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Master's thesis

**Learning what democracy means in practice:
A study on how textbooks can help promote
competencies in upper secondary school**

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Acknowledgments

The day has finally come. Five years of school have led me to this moment. Writing a master's thesis has been one of the most time consuming and tedious things I have ever done. This last semester has been something I have dreaded since I first moved to Hamar in 2017. However, I feel like the process in itself has been good for me, and I am happy that I can say that I have written a master's thesis.

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Abstract

Schools today face the challenge of preparing pupils to live and work in a rapidly changing world. The LK20 can be seen as a response to this by introducing new topics and foci in the core curriculum. With this thesis, I investigate to what extent and in what ways texts, tasks, and illustrations in textbooks in the English subject can help promote competencies in the interdisciplinary topic 'Democracy and Citizenship' and core value 'Democracy and Participation' in upper secondary school. I conducted a textbook analysis of one textbook and looked at its content to find different features which can help promote relevant competencies. To further support the findings in the textbook, connected to the interdisciplinary topic and core value, intercultural competence and critical literacy were introduced to highlight the importance they have for pupils when learning about democracy. The results found that it is difficult for the research done in this thesis to answer 'to what extent' but the teacher role is important when it comes to the use of it. The textbook had lots of different features that can help promote the competencies, and there has been a focus on some of them to raise awareness of in what ways textbooks can help promote them.

Sammendrag

Dagens skoler må forberede elevene til å leve og jobbe i en raskt endrende verden. Fagfornyelsen kan bli sett på som et svar til dette, ved å introdusere nye temaer og fokusområder i overordnet del. Med denne oppgaven utforsker jeg i hvilken grad og på hvilke måter tekster, oppgaver og bilder i lærebøker i engelskfaget kan hjelpe med å promotere kompetanser i det tverrfaglige temaet 'Demokrati og Medborgerskap' og kjerneverdien 'Demokrati og Medvirkning' i videregående skole. Jeg gjennomførte en lærebok analyse av én lærebok, og så på innhold for å finne forskjellige trekk som kan hjelpe med å promotere relevante kompetanser. For å støtte under mine funn i læreboken som hadde en tilkobling til det tverrfaglige temaet og kjerneverdien, så ble interkulturell kompetanse og kritisk literacy introdusert for å fremheve viktigheten dette har for elever når de lærer om demokrati. Resultatene viste at det er vanskelig for forskningen som er gjort i denne oppgaven å svare på i hvilken grad, men lærerrollen er viktig når det kommer til dette punktet. Læreboken hadde mange forskjellige sider ved seg som kan hjelpe til å promotere kompetansene, og det har vært et fokus på noen av disse funnene for å vise i større grad hvordan lærebøker kan hjelpe til å promotere de.

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1. Introduction

1.1 Introduction

With this thesis, I wanted to look at the different ways a textbook could be utilized in a classroom and how the topic of democracy is introduced in LK20. Hence, the research question is: *To what extent and in what ways can textbooks help promote the knowledge, skills, attitudes, and values (competencies) subsumed under the interdisciplinary topic ‘Democracy and Citizenship’ and the Core Value ‘Democracy and Participation’ in Norwegian upper secondary school?*

Textbooks have been a part of education over a long period of time (Blikstad-Balas, 2016, p. 73; Fuchs & Bock, 2018, p. 1; Skjelbred & Aamotsbakken, 2009). They are still used in schools today, and I wanted to look at how a textbook published in line with the guidance from LK20 is able to help promote different facets of learning. The research material used to answer this is textbook analysis, where I have looked at texts, tasks, and illustrations in a textbook that could be seen as promoting competencies needed. I looked at the textbooks critically and analysed them by breaking the textbook down and study the parts I got with my interpretation in line with previous research. I see it as important that the textbook helps promote critical thinking in pupils. The term democracy can be used in many different contexts, and have several possibilities for interpretation (Stray, 2011, p. 21). I found it useful to add two learning aspects that can help this critical thinking to help promote competencies in the interdisciplinary topic and core value. They are intercultural competence and critical literacy, which also have been part of the analysis and the theoretical framework.

Textbooks are known to give a plethora of different tasks and exercises which can cover much of the subject curriculum. The many possibilities of textbooks make them hard to categorize.

Textbooks are used for many purposes and in different contexts. They are used to target and frame teaching, disseminate content, set assignments, supply scaffolding for student activities, provide homework, support and guide teachers, and more generally regulate behaviour in different ways. Thus, they appear multifunctional and polysemic. This is probably why textbooks can be hard to grasp and conceptualise. Therefore, the concept ‘textbook’ is a dynamic category, evolving historically and varying with the sociocultural practices which surround it. (Hansen, 2018, p. 369)

A reason why it is a dynamic category has to do with curriculums changing through history with research and studies. Classroom teaching has changed in the last 60 years, even though the basics of having a teacher and pupils in a classroom prevail. New curriculums build on the previous ones by making them more relevant to a contemporary society. LK20 made the curriculum focus on a renewal of the subjects creating more room for critical thinking. Teachers are challenged to cooperate across subjects and focus on interdisciplinary topics. Through their teaching plan, and work with other teachers, they are expected to develop classroom activities and improve the quality of their work by working together (Stokkenes, 2021).

Democracy became a heated topic in 2021. The year started with the storming of congress in the USA, and the world looked at it as an attack on democracy. “What you saw a year ago today was the worst instincts of both human nature and American politics ... And it’s either a step on the way to the abyss or it is a call to arms figuratively for citizens to engage” (Meacham, 2022, as cited in Greve, 2022). It looked scary and not like anything we have seen in the western world in recent years. The use of vaccines connected to the covid virus has also posed questions about values in a democracy. Some countries are demanding that all their citizens take the vaccines or else they will not be able to participate in society. They look at it as being forced to take it and therefore a violation of human rights. The implementation of vaccine cards is not all around seen as something positive. The topic of vaccines and the virus is leading to demonstrations in countries around the world. There were demonstrations in the capitols of Sweden and Canada as late as January 2022, toward these vaccination cardss and how unethical they are.

The interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’ will be used in this thesis instead of an overarching term of democracy. This is done to connect it to LK20, and to use the definitions and aims which are given in the core curriculum. The ‘Quality criteria’ for English textbooks, created by the Norwegian Directorate for Education and Training, have been used in the analysis. This is to help look at different criteria LK20 want learning resources to have, and if the chosen textbook is seen as meeting them. The criteria added in this thesis, are related to the core curriculum through the interdisciplinary topic and core value.

1.2 Why this textbook?

The textbook which is analysed and used in this thesis is *Citizens: SF: Engelsk for studieforberevende utdanningsprogram vgl* (Andersen et al., 2020). It will from now on be referred to as *Citizens* to save space and make the text easier to read and follow. As can be seen, it is published in the year 2020. This should give it relevance to LK20. It has a direct connection to the interdisciplinary topic 'Democracy and Citizenship'. In its preface, the writers mention how it is a vital part of the book.

