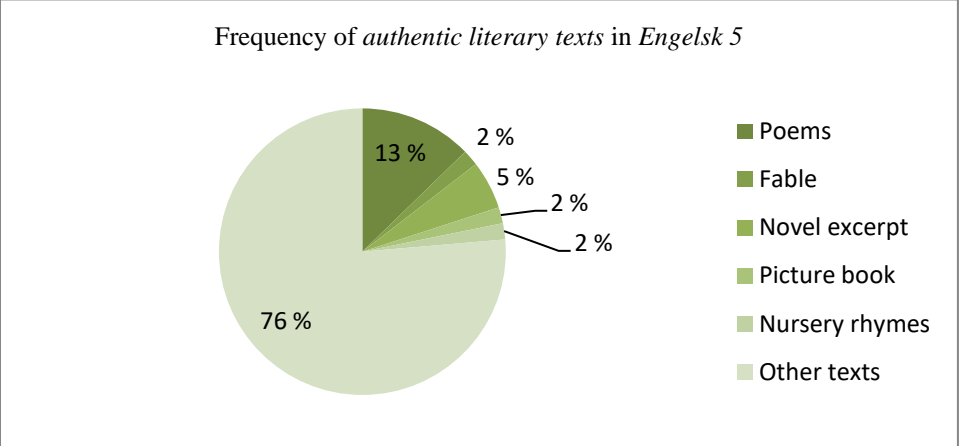
As illustrated in Figure 3, 74 texts were identified in *Explore 5*. Like *Engelsk 5*, most of the texts in *Explore 5* belonged to the category *of other texts* (84 per cent). The 12 identified authentic fictional texts (16 per cent) were categorised as *authentic literary texts*.

Figure 3

Frequency of authentic literary texts in Explore 5

Frequency of *authentic literary texts* in *Explore 5*
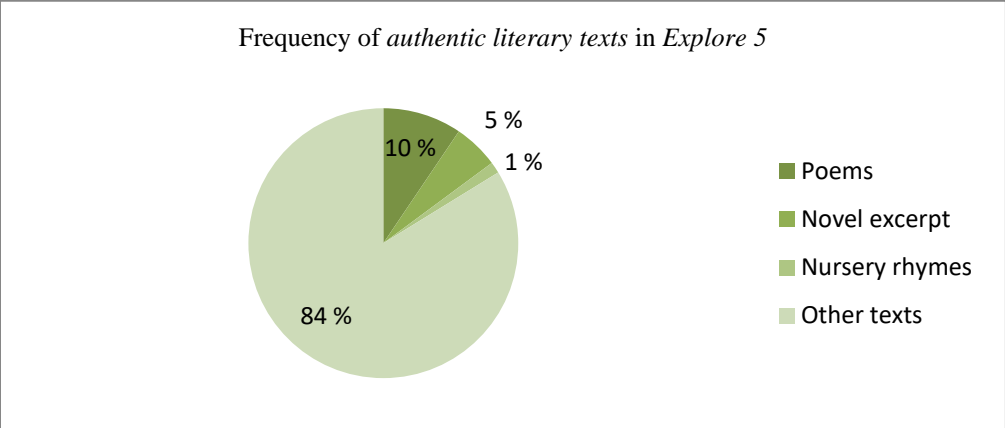
Figure 4 illustrates the identified literary texts in *Link 5*. In total, 74 texts were identified in this textbook. Only seven of these were categorised as *authentic literary texts*, which amounted to 9 per cent of the total number.

Figure 4

Frequency of authentic literary texts in Link 5
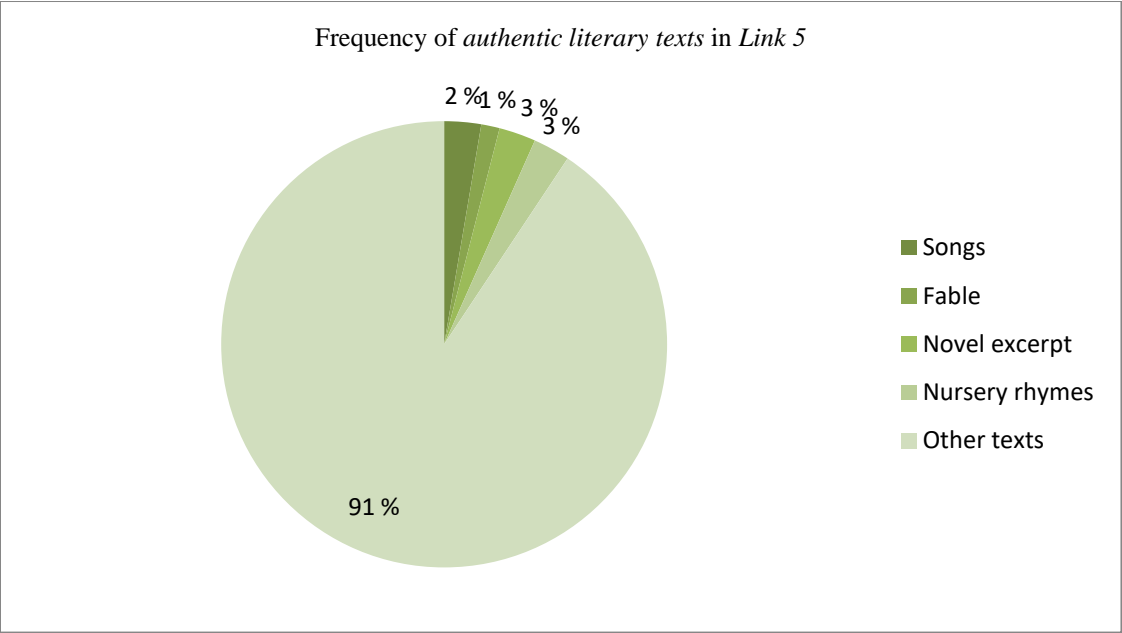
Figure 5 illustrates the texts identified in *Quest 5*. In total, 69 texts were identified, of which 17 were categorised as *authentic literary texts*. The authentic literary texts comprised 25 per cent of the total texts.

Figure 5

Frequency of authentic literary texts in Quest 5
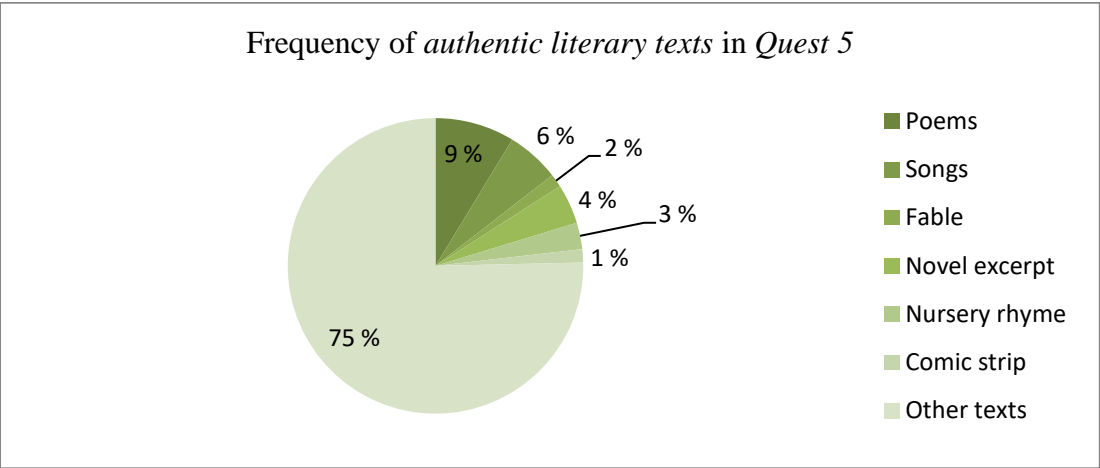
The following Tables 3-6 illustrate the genre frequency of *authentic literary texts* in the selected material.

Table 3 illustrates the genre frequency of *authentic literary texts* in *Engelsk 5*. Among the 13 authentic literary texts, the genres identified were *Poems* (seven texts), *Novel excerpts* (three texts), *Fables* (one text), *Picture books (one text)*, and *Nursery rhymes* (one text).

Table 3

Genre frequency in Engelsk 5

Authentic literary texts	Number of texts	%
Poems	7	13
Songs	0	0
Fable	1	2
Novel excerpt	3	5
Picture book	1	2
Nursery rhyme	1	2
Comic strip	0	0
Total	13	24

Table 4 displays the genre frequency of *authentic literary texts* identified in *Explore 5*. *Explore 5* firmly focused on *Poems* (seven texts), *Novel excerpts* (four texts), and finally, one of the texts, a *Nursery rhyme*.

Table 4

Genre frequency in Explore 5

Authentic literary texts	Number of texts	%
Poems	7	10
Songs	0	0
Fable	0	0
Novel excerpt	4	5
Picture book	0	0
Nursery rhyme	1	1
Comic strip	0	0
Total	12	16

Table 5 illustrates the genre frequency of *authentic literary texts* identified in *Link 5*. As seen in Table 5, *Songs*, *Novel excerpts*, and *Nursery rhymes* were identified two texts each, whereas one of the texts was categorised as *a Fable*.

Table 5

Genre frequency in Link 5

Authentic literary texts	Number of texts	%
Poems	0	0
Songs	2	2
Fable	1	1
Novel excerpt	2	3
Picture Book	0	0
Nursery rhyme	2	3
Comic strip	0	0
Total	7	9

Table 6 illustrates the genre frequency of *authentic literary texts* in *Quest 5*. Poems were the most frequent genre (six texts), followed by *Songs* (four texts) and *Novel excerpts* (three texts). The least frequent genres were *Comic strips, Fables, and Nursery rhymes.*

Table 6

Frequency of authentic literary texts in Quest 5

Authentic fictional texts	Number of texts	%
Poems	6	9
Songs	4	6
Fable	1	2
Novel excerpt	3	4
Picture book	0	0
Nursery rhyme	2	3
Comic strip	1	1
Total	17	25

The figures and tables above reveal that *authentic literary texts* occurred most frequently in *Quest 5* (25 per cent), followed by *Engelsk 5* (24 per cent). *Explore 5* had 16 per cent of the texts identified as *authentic literary texts*, whereas 9 per cent were identified in *Link 5*. Regarding genre variation, Tables 3-6 illustrate that most variability was identified in *Quest*

5 and *Engelsk 5*, with five genres represented, whereas *Link 5* included four genres and *Explore 5* included three genres.

4.2.1 Didactic implications of findings related to the frequency of authentic literary texts

In this section, there will be a short discussion of whether and in which ways the identified authentic literary texts and the genre frequency may potentially facilitate and promote CT. The discussion will be grounded in theoretical and curricular perspectives outlined in chapter 2.

The findings reveal that the number of authentic literary texts in the selected material was lower than texts written by textbook writers (see Figures 2-5). This may impact how the English subject can support the development of pupils' CT skills. As mentioned in section 2.3.1, if the pupils mainly work with texts written by textbook writers, they may miss the opportunity to encounter different text cultures, which, according to Fenner (2013), requires producing meaning based on multiple voices of the text where the pupils enter a dialogic process with the text and foreign culture. In this process, Fenner (2013) further claims that the text may be regarded as a cultural language item which the pupils interpret as a member of a cultural group (p.375). This nuance may be lost when the pupils engage in texts written by textbook authors from their culture. According to Byram (1997), knowledge about social groups and their cultures, both in one's own and foreign cultures, is essential for ICC (see section 2.2.2). The category *Knowledge* in Byram's model of ICC, among others, entails the significance of the processes of socialisation where both primary and secondary socialisation require CT, as presented earlier in this thesis. Reading authentic texts as opposed to reading texts written by textbook writers will accordingly provide the pupils with a richer opportunity to engage in ICC as well as CT since, according to both Ennis and Perkins et al., the CT disposition *to be open-minded* involves considering other points of view other than one's own seriously (Ennis, 1987, p.12, Perkins et al., 1993, p.7). This disposition further entails being able to probe assumptions to reason from premises that one potentially disagrees with without letting the disagreement get in the way of one's reasoning.

Moreover, to engage in the interpretation of a text requires, according to Gadamer, the pupils' interpretation of the text within the pupils' own 'horizon' and the 'horizon of the text' (see section 2.3.1). The gap between these 'horizons' in the reading process is essential for interpreting, reflecting and analysing texts. This may imply that texts written in the pupils'

cultural environment may create a smaller gap as the 'horizon' is limited within one's culture. Reading authentic texts is therefore important as it not only may develop the pupils' intercultural competence but also the development of CT skills as analysis, interpretation and reflection are essential for CT (as stated in sections 2.2 and 2.2.1). Furthermore, when it comes to interpretation, Byram (1997) addresses the importance of the ability to interpret (*skills of discovery and interaction*), for instance, a document from another culture, to identify relationships, explain and compare with one's own culture to gain ICC (p.37). In doing so, Byram (1997) further claims that one ought to critically evaluate (*critical cultural awareness*) the documents when one looks to "[...] identify and interpret explicit and implicit values in documents" (p. 53). Both these factors call for CT when one identifies assumptions and values and looks at something from another point of view while using one's background knowledge (Perkins et al., 1993, p.7; Ennis, 1987, p. 21).

LK20 states that working with different types of texts in English will enable the pupils to develop intercultural competence to deal with different ways of living, thinking and communication patterns (Norwegian Ministry of Education and Research, 2019, p. 3). Consequently, the variability of the genre of authentic literary texts included in the textbooks is important. Working with different genres may require different strategies in terms of how to engage in the literary text. For instance, the textbook authors instruct the pupils 'to read and enjoy' the novel excerpt "Stanley Paste" by Aaron Blabey in *Engelsk 5* without further task descriptions, favouring an aesthetic experience of the reading. This foreign language text encounter involves a cultural dialogue between the text and the reader, where intercultural competence and language are developed, according to Fenner (Fenner, 2013, p. 378). In contrast, the task accompanying Aesop's fable "The Tortoise and the Hare" in *Engelsk 5* requires the pupils to interpret and analyse the text to discuss the story's moral. The text encounter in this example further entails using analytical and critical thinking skills described by CoE, where analysis and interpretation of the text are essential components (Council of Europe, 2016, p.44). As such, various genres will allow pupils to explore and experience different text types. This may give the pupils a solid background knowledge of different literary genres and topics. Background knowledge is, as earlier mentioned, essential for conducting CT (Ennis, 1987, p. 21). Furthermore, knowledge concerns which strategy to put to use in your learning; *strategy knowledge* is, according to Flavell, essential in metacognition (Flavell, 1979, p. 907) and consequently a vital aspect in CT.

The authentic literary texts and the learning process may also impact the pupils' development of *Bildung*. According to Klafki (1996), the ultimate goal is to achieve

categorical *Bildung,* where the cultural form and the learner's mental processes are interdependent (p. 192). To achieve categorical Bildung, Fenner (2020) claims that development depends on the quality of the texts and tasks presented to the learners, where interaction and engagement in reflection and critical thinking are essential (p. 19). The encounter with the fable and the task accompanying it may as thus serve as an example of *exemplary teaching*.

4.3 Themes

In the four textbooks analysed, authentic literary texts were identified in several chapters concerning different topics. The authentic literary texts were then qualitatively analysed according to themes (see section 3.4 and appendices 1-4), which resulted in the development of six themes: *Wild animals*, *Family*, *Friendship*, *Lifestyle*, *School*, or *Pets*. Figure 6 displays the distribution of these across the four analysed textbooks. The themes most frequently discussed in all textbooks were *lifestyle*, *friendship,* and *school*. The themes that occurred with the lowest frequency were *Family*, *Pets* and *Wild animals*.

Figure 6

Categorised themes in Engelsk 5, Explore 5, Link 5 and Quest 5
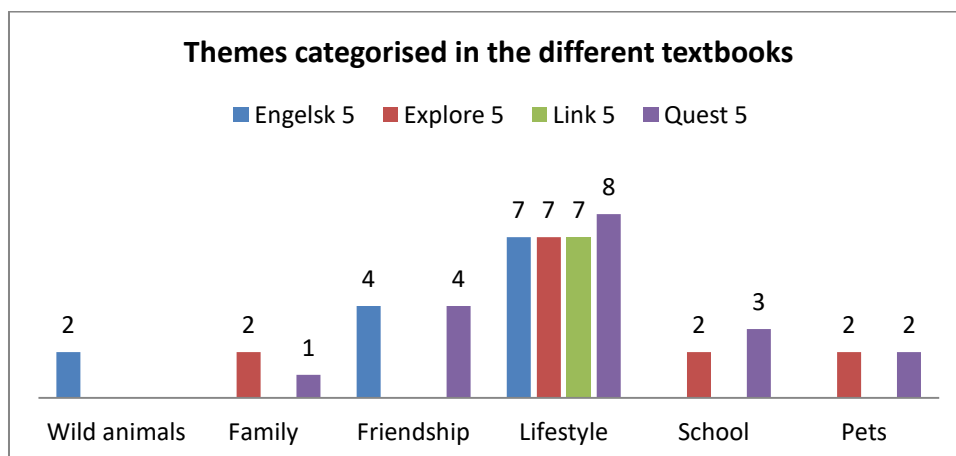
The authentic literary texts addressed a wide range of themes such as *Friendship, School, Pets, Food, Shopping, Travel, Transport, Spare time, Cheering, Harvest, Thanksgiving, Reading, Illness, Love and loss, Orphans, Pollution* and *Identity* (see appendices 1-4 for a complete overview). The themes, which were labelled into the categories *Wild animals,*

Family, Friendship, Lifestyle, School and *Pets*, span from the personal (school, pets, friendship) to the global (thanksgiving, travel, pollution) and may consequently present a wide range of situations and cultural encounters for the pupils to explore.