The interdisciplinary topics democracy and citizenship and health and life skills have inspired the first four chapters in this book, which is evident in the chapter titles: Connections, Challenges, Cultures and Citizens. Focusing on four main topics gives you an opportunity to examine each in depth through a wide selection of texts and text types, from various perspectives and through a variety of tasks. (Andersen et al., 2020, p. 2)

According to Andersen et al. (2020), teachers are guaranteed to find something relevant to the interdisciplinary topic 'Democracy and Citizenship'. By looking at the description of what the opportunities are when using this textbook, it looks like there are different perspectives and tasks teachers can use in the classroom. The preface also describes what each of the four main topics consists of and where the focus of them lies. The first chapter, Connections, focuses on how the English language and the internet connect people from all over the world. The pupils are to examine the importance of language learning and the benefits and challenges that they might meet when being a user of the internet. The second chapter, Challenges, focuses on how people face and tackle individual challenges and also some global challenges we confront as a community. Seeing the world from other perspectives is the main goal of this chapter and how this can help us make decisions for our common future. The third chapter, Cultures, investigates what a culture is. It is seen as important to connect with people from different cultures so we can understand more of their culture as well as our own. The last chapter, Citizens, focuses on how members of a society share experiences and how our rights and duties as citizens are important in a democracy. It also puts in how people live all around the world with discrimination and those people who have lost their rights to citizenship (Andersen et al., 2020, p. 2). By making the chapters have their own distinct title, and connecting this to a description that gives a glimpse of what the foci are, the pupils will have an easier time getting to know the textbook and where to gather specific information. It is important to highlight that they are related to the LK20 and the competence aims.

1.3 The status of textbooks in school today

Textbooks have been a part of school for many decades. In Norway, they were implemented somewhere in the early 1900s when writing became an obligatory subject in school (Skjelbred, 2019, p. 29). Textbooks have been a part of school texts that incorporate what kind of text practices the school promotes and pupils should interact with. Blikstad-Balas (2016) mentions in her book about literacy in school, that textbooks are a part of what is called pedagogical texts which are texts used in special teaching situations and attached to an institution. Textbooks also have the most central role as a pedagogical text in school (Blikstad-Balas, 2016, p. 73). Textbooks are something one usually does not read outside of school. Their given design and content make it recognisable as a book that belongs to education. It consists of excerpts of texts and pictures that are there to convey knowledge and facts, but they can also have an appealing effect by targeting emotions, thus creating engagement with the reader (Skjelbred, 2019, p. 88).

Although we are living in a more digitalized society, and the use of digital tools are more present in classrooms than ever, the printed textbooks are still used in classrooms today (Blikstad-Balas, 2016, p. 73; Munden & Sandhaug, 2017, p. 63; Skjelbred, 2019, p. 78; Rimmereide, 2020, p. 196). However, there are tendencies that the printed textbook has taken a smaller role and is used more as a decider for the order of topics, and that the teacher rather supplements classroom activities with other texts (Munden & Sandhaug, 2017, p. 63; Fuchs & Boch, 2018, p. 1; Aashamar, 2021, p. 297). A reason for the use of textbooks in the classroom, is that they are made to be used in school. They are made in the light of the curriculum and designed to meet requirements like the competence aims. Some teachers explain that they use the textbook actively to make sure that they meet these requirements (Blikstad-Balas, 2016, p. 74). The regulation for approval of textbooks in school disappeared in the year 2000. Meaning that textbooks in English only had to follow the Gender Equality Act (Skjelbred, 2019, p. 47). In theory, this means that textbook writers could write whatever they want as long as they followed this act. But they have to go through a process by being selected by schools, and schools want the best textbooks. A study done by researchers at UiO in 2016, showed that in most municipalities in Norway, it was teachers in teams that decided which textbooks their school were to use (Gilje et al., 2016, pp. 17-18). What the different municipalities look for in a textbook is probably slightly different from place to place. There is not a monopoly of one textbook being used in all schools in Norway. In the same study by

the researchers at UiO they found that in some schools the school leader and owner could have a say in the choice of textbook (Gilje et al., 2016, p. 21). This could have an impact on the fact that different schools have different textbooks. However, teachers are those who are going to use them in the classroom. Textbook writers should therefore incorporate in textbooks that the teacher is a person which is available in the classroom and should promote that person to have an active role in the work the pupils do at school (Skjelbred, 2019, p. 51).

There have been some concerns when it comes to the use of textbooks in the classroom. Aashamar et al. (2021) write in their journal article about the use of textbooks and other texts in the subjects Norwegian, English, and social studies, that some are afraid that the textbook can be overused in the education and that teachers rely on them too much. Some teachers, textbook writers, and researchers expressed a fear of the textbook's influence in the classroom when there was a change to competency-based curriculum. The fear was based on the notion that teachers could refrain from interpreting the competence aims themselves, and rather use the interpretation done by textbook writers (Aashamar et al., 2021, p. 297). This could make the classroom rather one-dimensional for the pupils. If the teacher does not create their own opinion on competence aims from the curriculum, they will be dependent on the textbook. This can lead to a repetitive classroom, which again can lead to the engagement of the pupils being low. Fortunately, it seems like competency-based curriculum has had the opposite effect. Instead of submitting to the textbook, teachers use their optionality to choose different texts and therefore design their classroom activities more freely than before (Aashamar, 2021, p. 297).

Textbooks differ from one another. Because there is a competitive market with different textbook writers at different publishers, there will be differences in for example design and the choice of implemented texts. However, there will always be some similarities in what textbooks possess. "Textbook research draws its understanding of textbooks as possessing the specific qualities of sources of information, instruments for educational instruction, and objects of societal and political debate, alongside its awareness of them as constructed media" (Bock, 2018, p. 61). Here, Bock has described what textbook research identifies as some repeating factors of what textbooks possess. We can divide it into three different points. 1. They need to be informative. Pupils have to get knowledge through some factual information. 2. They need to show some instructions to help with the learning process. This can for example be an instruction on how to write a five-paragraph essay in English textbooks. 3. They also have texts or tasks which can create different meanings on a social or political topic. These

are there to help create discussion, debates, or other similar activities which make the pupils reflect on an opinion. Further on, Aashamar et al. (2021) tell us that there has been textbook analysis that shows us that textbooks in the three mentioned subjects consist of three kinds of texts. One of them is what I translate from Norwegian into English as 'subject text'. The subject texts are written by the textbook writers and consist of aspects of learning. This can for example be grammatical or history explained on a certain level by the writers. The two other texts textbooks consist of, are fiction and non-fiction. These texts are written by others than the textbook writers and can often be excerpts of bigger work. They are added for the pupils to analyse, interpret, discuss critically or read just for the experience of reading (Aashamar et al., 2021, p. 299).