4.3.1 Didactic implications of developing CT in relation to themes

The Knowledge Promotion of 2020 (LK20) links working with texts in English to intercultural competence (Norwegian Ministry of Education and Research, 2019, p.3), which is considered an inseparable aspect of *Bildung* (Hoff, 2014, p. 509). As explained in section 2.4.1, the *Bildung* concept is conceived as cultivating human moral virtues, personal development, critical thinking, and the responsibility to participate in a democratic society (Hoff, 2014, p. 509). Encounters with other perspectives ('otherness') are, according to Hoff (2020), essential in the process of self-development since "[...] individuals always exist and understand themselves in relation to others" (p. 72). Authentic literary texts expose pupils to 'otherness', which may allow them to explore and critically examine their own and other values, beliefs, and culture, potentially leading to a better understanding of self and others. According to Klafki (1996), both teaching material and how one works with this material are essential for the development of *Bildung*, implying that the content and how this content is dealt with must be *exemplary* (Klafki, 1996, p. 194), as mentioned in section 2.4.1.

The identified themes addressed in the authentic literary texts may engage the pupils in various ways, such as connecting to their personal lives, expanding their knowledge, challenging them, exposing them to injustice, etc. According to Hoff (2020), learners must be exposed to texts that can potentially affect them on a personal level (p. 83). However, the themes included in the textbooks should not exclusively represent harmonious situations. According to Fenner (2013, p. 380), pupils must encounter injustice and conflict through texts. An example of a text with a situation that the pupils may perceive as unjust is the excerpt from *Oliver Twist*[15] in *Quest 5*, which Richard Rogers has adapted. This exposes the pupils to the injustice that Oliver (and the other orphans) experience in the workhouse. The text may further display the characters' power relations if the pupils read 'against' the text. However, such a critical approach to the text needs to be taught and nurtured over time. According to Luke, critical literacy, among others, entails unpacking myths and distortions, building new knowledge and acting upon these (Luke, 2012, p. 5). Consequently, reading and

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[15] In this excerpt, Oliver politely asks the master in the workhouse for more food. The orphans are constantly poorly treated and underfed. As punishment for his behaviour, Oliver gets beaten and locked up, and a reward is offered to anyone who would take him and use him for work (Bade et al., 2020, p. 124).

task instructions must focus on illuminating underlying political and social messages conveyed, thus requiring reflection and CT.

Moreover, the text encounters should also expose the pupils to topics that allow them to interact in situations where they might experience disagreement (Hoff, 2020, p. 81). According to LK20, listening to others and arguing for one's own views will provide pupils with experience in dealing with disagreement and conflict and seeking solutions together (Norwegian Ministry of Education and Research, 2017, p. 11). An example which includes a conflict is the fable *The Ants and the Grasshopper*[16] by Aesop, found in *Link 5*. In this text, the pupils might experience ambivalence regarding whom they empathise with: the hardworking ants or the carefree grasshopper. Texts that require the pupils to look at different perspectives are essential for pupils to develop competence in ICC and CT. Byram's (1997) categories 'critical cultural awareness' (*savoir s'engager*) from his model of ICC and 'attitudes' (*savoir être*) are essential in this regard. In *savoir être,* the pupils might experience their values being questioned when other perspectives challenge them. Consequently, critically evaluating different perspectives (critical cultural awareness*)* is vital. The category *savoir être* corresponds to the CT disposition "to be broad and adventurous" by Perkins et al. (1993), which implies a tendency to be open-minded and look at things from another point of view. The CT dispositions "to clarify and seek understanding" and "to be metacognitive" (Perkins et al., 1993, p. 7-8) correspond to Byram's category 'critical cultural awareness' since they entail the ability to identify and challenge assumptions and be self-evaluative and reflect on prior thinking. The listed aspects by Byram and Perkins et al. echo CoE competence *Attitudes* where openness to cultural otherness, beliefs, worldviews and practices are highlighted. According to Hoff (2020), the encounters where pupils experience disagreement require the involvement of the learner's attitudes (p. 81), which further requires CT.

According to Fenner (2020), one of the main challenges for many teachers is to select literature that the pupils can find engaging (p. 254). Furthermore, the number of youths reading novels seems to be decreasing (Habegger-Conti, 2015, p. 108). To promote motivation in reading and further work with the texts, the pupils must find the texts relevant

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[16]The fable is about a grasshopper who lives happily and carefree of what tomorrow might bring and how the ants, in contrast, prepare for the future. When winter approaches, the grasshopper is half dead from cold and hunger and asks the ants for help. The ants, however, shake their heads in disgust and turn their backs on the grasshopper (Mezzetti et al., 2021, p. 154).

and interesting. The themes addressed in the selected material focus on many relevant aspects of a ten-year-old life, such as school, friendship and lifestyle. However, whether the pupils find them engaging is a personal matter and impossible to predict from analysing textbooks.

4.4 The differential levels

The authentic literary texts identified in the selected textbooks were graded according to an intended differential level by the textbook authors. The frequency of differential levels is displayed in Figure 7 below.

In *Engelsk 5*, *Explore 5*, and *Quest 5*, the texts were graded either with symbols or numbers to illustrate the difficulty level of the text. In *Link 5*, however, the textbook authors did not indicate difficulty levels. In *Engelsk 5*, the texts were categorised as *no level*, *level 1*, *level 2*, and *level 3*. *Explore 5* operated with *levels 1, 2*, and *3*. *Quest 5* had the differential levels *no level*, *level 1*, and *level 2*.

Figure 7

Differential levels in the authentic literary texts in the selected textbooks
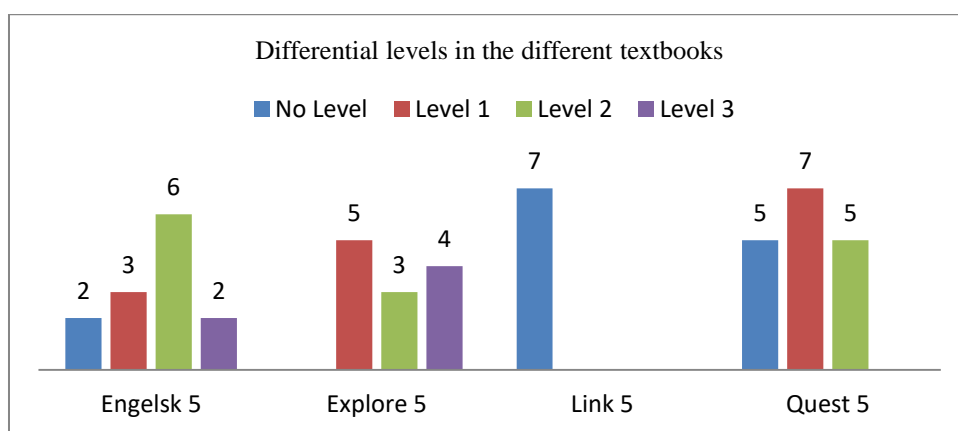
Engelsk 5 had two texts with *no level*, three in *level 1*, six in *level 2* and two in *level 3*. *Explore 5* had five texts on *level 1*, three on *level 2* and four on *level 3*. *Explore 5* was the textbook with the most significant texts in *level 3*. In *Quest 5*, there were five texts in the category *no level*, seven in *level 1* and five in *level 2*. *Quest 5* was then the textbook with most texts in the lower differential levels *no level* and *level 1*.

Table 7 below illustrates different learner levels in three poems identified as authentic literary texts in *Engelsk 5* and *Explore 5*.

Table 7

Examples of authentic literary texts categorised as levels 1, 2 and 3

Level 1	Level 2	Level 3
"Not-So Fast Food", by Kenn Nesbitt[17]	"Pet Shopping" by Kenn Nesbitt[18]	"F for Fox" by Carol Ann Duffy [19]
Burgers, pizzas, chicken wings. Taco, French fries, onion rings. Ice cream, donuts, cookie, cakes. Soda, chips and chocolate shakes. These are things I like to munch, breakfast, dinner, snack and lunch. (Solberg & Unnerud, 2020, p.126)	"My sister went berzerko! She's now installing locks, because I said her bedroom would be their litter box!" (Edwards et al., 2020, p.97)	"The fox fled over the fields away from the farm and the furious farmer. His fur was freaked. His foxy face was frantic as he flew. A few feathers fluttered out of his mouth". (Solberg & Unnerud, 2020, p. 158)

In *Engelsk 5*, the two texts categorised as *no level* were excerpts with no tasks accompanying them. The reading instructions for the excerpts were merely to 'read and enjoy', probably the reason for the no-level categorisation of the texts since they do not require further engagement, and the vocabulary and content are relatively accessible to the learners. However, texts categorised as *level 1* are easier to read and understand. The authentic literary texts categorised as *level 1* were a fable, a poem and a nursery rhyme. Each of them had various tasks accompanying them. The vocabulary is relatively easy to read, making the content easy to understand. The vocabulary in *level 1* consists of many transparent words, such as pizza, burgers, hare, warm, etc. (see Table 7). The texts identified as *level 2* were four poems and two excerpts. The poetic language in the four poems arguably contributes to increasing their difficulty level as they require interpretation to understand their meanings, thus making them more challenging to understand. The vocabulary in the two excerpts is more complex at this level, and the texts are longer. Two authentic literary texts categorised as *level 3* were poems. The poems identified in *level 3*, such as the one example presented in Table 7, contain complex vocabulary and phrases and further require interpretation of meaning.

In *Explore 5*, five authentic literary texts were categorised as *level 1*, the lowest level in this textbook. These texts comprised four poems, one nursery rhyme and two songs. The easy vocabulary, short length, and overall meaning in the texts make it reasonably easy for

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[17] There are two strophes (with six verses in each strophe) in "Not-So Fast Food".
[18] There are five strophes (with four verses in each strophe) in "Pet Shopping".
[19] There are, in total, 28 verses comprised in one strophe in "F for Fox".

learner engagement. Three poems are categorised as *level 2* in *Explore 5*. These are either longer or contain a more complex vocabulary than the poems in level 1. The authentic texts identified as *level 3* in *Explore 5* were four excerpts. These texts are the longest and include a more challenging vocabulary than the texts in *level 2*.

The textbook *Quest 5* has five authentic literary texts categorised as *no level*. These were all songs. The texts in *level 1* comprised four poems, one comic strip and one excerpt. The authentic texts categorised in *level 2* were a fable, two poems, a song and two excerpts. *Level 2* was the highest in *Quest 5*.

4.4.1 Didactic implications of developing CT in relation to differential level

As Figure 7 illustrates, the *authentic literary texts* identified in the selected textbooks were graded according to differential level, except for the texts in *Link 5*.

The authors of the three textbooks, *Engelsk 5*, *Explore 5*, and *Quest 5*, have categorised their included authentic literary texts at similar levels. The lowest levels (*no level* and *level 1*) may be regarded as levels suited for all pupils in 5th- grade. *Level 2* texts may be assessed as levels suited for most pupils, and *level 3* would probably be best suited for the pupils who want an extra challenge. As mentioned earlier, *Link 5's* textbook authors had not categorised the texts to any level. However, compared to the other textbooks, the identified authentic literary texts in *Link 5* also vary in terms of complex vocabulary and length and, as such, would potentially facilitate different learner levels.

Within a class, there might be a variation of the pupils' proficiency in English, and textbooks with texts and tasks at different levels may thus provide both teacher and pupils with learning material more suited for each pupil. Reading authentic literary texts in L2 makes the reading process more complex, as knowledge of vocabulary and grammatical functions is essential to understanding the text (Ørevik, 2020, p. 147). Furthermore, according to Ørevik (2020), the cultural contexts conveyed in the texts may also be challenging to grasp. If the pupils feel a sense of mastery when dealing with authentic literary texts in English, the texts must match their proficiency in English. They have to understand the text and reflect on the overall meaning and themes addressed by the texts to develop CT potentially.

Furthermore, the pupils need to be challenged concerning their language proficiency and how they engage in literary work. Social interaction within the EAL classroom may be a favourable approach for learning development. According to Vygotsky, the pupils' learning progress takes place within their zone of proximal development. Still, with interaction and

support from more proficient classmates (or the teacher), the learning progress and development may be increased (Vygotsky, in Li, 2020, p. 37). Interaction with classmates may consequently enable the pupils to deal with work above their current learner level. Furthermore, interaction may also challenge the pupils' perspectives and is a key factor in CT, according to Ennis, since it may adjust one's thinking (Ennis, 1987, p. 23).

Moreover, the categorisation of texts at different levels may enable the pupils to monitor their learning progress. Monitoring requires the pupils to be aware of their learning proficiency and metacognition, an essential CT skill. According to LK20, the schools must aid pupils in reflecting on their learning and develop an awareness of their learning processes (Norwegian Ministry of Education and Research, 2017, p. 13). Using the differential levels of authentic literary texts may be one way of helping the learners to understand their learning process. The textbook *Link 5* did not categorise the texts according to differential levels. Consequently, this may reduce pupils' awareness concerning different levels of learning.

4. 5 Summary

The previous sections have accounted for the findings and didactical implications of the texts. They are thus connected to the first research question: *What types of authentic literary texts are represented in textbooks for learners of English in 5th- grade, and how may they facilitate CT and promote CT skills*? This thesis has tried to provide multiple answers to the first research question by exploring the genre frequency, themes and differential level. The findings indicate that the frequency of authentic literary texts is lower compared to texts written by textbook authors. This may imply that pupils have fewer opportunities to engage in texts written in a foreign culture and get to know the social and cultural aspects of this culture. The themes addressed in the authentic texts mainly concern issues like *Friendship*, *School* and *Lifestyle*. To develop CT, pupils must engage in topics that may challenge their perspectives. This implies they need opportunities to engage in disharmonious situations to reflect and challenge their values, beliefs and worldviews. Furthermore, the learners need to encounter themes they would not delve into on their own and experience disagreements to develop their CT further. Three of the textbooks have categorised their texts according to differential levels. The different levels of texts may assist the pupil's learning process, and CT as the levels may encourage the pupils to reflect on and monitor their process.

However, investigating the texts alone does not suffice to identify their potential in fostering CT, and as such, it is essential to focus both on texts and tasks. The next part of this

chapter builds on the first research question when providing answers and discussing didactical implications in relation to the second research question.

4.6 Tasks

The following sections introduce findings to the second research question: *In which ways may tasks accompanying authentic literary texts facilitate CT and promote CT skills for learners of English in the 5th-grade?* The didactical implications will be discussed directly after the findings are presented. Section 4.6.1 presents the findings of open and closed tasks, and section 4.6.2 discusses the findings. Further, section 4.6.3 presents the frequency of open task types, and the following section, 4.6.4, discusses the potential the task types may have for facilitating development in CT. Section 4.7 outlines the frequency of task instruction, whereas section 4.7.1 discusses the findings. Then, section 4.8 presents the open tasks in the different reading stages and their interaction. Section 4.8.1 discusses the findings. The following section, 4.9, discusses missing findings. Finally, section 4.10 presents a summary.

4.6.1 Open versus closed task

The tasks accompanying the authentic literary texts in the selected textbooks and workbooks were analysed and counted as *open* or *closed*. *Closed tasks*, as presented in section 2.3.2, instruct the pupils to search the text to find the answers. Closed tasks were identified in all of the analysed textbooks. One example of a closed task identified in *Quest 5* accompanying the comic strip "Big Nate" by Lincoln Peirce is:" Where is Nate in these two comic strips?"(Bade et al., 2020, p. 111). In closed tasks, the pupils do not make an opinion of their own or produce a language of their own since they only reproduce language from the text. As such, closed tasks are consequently left out of the preceding analysis as they do not facilitate the development of CT (as mentioned in section 2.3.2).

In contrast, all the identified open tasks were qualitatively analysed. Open tasks invite the pupils to make up personal interpretations of the text, which requires reflective thinking. Again, this is essential not only for CT but also in the development of ICC and *Bildung*[20]. An example of an open task identified in *Link 5* accompanying the fable "The Ants and the Grasshopper" by Aesop is: "What can we learn from the text?"(Mezzetti et al., 2021, p.154).

One of the findings of the analysis was that most authentic literary texts had both open and closed tasks accompanying them. An example of an open and closed task accompanying

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[20] This will be further commented on in section 4.6.2

the authentic literary text "In the garden" by Joy Cowley and Gavin Bishop (Solberg & Unnerud, 2020, p.63) identified in *Engelsk 5* is:" Why is Lizard and Snake in the garden?" (closed task) and "Sometimes it is easy to misunderstand each other. Why is this so?" (open task). In *Explore 5*, the authentic literary text "A Magic Chant" by Samuel Exler, the following tasks accompanying the text were identified either open or closed: "Practice saying these words to a learning partner. Maybe they can help you next time you are frightened! Igga, bigga, hunka, bunka, dinka, danka, doo!" (Edwards et al., 2020, p. 74) (closed task) and "What helps when you are frightened?" (open task).