2. Democracy and Citizenship / Democracy and Participation

In this chapter, the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’ from the core curriculum will be introduced and defined to help understand what competencies are to be promoted. There will also be an introduction and definition of how I define competency in line with previous research. The thesis relies on textbook analysis, so there will be introduced research that connects the interdisciplinary topic and core value to the use of textbook and how intercultural competence and critical literacy is relevant to the mentioned parts of the core curriculum. A note, and this applies to the whole thesis, is that I will use the word competency rather than competence, unless it is written as intercultural competence, competence aims, or Reference Framework of Competences for Democratic Culture as they are already made and acknowledged terms in the public. The reason for this, is that the definition of competency given in this thesis, is somewhat similar to a definition of competence. Hence, they could have been used interchangeably, but in the order to be clear, I will solely use competency and competencies.

2.1 Introducing parts of core curriculum and competencies

‘Democracy and Citizenship’

The interdisciplinary topic ‘Democracy and Citizenship’ is one of three that was introduced with the LK20. The other two are ‘Health and Life skills’ and ‘Sustainable Development’. These three topics have been based on the notion that pupils have to learn about societal challenges that people have to engage with on a local or a global level (The Norwegian Directorate for Education and Training, 2020a). They are seen as interdisciplinary because the pupils develop competency by working with issues from various subjects, the knowledge base for finding solutions to problems that can be found in many subjects, and the topics help pupils to understand and see connections across subjects (The Norwegian Directorate for Education and Training, 2020a).

“The teaching and training shall give the pupils an understanding of the relationship between democracy and key human rights, such as freedom of speech, the right to vote and freedom of association” (The Norwegian Directorate for Education and Training, 2020b). One could say that all the human rights articles have some sort of relevance to ‘Democracy and Citizenship’

as they are being created as a form to help rebel against tyranny and oppression, and to promote goodwill in a state and friendship between states (United Nations, n.d.). The pupils must understand the differences between rights and obligations within a democracy. As an example, in Norway, you have the right to vote but an obligation to pay your taxes. It is important that they understand the difference and that to participate in a society is not something they have to do, but rather that they benefit from being a part of something that are in their and other's interests. Stray (2011) writes, as a citizen, you have the right to demonstrate, protest and organize different societal events, and everything they participate in is forming and changing their citizenship (p. 106). They have to understand that citizens are dependent on the society, but the society will not work without the citizens participating in different activities which will promote a democratic society. The school is mentioned in this section to facilitate the students into the society and make them active citizens. The competency they gain will also help develop democracy in Norway (The Norwegian Directorate for Education and Training, 2020b). It is not meant as a start of democracy in Norway, or making a completely new reform that will change democracy in Norway radically, but rather that pupils have to understand that it is always changing in a society. New rights for different groups in a society, and challenges appearing like terror, makes for a democratic society to do some change and always be in motion (Stray, 2012, p. 20).

It is stated in the last section of the interdisciplinary topic 'Democracy and Participation' that: "The teaching and training shall give the pupils knowledge and skills to face challenges in accordance with democratic principles" (The Norwegian Directorate for Education and Training, 2020b). Here it will be different activities that can help them gain the knowledge and skills for the future. When given a dilemma, the pupils will be made to pick one of two or more choices. They need to be balanced and create an equally desirable or undesirable outcome. "They shall understand dilemmas that arise when recognizing both the preponderance of the majority and the rights of the minority" (The Norwegian Directorate for Education and Training, 2020b). The word 'preponderance' is used here to refer to how the majority in a democracy can lead to something desirable or undesirable. It will be the same for what rights the minority is given. In an election, as an example, having a majority often means that you have won. There can be some exceptions. One example could be when there needs to be a high enough number as a majority to change a law. However, in this section, it is more related to a majority and a minority in a democratic society. Pupils have to understand that they live in a multicultural society, and what is needed by every citizen. A majority and a

minority do not have to be connected with ethnicity and people originating from cultures outside the country's border, but in a contemporary society there is a focus on this topic. Especially since 22. July 2011 the topic of a multicultural society has been an important part of Norwegian schools (Biseth, 2012, p. 236). The question is how people from different cultures can acknowledge each other and live together within a democracy where some of them will be a majority and others a minority. There are differences between groups when it comes to culture, religion, and physical aspects related to ethnicity. One could ask if there is a need to learn about these differences in school. One could argue that they would not affiliate certain stereotypes with different groups of people if they did not learn about them. However, there seems to be a connection between pupils not learning about differences between groups and seeing these differences as something negative, and something they should try to ignore (Biseth, 2012, p. 237). This can often be linked to conflict of opinion and how people should respect each other, even if they disagree. It is not difficult to understand that the dilemma of majority and minority in a democracy is something that a teacher has to be precise about when it comes to teaching in school.

Democracy and Participation

'Democracy and Participation' is a core value in the core curriculum. The core curriculum is the overriding principles in primary and secondary education. It gives direction for the teaching and training in the subjects, and also serves as the foundation for the relationship between school and home (The Norwegian Directorate for Education and Training, 2020c). As a part of this, the core value 'Democracy and Participation' shall not only relate to democracy in teaching and training, but also to collaboration between home and school, and values and processes that relate to, for example, school elections, recess, classroom environment.

The overarching comment on what the core value 'Democracy and Participation' should do, brings to light how the pupils need to gain competencies to understand important aspects of the core value. "School shall provide the pupils with the opportunity to participate in and learn what democracy means in practice" (The Norwegian Directorate for Education and Training, 2020d). By gaining competencies, pupils should be able to get the skills, ability, and knowledge to be able to participate and understand democracy. By having the knowledge that the word 'Democracy' comes from the two Greek words 'Demos' and 'Kratos' (Stray, 2011, p. 22), they do not show the competencies of what democracy means in practice. There has to

be a deeper understanding. The teacher has to show, as Stray (2011) tells in her book about teaching democracy in school, that the term ‘Democracy’ is understood differently depending on the social, political, ideological, historical, and cultural context it is mentioned (p. 21). This is not something they should have knowledge about, but be able to show that they acquire this knowledge with competencies. There is a connection between this and the teaching and training in the subject curriculum. There can be an idea, as a teacher, to relate the core value ‘Democracy and Participation’ to the competence aims of the subject curriculum. As an example, there can be a link to the overarching comment in the core value ‘opportunity to participate and learn what democracy means in practice’ to the competence aim: “read and compare different factual texts on the same topic from different sources and critically assess the reliability of the sources” (The Norwegian Directorate for Education and Training, 2020e). Through their education, they shall get the knowledge, skills, values and attitudes to critically assess the reliability of sources. By using the knowledge that democracy can have a different meaning in different contexts, they can relate what they have learnt to what is relevant when reading and comparing sources. This can, for example, be what Stray (2011) mentions as democracy as common values, where they look at rights and wrongs in a society and how that can strengthen their identity (pp. 27-28).