The findings of *open* and *closed* tasks in the selected material are illustrated in Table 8 and Figure 8.

Figure 8

Frequency of open and closed tasks in the selected material

Frequency of open and closed tasks

■ Open task ■ Closed task

| Engelsk 5 | Explore 5 | Link 5 | Quest 5 |
| 42 36 | 39 43 | 33 7 | 44 47 |
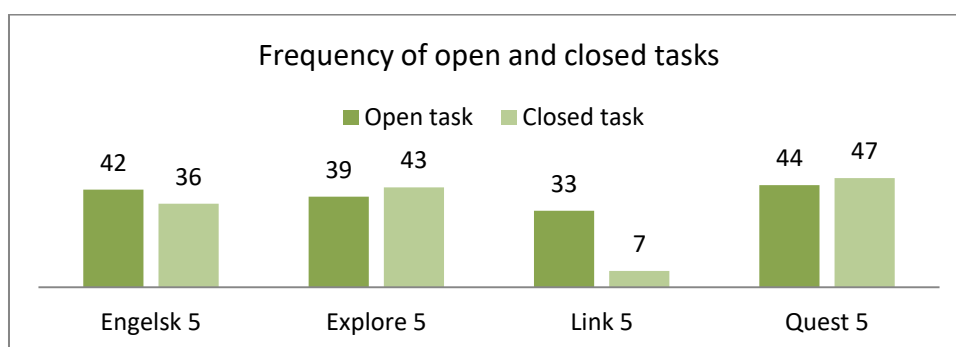
Table 8

Frequency of open and closed tasks in the selected material

	Number and percentage of open tasks	Number and percentage of closed tasks	Total number of tasks (100%)
Engelsk 5	42 (54 %)	36 (46%)	78
Explore 5	39 (48 %)	43 (52 %)	82
Link 5	33 (82 %)	7 (18%)	40
Quest 5	44 (48 %)	47 (52 %)	91

Table 8 illustrates the frequency of *open* and *closed* tasks in the material. In *Engelsk 5*, 42 tasks were categorised as *open*, comprising 54 per cent of the total tasks. In *Explore 5*, 39 tasks were categorised as *open*, comprising 48 per cent of the total tasks. *Link 5* had the

highest percentage of *open* tasks, 82 per cent (33 of 40 tasks). Last, in *Quest 5*, 44 *open* tasks comprised 48 per cent.

4.6.2 Didactic implications to tasks categorised as *open*

As seen in Table 8, the frequency of *open* tasks varies within the material. *Link 5* has the highest percentage of open tasks compared to the other textbooks, with 82 per cent identified as open tasks. The findings in the remaining textbooks, *Engelsk 5*, *Explore 5* and *Quest 5*, were more similar, with nearly half of the tasks identified as open tasks. As addressed in section 2.3.2, open tasks invite the learners to make up their own opinions and interpretations, thus engaging in reflection, which is essential for CT (Ennis, 1996, 166). As such, the frequency of open task types in each textbook has implications for the potential development of CT skills. Since *Link 5* has the highest frequency of open tasks, this textbook provides more significant opportunities in the development of CT compared to *Engelsk 5*, *Explore 5* and *Quest 5*.

Textbooks that emphasise open tasks are vital for the development of CT, and textbook authors should consequently prioritise open tasks from year 1 in primary school. According to Kuhn (1999, p. 21), the development of CT is a lifelong developmental progress, and it has to be nurtured over time. Working with open tasks that encourage pupils to engage in thinking is essential and should be of great concern to educators. It is the educator's job, such as textbook authors, to select exemplary texts and tasks that promote personal engagement in language learning to develop further IC, *Bildung* (Fenner & Ørevik, 2020, p. 349) and CT. The *open* tasks were further analysed and categorised by *task types*, which will be presented in the next section.

4.6.3 Open task types

The tasks categorised as *open* and hence labelled *'tasks with a potential for CT skills'* were further categorised by task type. As explained in section 3. 4, the preliminary category 'reflection tasks' informed the initial analytical phase and the preceding creation of additional task types categories. The following task types emerged: *individual reflection tasks, reflect and talk tasks, limited reflection tasks, discussion tasks, writing tasks, scaffolding tasks, digital tasks, multimodal tasks* and *enactment tasks* (displayed in Figures 9-12 and Tables 9-12).

In this study, the identified *individual reflection tasks* indicate that the pupils

individually consider and reflect on the task topic. The textbook authors have not written or used symbols to suggest that the pupils are to share their reflections with others. *Reflect and talk tasks* ask students to reflect on a topic and share their reflections with a learning partner, group, or the whole class. *Limited reflection tasks* are tasks where the pupils engage in open questions, but the thinking process is not explored further. Typically, examples of identified *limited reflection tasks* are when you are asked to tell your learning partner what you wear and what you have seen on your way to school, yes-or-no questions and yes-or-no questions with a follow-up question. The reflection process in yes –or no questions with a follow-up question depends on the pupil's answering yes in the initial phase. *Discussion tasks* ask pupils to engage in a discussion where they go into more detail and consider different opinions orally. Tasks identified as *writing tasks* engage the pupils in writing; this varies from answering questions to making lists, poems, texts, and e- mails. *Digital tasks* are tasks where learners search the internet for information. *Multimodal tasks*
are identified as tasks where the pupils engage in multimodal modes of communication, such as making a poster, a front page of a book or a comic strip. The *enactment tasks* ask the learners to role-play or act out a scene. The final task type is identified as *scaffolding tasks*. *Scaffolding tasks* are tasks where the pupils are initially asked to do a task, which is used further in the second task or part. An example of a task identified as *scaffolding* is when, for instance, the learners are first asked to make a mind map of a topic and then write a text using the mind map as scaffolding or write a list and then share it with a learning partner. In connection with the presentation of the frequency of *open* tasks types in each textbook, examples of tasks qualitatively analysed and categorised according to the emerged task type categories will be presented. The *open* task type categories and their frequency across the textbooks and workbooks will be presented in Figures 9-12 and Tables 9-12.

Figure 9

Frequency of open task types in Engelsk 5

Freguency of open task types in *Engelsk 5*
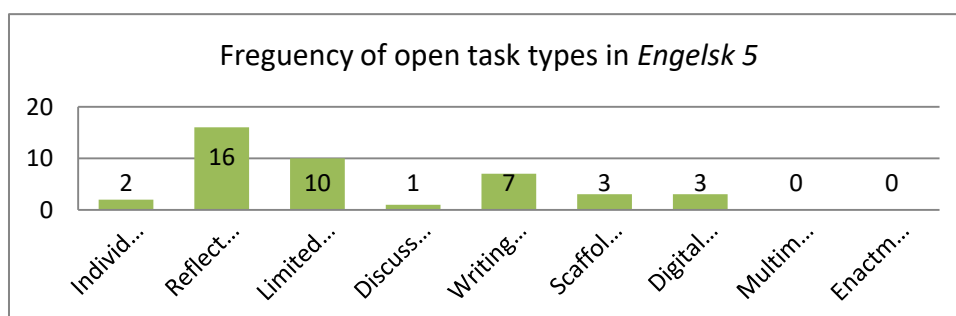
Table 9

Frequency of open task types in Engelsk 5

Open task frequency in *Engelsk 5*	Number of tasks	%
Individual reflection tasks	2	5
Reflect and talk tasks	16	38
Limited reflection tasks	10	24
Discussion tasks	1	2
Writing tasks	7	17
Scaffolding tasks	3	7
Digital tasks	3	7
Multimodal tasks	0	0
Enactment tasks	0	0
Total	42	100

Figure 9 and Table 9 illustrate the frequency of *open* task types in *Engelsk 5*. In total 42 open tasks were identified. *Engelsk 5* had a strong focus on *reflect and talk tasks* with 16 tasks identified to this category.

Examples of tasks identified as *reflect and talk tasks* in *Engelsk 5* were: "How can we help ourselves or others to reach our goals?" (Solberg & Unnerud, 2020, p.61) and "What can happen to the animals if the woods are gone" (Solberg & Unnerud, 2020p. 155). In these two examples, the pupils reflect and communicate with their classmates. *Limited reflection tasks* were also frequent, with 10 tasks in this category. "What do you wear when you go skateboarding, cycling or roller-skating?" and "Which part of your body are you most afraid to hurt?" (Solberg and Unnerud, 2020, p. 75) are examples of *limited reflection* tasks.

Seven tasks were identified as writing tasks. An example of a writing task from the workbook is: "Answer the questions. Choose the three dishes you like the best from the poem. Why do you like them? Why can fast food make you 'slow on your feet'? Why is some food called fast food?"(Solberg and Unnerud, 2020, p. 84). In this task, the pupils will reflect on health issues related to fast food consumption and write down their answers.

Both *scaffolding tasks* and *digital tasks* were included, with three tasks each. "Choose a letter and find an animal beginning with that letter. Use the glossary, Textbook pages 188-199, and find words beginning with the same letter. First, make a mindmap, then write a text or a poem" *(Solberg and Unnerud, 2020, p. 106). This is an example of a scaffolding task in *Engelsk 5*. An example of a digital task included in *Engelsk 5* is: "Search for more nursery rhymes and share them with your classmates" (Solberg and Unnerud, 2020, p. 101).

There was one *discussion task* identified in *Engelsk 5*: "Discuss the moral of the story" (Solberg and Unnerud, 2020, p. 61). No *individual reflection tasks*, *multimodal tasks* or *enactment tasks* were identified accompanying the authentic literary texts in *Engelsk 5*.

Figure 10

Frequency of open task types in Explore 5

Table 10

Frequency of open task types in Explore 5

Open task frequency in *Explore 5*	Number of tasks	%
Individual reflection tasks	6	15
Reflect and talk tasks	9	23
Limited reflection tasks	3	8
Discussion tasks	2	5
Writing tasks	16	41
Scaffolding tasks	1	3
Digital tasks	2	5
Multimodal tasks	0	0
Enactment tasks	0	0
Total	39	100

Table 10 and Figure 10 illustrate the frequency of the different *open* task types in *Explore 5*. In *Explore 5*, the task type *writing tasks* were most prominent, with 16 of 39 tasks identified. An example of a *writing task* identified is: "Write about your favourite animal. Describe what it looks like and why you like it." (Edwards et al., 2020, p. 74).

Next, findings reveal that *reflect and talk* were identified in nine of the *open* tasks. An

example of an identified *reflect and talk task* is: "Do you think that person in the poem should change? Why? Why not?" (Edwards et al., 2020, p. 53).

Individual reflection was identified in six tasks. An example of an *individual reflection task* is: "Does money make you happy? Why? Why not?"(Edwards et al., 2020, p. 118).

Limited reflection was identified in three tasks. A *limited reflection task* identified in *Explore 5* is: "Which Norwegian clapping songs do you know?" (Edwards et al., 2020, p. 94).

Both *digital tasks* and *discussion* were identified in two tasks, and *scaffolding* was identified in one task. An example of a *discussion task* identified in *Explore 5* is: "Are you a Horrid Henry? Discuss with your learning partner what being a Horrid Henry means" (Edwards et al., 2020, p. 101). An example of an identified *digital task* is: "Use the internet to find out what mouse is in other languages. Can you find a pattern?" (Edwards et al., 2020, p. 97). The task "Make a list of your top ten favourite animals. Discuss your list with your learning partner" (Edwards et al., 2020, p. 97) was a *scaffolding task* identified. No *enactment tasks* or *multimodal tasks* were identified accompanying the authentic literary texts in *Explore 5*.
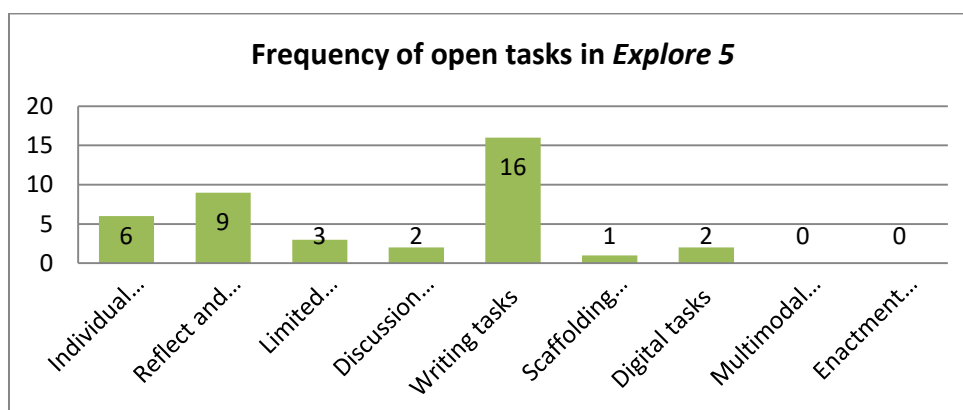
Figure 11

Frequency of open task types in Link 5
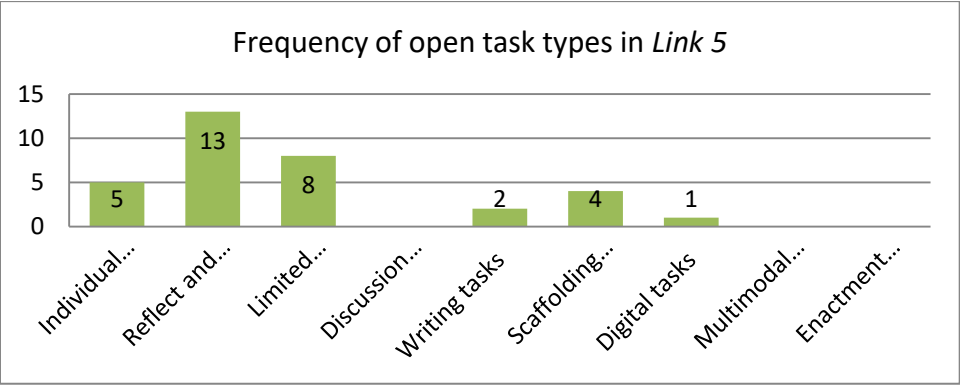
Table 11

Frequency of open task types in Link 5

Open task frequency in *Link 5*	Number of tasks	%
Individual reflection tasks	5	15
Reflect and talk tasks	13	40
Limited reflection tasks	8	24
Discussion tasks	0	0
Writing tasks	2	6
Scaffolding tasks	4	12
Digital tasks	1	3
Multimodal tasks	0	0
Enactment tasks	0	0
Total	33	100

Figure 11 and Table 11 illustrate the frequency of *open* task types in *Link 5*. In total, 33 *open* tasks were identified. *Reflect and talk tasks* were the most frequent, with 13 tasks identified. An example of a *reflect and talk task* from *Link 5* is: "What do you think this quote means?[21] What can we do to have good thoughts? What can we do to change our thoughts when we have ugly thoughts?" (Mezzetti et al., 2021, p. 111).

The second most prominent task type identified was *limited reflection tasks* with eight tasks. "Do you know any cheering songs, chants, or rhymes?" (Mezzetti et al., 2021, p. 43) is an example of a *limited reflection task*.

Scaffolding tasks were represented with four tasks. In Link 5's workbook (Mezzetti et al., 2021, p. 46-47), the following *scaffolding task* was identified:

4.3 Describe your perfect autumn day. You can choose between story, poem, diary entry or newspaper article.

a) Make a word cloud or a list of words and ideas, or hold a brainstorming session. This is a good strategy to help you write. Look at pages 60-61 in Textbook for ideas.

b) Write your text.

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[21] The quote from the text "The Twits" in *Link 5*: "Why would that happen? I'll tell you why. If a person has ugly thoughts, it begins to show on the face. And when that person has ugly thoughts every day, every week, every year, the face gets uglier and uglier until it gets so ugly you can hardly bear to look at it. A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely." (Mezzetti et al., 2021, p. 111).

Individual reflection was identified in five tasks, and *one task represented digital tasks*. "What do you think Mr Twit does with the food in his beard" (Mezzetti et al., 2021, p. 110) is an example of an *individual reflection task* and the following *digital task* was identified in *Link 5* (Mezzetti et al., 2021, p. 66):

> Harvest festivals are celebrated in many different ways and at different times around the world. Have you heard of Pongal in India, the Yam Festival in Ghana, the Moon Festival in China, Thanksgiving in the US and Canada, the Rice Harvest Festival in Bali, or Høsttakkefest in Norway? Search the internet for more information.

The tasks accompanying the authentic literary texts in *Link 5* did not involve discussion, multimodality, or enactment, and consequently, no *discussion tasks*, *enactment tasks*, or *multimodal tasks* were identified.

Figure 12

Frequency of open task types in Quest 5
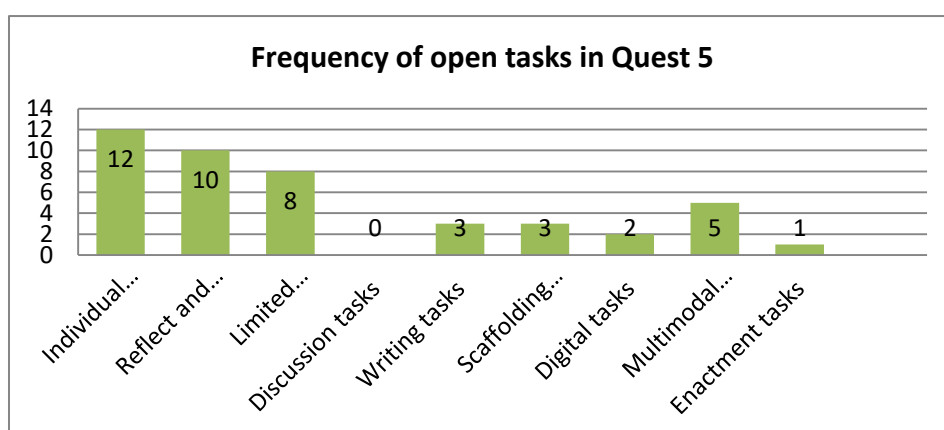
Table 12

Frequency of open task types in Quest 5

Open task frequency in *Quest 5*	Number of tasks	%
Individual reflection tasks	12	27
Reflect and talk tasks	10	23
Limited reflection tasks	8	18
Discussion tasks	0	0
Writing tasks	3	7
Scaffolding tasks	3	7
Digital tasks	2	5
Multimodal tasks	5	11
Enactment tasks	1	2
Total	44	100

Figure 12 and Table 12 illustrate the frequency of *open* tasks in *Quest 5*. In total, 44 open tasks were identified. *Quest* 5 had many reflection tasks, with *individual reflection* being the most prominent, with 12 tasks. An example of an *individual reflection task* identified in *Quest 5* (Bade et al., 2020, p. 66) is: "What could make someone feel lonely?" *Reflect and talk* tasks were represented with 10 tasks, and *limited reflection* was identified in eight tasks. Examples of *Reflect and talk* tasks identified in *Quest 5* (Bade et al., 2020, p.115) are:

> A) Would you like to be a dragonsitter? Why? Why not?
> B) What kind of problems do you think having a dragon in your home would cause?
> C) What do you think a dragonsitter should make an hour? Give reasons for your reply!

An example of an identified *limited reflection task* is: "Do you have a favourite book or writer that you like to read or listen to? Tell about your favourite" (Bade et al., 2020, p. 108).

In contrast to *Engelsk 5*, *Explore 5* and *Link 5*, which had no *multimodal* and *enactment tasks* in the material, *Quest* 5 included five *multimodal tasks* and one *enactment task*. An example of an identified *multimodal task* from *Quest 5's* workbook (Bade et al., 2020, p. 81) is:

> 5:8. What happens next? Choose one of the strips in your textbook. Draw the next picture and write a text.

An *enactment task* identified in *Quest 5* is: "Pretend one of you is the new kid. How can you make friends? Use some of the tips from the list and act it out" (Bade et al., 2020, p. 31).

Writing tasks and *scaffolding tasks* were included, with three tasks each. An example of an identified *writing task* from *Quest 5's* workbook (Bade et al., 2020, p. 84) is: "Write an e-mail to Uncle Morton and tell him you want to be a dragonsitter. Tell him why you want to be a dragonsitter, and what you think a dragonsitter has to do".

The following task: "Make a pet mind map. Use the mind map to make sentences" (Bade et al., 2020, p. 14), is an example of an identified *scaffolding task* in *Quest 5's* workbook.

Digital tasks were included with two tasks in *Quest 5*, and an example of an identified *digital task* from the workbook (Bade et al., 2020, p. 86) is: "Search for books by Roald Dahl".

The only task type not included in *Quest 5* was *discussion tasks*. Nevertheless, as illustrated in Figure 12 and Table 12, *Quest 5* had more variability across the different task types than the other textbooks.

Table 13

Percentage of task type in the selected material

Task type	Engelsk 5	Explore 5	Link 5	Quest 5
Individual reflection	5	15	15	27
Reflect and talk	38	23	40	23
Limited reflection	24	8	24	18
Discussion	2	5	0	0
Writing	17	41	6	7
Scaffolding	7	3	12	7
Digital	7	5	3	5
Multimodal	0	0	0	11
Enactment	0	0	0	2
Total %	100	100	100	100

Table 13 summarises the variation within the identified task type frequency across the analysed material. One of the main findings was that all the textbooks and workbooks analysed included reflection tasks frequently. *Quest 5* had a considerably higher frequency of *individual reflection tasks* than the other textbooks. *Reflect and talk tasks* and *limited reflection tasks* were most frequent in *Link 5* and *Engelsk 5*. The table further reveals that *writing tasks* were prominent, especially in *Explore 5* and *Engelsk 5*. *Scaffolding tasks* were most frequent in *Link 5*. *Digital tasks* were marginally represented in all textbooks. *Discussion tasks* were further only identified in *Engelsk 5* and *Explore 5*. Finally, *multimodal tasks* and *enactment tasks* were only identified in *Quest 5*.

The following sections will discuss the didactical implications of the task types presented.

4.6.4 Didactic implications in relation to tasks types

As indicated above, a central finding is that several tasks which involve reflection were identified in the analysed material. These differ in terms of the *type* of reflection they invite the learners to engage in: *individual reflection*, *reflect and talk* and *limited reflection*.

As seen in Table 13, there is variation in terms of which type of reflection that occurs most frequently. In *Link 5* and *Engelsk 5*, *reflect and talk tasks* were most prominent. The two textbooks had almost twice as much of this task type as *Explore 5* and *Quest 5*. In *Link 5*, *reflect and talk tasks* comprised 40 per cent and 38 per cent in *Engelsk 5*, whereas in *Explore 5* and *Quest 5*, these tasks comprised 23 per cent.

In this thesis, the *Reflect and talk tasks* invite the pupils to engage in reflective thinking and to share their thoughts with their classmates. According to The Norwegian Ministry of Education and Research (2018, p.23), to reflect implies testing your thoughts and attitudes to develop a better insight and understanding. In the *reflect and talk task*: "What do you think this quote means[22]? What can we do to have good thoughts? What can we do to change our thoughts when we have ugly thoughts?" (Mezzetti et al., 2020, p. 111) the pupils are to reflect on a quote which concerns good thoughts and ugly thoughts and share it with a partner or peers. As pupils work with texts in English, language learning and knowledge of culture and society are developed (Norwegian Ministry of Education and Research, 2019, p. 3). The task arguably provides ample opportunities to engage in CT by interpreting and analysing the text. Furthermore, it invites the pupils to reflect on a topic concerning mental health, an important issue to address in the classroom.

Moreover, the task invites the pupils to be involved in metacognition, cognitively self-aware, self-evaluative and reflect on prior thinking (Perkins et al., 1993, p. 8; Haukås et al., 2018, p.3). According to CoE and the model of competence presented in *REFCDC*, the skills of 'analytical and critical thinking skills' and 'knowledge and critical understanding' of the self, which concerns one's thoughts and beliefs (Council of Europe, 2016, p13-14) are also called for when working with questions such as these.

Furthermore, to reflect on and interpret the meaning of the quote, the pupils must engage in dialogic interaction with the text, which can open up for different perspectives (Fenner, 2001, p. 16). As the task is categorised as a *reflect and talk task*, the pupils will additionally interact orally with others where they may encounter other points of view, which again may influence their perceptions on the topic and potentially alter their original thought and hence adjust their thinking (Ennis, 1987, p.17). The social interaction, where the pupils discuss and reflect on the content, may also, according to Vygotsky, promote thinking since it is through working with tasks that the learners reflect and use language (Vygotsky, in Fenner & Ørevik, 2020, p. 356). The tasks presented are furthermore arguably connected to the interdisciplinary topic *of health and life skills* in LK20, where the pupils are encouraged to express themselves which again "[...] forms the basis for being able to express their feelings, thoughts, experiences and options and can provide new perspectives on different ways of

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[22]   This quote is earlier presented in footnote 21.

thinking and communication patterns, as well as on the pupils' own way of life and that of others" (Norwegian Ministry of Education and Research, 2019, p.3). As such, the task may contribute to the development of *Bildung*. This task type further promotes oral skills, which according to LK20 refer to "[...] creating meaning through listening, talking and engaging in conversation" (Norwegian Ministry of Education and Research, 2019, p.4). As *reflect and talk tasks* initiate both reflection and sharing of ideas and beliefs in the EAL classroom, they may be considered highly relevant for the development of CT.

Individual reflection tasks were significantly prominent in *Quest 5,* where 27 per cent of the tasks were categorised as such. In contrast, in *Explore 5* and *Link 5*, 15 per cent were identified as individual reflection tasks, and in *Engelsk 5,* only 5 per cent of the tasks were categorised as individual reflection.

The example of an *individual reflection task* from *Explore 5* (Edwards et al., 2020, p. 118): "Does money make you happy? Why? Why not?" requires the pupil to reflect on their perspectives about the concept of rich and poor and whether money is the key to happiness. The task is framed in the pre-reading stage and does not instruct the pupils to communicate with their peers with their reflections. Although *individual reflection tasks* require the pupils solve the task without interacting with others, they still may engage in CT. The tasks open up for reflection on your opinions, attitudes and values, according to Ferrer et al. CT is mainly about (Ferrer et al., 2019, p. 11). Fenner (2013) argues that in dialectic processes, dialogues between the texts and the reader, between Self and Other and between native language and target language occur (p. 378). She further claims that when learners engage in a dialogue with target language texts and tasks, new meanings are developed, all dependent on the texts and the individuals involved in the process (Fenner, 2013, p.378).

However, by not engaging in communication with others, the pupils will not have the same opportunity to assess and evaluate ideas and perspectives presented by others actively. Exploring different possibilities and perspectives is an important aspect not only in CT but also in ICC. According to Fenner, the texts and reader will engage in a dialogue where the "reading process constitutes an intercultural encounter, a meeting between self and other" (Fenner, 2020, p. 252). Fenner further claims that a literary text should be reflected upon and discussed with pupils and the teacher in the EAL classroom to develop communicative and intercultural competence (Fenner, 2020, p. 252). As the analysis reveals, *Quest 5* is the textbook which prioritises individual reflection tasks the most, which may be favourable for the possible development of CT.

Limited reflection tasks occur most frequently in *Link 5* and *Engelsk 5*, comprising 24

percent of the tasks, closely followed by *Quest 5*, comprising 18 percent. *Explore 5* is the textbook with the lowest frequency of *limited reflection tasks*, comprising eight per cent of the tasks. In *limited reflection tasks*, the pupils are engaged in reflective thinking, but the thinking process somehow stops or is not being explored any further. The examples of *limited reflection tasks* from *Engelsk 5* (Solberg & Unnerud, 2020, p.75): "What do you wear when you go skateboarding, cycling or roller-skating?" and from *Link 5* (Mezzetti et al., 2021, p.43): "Do you know any cheering songs, chants, or rhymes?" invite the pupils to engage in some reflection, but mostly to recall prior knowledge.

Since the tasks are limited in that they do not ask for further exploration or explanation, it is debatable to which degree the tasks invite the pupils to engage in CT and further explore their thoughts, feelings and beliefs, which could lead to a deeper understanding and insight. As such, tasks labelled under this category are less open for potential development in CT.

As previously, a main finding was that reflection tasks occur frequently in the selected material. The discussion above, however, reveals that what *kind* of reflection the tasks initiate plays a vital part in the possible development of CT.

Another task type that emerged was *discussion tasks.* However, *discussion tasks* were included in only two textbooks, *Engelsk 5* and *Explore 5*, with a few examples in each, comprising two per cent of the identified tasks in *Engelsk 5* and five per cent in *Explore 5*.

An example of a *discussion task* is: *"Discuss the moral of the story"* (Solberg & Unnerud, 2020, p. 61) from the fable "The Tortoise and The Hare" by Aesop in *Engelsk 5*. The moral has previously been explained as "what the story tells us about right and wrong" (Solberg & Unnerud, 2020, p. 61). This task presupposes that the learners have engaged in a dialogue with the text to construct meaning (Fenner, 2013, p.377). Such *discussion tasks* will invite the pupils to share different viewpoints, and according to LK20, "Dialog is crucial in social learning, and the school must teach the value and importance of a listening dialog to deal with opposition" (Norwegian Ministry of Education and Research, 2017, p.11). In doing so, the pupils will engage in CT and CT dispositions, where they, amongst others, will explore multiple interpretations, identify and challenge assumptions, seek connections to prior knowledge, be self-evaluative and reflect on their initial thinking (Perkins et al., 1993, p. 7-8). The task is further connected to the element *attitudes* in Byram's model of ICC, where the pupils are encouraged to engage in "curiosity and openness, of readiness to suspend disbelief and judgement with respect to other's meanings believes and behaviours, and to analyse them from the viewpoint of the others from whom one is engaging" (Byram, 1997, p. 34). As

earlier mentioned, this element echoes '*Attitudes*' in CoE, which emphasise tolerance of ambiguity, respect and openness to cultural otherness, beliefs, practices and worldviews (Council of Europe, 2016, p. 11). However, as earlier mentioned, the findings reveal that *discussion tasks* were marginally represented in only two textbooks. For the textbooks that included this task type, the potential for development in CT is arguably present.

The task type *enactment task* is only marginally represented in one of the textbooks, *Quest 5*, comprising 11 per cent of the identified tasks. An *enactment task* from *Quest 5* (Bade et al., 2020, p. 31) is: "Pretend one of you is the new kid. How can you make friends? Use some of the tips from the list and act it out". The presented enactment task is a role play where the pupils will imagine what it would be like to start at a new school, meet new classmates and become friends. In this task, the pupils get to put themselves in someone else's place and act out the scene using their own language, as there is no prewritten dialogue. By reading and encountering the world from someone else's perspective, the pupils may promote empathy, which is central to intercultural understanding (Bredella, 2006, p.91). It can make them experience how the new kid feels and thinks, which may also develop their ability to judge and evaluate the actions and events presented in the literary texts (Bredella, 2006, p. 75). This goes hand in hand with the CT disposition "to be broad and adventurous", where one looks at something from other points of view, and "to seek and evaluate reasons", where one explores assumptions and biases and is encouraged to look for underlying reasons and sources (Perkins et al., 1993, p. 7-8).

Moreover, since the pupils explore a situation from another perspective, they may be more likely to relativise their perspectives, which are connected to the category 'attitudes' in Byram's model of ICC, where the pupils see their interpretations, values and beliefs from the perspective of someone else (Byram, 1997, 34) which require a critical cultural awareness. *Enactment tasks*, as they favour oral interaction and perspective-taking, may thus contribute to a possible development of CT.

As presented in Table 13, writing tasks occur frequently in *Explore 5* and *Engelsk 5*. In *Explore 5*, 41 per cent of the tasks were identified as *writing tasks*, and 17 per cent in *Engelsk 5*. In contrast, in *Quest 5* seven per cent were identified as writing tasks, and six per cent in *Link 5*. LK20 defines writing in English as "[...] being able to express ideas and opinions in an understandable and appropriate manner in various types of texts, both on paper and on screen", and it also "[...] requires planning, formulating and processing texts that communicate" (Norwegian Ministry of Education and Research, 2019, p.4). Furthermore, writing in English "[...] entails using different types of sources in a critical and verifiable

manner" (Norwegian Ministry of Education and Research, 2019, p.4).

A *writing task* from *Explore 5's* workbook (Edwards et al., 2020, p.74) is: "Write about your favourite animal. Describe what it looks like and why you like it". According to Vygotsky, it is through language that thought is developed, and it is by expressing oneself through speech or writing that one develops one's thinking and speaking (Vygotsky, 1991, in Fenner 2001, p. 25). According to Fenner (2001), when pupils are engaged in written communication they must structure their thoughts, which further may develop both thought and language. As such, the writing may make them aware of their strengths and weaknesses in language learning (Fenner, 2001, p. 30).

Haukås et al. (2018) claim that when it comes to speaking, listening and writing, that writing is the most suitable tool for focusing on and developing metacognition (p. 5). Haukås et al. (2018) further state that when writing, the pupils will have enough time to reflect on both the writing process and the product instead of when they are engaged in listening and speaking. As previously stated, metacognition is vital in CT (Kuhn, 1999; Perkins et al., 1993; Haukås et al., 2018).

Table 3 further illustrates that *scaffolding tasks* are more frequent in *Link 5* than in the other textbooks. In *Link 5*, *scaffolding tasks* comprised 12 per cent of the tasks. In *Engelsk 5* and *Quest 5*, the *scaffolding tasks* were identified in seven per cent of the tasks, whereas in *Explore 5*, *scaffolding tasks* accounted for three per cent. In *Link 5's* workbook (Mezzetti et al., 2021, pp. 46-47), we find the *scaffolding task*:

> 4.3 Describe your perfect autumn day. You can choose between story, poem, diary entry or newspaper article.
>
> a) Make a word cloud or a list of words and ideas, or hold a brainstorming session. This is a good strategy to help you write. Look at pages 60-61 in Textbook for ideas.
>
> b) Write your text.