Competencies

Competencies consist of knowledge, skills, attitudes, and values. It is the ability to mobilise and deploy relevant psychological resources in order to respond appropriately and effectively to the demands, challenges, and opportunities presented (Council of Europe, 2018a, p. 3). Competencies will help schools prepare pupils to function in society on a social, emotional, and ethical level. Democratic processes are needed to make these competencies work on a practical level. Participation in a democracy, social justice, and human rights are just three topics mentioned that the pupils will meet and gain competencies in to work in a society (Fjørtoft, 2016, p. 23). With competency being an integral part of the learning process, it is important that the competence aims are integrated in schools.

The different subject curricula are all based on competencies that the students shall acquire. Because of the various content, for example the content in English subject curriculum and Norwegian subject curriculum, they differ in what they will teach the pupils. However, the subjects are all based on the same definition of competence:

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. (The Norwegian Directorate for Education and Training, 2020f)

The development of textbooks is in coherence with the development of competencies. What is meant by this, is that textbooks change their focus according to the changes done with a new curriculum. The new curriculum also changes focus on which competencies are important. Hence, both textbooks and competencies change according to the applicable curriculum. The competencies in school cannot suddenly exist in pupils but develops from their previously acquired knowledge, skills, attitudes, and values (Engh, 2004, p. 455). This builds on the notion that every pupil have different prerequisite knowledge and skills in different parts of the education. Teachers should keep this in mind when it comes to education and create learning activities that promote them being more responsible in their own development of competencies (Engh, 2004, pp. 455-456). The Norwegian Directorate for Education and Training (2020f) mentions in the core curriculum that the school should create an arena for in-depth learning, so the pupils can apply subject knowledge and skills in familiar and unfamiliar contexts. In-depth learning is mentioned as the knowledge and skills the pupils apply in different ways so they will be able to master different types of challenges in the subject both individually and when interacting with others (The Norwegian Directorate for Education and Training, 2020f). This in-depth learning is creating a focus on how the pupils shall acquire competencies and why. This also affects the different tools, like textbooks, the teacher can use in the learning activities. Textbook writers have to create the content in their textbooks to match the knowledge, skills, and abilities pupils shall develop according to the curriculum (Skjelbred, 2019, p. 41).

In this section, the interdisciplinary topic, core value, and competencies have been introduced and defined as they are some of the main parts of the research question. There has also been addressed some competencies seen in the parts of the core curriculum.

2.2 Democracy and Citizenship & Democracy and Participation

Intercultural competence through the interdisciplinary topic and core value

Culture is an important aspect of democracy. A definition of the term culture is that it “is what makes communication and social co-existence possible” (Munden & Sandhaug, 2020, p. 358). The Council of Europe (2018a) further defines that there are three main aspects of culture. These are material resources that are used by the group, socially shared resources of the group, and subjective resources that are used by group members individually (Council of Europe, 2018a). We can connect this to a democratic culture where these three main aspects are: buildings or places where people participate in democratic processes, different groups or parties where one can share their political opinions to strengthen democracy, and being able to promote the thoughts of ideas about society on an individual level. Culture is what helps shape us as people. We can pick up pieces of culture from multiple origins and form our identity. Culture is why languages differ from one another and also why there can be differences within a language itself. The school is a place where people can learn about different cultures. A competence aim in the English subject is: “explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” (The Norwegian Directorate for Education and Training, 2020e). Learning about diversity and social conditions is important for young people. The competency pupils gain can enrich their personal and professional lives. They also gain cultural awareness and language skills to be able to communicate with people who have different social conditions and language backgrounds (Munden & Sandhaug, 2017, p. 359).

It is important that pupils understand that there are many different cultures and that all cultures are equally valid. They need to understand, that there is not a culture that is above all the rest. This is mentioned in the core curriculum that they should learn in school. ”School shall promote democratic values and attitudes that can counteract prejudice and discrimination. Pupils shall learn in school to respect the fact that people are different and learn to solve conflicts peacefully” (The Norwegian Directorate for Education and Training, 2020d). The pupils cannot be shielded from prejudice and discrimination but need to learn what the aftermath of such actions can be. There are plenty of examples in the world which show us the importance of accepting that people are different. The rise of right-wing populism and politically motivated violence in Europe and the Middle East are just two examples of how important it is to understand the cultural, social, and political contexts of other people’s lives and our own (Munden & Sandhaug, 2017, p. 360).

A topic that is relevant in the contemporary world, and probably will be part of future texts in school, is the Russia – Ukraine conflict. It is a political conflict, where democratic values, prejudice and discrimination, and solving conflicts peacefully are some of the elements pupils will learn about in school. With the interdisciplinary topic, pupils are encouraged to train their ability to think critically, learn to deal with conflicts, and respect disagreement (The Norwegian Directorate for Education and Training, 2020b). The Russia – Ukraine conflict is an example of pupils learning how to not behave in a context, and rather acquire competency under the interdisciplinary topic. An interesting aspect of the conflict when teaching, is how they look at Russia. Ofgang (2021) mentions in his article about teaching the Russian – Ukraine conflict how prejudice becomes a part. “When teaching about the war in Ukraine, educators should make sure to differentiate between Russian leadership and the general populace [...] Over time, that's likely to really lead to anti-Russian sentiment, and we [might] start to treat Russians themselves as evil or culpable” (Ofgang, 2021). The bigger picture is not whether you as a teacher help the pupils demonize them or not, but make them see the bigger picture. There is little to no independent media in Russia now. Protesters are struck down on by the government. This creates a culture inside the borders of the country, but also a culture on how we outsiders look at it. Democratic processes and values are subjugated inside Russia. Which is important for pupils to reflect on and discuss.

As a teacher of English subject, one has a lot of possibilities to introduce different cultures and social conditions which pupils may see differ from their own. The interdisciplinary topic wants pupils to “develop an understanding of the relationship between individual rights and obligations” (The Norwegian Directorate for Education and Training, 2020b). Looking at history in the English subject can be a help when introducing different cultures and social conditions. There are different aspects of English history that a teacher can choose to introduce in their education with a connection to what has formed their culture and created their social conditions. As Munden and Sandhaug mentions:

When it comes to history, we are again spoilt for choice: racism, the industrial revolution, colonialism, imperialism, international conflicts and US civil rights and their relevance for the development of democracy in Norway are all topics that can be explored in both history and English lessons. (Munden & Sandhaug, 2017, p. 372)

By looking at English history, pupils will see how the social conditions in different cultures have been altered and treated differently. It can be easier for a person to interact with a person from another culture by knowing a part of someone's history. All of the examples mentioned by Munden and Sandhaug (2017) are often part of English textbooks that can help teachers with the teaching process. It is not like all these injustices, which are a part of our history, like racism and international conflicts have disappeared in a contemporary English society.

A democratic society is based on the idea that all citizens have equal rights and opportunities to participate in the decision-making processes. Protecting the minority is an important principle in a democratic state governed by law and in a democratic society. A democratic state also protects indigenous peoples and minorities. The indigenous- people perspective is part of the pupils' education in democracy. (The Norwegian Directorate for Education and Training, 2020d)

This excerpt of the core value 'Democracy and Participation' builds upon the notion, that in a democratic society, there is an idea of equality. However, history has shown us that equality has not been a central part of human nature. The treatment of indigenous people and minorities in English-speaking countries have led them to not have the same rights and ability to participate in decision-making processes on the same level as the majority. This is important when it comes to English teaching in Norway. Especially, in recognition of the historical treatment of the indigenous people in Norway (Munden & Sandhaug, 2017, p. 377). Society is dependent on citizens exercising their rights to participate in politics (The Norwegian Directorate for Education and Training, 2020b). Pupils should therefore learn how inclusive a society should be and learn the positive sides when citizens participate. Many pupils in upper secondary school have already learnt about the history of the Sami people earlier in their education and can use their competencies to connect this to other indigenous people and how they were not a part of democratic processes and forced to live under other conditions because of the lack of democratic values. Those pupils who have not learnt about the Sami people can maybe use other experiences when learning about indigenous people. Those pupils might be a victim of unjust and come from other countries to Norway. They might connect it to their own experiences or those of their parents.

Intercultural competence builds upon the value that pupils learn through experiences in school on how to live in a society. The core value states that it shall "prepare the pupils for becoming responsible citizens in society" (The Norwegian Directorate for Education and Training,

2020d). The preparation is done through different aspects of the core curriculum that leads to experiences such as intercultural competence. It brings a look at how people from different cultures can further understand each other. Dypedahl & Bøhn defines intercultural competence as “the ability to relate constructively to people who have mindsets and/or communication styles that are different from one’s own” (Dypedahl & Bøhn, 2020, p. 81). Intercultural competence can be described both as intercultural interaction and dialogue and cooperation between members of different nations, making it link to democratic citizenship both locally and globally (Dypedahl & Lund, 2020, p. 19). It helps develop the notion that English learning is more than just language skills. The similarity between teaching democratic values and teaching intercultural competence can be seen when introducing it. They should both be developed by pupils, not as an additional element, but rather through other aspects of the curriculum. They should be integrated through competence aims, which require teachers to have input on both the topics and how to integrate them into language education (Dypedahl & Bøhn, 2020, p. 81). A model, which can help get an overall understanding of the concept of intercultural competence, will be introduced later in the text.

Critical literacy through the interdisciplinary topic and core value

As competency, critical literacy can be an important aspect when it comes to learning about democratic values in the English subject. Alford et al. (2019) state, in their chapter called Critical literacy as legitimate knowledge, that critical literacy is a part of education that is marginalised when it comes to education discourse but remains important because of teacher agency (Alford et al., 2019, p. 92). What teachers do and want to achieve in a classroom context is important for pupils. According to the interdisciplinary topic ‘Democracy and Citizenship’, pupils “shall gain insight into the fact that democracy has different forms and expressions (The Norwegian Directorate for Education and Training, 2020b). A teacher can use this to show how different aspects of school are a part of the school’s day-to-day basis. When teachers have knowledge about critical literacy, they can help pupils gain competency by engaging mindfully with texts and reading practices which could generate alternative ways of reading the world and articulate how they see and want to be in the world (Alford et al., 2019, p. 92). It has to do with looking critically at texts in context.

Critical literacy focuses on teaching and learning how texts work, understanding and re-mediating what texts attempt to do in the world and to people, and moving students towards

active position-taking with texts to critique and reconstruct the social fields in which they live and work. (Luke, 2000, as cited in Alford et al., 2019, p. 94)

Critical literacy deals with locating what kind of language and texts have been used in social, political, and economic contexts and issues. Pupils are encouraged to create their meaning and take a stand towards the text in a context. Teachers must make pupils understand how texts work semiotically and linguistically, and how they can position readers towards what is written concerning power and knowledge (Alford et al., 2019, p. 95).

Critical literacy should help pupils understand that verbal and visual language is not neutral (Rimmereide, 2020, p. 195). This relates to how the core value address that “All the participants in the school environment must develop awareness of minority and majority perspectives and ensure that there is room for collaboration, dialogue and disagreement” (The Norwegian Directorate for Education and Training, 2020d). When pupils have finished the required years, they should be integrated into society (Stray, 2011, p. 91). The competencies and values they have acquired shall make them ready for society.

Competency in ‘Democracy and Citizenship’ and ‘Democracy and Participation’

The final sentence of the final section of the interdisciplinary topic ‘Democracy and Citizenship’, can be seen as a praise of democracy. Pupils cannot take it for granted and need to further develop and maintain it (The Norwegian Directorate for Education and Training, 2020b). There is no question about freedom of speech being a big part of a democracy, but there is still a limit to what a person can share as their political opinions. National Socialism is a political direction that is illegal to associate yourself with in Norway and other countries. There are some flaws with democracy that endorse us to take a look at it and see if it is the best way to govern a country. An example of a flaw is that things may take time when it comes to doing something in democratic societies, because of the political influence the people have (Kolstø, 2012, p. 103). For example, placement of a hospital, restoration of a football stadium, are some of the things that could have been done a lot quicker if people’s opinions did not matter as much as they do in a democracy.

However, one can draw parallels between democracy and happy living. There is a report called the ‘Democracy Index’ which is released every year by the Economist Intelligence Unit (EIU). In this index, they rank 165 independent countries and two territories on how democratic they are. The score a country receives is based on how well they perform in each of the five

categories which are electoral process and pluralism, civil liberties, the functioning of government, political participation, and political culture. The countries will receive a position in a ranking system and be classified as having a regime which is either a full democracy, flawed democracy, hybrid regime, or authoritarian regime (EIU, 2021). The higher the score, the more democratic the country is. In 2020, the three highest-scoring countries from first to third were Norway, Iceland, and Sweden. They are seen as countries with what they call full democracy. On the other end of the ranking list, we find the three countries North Korea, the Democratic Republic of Congo, and the Central African Republic from last to third last (EIU, 2021). These are countries which are seen as having an authoritarian regime and having none or very little of the five categories the scores are based on. The data we receive here can be compared to the one of the Human Development Index (HDI). The HDI measures human development and affluence in a country. It measures four different aspects of human development, which are life expectancy at birth, expected years of schooling, the average number of completed years of education of a country's population aged 25 years and older, and gross national income per capita (UNDP, 2020). The higher the score of each of these aspects is, the higher the score they get. We can look at the six countries we used in the 'Democracy Index' and see how well they perform in the HDI. We use the three countries deemed as having a full democracy first. Norway is in first place, Iceland is in fourth place, and Sweden is in seventh place. All three are in relatively high-ranking places, but two of them have fallen out of the top three compared to the 'Democracy Index'. It has to be mentioned that there are 167 participants as either states or territories included in the 'Democracy Index' and 189 measured in the HDI. This is not important for the point that is trying to be made by this anecdote, but it has to be mentioned for transparency reasons. Of the three lowest-rated countries, North Korea is not included in the HDI. The reason is that North Korea is a secretive and excluding state which the rest of the world has little to non-data about. It is known that it is a poor country where a few people have affluence (Lyon & Molomby, 2009, p. 2). It would not be surprising if North Korea scored very low on the HDI. However, just to underline the point that there is a connection between democracy and human development, we can add Syria instead which ranked the place over the Central African Republic on the 'Democracy Index' and is also seen as having an authoritarian regime. They rank on the HDI as follows: the Democratic Republic of Congo on 175. place, the Central African Republic on 188. place and Syria on 151. place.