In this *scaffolding task*, the pupils are first asked to make a mind map, use the textbook as assistance, and then write the text. In doing so, the textbook authors facilitate using the pupils' background knowledge on the topic to develop their thinking in completing this task. Background knowledge is essential in CT (Ennis, 1987, p.21). Moreover, the task and textbook function as meditational tools in this process (Vygotsky, 1991, in Lantolf & Thorne, 2006, p.59), where the pupils reflect and use their language. The *scaffolding tasks* further aid the learners by providing them with a frame to organise and structure their writing, thus

aiding in structuring ideas and thoughts. Consequently, *scaffolding tasks* may facilitate the development of CT.

Quest 5 is the only textbook where *multimodal tasks* emerged in the selected material, which accounted for 11 per cent of the identified tasks. The following task is an example of a *multimodal task* in *Quest 5's* workbook (Bade et al., 2020, p. 81):

> 5:8 What happens next?" Choose one of the strips in your textbook. Draw the next picture and write the text.

The task invites reflection and opens up the possibility of interpreting the texts regarding how the narrative will unfold. The multimodal approach to learning is a creative variation in the EAL classroom, where pupils engage in several modes of communication. LK20 emphasises that pupils must engage in various learning strategies and resources to develop their reading, writing and oral skills (Norwegian Ministry of Education and Research, 2019, p. 7). In this task, the pupils interpret the multimodal text and must use a combination of visual and verbal modes to complete the task. Interpretation is a cognitive process that calls for CT and the CT disposition "to clarify and seek understanding," where one tries to apprehend things clearly and grasp the essence (Perkins et al. 1993, p. 7). *Multimodal tasks* may consequently facilitate the potential development of CT.

The last task type that emerged during the analysis was *digital tasks*. *Digital tasks*, however, occurred marginally within all the selected material. In *Engelsk 5*, *digital tasks* comprised seven per cent of the tasks; in *Explore 5* and *Quest 5*, the *digital tasks* accounted for five per cent; in *Link 5*, they comprised three per cent. In *Link 5*, we find the following *digital task* (Mezzetti et al., 2021, p. 66):

> Harvest festivals are celebrated in many different ways and at different times around the world. Have you heard of Pongal in India, the Yam Festival in Ghana, the Moon Festival in China, Thanksgiving in the US and Canada, the Rice Harvest Festival in Bali, or Høsttakkefest in Norway? Search the internet for more information.

The task instructs the pupils to search the internet for further information. In order to carry out the task, the pupils must use digital tools that require digital skills. LK20 states that using digital media and resources demands critical and reflected behaviour (Norwegian Ministry of Education and Research, 2019, p.4). Critical awareness and reflection on digital communication and retrieval and using digital text sources are essential digital skills for

pupils to develop (Ørevik, 2020, p.173). As explained in section 2.5.1, strategic source evaluation is an essential critical skill in the digital era to develop as digital-mediated communication plays an even more crucial part at school and in pupils' daily lives (Ferguson & Krange, 2020, p. 196). This became evident when the concept of 'fake news' appeared during the US elections in 2016 (Picton & Tervavainen, 2017, p. 3).

However, very few learners employ strategic source evaluation unless they are reminded to do so during their work (Ferguson & Krange, 2020, p. 197), and the task presented above does not instruct the pupils to do so, nor do the other *digital tasks* identified in the material. In CT and critical literacy, strategic source evaluation is vital to distinguish facts from 'fake news' to uncover the social interest at work and acknowledge that a message only represents one part of a narrative (e.g., Janks, 2010).

Finally, another finding concerning task types is that one of the textbooks had more variability across the different task types within the material than the others. In *Quest 5*, eight of the nine task categories were represented. In *Engelsk 5* and *Explore 5*, seven task types were represented, and six were identified in *Link 5*. This implies that *Quest 5* facilitates a more varied literary work, which may be considered motivational and potentially promotes several opportunities to develop CT.

As discussed in this section, several task types may provide ample opportunities for pupils to develop their CT. However, *how* the tasks instruct the pupils to engage in the text is also essential to provide a thorough investigation of the selected material for potentially developing CT skills. The following section, 4.7, will present the task instructions and discuss didactical implications in relation to these for the potential development of CT.

4.7 Task Instructions

After categorising the open tasks into different task types, they were categorised according to task instruction to evaluate *how* the tasks invite the learners to explore the topic (see section 3.6). The following task instructions emerged during this process: *form an opinion, form an argument, compare, discuss, explain, explore* and lastly, *perspective-taking.*

Forming an opinion is an instruction that asks pupils what they think, believe, or feel about an issue or event without giving a reason for their answer. As an example, the following *reflect and talk task* from *Engelsk 5* (Solberg & Unnerud, 2020, p. 75) was categorised as a *form an opinion* instruction: "What do you think happened to the dad in 'The

Skateboard'?"

Form an argument is a task instruction where the pupils are asked to reflect on something as well as providing a reason for their answer. In contrast to the instruction to *form an opinion*, you have to give reasons for your claim in *form an argument* task instruction. To illustrate, this writing task from *Explore 5* (Edwards et al., 2020, p.74) was categorised as a *form an argument* instruction: "Write about your favourite animal. Describe what it looks like and why you like it".

C*ompare* instructions instruct the pupils to compare two or more aspects, such as finding similarities or differences. The following *reflect and talk task* from *Engelsk 5* (Solberg & Unnerud, 2020, p. 77) may illustrate a task categorised as a *compare* instruction: "What is the main difference between this poem and the first two poems?"

Discussion instructions ask the learners to discuss a topic or an issue. These instructions are often phrased openly, as illustrated by this task from *Engelsk 5* (Solberg & Unnerud, 2020, p.61): "Discuss the moral of this story" Another example of a task which instructs to *discuss* is from *Explore 5* (Edwards et al., 2020, p.100): "What do you like shopping for? Discuss with your learning partner".

The instructions categorised as *explain* instructions ask the pupils what they know about something and to explain or describe something. The preceding *reflect and talk task* from *Link 5* (Mezzetti et al., 2021, p.63) is an example of an *explain* instruction:

> Autumn does not exist everywhere. Someone who lives near the equator may have fewer or different seasons. How can you explain the autumn in Norway to someone from another continent? Remember the seasons might be different there.

In this task, the pupils are asked how they can explain a topic they know something about to someone who may possess a different knowledge. Another example is the *reflect and talk task* from *Quest 5* (Bade et al., 2020, p. 111): "Describe a character from a comic strip to a partner without saying who it is. Can your partner guess who it is?"

Explore instructions ask the pupils to find information about something. In *Explore 5* (Edwards et al., 2020, p. 24), this *digital task* is an example of an instruction categorised as *explore*: "Choose an animal from the poem. Find five facts about the animal on the internet. Write a short text. It is...It eats...It lives..."

The last category of instruction is *perspective-taking*. In these instructions, the learners are asked to pretend or imagine they are someone else and to think about what that may entail. An example where the pupils are instructed to *perspective-taking* is in this *writing*

task from *Quest 5* (Bade et al., 2020, p.24): "Imagine you are the new kid in school. Write a sentence or two or write a short story. What do you feel? What do you see? What do you hear? Who do you meet? What happens?"

In the following section, Figures 13- 16 and Tables 14 – 17 present the findings of task instruction frequency in *Engelsk 5, Explore 5, Link 5* and *Quest 5*.

Figure 13

Frequency of task instruction in Engelsk 5
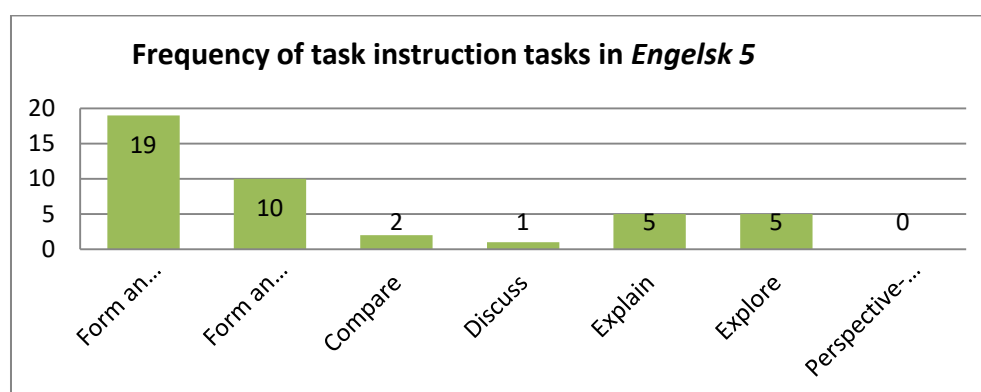
Table 14

Frequency of task instruction in Engelsk 5

Task instruction	Number of tasks	%
Form an opinion	19	45
Form an argument	10	24
Compare	2	5
Discuss	1	2
Explain	5	12
Explore	5	12
Perspective - taking	0	0
Total	42	100

As seen in Figure 13 and Table 14, *Engelsk 5* mainly focused on tasks instructing pupils to *form an opinion*. In total, 19 tasks out of 42 were categorised according to this task instruction. The instructions to *form an argument* were identified in 10 tasks, and to explain were identified in five tasks. The task instruction to *explore* was identified in five tasks, and to *compare* was identified in two tasks. Lastly, the task instruction *to discuss* was identified in one task. No *perspective-taking* task instructions were identified in *Engelsk 5*.

Figure 14

Frequency of task instruction in Explore 5

Frequency of task instructions in *Explore 5*
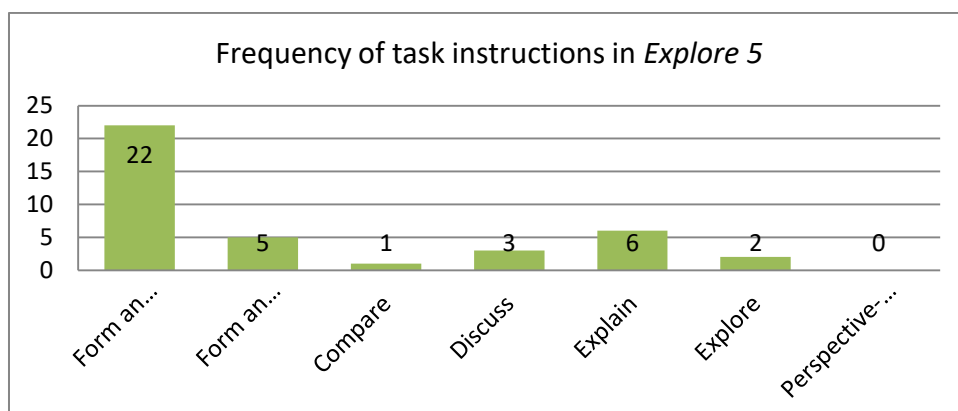
Table 15

Frequency of task instruction in Explore 5

Task instruction	Number of tasks	%
Form an opinion	22	56
Form an argument	5	13
Compare	1	3
Discuss	3	8
Explain	6	15
Explore	2	5
Perspective - taking	0	0
Total	39	100

Figure 14 and Table 15 illustrate that the task instructions in *Explore 5* mainly focused on the instruction to *form an opinion*. In total, 22 of 39 task instructions were identified in this category. Tasks instructing the pupils to *explain* were identified in six tasks, whereas the instruction to *form an argument* was identified in five tasks. None *of the perspective-taking instructions* were identified. The instruction to *discuss* was identified in three tasks, to *explore* was identified in two tasks, and finally, the instruction to *compare* was identified in one task.

Figure 15

Frequency of task instruction in Link 5

Frequency of task instructions in *Link 5*
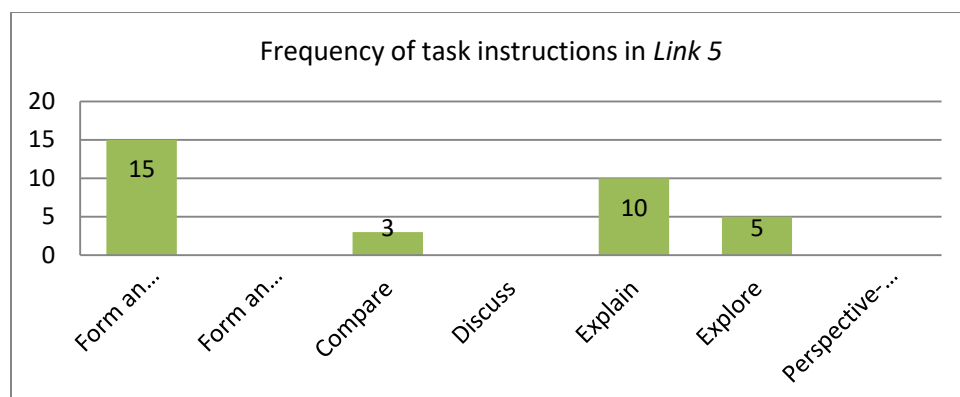
Table 16

Frequency of task instruction in Link 5

Task instruction	Number of tasks	%
Form an opinion	15	46
Form an argument	0	0
Compare	3	9
Discuss	0	0
Explain	10	30
Explore	5	15
Perspective - taking	0	0
Total	33	100

Table 16 and Figure 15 illustrate the frequency of task instructions in *Link 5*. Here, we find that *Link 5* focused on instructions in which the pupils were asked to *form an opinion*. Nearly half of the task instructions were analysed to *form an opinion* followed by 10 *explain* task instructions identified. The task instruction to *compare* was identified in three tasks, and the instruction to *explore* in five tasks. The instructions to *form an argument, discuss* or *perspective-taking* were not identified in the tasks accompanying the authentic literary texts in *Link 5*.

Figure 16

Frequency of task instruction in Quest 5

Frequency of task instructions in *Quest 5*

Task instruction	Frequency
Form an...	28
Form an...	5
Compare	1
Discuss	0
Explain	6
Explore	2
Perspective-...	2
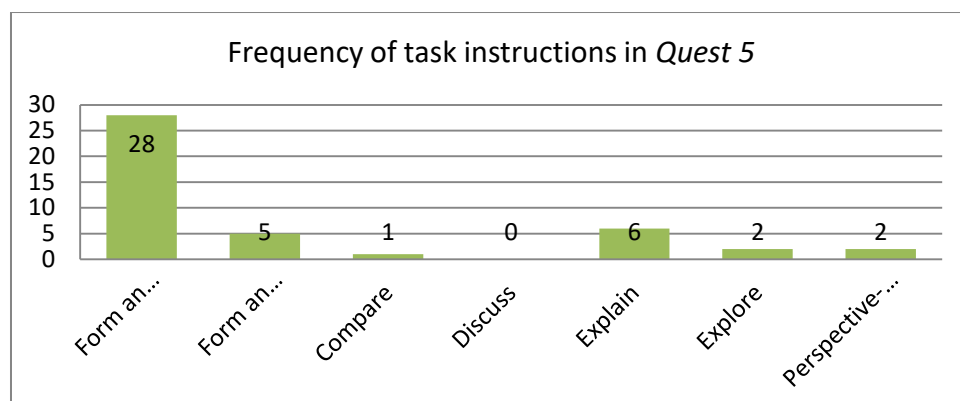
Table 17

Frequency of task instruction in Quest 5

Task instruction	Number of tasks	%
Form an opinion	28	64
Form an argument	5	11
Compare	1	2
Discuss	0	0
Explain	6	14
Explore	2	5
Perspective - taking	2	4
Total	44	100

As Figure 16 and Table 17 illustrate, the most prominent task instruction identified in *Quest 5* is *to form an opinion.* In total, 28 of 44 task instructions were identified in this category. The instruction to *explain* was identified in six tasks, whereas the instruction to *form an argument* was identified in five tasks. The task instruction categories *explore* and *perspective-taking* were identified in two tasks each. The instruction to *compare* was identified in one task. The task instruction to *discuss* was not identified in *Quest 5*.

To summarise the findings, Table 18 illustrates the percentage of different task instructions in each textbook. One of the main findings is that the instruction to *form an opinion* occurred most frequently within all the analysed material.

Table 18

Percentage of different task instruction in the selected material

Task instruction	Engelsk 5	Explore 5	Link 5	Quest 5
Form an opinion	45	56	52	64
Form an argument	24	13	0	11
Compare	5	3	10	2
Discuss	2	8	0	0
Explain	12	15	35	14
Explore	12	5	3	5
Perspective - taking	0	0	0	4
Total	100	100	100	100

Table 18 reveals that the task instruction to *form an opinion* was most frequent in the analysed material. In *Quest 5*, this task instruction comprised 64 per cent; in *Explore 5*, the task instructions comprised 56 per cent, 52 per cent in *Link 5* and 45 per cent in *Engelsk 5*. The instruction to *form an argument* was most frequent in *Engelsk 5*, whereas none *form an argument* instructions were identified in *Link 5*. The *compare* and *explain* instructions were more frequent in *Link 5* than in the other analysed material. The instruction to *explore* comprised 12 per cent of total task instructions in *Engelsk 5*, five per cent in *Explore 5* and *Quest 5*, and finally, three per cent in *Link 5*. The *perspective-taking* instruction was only identified in *Quest 5*.