By looking at this comparison, we can see that there is a connection between democracy and happy living. When a country has democratic processes and citizenship which makes citizens participate in different events, they create a strong and prosperous state (The Norwegian Directorate for Education and Training, 2020d). It has to be mentioned, that those countries which are at the lower end in both of the rankings are not only there because they are not democratic countries, and changing suddenly and quickly into a democracy might not lead to anything good. Democracy can be a tedious and long process before it prospers, and wrong people with power and doomed projects may end them. However, there is still a connection between democracy and those rankings. Schools should therefore promote competency through the interdisciplinary topic and core value by preparing pupils to become responsible citizens in society, and give pupils knowledge and skills to face challenges in accordance with democratic principles (The Norwegian Directorate for Education and Training, 2020b; The Norwegian Directorate for Education and Training, 2020d). Learning that there is a connection between how countries are governed and living standards, can start a process in the pupils which can also help them to gain intercultural competence. Through gaining a set of values, attitudes, skills, and knowledge and critical understanding, pupils can become democratically and interculturally competent (Council of Europe, 2018b, p. 37-38).

In this section, the interdisciplinary topic, core value, intercultural competence, critical literacy, and competencies are all brought together. It shows how they intertwine and some examples of what textbooks should be able to help promote. Examples of what is written in the interdisciplinary topic and core value have been connected with the English subject curriculum, to see how it is relevant for teachers to use in a classroom. The section has given some examples of contemporary issues and topics connected to the interdisciplinary topic and core value, which can be used in the classroom.

3. Literature review

In this thesis, I want to find out to what extent can textbooks help promote competencies related to the interdisciplinary topic ‘Democracy and Citizenship’ and the Core Value ‘Democracy and Participation’ in Norwegian upper secondary school. This literature review will therefore look at, through the help of previous research, how these competencies can be promoted in Norwegian upper secondary school.

3.1 Literature review

A part of the research for this thesis is applied through literature review. “A research literature review is a systematic, explicit and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners” (Fink, 2020, p. 6). It is an essential part of research for identifying what has been written on a subject or topic. It determines to what extent a given research area reveals any similarities between what the researcher wants to find and the empirical findings. Harris (2013) describes in his book about literature review in the process of research design, this on the relevance of literature review:

Literature review is approached as a process of engaging with the discourse of scholarly communities that will help graduate researchers refine, define, and express their own scholarly vision and voice. This orientation on research as an exploratory practice, rather than merely a series of predetermined steps in a systematic method, allows the researcher to deal with uncertainties and changes that come with learning new ideas and new perspectives ... Practicing research allows room for experiment, error, and learning, ultimately helping graduate researchers use the literature effectively to build a solid scholarly foundation for their dissertation research project. (Harris, 2013)

It opens up a research method that will find previous research to complement your own empirical research. A big part of literature review is practice through finding the correct resources that suit your thesis, and developing one’s own research practice that will help design, develop, and execute, one’s own independent research project. Finding the correct resources can be seen as walking through a dense jungle. There is a lot of academic literature in the world, and the process when searching can be complicated, and one can come across some which are poorly written. It is therefore important to have the correct approach and use

the invaluable resource of literature to build a foundation for one's own research (Harris, 2013, pp. ix-x).

There are different types of literature review, and as a researcher, it is important to implement the correct one in the thesis. Harris (2013) mentions three basic classes of literature review in scholarly writing, which are Summary overview, Research background, and Research study (p. 138). The summary overview goes through different ideas found in some kind of literature on a given subject. It reviews and summarizes what has already been published by others without aspiring to provide any new analytical insight. We can connect this overview to textbooks, which give a sense of the range of ideas in the literature the textbook writers have chosen to be a part of the book. The second one, research background, provides background for a specific study by discussing ideas that helped define the research question. The purpose is to explain intellectual sources that inform a specific research project (Harris, 2013, pp. 138-139). The last one is the one used in this thesis. Research study is the formal and methodical analysis of a body of literature which is an empirical research study in its own right. This category of literature review builds on the purpose to develop new knowledge and to draw conclusions from gathered empirical evidence (Harris, 2013, p. 139). This category requires a theoretical foundation and is considered original research contrasting from the prior classes of literature review mentioned. By using this category of literature review, I am able to draw in previous research, which discusses the competencies and how to promote them, and connect this to my arguments.

In this section, there has been a definition of what literature review is, to help see how this can help answer the research question. There has been used previous research to look at how the competencies can be promoted in school. The importance of correct use of literature review is important when researching, and this one uses research study to find previous research relevant for this thesis.

3.2 Textbook studies

There have been done textbook studies that have used critical literacy as their approach when analysing the content. The studies have focused on the cultural content and include ideological evaluation of textbook narratives, content analysis of cultural values, gender and cultural bias, and asymmetric social representations of cultural, social and ethnic groups (Hong & He, 2015, p. 90). The mentioned examples have similar foci in the critical analysis of social

representation in textbooks, and content analysis of the representation in textbooks on the cultural elements. An example of a study on textbooks relating to analyses has been done by Nuñez-Pardo (2018). In her article 'The English Textbook. Tensions from an Intercultural Perspective' she tells us about different studies on textbooks and different views on topics in textbooks. "English textbooks are not neutral as they not only depict and reproduce values, behaviours, cultural patterns, traditions and dominant ideologies, but they also reinforce stereotypes and support the idea that one nationality is superior to others" (Nuñez-Pardo, 2018, p. 232). The study showed how English textbooks are not neutral. It could be a good idea to make teachers have the competency to understand that a text in the textbook could for example be very biased. Texts, tasks, and illustrations have been chosen by the textbook writers to fit their description of how they want their textbook to be. Some of what they have added might not be perceived in the exact manner they wanted.

This supremacy of dominant cultures over dominated ones has been done through their written texts, oral discourses, iconography or activities proposed. It is also important to acknowledge that foreign and local English textbooks have privileged a predetermined static and monolithic vision of culture, marginalizing the diversity of local cultures. (Nuñez-Pardo, 2018, p. 232)

The static and rigid view English textbooks have, according to Nuñez-Pardo, on culture, does not correlate with parts of the core curriculum. An important aspect of the interdisciplinary topic 'Democracy and Citizenship' is that pupils "understand dilemmas that arise when recognizing both the preponderance of the majority and the rights of minority" (The Norwegian Directorate for Education and Training, 2020b). It is important that textbooks maintain an open view on differences a majority and minority have to deal with, and that teachers can use this to guide pupils to help create their own views. Nuñez-Pardo (2018), indirectly expresses that textbook writers still hold onto views on culture that might be outdated, or that they are simplified to help pupils understand it.

In addition to privileging examples of superficial culture (monastic, static, and admirable such as celebrations, tourist attractions, local gastronomy, etc.) over deep culture (dynamic, multifaceted, and with invisible and intricate definitions), the textbooks have decided on which discourses or ideologies to promote or hide and have hierarchised and poorly represented the different Western and non-Western ethnicities and cultures with a reductionist homogenised vision. (Nuñez-Pardo, 2018, p. 232)

Now the LK20 is a part of controlling what textbook writers are going to use in their textbooks. They have to create a book that meets the requirements of what is wanted in education. A reason why textbooks have a tendency to be like the study by Nuñez-Pardo tells us it is, could be that there are other things with English learning which are prioritised and emphasised when it comes to the curriculum. If there is seen a pattern of some of the same texts being chosen for different textbooks, then there will be a poor representation of different texts on the same topic in school. A text is not neutral, and therefore it will emphasise something more than other parts of the text. It might not be entirely negative that the textbooks are not neutral. The biased views that reinforce stereotypes and see some cultures as superior to others can be used to show pupils have to not treat other cultures and behave towards others. It has to be mentioned that not everyone has the same view on textbooks as Nuñez-Pardo. Textbooks are meant for school and made in line with the demands of the curriculum.

3.3 Competencies through previous research

Fjørtoft (2016) mentions in his book about teaching with aims and criteria in school, that pupils need to be able to use tools like language and technology, live and work in a society, and take responsibility for their own actions as individuals. They need to do more than just transfer their knowledge into different scenarios (Fjørtoft et al., 2016, p. 23). It is not enough that pupils can obtain the knowledge on how to behave or do in a given interaction. Competencies consist of knowledge, skills, attitudes, and values. Democratic processes are needed to make competencies work on a practical level. Participation in a democracy, social justice, and human rights are just three topics mentioned that the pupils will meet and need competency in to work in a society (Fjørtoft, 2016, p. 23). With competencies being integral parts of the learning process, it is important that the competence aims are integrated in schools.

Competencies and relation to the English Subject curriculum

According to the Norwegian Directorate for Education and Training, to analyse is to investigate an issue, an object, or a concept to determine a viewpoint or a meaning (The Norwegian Directorate for Education and Training, 2020e). When the pupils interpret, they construct a perception or an understanding of the meaning of the fictional text. A significant aspect of why this is connected to the interdisciplinary topic lies in the description given by the Norwegian Directorate for Education and Training.

By working with the democracy and citizenship topic the pupils shall develop an understanding of the relationship between individual rights and obligations. Individuals have the right to participate [...] The school shall stimulate the pupils to become active citizens, and give them the competence to participate in developing democracy in Norway (The Norwegian Directorate for Education and Training, 2020b).

When the pupils analyse and interpret, they are to develop an understanding they created themselves with help from others. If they were to read a fictional text in a textbook, there can be tasks at the end where they are allowed and urged to tell their opinion (Engh, 2004, p. 454). Tasks should be nuanced and one can ask two questions when looking at them in textbooks. “Are they varied and motivating? Not least, are there enough tasks that are doable for pupils who need a lot of support, and are there challenging tasks for advanced learners?” (Munden & Sandhaug, 2017, p. 63) They then participate in the classroom which can further develop them to become active citizens. Not all tasks are meant to be interpreted into your own opinion. In vocational studies pupils should be able to summarise vocational content (Munden & Sandhaug, 2017, p. 443). It can be guides or rules you have to follow which are not open for debate. For example, HSE (Health, Safety and Environment) cards give information about health and safety at work, and should not be something an employee or an employer should define on their own without taking the course.

Democracy, Participation, and Intercultural competence

The competency the pupils show they possess within the rules of the English language can have an impact on the interdisciplinary topic and core value. “express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation” (The Norwegian Directorate for Education and Training, 2020e). It is not only about intonation and how it sounds when they speak, but manner can also be body language and features that will arise in different contexts when they are communicating with other people. Fluency and coherence are two aspects of language that will be better with the correct practice and as a result, the pupils will be understood and understand English better (Council of Europe, 2022). It is important that they understand that these two are not synonymous with speaking with a given accent, faster, and without breaks. Salah (2019) mentions in his academic paper about English as a

foreign language, that when communicating it is allowed and smart to take pauses and maybe put in some fillers, but not too many. When communicating with other people, we have to adapt to the situation in order to not lose face. What is meant by this is that we have to adjust ourselves in the given context to not come out as rude, demeaning, or look like we give out the wrong emotions at the wrong time (Salah, 2019). Like people finding you strict and angry in the way you speak, when that is not your intention. This is something the pupils will encounter. Especially if they speak with someone with a different background and culture. We can link language to intercultural competence and how important English has become as a ‘world language’ for people to be able to communicate between cultures (Council of Europe, 2018b, p. 37). This intercultural competence is a part of the mentioned competence aim which connects it to the interdisciplinary topic ‘Democracy and Citizenship’. The pupils learn and acquire knowledge on how to use the language in a manner that is required for different situations with different cultures. Communication does seldom go only one way, so it is not only how to use language when speaking, but also when listening.

Democracy, Participation and Respect

The listening skills the pupils obtain becomes important for more than only one competence aim. “explain the reasoning of others and use and follow up input from others during conversations and discussions on various topics” (The Norwegian Directorate for Education and Training, 2020e). The reasoning of others mentioned in the competence aim does not have to refer to something given specifically orally. It could be the reasoning of a written article. However, the listening skills are still complemented as a competency by making the pupils encouraged to follow up input from others during conversations and discussions. To explain the reasons, would make the pupils able to give a good explanation of a subject or an issue (The Norwegian Directorate for Education and Training, 2020e). One can draw a parallel to citizenship with this competence aim. The reason being that pupils are encouraged to gain competencies in exercising their rights to participate in politics and influence development in civil society in the interdisciplinary topic ‘Democracy and Citizenship’ (The Norwegian Directorate for Education and Training, 2020a). Within this competence aim, the pupils are encouraged to participate in activities like conversations and discussions. These activities include various topics and help them to understand that there is more than one understanding which they explain through their reasoning. It is a part of a democratic process where the aim

of participation is important for pupils to understand. The size of the topic does not matter, the pupils need to understand the importance of the process (Stray, 2012, p. 20).