4.7.1 Didactical implications in relation to task instructions

The task instructions that emerged during the abductive analysis were: *form an opinion*, *form an argument*, *compare*, *discuss*, *explore*, *explain* and *perspective-taking*. As such, in terms of *how* the task invites the learners to explore the texts further, the task instructions may provide the pupils with multiple angles to explore the authentic literary texts and potentially challenge their perspectives.

A pattern in the study was that the task instruction to *form an opinion* was most frequent in all the selected material. In *Quest 5*, we find the excerpt "Oliver Twist"[23] (Bade et

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[23] The excerpt presents Oliver, who lives at a workhouse with other orphans. They were all treated badly and didn't get enough to eat. One evening, when Oliver was desperate with hunger, he went up to the master and asked for more food. As a result, he was beaten by the master and later led away to be locked up and offered to be given away to anyone who could use him for work.

al., 2020, p. 125) with the accompanying *reflect and talk* tasks, all with the instruction to *form an opinion*:

    a) How old do you think Oliver is?
    b) When do you think this story took place?
    c) Could you find places like this in the world today?

The excerpt does not provide an answer to the first task. Instead, pupils must interpret a black-and-white picture from the 1968 film version of Oliver Twist. In the picture, the pupils will most likely discover that Oliver is about the same age as them, which could make them relate more to the story and emphasise the main character. Relating to other people's thoughts and feelings is fundamental for cultural affiliations (Council of Europe, 2016, p. 47). Moreover, according to Bredella, evaluating actions and events in literature can contribute to developing empathy, which is essential for intercultural understanding (Bredella, 2006, p.75). The multimodality of this task description, where texts and pictures are used in the interpretation, further calls for critical thinking skills. Analytical and critical thinking skills to interpret each element's meaning, examine the elements in relation to each other and identify connections are essential (Council of Europe, 2016, p. 45).

Furthermore, conducting critical literacy, where the learners investigate the texts and pictures to uncover the social interests at work, is of further essence (Janks, 2009, p.13). The next task is also open for interpretation. However, chances are high that the pupils see the connection between the black and white picture and the time aspect in which the film was made and conclude that the story happened in 'the old days'. The final task invites the pupils to make connections from 'the old days' to the present and further reflect on where, both in our own and other cultures, this could occur. This would also require a critical approach to the literary texts and how one regards other cultures as well as one's own culture and may potentially facilitate an expansion and challenge of the learner's perspectives. The *form an opinion* task instruction is essential for several reasons. To develop competence in *Bildung*, communicative competence and ICC, pupils need to be involved in *open* tasks that encourage personal involvement through reflection, interpretation, and opinion forming in interaction with peers (Fenner & Ørevik, 2020, p. 351). As previously discussed in the thesis, the same aspects are essential for the development of CT. Moreover, pupils must develop their ability to form opinions to become competent citizens in a democratic culture. Consequently, pupils'

ability to be independent in their opinion-making is an essential aspect of the development of *Bildung* and CT.

The instruction to *form an argument* is identified in three of the textbooks. In *Engelsk 5*, 24 per cent of the instructions were identified as belonging to this category, whereas in Explore 5, 13 per cent, and *Quest 5*, 11 per cent of the task instructions were identified as *form an argument*. None *form an argument* instructions were identified in *Link 5*. The *reflect and talk task* from Quest 5 (Bade et al., 2020, p. 115): "Would you like to be a dragon sitter? Why? Why not?" addresses an imaginary concept of challenges with babysitting a dragon, an idea not rooted in real life but may, however, be transferred to challenges when babysitting (typical) pets and younger siblings or children. In this task, the pupils are instructed to form an argument since they are to give a reason for their answer. Since the pupils must provide reasons for their statements, they must engage in argumentation. Argumentation is when you support and justify your claim, a core element in CT (Sandvik, 2022, p. 29). However, CT not only concerns reflective thinking, where one addresses the logic of the argumentation, but also considers new arguments from different perspectives (Jøsok & Svanes, 2022, p. 14). Moreover, when pupils construct an argument, they engage in a deeper form of thinking than spontaneous thought, which is what CT entails (Jøsok & Svanes, 2022, p. 14). As presented in section 2.2.2, argumentation is a crucial aspect of CT. However, listening to new arguments and actively considering their relevance is just as important as having a relevant, acceptable, and adequate argument. This calls for different CT dispositions, such as "to be broad and adventurous", where you are open-minded, look at things from another point of view and review multiple options (Perkins et al., 1993, p. 7). This goes hand in hand with Byram's category *attitudes* (savoir -être), where one in an intercultural context is concerned with "[...] attitudes of curiosity and openness, of readiness to suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 34). The category 'attitude' in the CoE model for competencies also addresses the importance of openness, cultural otherness, beliefs and worldviews (CoE, 2016, p. 11). These aspects are all essential to encounter and develop in an EAL classroom and are all relevant for developing CT.

Table 18 reveals that the task instruction to *compare* is marginally represented in the analysed material. In *Link 5*, the textbook with the most frequent task instruction in this category, the instruction to *compare* comprises 10 per cent of the instructions. In some *reflect and talk tasks*, the pupils were instructed to *compare* two or more aspects, such as this example from *Engelsk 5* (Solberg & Unnerud, 2020, p. 77): "What is the main difference

between this poem and the first two poems?"

Interpreting and comparing these poems requires analytical and critical thinking skills (Council of Europe, 2016, p.44). Furthermore, Byram states that one of the main targets of language teaching is to let the pupils explore how different cultures relate to each other regarding their similarities and differences and act as mediators between them. As such, the pupils mediate between themselves and others where they take an 'external' perspective on themselves when they interact and analyse the behaviour, values and beliefs of others as well as themselves (Byram, 2008, p. 68).

A comparison where one is to examine differences and similarities is an essential aspect of CT (Ennis, 1987, p.12). Another CT disposition essential to the instruction *compare* is "to clarify and seek understanding," which involves a desire to comprehend things clearly, seek connections to prior knowledge, and make similarities and comparisons (Perkins et al., 1993, p. 7). The mentioned task type and task instruction above further calls for the intercultural communicative competencies "Knowledge" (savoirs) and "Skills of interpreting and relating" (savoir comprendre) addressed by Byram (1997) in his model for ICC. The latter is contingent on the first ICC as the "ability to interpret a document from one country for someone from another, or to identify relationships between documents from different countries, is therefore dependent on knowledge of one's own and the other environment" (Byram, 1997, p. 37).

The instruction to *discuss* is only marginally represented, comprising eight per cent of the task instructions in *Explore 5* and two per cent in *Engelsk 5*. Engaging in discussions, as addressed in section 4.6.5, may provide ample opportunities to potentially develop CT. However, since there is a low frequency of the instruction to *discuss* identified in the material, it contributes to very few occasions for the pupils to engage in discussion as an approach to the literary work.

The *explain* instruction was identified in 35 per cent of the task instructions in *Link 5*. As such, this task instruction was second most prominent in this textbook. The instruction to *explain* comprised 15 per cent of the instructions in *Explore 5*, 14 per cent in *Quest 5* and 12 percent in *Engelsk 5*. The *scaffolding task* addressed in section 4.6.5 requires the pupils to describe their perfect day and is identified as an *explain* task instruction. In such instructions, the pupils must use their background knowledge to complete the task, which may involve knowledge concerning your culture and other cultures. As such, explain instructions may facilitate the development of ICC and CT.

As illustrated in Table 18, the instruction to *explore* was most frequent in Engelsk 5,

with 12 per cent of the task instructions identified to this category. In contrast, the instruction was only marginally represented in the other textbooks. The digital task addressed in section 4.6.4, which instructs the pupils to search the internet for information, was identified as an *explore* instruction. Critical literacy and strategic source evaluation are of the essence, especially in tasks where the pupils are to use digital media to explore a topic, as discussed in section 4.6.4. However, regarding using digital, no task descriptions or instructions are mentioned using these two approaches. As such, these task types and instructions may, therefore, not promote the development of CT.

A task instruction of particular importance for pupils to challenge their perspectives is *perspective-taking*. However, not many tasks across the material contained this instruction. In fact, only four per cent of this task instruction was identified in *Quest 5*. This example from *Quest 5's* workbook (Bade et al., 2020, p. 24) illustrates a *writing task* with the task instruction *perspective-taking*:

2:3b) Imagine you are the new kid in school. Write a sentence or two, or write a story. What do you feel? What do you see? What do you hear? Who do you meet? What happens?

As described earlier in section 2.3.1, pupils might develop empathy when they are invited to explore a situation from another perspective, which is essential for both ICC and *Bildung* processes. CoE's *Reference Framework of Competences for Democratic Culture* (RFCDC) describes empathy as a set of skills which is required to understand and relate to thoughts, beliefs and feelings of other people and further to see the world from other people's perspectives (Council of Europe, 2016, p. 46). CoE further states that empathy involves stepping outside one's perspective and imaginatively stepping into the perspectives of another (Council of Europe, 2016, p. 47). As such, the pupils may become more tolerant of other ways of thinking and living and avoid stereotyping, discrimination and prejudice when engaging in tasks with perspective-taking, which is essential for CT.

Regarding challenging the pupil's perspectives, LK20 states that one of the English subject's central values is for the pupils to develop an understanding that their views of the world are culture-dependent and that the subject can "open for new ways to interpret the world, promote curiosity and engagement and help to prevent prejudice" (Norwegian Ministry of Education and Research, 2019, p. 2).

Thus, challenging the pupils' perspectives regarding how different cultures relate to each other and how to interpret them again calls for CT to make valuable judgments to avoid stereotyping and prejudice. Furthermore, according to Hoff (2014, p. 509), it is vital that the

encounter does not compromise one's values and beliefs on behalf of the other culture. However, another fallacy would be to mainly focus on cultural differences and determine that one's culture is superior to the other. The category 'education' (*savoir s'engager*) from Byram's model of ICC is thus of essence in this regard since it "promotes independent and critical thought because the objective is not to change the learner's standpoints or to encourage a certain way of thinking, but to cultivate their ability to present rational, well-balanced arguments" (Hoff, 2014, p. 515). Perspective-taking instructions have great potential for developing ICC, *Bildung,* and CT. However, as this instruction is only identified in one of the textbooks and four tasks, few occasions may create conditions for the development of CT.

The following section presents the main findings of open task types in the different reading stages and their interplay. Then a discussion of the didactical implications for the potential development of CT regarding task types in different reading stages will be addressed. Finally, a discussion concerning missing findings will be outlined.

4.8 Open tasks in different reading stages and their interplay

The *open* tasks identified in the analysed material by the textbook authors have been placed according to the pre-, - *while* - and *post-reading stages* of the accompanying authentic literary texts. Figure 17 below illustrates an overview of the analysed material's open tasks in the reading stages. The interplay between the task types identified in the reading stages will then be presented[24]. The interplay provides information concerning which task types the textbook authors prioritise for the reading stages accompanying the literary text and may provide insight into how the various reading stages may facilitate and potentially promote CT. Figures 18-21 display the interplay in the analysed textbooks. Section 4.9.1 addresses didactical implications about task types in the *pre-*, - *while*, - and *post-reading stages*.

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[24] The study also analysed the interplay between task instruction and reading stages. However, the findings revealed no further information than what the study had already discovered: that the instruction to *form an opinion* was most frequent in all the analysed material, which applied in all reading stages. Thus, this interplay is not included in the presentation.

Figure 17

Open tasks in Engelsk 5, Explore 5, Link 5 and Quest 5 placed in the different reading stages.
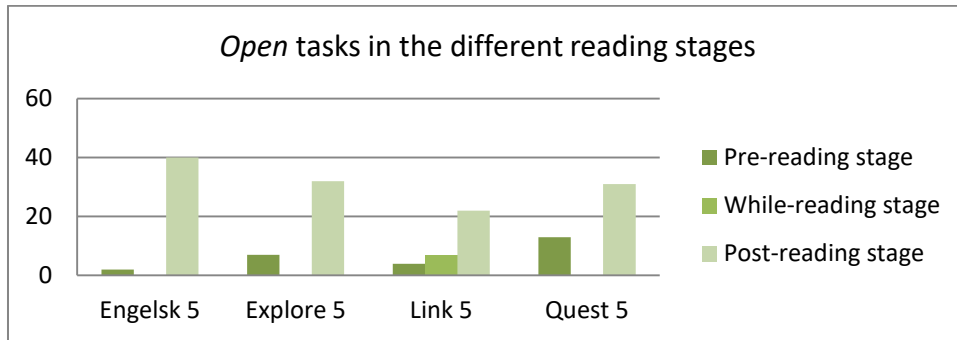
Figure 17 illustrates that tasks placed in the *post-reading stage* occurred most frequently: 40 tasks in *Engelsk 5* (95 per cent), 32 tasks in *Explore 5* (82 per cent), 22 tasks in *Link 5* (68 per cent) and finally, 31 tasks in *Quest 5* (70 per cent). The frequency of tasks in the pre-reading stage varies within the material, with two tasks included in *Engelsk 5*, four tasks in *Link 5*, seven tasks in *Explore 5* and finally, 13 *pre-reading tasks* included in *Quest 5*. Tasks in the *while-reading* stage were only identified in *Link 5*.

Figures 18 - 21 illustrate and summarise how the two categories *task type* and *reading stage* interact in the selected material.

Figure 18

Interplay between task type and different reading stages in Engelsk 5.
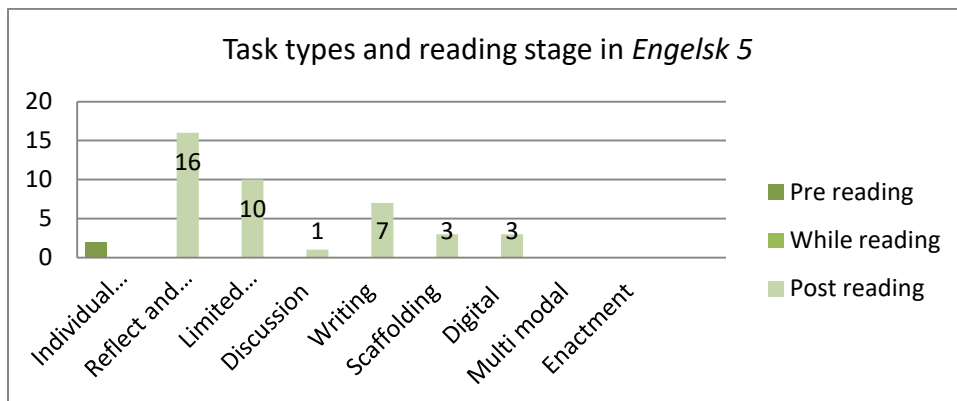
Figure 18 illustrates that *Engelsk 5* had most of its tasks identified in the *post-reading* stage. The figure further reveals that in the *post-reading stage*, the most common task types were reflect *and talk* (16 tasks), followed by *limited reflection* (10 tasks) and *writing* tasks (seven tasks). The least frequent task types were *scaffolding* (tree tasks) and *digital tasks* (three tasks), followed by discussion tasks (one task). Two *individual reflection* tasks were identified in the pre-reading stage. *Multimodal* and *enactmen*t task types were not identified in *Engelsk 5*. *Engelsk 5* had no tasks identified in the *while-reading stage*.

Figure 19

Interplay between task type and different reading stages in Explore 5.
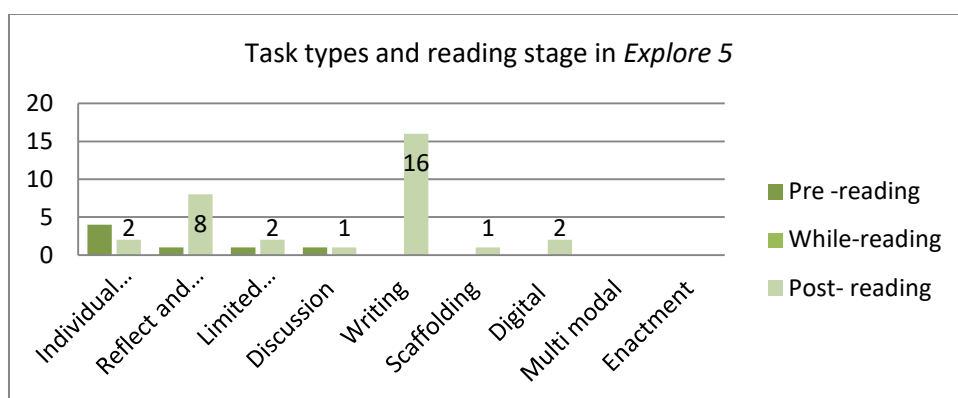
As illustrated in Figure 19, *Explore 5* has the task types *of individual reflection* (four tasks), *reflect and talk* (one task), *limited reflection* (one task), and *discussion* (one task), which are presented in the *pre-reading* stage. Writing *tasks* were identified as most frequently prioritised in the *post-reading stage* (16 tasks). The *post-reading* stage had further the following categories: *reflect and talk* (eight tasks), followed by *individual reflection* (two tasks), *limited reflection* (two tasks), and *digital* tasks (two tasks). Finally, the task types, *discussion*, and *scaffolding* tasks were identified, with one task each in the *post-reading stage*. *Explore 5* had no tasks in the *while-reading* stage.

Figure 20

Interplay between task type and different reading stages in Link 5.

Task type and reading stage in *Link 5*
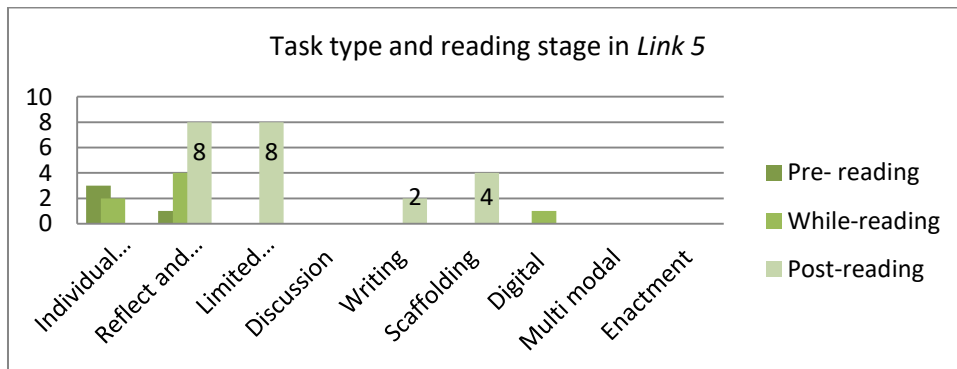
As seen in Figure 20 above, *Link 5* had four tasks in the *pre-reading stage*. The task types identified in the pre-reading stage were *individual reflection* (three tasks) and *reflect and talk tasks* (one task). *Link 5* was further the only textbook with tasks in the *while-reading stage*. In this category, *reflect and talk tasks* were most frequent with four tasks, *individual reflection* tasks were identified with two tasks and *digital* tasks with one task. In the *post-reading* stage, the two task types *reflect and talk* and *limited reflection* were identified in eight tasks each, *scaffolding* tasks in four tasks, and the task type *writing* tasks were identified in two tasks.

Figure 21

Interplay between task type and different reading stages in Quest 5.

Task type and reading stage in *Quest 5*

Figure 21 illustrates that reflection tasks were the only task types identified in the *pre-reading* stage in *Quest 5*. *Individual reflection* tasks occurred most frequently (eight tasks),

followed by *limited reflection* (four tasks) and *reflect and talk* tasks (one task). No tasks were identified in the *while-reading* stage. Figure 23 further shows that several task types were found in the *post-reading stage*, the most f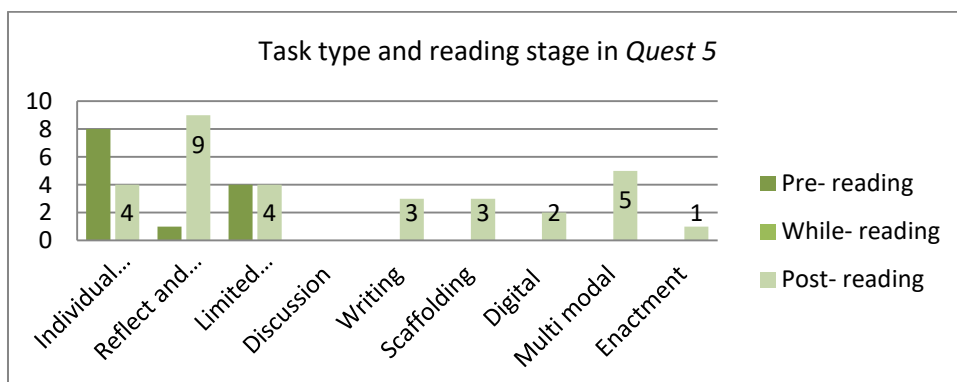requent being *reflect and talk* tasks (nine tasks), *multimodal* tasks (five tasks), followed by *individual reflection* and *limited reflection* (four tasks each). Next, the task types, *writing* and *scaffolding* tasks, were identified with three tasks each; digital tasks were represented with two tasks and *enactment tasks* with one task.

A summary of the four textbooks' findings related to the interplay between task types and reading stages reveals similarities and variations within the material. In the *pre-reading stage*, the most frequent task types within the material were *reflection* tasks. The task type *individual reflection* was most frequent in all four textbooks. *Reflect and talk was* the second most frequent task types in *Link 5*, *and limited reflection* was the second most prominent task type in *Quest 5*, whereas in *Explore 5*, both *reflect and talk* and *limited reflection* tasks occurred second most frequently.

In the *while-reading* stage in *Link 5*, reflection tasks occurred most frequently, with four tasks identified to the *reflect and talk* task type category and two tasks to the task type *individual reflection*.

Most tasks within the material were identified in the *post-reading stage*. In the *post-reading stage*, *reflect and talk* tasks were the most frequently identified task types in *Link 5* (eight tasks), *Quest 5*(nine tasks) and *Engelsk 5*(16 tasks), whereas *Explore 5* had the highest number of *writing* tasks (16 tasks) identified.

However, reflection tasks (*individual reflection*, *reflect and talk* and *limited reflection*) were also prominent in *Explore 5*, with 12 of 32 tasks identified in the *post-reading stage*. The total number of reflection tasks in *Engelsk 5* was 28 of 42; in *Link 5*, the reflection tasks comprised 16 of 22 tasks; in *Quest 5*, 17 of 44 tasks.

In the *post-reading* stage, Figures 20-23 also illustrate that *Quest 5* had the most variety of task types, with eight different task types included, closely followed by *Explore 5*, which had seven different task types. *Engelsk 5* had six different task types, whereas *Link 5 was* the textbook with the slightest variation of task types, with only four different task types included in the *post-reading stage*.

4.8.1 Didactic implications to tasks in different reading stages

The open tasks in the selected material appear in different reading stages. This arguably has different didactic implications in relation to their potential for developing learner's CT. In the present study, however, all of the textbooks had pre-reading tasks accompanying their authentic literary texts, to varying degrees. Tasks in the pre-reading stage are essential for several reasons. According to Tørnby (2020), they may arouse interest in the topic, which is essential to gaining their intention, curiosity and willingness to learn. Second, providing the pupils with tasks in the pre-reading stage may support them in their reading, which may assist their reflection, creativity and CT (p. 43).

A pre-reading task in *Quest 5* (Bade et al., 2020, p. 124) is: "What would you think it would be like if you didn't get enough food every day?" In this example, the pupils are mentally prepared for the topic the text addresses, and we may activate their prior knowledge and experience. The pupils' ability to use their background knowledge to make reasonable inferences is essential for CT, as mentioned in section 2.2. Some pre-reading tasks in the analysed material are also initiated by connecting visual elements such as pictures or illustrations to the text. The pre-reading task in *Quest 5* is an example of such a task: "Look at the title and the pictures. What do you think this fable is about?" (Bade et al., 2020, p.22). In doing so, the pupils may use the CT disposition, "the disposition towards sustained intellectual curiosity", where the ability to observe closely, to identify and challenge assumptions are of essence (Perkins et al., 1993, p. 7). Such an approach may lead to an emotional response, which is essential for developing empathy in ICC and would also require critical literacy to uncover underlying messages from the author, especially in the relationship between language and power (Janks, 2014, p. 350). In *Link 5*, the pre-reading tasks mostly gave reading instructions, such as 'read and interact', 'skim to understand' and 'read to understand'. The tasks do not explain *how* to carry out the task, and consequently, the teacher as a facilitator would play an essential part in this work. As such, the potential for the development of CT for the learners will vary.

Concerning the interplay between task types and the pre-reading stage, the findings reveal that the task type individual reflection is most prominent in the pre-reading stage. Typically, examples of task types in the *pre-reading* stage within the material were *individual reflection* tasks such as "Look at the picture. How do you think Dermot feels?" (Edwards et al., 2020, p. 34) and "Name some animals that can be pets" (Bade et al., 2020, p. 20). In these examples, the pupils are introduced to the topic by reflecting on their prior knowledge and

engaging in personal interpretation of pictures accompanying the text. As discussed in section 4.6.4, individual reflection is essential for individual opinion-making, reflecting on the topic and activating prior knowledge. Individual reflection is perhaps expected to frequently occur in the *pre-reading* stage, where the topic's introduction is usually addressed. As such, individual reflection in the pre-reading stage may facilitate CT. However, the *individual reflection* tasks presented in Link *5* and *Engelsk 5* were rather 'vague' in their description, and they would require a great deal of learner autonomy and independence from the pupils to carry out the task without assistance from the teacher. Consequently, the potential for the development of CT would be dependent upon the learner.

As shown in Figure 19, the tasks in the while-reading stage were only present in *Link 5*. In the *while-reading* stage in *Link 5*, *reflect and talk* tasks such as "What food is harvested where you live? When is it harvested?" (Mezzetti et al., 2021, p.64) were identified where reflection and interaction on the theme addressed in the text were the primary focus. According to Bland (2013), it is essential for young learners to be allowed to guess meanings and make predictions (p.16). By being allowed to make their own meanings, the learners may feel empowered and have faith in their thinking skills (Bland, 2013, p. 20). Tasks presented in the while-reading stage are of the essence to check if your predictions were correct in the pre-reading stage, that you understand the text, and potentially in making further predictions. To pause and reflect on your prior knowledge and what you don't know is a central component of metacognition (Haukås et al., 2018, p.13). Haukås (2018) claims that metacognition consists of awareness and reflection about one's knowledge, experiences, emotions and learning in language learning and teaching (p.13). As such, the while-reading stage may facilitate engaging in metacognition.

The findings of the interplay indicate that *reflect and talk* tasks were most frequent in the while-reading stage. When the tasks in this reading stage also initiate interaction with others, the pupils engage in multiple perspectives, which may further contribute to enhanced learning and development of CT (see section 4.6.4).

Tasks in the final reading stage, the *post-reading stage*, were most frequent in all the material. This reading stage mainly initiates further work in the EAL classroom. In the *post-reading stage*, the tasks that focused on reflection and interaction, either in oral or written communication, were typically identified. Examples of *writing* tasks from *Explore 5's* workbook (Edwards et al., 2020, p.35 and 39) were: "Describe your family. What are they good at? Write sentences" and "Write six things you like about yourself".

Like the *while-reading stage*, the *post-reading stage* is essential for learners to

scrutinise their earlier predictions by connecting them to the information presented in the text, which requires reflection and metacognition.

Figures 20-23 illustrate that the task types that most frequently occurred in the *post-reading* stage were *reflect and talk tasks* in *Engelsk 5* and *Quest 5*, *writing tasks* in *Explore 5*, and both *reflect and talk* and *limited reflection tasks* in *Link 5*. As discussed earlier in section 4.6.4, engaging in both *reflect and talk tasks* and *writing tasks* gives pupils ample opportunities to develop their CT skills. Actively engaging in reflection when working with authentic literary texts can make the pupils aware of not automatically accepting the version of truth presented in the text. As such, they would be able to explore multiple perspectives and potentially develop their competence in making sound judgements as competent citizens of a democratic culture. Thus, competencies in critical literacy, ICC, CT and *Bildung* may be facilitated.

4. 9 Didactical implications on missing findings

An interesting finding in the analysis of the selected texts and tasks is the lack of tasks which encourage the pupils to practice how to read 'against' the text (Janks, 2009, p. 22), where one steps out of the text and tries to find out what the messenger wants to accomplish by writing the text and what kind of strategies are put to use. To read 'with' the text, on the other hand, implies using cognitive abilities to make meaning of the text, such as comprehension, analysis, and evaluation (Janks, 2009, p.22).

The tasks in the presented material mainly ask the pupils about their interpretation of the text and then to communicate their opinion in different settings (to read 'with' the text). The personal interpretations relate mainly to the themes addressed and do not invite the pupils to further search for power relations in the text.

As discussed in section 2.4.3, critical literacy is another approach to literature that can promote CT. CT is, as earlier mentioned, considered a reflective activity which has reasonable belief or action as its goal (Ennis, 1987, Ferrer et al., 2019). The goal of critical literacy, however, is to help pupils read the world in terms of the social structures that influence decision-making and then to effect a change (Habegger-Conti, 2015, p. 116).

Both CT and critical literacy aim to make the pupils actively engage in reading the text, as opposed to passively accepting its content (Jøsok et.al., 2022, p. 23). Tasks that ask the pupils to uncover the text's message, its view on reality, and the messenger's intention behind the texts to find out whose interests are served are central in doing critical literacy.

Critical literacy is further dependent on texts and tasks that voice multiple and divergent perspectives to engage the learners in challenging their perspectives. Most authentic texts and tasks in the selected material focused on themes relevant to the pupils' daily lives, such as school, pets, hobbies, food and friendship. The texts mainly concentrate on "harmonious situations" that present one side of the story. However, a few texts and tasks were included in the selected material that addressed themes such as loneliness, pollution and poverty (see appendices 1-4), which may have the potential to challenge their ideological perspectives on the world and possibly light a spark to effect a behavioural change.

However, the tasks accompanying the texts only, to a small degree, invite the pupils to address challenging topics, and if they do so, they barely touch the surface. The targeted group of the texts and tasks in the selected material are ten and eleven-year-olds in primary school. There is a misconception that critical literacy is only to be addressed to older pupils; critical literacy ought to be introduced step by step to young learners (Bland, 2013, p. 21). According to Bland, reading the text with critical awareness and caution may lead to empowerment (Bland, 2013, p. 21). Working with tasks to interpret, analyse and reflect on challenging topics may make the pupils aware that they, too, have the power to affect a positive change, which is the goal of critical literacy.

Furthermore, doing critical literacy is to be aware of the fact that it is sometimes impossible to know what is the truth. Texts are never neutral (Janks, 2014), and the ability to actively relate to the knowledge presented in the text to ground your actions or choices further is essential in CT (Ennis, 1987). This skill is vital for citizens of a democratic culture to develop. It is also addressed in CoE's *RFCDC* as analytical and critical thinking skills, where learners require the skills to analyse, evaluate and make judgments about texts, argumentation and issues in a systematic and logical manner, as described in section 2.5.2. In a democratic society, power relations in texts must be uncovered to find out whose interests are served and that the pupils understand and learn how to look for these social power relations when reading the world (Janks, 2009, p.14). One way of doing so could be by making tasks that ask the appropriate questions.

4.10 Summary

The second part of this chapter presents findings about *open* and *closed* tasks in the selected material. Further, the constructed *task type* categories and *task instruction* categories are presented and discussed. Then, the findings of open tasks in the different *reading stages* and

their interplay are outlined and discussed. Finally, some remarks on expected findings missing in the material are presented.

Together with the findings and discussions in relation to the first research question, where genre frequency of authentic literary texts, themes analysed and differential levels of the texts were presented and discussed, this thesis has, in multiple ways, tried to present answers to the main research question: *In which ways may authentic literary texts and related tasks in textbooks for 5th-grade learners of English create conditions for the development of CT skills?*

The next chapter summarises the study's main findings and the didactical implications for potentially promoting CT.

5. Summary and conclusions

5.1 Introduction

This thesis aimed to investigate in which ways authentic literary texts and companying tasks potentially may facilitate the development of CT skills for 5th-grades. It has done so by examining the authentic literary texts and tasks in four selected textbooks and workbooks.

To interpret the findings, the study was grounded on theoretical perspectives on CT related to cognitive theory on CT, *Bildung*, ICC and critical literacy. Theory anchored in the field of psychology with the classification of CT by Ennis and CT dispositions by Perkins, Jay and Tishman is one building block of the theoretical framework. Another building block is theory anchored in English didactics by, amongst others, Klafki, Byram, Fenner and Hoff. The different building blocks of the theoretical framework have provided different lenses through which to explore and analyse the material.

The study relied on an MMR as a method for analysis, including both quantitative and qualitative components and integrating the two components. The MMR followed an *explanatory sequential design*, where the quantitative data was first collected and analysed, followed by a qualitative data collection and analysis (Fetters et al., 2013, p.2136). An abductive reasoning guided this analytical process. The quantification in the MMR consisted of counting the authentic fictional texts, genres and their differential level represented in the textbooks. The texts were categorised according to themes by a qualitative approach and then counted. As such, the data collected and analysed provided answers to the first research question: *What types of authentic literary texts are represented in textbooks for learners of English in 5th-grade, and how may they facilitate CT and promote CT skills?*

In the second research question, a quantitative approach was followed by a qualitative approach. The tasks were initially quantified and then analysed in relation to *task type*, *task instruction* and *reading stage* in the subsequent qualitative phase to provide answers to the second research question: *In which ways may tasks accompanying authentic literary texts facilitate CT and promote CT skills for learners of English in the 5th-grade*?

In this final chapter, a summary of the main findings of the research questions and the didactical implications will be presented, as well as limitations and suggestions for further research.

5.2 Summary of the main findings related to RQ1

In the research process related to the first research question, one of the main findings was that authentic literary texts in the selected textbooks were only marginally represented. Since textbook authors dominate all selected textbooks, the benefits of authenticity related to language and culture in literary texts are consequently reduced. According to Fenner (2001), "Literature represents the personal voice of a culture" since the authentic texts carry the culture of the language community in which it was written and, as such, may provide the reader with unique insight into the specific culture (p. 16). As discussed in section 2.4.2, reading authentic literary texts opens up the development of ICC, which involves CT since the pupils, as intercultural speakers, may experience the 'relational' nature of knowledge of other cultures and one's own (*savoir*). This encounter requires metacognition, the CT disposition to be open-minded, and the competence attitudes (*savoir être)* from Byram's model of ICC.

The main findings related to genre indicated that various genres were included in the selected textbooks. According to Fenner and Ørevik, it is essential that a textbook represents a wide range of texts and tasks to assist pupils in their language development (Fenner & Ørevik, 2020, p. 348). The findings imply that the pupils will get ample opportunities to work with texts in multiple ways as different genres require different learner involvement. This may, in turn, help the pupils develop background knowledge when working with literary texts as well as metacognition. According to Ennis (1987) and Flavell (1976), these aspects are both essential in CT.

An important finding which concerns the themes indicated that the themes represented in the authentic literary texts were extensive. The most frequent themes concerned *friendship, school* and *pets*. These themes are familiar to the learners and may further catch their interest, which, according to Fenner (2020), is vital for motivating the pupils to engage in learning (p. 254). Nevertheless, the pupils need to be exposed to elements of the unknown to expand their worldviews and CT. As Hoff points out, "[...] an important task of education is to expand young individuals' horizons by exposing them to texts and topics that they may not encounter in their own personal worlds of experience" (Hoff, 2020, p. 83-84).

The presented themes further allow the pupils to make connections between 'the new and familiar' where participation in the learning activities is regarded as meaningful (Fenner & Ørevik, 2020, p. 348). Moreover, the themes addressed in the selected material evolved mainly around friendly and peaceful situations. However, the pupils need not always deal with harmonious situations but encounter injustice and conflict to encourage personal opinion

and CT (Fenner, 2013, p. 380).

The final discovery related to texts concerned the differential level. The patterns related to differential levels in the selected texts revealed textbook variations. Different levels of texts are essential to accommodate different language learning proficiency for which metacognition of your own learning proficiency is vital (Haukås et al., 2018, p.ix). According to Vygotsky, different levels of texts and tasks ('meditational tools') are further of the essence as they may provide a scaffold for pupils in their learning process (Vygotsky, 1991, in Lantolf and Thorne, 2006, p. 59). As such, different levels of authentic literary texts may accommodate the development of CT.

5.3 Summary of the main findings related to RQ2

The second research question relates to how and in which ways tasks accompanying the authentic literary texts invite pupils to develop their CT. This thesis has investigated *task types*, *task instructions*, task in *different reading stages* and their interplay as a means to gain insight into how pupils may potentially develop CT.

The findings reveal that there was a variation within the selected material in terms of the frequency of *open* and *closed* tasks. As discussed in section 4.6.1, the pupils need to engage in open tasks to develop CT since such task types encourage personal interpretation and opinion (Fenner, 2001, p.26).

The findings further demonstrate that reflection tasks occurred most frequently in the material. Although reflection is crucial for the development of CT (Ennis, 1996; Ferrer et al., 2019), the *type* of reflection is essential for facilitating CT. As such, *reflect and talk* tasks seem most fruitful for pupils to engage in to develop CT since these task types invite the learners to participate in reflective thinking and share their thoughts. Consequently, by sharing opinions the pupils get the opportunity to assess, evaluate and adjust their thinking if needed which are other vital aspects of CT (Ennis, 1987) and in ICC.

There were several other task types included which potentially may facilitate CT, such as *discussion* tasks and *writing* tasks. Both task types encourage reflection and interaction with others which is highlighted as essential within sociocultural learning perspectives as well as in theory of ICC and CT. However, only a few discussion tasks were present in two of the selected textbooks. *Writing* tasks on the other hand were more frequent in all textbooks although there were some variations within the material here as well. Writing is according to Haukås et al. (2018) essential for the development of metacognition (p. 5). The English

subject in LK20 further highlights writing as a means to explore and use different types of sources in a critical and verifiable manner (The Norwegian Directorate for Education and Training, 2019, p. 4). The textbooks have all included *digital tasks*, but they were only represented marginally within the material although the English subject in LK20 focus attention on digital skills in order to conduct critical and reflected behaviour when using digital forms to communicate in English (The Norwegian Directorate for Education and Training, 2019, p. 4). Strategic source evaluation is a crucial aspect of CT (Ennis, 1987; Ferguson & Krange, 2020; Ørevik, 2020) and is a competence which is important for pupils to develop. However, neither of the tasks included instructed the pupils to use strategic source evaluation.

The findings from the task instruction analysis revealed that tasks which direct the pupils to *form an opinion* occurred most frequently in all of the four textbooks. As discussed in section 4.7.1, the pupils' ability to their own opinion forming is essential for developing *Bildung,* ICC and CT in order to become competent democratic citizens in today's society. The instruction to *form an argument* occurred frequently in the material as well. This instruction is essential in CT as it not only requires the learners to opinion forming, but also to give reason for their claim. Moreover, when pupils engage in argumentation they will experience that there can be several views on a case and further assess the argumentation that supports the claim. As such, the learners have to engage in an active and evaluative approach to assumptions and accepted truths, which according to Ferrer et al (2019) is what CT entails.

An interesting finding in the material was that the instruction *perspective- taking* was only marginally represented in one of the textbooks. This task instruction invites the pupils to explore a situation from a different perspective, where they need to search for argumentation favouring the 'other'. Consequently, aspects of ICC and CT are potentially developed.

Another intriguing finding of the task analysis was that tasks which encourage the learners to read critically are only scarcely represented as well. There were no task instructions which specifically instructed the pupils to do so. Furthermore, very few of the tasks instructed the pupils to search for power relations, social structures or addressed how the pupils can contribute to affect a positive change in different situations. Engaging in critical literacy is essential for pupils since texts have social effects as they are designed to engage us into their version of 'the truth' (Janks et al., 2014).

The findings related to the different *reading stages* reveal that there are some variations within the different textbooks. However, most tasks are placed in the *post-reading stage* within all the material. The task type *individual reflection* was most common in the *pre-*

reading stage, while *reflect and talk* were most frequent in the *while-reading stage*. In the *post-reading stage* the findings reveal that *reflect and talk tasks* and *writing tasks* occurred most frequently in the material. As discussed in section 4.8.1, the different *reading stages* as well as *task instructions* open up for different didactic implications in relation to how pupils may engage in CT.

To conclude, the presented findings in this thesis in relation to the represented authentic literary texts reveal that they may provide the pupils with ample opportunities to engage in CT by including a variety of genres, themes and differential levels. In terms of the tasks represented in the material, the findings reveal that by focusing on reflection, argumentation and communication in the different reading stages the development of CT may also be facilitated. However, if the textbook authors had included several texts with non-harmonious situations and *perspective-taking* and explicitly encouraged in doing critical literacy, it would potentially contribute to a deeper facilitation of CT in addition to ICC and *Bildung*.

That being the case, this inquiry has attempted to provide several answers to the main research question: *In which ways may authentic literary texts and their related tasks in textbooks for 5th-grade learners of English create conditions for the development of CT skills?*

5.4 Limitations

One limitation to consider is that since the study is restricted to analysing textbooks and workbooks, it will only provide insight into how the researcher interprets how textbook authors intended the material, not how they are used in an EAL classroom to promote critical thinking. Indeed, according to Nunan (1989), there is no certainty that a pupil will carry out a task as the teacher or textbook authors intended (p. 20). As such, it is impossible to measure if and how learners of English in 5th-grade develop CT skills when working with such authentic literary texts and the tasks accompanying them. As mentioned in section 2.2.1, developing CT skills also involves having CT dispositions, which are "[...] a tendency to do something, given certain conditions" (Ennis, 1996, p.166), and this is not possible to examine by analysing textbooks. Hence, the findings of the present thesis analysis will only provide insight into the potential for possible development of CT skills residing in the identified texts and tasks.

Furthermore, an important aspect to be addressed in this concluding chapter concerns

phrasings such as 'may contribute to' and 'may potentially develop', frequently used in the thesis. As explained earlier, this study is a type of document analysis that examines textbooks and workbooks 'as they are'. Consequently, how the materials are put to use in the classroom and how the pupils engage in the texts and tasks are quite impossible to know. The texts and tasks in the thesis have the potential to realise the normative objectives connected to CT, but the reality may be quite different. In the classroom, there is not always a correlation between the task potential and the learning process (Hoff, 2022, p. 184). The learning process is an individual endeavour, implying that pupils exposed to the same texts and tasks may learn different things. Indeed, according to Fenner, learning has to be viewed as an individual construction of events and not as a direct result of working with a textbook (Fenner, 2006, p. 30).

Moreover, assessing CT dispositions, as with intercultural competence, poses a problem since they are not directly observable (Ennis, 1996, p.175). Furthermore, the pupils may express their expected opinions and not their actual mindset (Hoff, 2022, p. 181). In addition, both intercultural competence and CT are concepts which may be regarded as fluid and dynamic, where the pupils move in and out of different stages of awareness and, as such, may reveal themselves in various forms over the course (Hoff, 2020, p. 86). The development of CT is a lifelong endeavour essential for pupils to mature into competent democratic citizens in today's society (Kuhn, 1999, p.16).

5.5 Suggestions for further research

The present study has investigated authentic literary texts and tasks in textbooks for 5th - graders in primary schools in Norway in terms of their potential to create conditions for the development of CT. It would be interesting to examine how authentic texts and tasks in EAL textbooks for primary school learners in the continuing 6th and 7th grade, as well as for learners in lower and upper secondary school, may facilitate the development of CT. Further research could also investigate teacher's opinions on teaching CT in the EAL classroom. Their experiences, both challenges and success in teaching CT, could provide valuable insight into the teaching practice.

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Appendices

Appendix 1

Tables of authentic literary texts and tasks in Engelsk 5

	Title	Writer	Level	Chapter	Genre	Theme	Tasks analysed
1	Stanley Paste	Aaron Blabey	No level	Good talking to you	Excerpt	Friendship (Friendship between a small boy and a tall girl. To view different perspectives, learn empathy and acceptance)	1
2	The Tortoise and the Hare	Aesop	1	Take an interest	Fable	Lifestyle (A race between a hare and a tortoise. To view different perspectives, don't look down on others, arrogance)	2
3	In the garden	Joy Cowley and Gavin Bishop	2	Take an interest	Excerpt	Friendship (Friendship between two different animals. Tolerance)	2
4	I Tried to Ride a Skateboard	Kenn Nesbitt	2	Take an interest	Poem	Lifestyle (Leisure activity, precaution)	3
5	The Skateboard	Willard R. Esby	2	Take an interest	Poem	Lifestyle (Leisure activity, precaution)	3
6	Skate-boarding	Pene Burkey	2	Take an interest	Poem	Lifestyle (Leisure activity, precaution)	3
7	Kate, Who Tamed the Wind	Liz Garton Scanlon and Lee White	No level	Take an interest	Excerpt from a Picture book	Friendship (Friendship, problem-solving, nature)	1
8	Not- So Fast Food	Kenn Nesbitt	1	Travel through old and new	Poem	Lifestyle (Consequences of eating fast food)	5
9	Eat your words	Benjamin Zephaniah	2	Travel through old	Poem	Lifestyle (Vegetarian	8

				and new		(food)	
10	I'd Like to Be a Teabag	Peter Dixon	3	Travel through old and new	Poem	Lifestyle (Benefits of not having responsibility)	4
11	Hilly Billy Hedgehog	Trad.	1	Respect our Earth	Nursery Rhyme	Wild animals (The cycle of a hedgehog)	5
12	12 Badger	Roald Dahl	2	Respect our Earth	Excerpt from *Fantastic Mr. Fox*	Friendship (Animals helping each other when they are being hunted by men)	3
13	F for Fox	Carol Ann Duffy	3	Respect our Earth	Poem	Wild animals (Survival)	2

Appendix 2

Tables of authentic literary texts and tasks in Explore 5

	Title	Writer	Level	Chapter	Genre	Theme	Tasks analysed
1	The Alien	Roger Stevens	1	My school	Poem	School (Meeting an alien on the way to school)	1
2	The Donut Diaries of Dermot Milligan	Anthony McGowan	3	My school	Excerpt	School (Starting at a new school)	2
3	Talented Family	Kenn Nesbitt	1	My family	Poem	Family ('Talents' in the family)	4
4	I'm Glad I'm Me	Phil Bolsta	2	My family	Poem	Family (Identity)	5
5	The Butterfly Lion	Michael Morpurgo	3	My family	Excerpt	Pets (Friendship/ pets)	1
6	A Magic Chant	Samuel Exler	1	World Mysteries	Poem	Lifestyle (Afraid of the dark)	10
7	Pat-a cake	Trad.	1	In the shop	Nursery Rhyme	Lifestyle (Baking a cake)	1

	Title	Writer	Level	Chapter	Genre	Theme	
8	Pet Shopping	Kenn Nesbitt	2	In the shop	Poem	Pets (Shopping pets at the pet store)	4
9	Horrid Henry Goes Shopping	Francesca Simon	3	In the shop	Excerpt from *Horried Henry and the Football Fiend*	Lifestyle (Buying clothes)	4
10	I Don't Know What to Do Today	Kenn Nesbitt	2	My spare time	Poem	Lifestyle (Leisure time)	1
11	Billionaire Boy	David Walliams	3	My spare time	Excerpt	Lifestyle (Wealth, loneliness)	4
12	There was an old man	Trad.	1	About the UK	Nursery rhyme	Lifestyle (Bad luck, begin again)	1
13	Ten green bottles	Trad.	1	About the UK	Nursery rhyme	Lifestyle (Numbers, counting)	1

Appendix 3

Tables of authentic literary texts in Link 5

	Title	Writer	Level	Chapter	Genre	Theme	Tasks analysed
1	Travel Light	Joyce Johnson Rouse	No level	On the go!	Song	Lifestyle (Travel)	0
2	Everywhere we go-oh	Trad.	No level	Sports	Song	Lifestyle (Cheering)	6
3	We Gather Together	Wendy Pfeffer Illustrations by Linda Bleck	No level	Harvesting	Excerpt	Lifestyle (Harvest)	15
4	Over the river, and through the woods	Lydia Maria Child	No level	Harvesting	Song	Lifestyle (Thanksgiving)	0
5	The Twits	Roald Dahl Illustrations by Quentin Blake	No level	Behind the monsters	Excerpt	Lifestyle (Unkind thoughts)	8

| 6 | The Ants Go Marching | Trad. | No level | Bugs and insects | Song | Lifestyle (Community, Perseverance) | 0 |
| 7 | The Ants and the Grasshopper | Aesop | No level | Bugs and insects | Fable | Lifestyle (The Importance of preparation, balance between work and play) | 4 |

Appendix 4

Tables of authentic literary texts in Quest 5

	Title	Writer	Level	Chapter	Genre	Theme	Tasks analysed
1	My New Pet	Bruce Lansky	1	It's My Life	Poem adapted	Pets	2
2	The Lion and the Mouse	Aesop	2	It's My life	Fable	Friendship	1
3	I am the new kid	Amy Ludwig VanDerwater	1	School and Spare Time	Poem	School (Beginning at a new school)	6
4	Tips to Welcome a New kid (additional text to *I am the new kid).*	Textbook writers	1	School and Spare Time	List	School (To welcome a new pupil)	2
5	Best Friends Forever (The BFF Song)	Bryant Oden	No level	School and Spare Time	Song	Friendship	0
6	Doctor, Doctor!	Richard Graham	No level	How the Body Works	Song	Lifestyle (Illness)	2
7	Me and You	Clive Webster	2	How the Body Works	Poem	Friendship (To comfort)	3
8	The Underground Snake	Tony Mitton	2	Let's Go to the UK!	Poem	Lifestyle (Transportation)	2
9	My Bonnie Lies over the Ocean	Trad.	No level	Let's Go to the UK!	Song	Friendship (Love and loss)	0

10	Read to Me	Jane Yolen	1	Let's Read!	Poem	Lifestyle (The joy of reading)	2
11	Open a Book	Jane Baskwill	1	Let's Read!	Poem	Lifestyle (The joy of reading)	1
12	Big Nate	Lincoln Peirce	1	Let's Read!	Comic strip	School (Life at school)	6
13	The Dragonsitter	Josh Lacey	1	Let's Read!	Excerpt	Pets (Dragons as a pet)	6
14	How to Recognise a Witch	Roald Dahl	1+2	Let's Read!	Excerpt from *The Witches*	Lifestyle (The appearance of witches)	4
15	Oliver Twist	Richard Rodgers	2	Let's Read!	Excerpt adapted	Lifestyle (Poverty, Orphans)	4
16	Earth, We're in It Together	Danny Tkatch and Pat Mitchell	2	The Tree Rs	Song	Lifestyle (Pollution, environment, save the planet)	2
17	Oh, My Darling, Clementine	Trad.	No level	Hidden Treasures	Song	Family (Loss of a daughter)	0
18	Pirate Song	David Rovics	No level	Hidden Treasures	Song	Lifestyle (The pirate way of life)	1