The competence aims are a list of things the pupils should have the knowledge and skills to be able to do after they are finished with the year they are in school. They all start with at least one given verb at the beginning that complements the rest of the competence aim. And some of these verbs have a clear connection to democracy. This can be seen in the competence aims “read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts” and “write different types of formal and informal texts, including multimedia texts with structure and coherence that describe, discuss, reason and reflect adapted to the purpose, recipient and situation” (The Norwegian Directorate for Education and Training, 2020e). Discuss is one of those verbs. You need to at least have two people to have a discussion, so this is part of a process where the pupils have to listen to each other and respect each other’s opinions. The democratic process is taken even further by having the pupils reflect. Reflect is something the pupils do to examine and consider different aspects of our own and others’ actions, ideas, and attitudes. It is also something we do to develop better insight and understanding (The Norwegian Directorate for Education and Training, 2020e). If the pupils develop a habit of reflecting on what they have read and discussed, they further strengthen their ability to participate in democratic processes and become active citizens (Stray, 2012, p. 25). As mentioned in the description of the core value ‘Democracy and Participation’, the democratic values should be promoted through active participation throughout the whole learning path (The Norwegian Directorate for Education and Training, 2020d).

Democracy, participation and critical thinking

Some of the competence aims have to do with more than just the English language and culture and can be seen in other subjects in school like Norwegian subject and social studies. These competencies are related to critically thinking by how we use information that is not created by us, but which we implement in a correct manner. The competence aims connected are “read and compare different factual texts on the same topic from different sources and critically assess the reliability of the sources” and “use different sources in a critical, appropriate and accountable manner” (The Norwegian Directorate for Education and Training, 2020e). They both mention the use of different sources. This is important to make the pupils understand that

if they gather the same data from different websites and books, the more likely the information is to be true and believable (Blikstad-Balas, 2016, p. 72). As a teacher, you can use yourself as an example as a user of more than one source. Many teachers use the textbook in a supporting role and see themselves as the controlling part when it comes to curricular knowledge and implement outside sources that can be more relevant (Kolbeck & Röhl, 2018, p. 401). The use of sources is not a competition on how to find and use the most different sources but how to use them critically. One thing is the security awareness of the pupils. Teachers have to consider issues regarding data protection and personal information when pupils are still learning how to use digital skills correctly (Hoem & Iversen, 2020, p. 159). Another is to know how to cite sources correctly and understand that it is something that they have to do. If it is done wrong or not at all, it can have dire consequences later in life. Especially in higher education. There are laws that dictate the correct use of resources. It is therefore connected to the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’ by making the teaching give the pupils skills and knowledge on how to use resources in accordance with democratic principles (The Norwegian Directorate for Education and Training, 2020a). The digital skills the pupils obtain through school shall guide them in acquiring knowledge by obtaining, exploring, and critically assessing information (Hoem & Iversen, 2020, p. 158).

The English subject is not only about acquiring the English language. The pupils also have to understand why we learn the language and how it has gained the position it has in a contemporary world. “English is an important subject when it comes to cultural understanding, communication, all-round education and identity development” (The Norwegian Directorate for Education and Training, 2020g). It is mentioned the connection to intercultural competence and how it is a language that is learned around the world. A part of this cultural understanding the pupils should acquire lies in the historical context of English and how this has affected differences within a society. “explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” (The Norwegian Directorate for Education and Training, 2020e). This can be connected to the interdisciplinary topic and core value and how the pupils shall learn about the majority and the minority groups in a society (The Norwegian Directorate for Education and Training, 2020b).

One of the competence aims is: “discuss and reflect on form, content and language features and literary devices in different cultural forms of expression from different media in the

English-language world, including music, film and gaming” (The Norwegian Directorate for Education and Training, 2020e). It consists of both the verbs ‘discuss’ and ‘reflect’ which, mentioned earlier, are connected to democratic principles and further help pupils to be able to participate in democratic processes. This can help strengthen pupils understanding of how education works in a societal context and increase how much they participate. An increased level of understanding and participation creates a sense of meaning and safety in the classroom, which further creates a feeling of inclusion and belonging (Stray, 2012, p. 29). By using different cultural forms in the classroom, teachers can meet the interests of pupils which can make them extra motivated. Probably every pupil in the classroom has an interest in either music, film, or gaming. By using this regularly, it can make pupils thrive more in school, and make them gain more from the years they have in school.

In sections 3.2 and 3.3, there is identified some previous research which is relevant to this thesis. The study done by Nuñez-Pardo addresses how textbooks are not neutral, and how this can have a negative effect when using them in a classroom. This is an important aspect when analysing *Citizens* to see if this is true, and how this can have an effect when it comes to promoting, for example, intercultural competence. By looking at competence aims, it is possible to look at how the English subject is connected to the interdisciplinary topic and core value. The competence aims are the competencies pupils should have gained after finishing their education, and therefore something teachers must implement in the classroom. Those that are relevant for the parts of the core curriculum, are therefore important to address so it is easier to draw a line to classroom activities, and also easier to look at how textbooks can help promote them. It has also been connected to intercultural competence and critical literacy, to see how they can be relevant in the classroom through politeness, democratic processes and values, critical thinking, referring to sources, and diversity and social conditions in the English-speaking world.

4. Theoretical framework

LK20 incorporated democracy as a part of the curriculum through the interdisciplinary topic 'Democracy and Citizenship' and core value 'Democracy and Participation'. I will in this chapter present relevant theory and previous research that will be used in the analysis and discussion to look at what correlates with aspects of the textbook, and can help the promotion of the competencies. It has to be mentioned that section 4.1 is not a theory nor previous research but rather uses a model to explain how intercultural competence can be an important part when learning about democracy. In section 4.2, critical literacy is introduced through previous research and theory, and show a connection on how the teacher role is important when using textbooks

4.1 Intercultural competence

A central ambition in education is that the school shall promote the pupil's decency, democratic competency, and an understanding of the society they are a part of. After they are finished with school, they shall become citizens with the ability to critically reflect on their own values and actions. This is through insight in cultural, historical, national, and global relationships (Stray, 2012, p. 25). This relates to an understanding of acknowledging those factors that are around them and not intrapersonal. We can see this as an intercultural interaction. An intercultural interaction is an everyday occurrence which can apply to diversity in general, whether it is a difference in political views, life situations, or family backgrounds (Dypedahl & Lund, 2020, p. 19). It is this connection between intercultural and democracy that is important to explain in this thesis and why it is important for teaching. The word emerged in the 1950s as a common denominator for dialogue and cooperation between members of different nations. Issues related to citizenship, democracy, and cultural diversity will help the pupils when they learn and start to use English. They will come in contact with people from all around the world, and in order to be able to communicate at home and abroad successfully, it is necessary to know how to deal with challenges that may occur when it comes to how people speak, write, think, and behave (Dypedahl & Lund, 2020, p. 10).

Textbooks might help teachers with introducing topics of critical thinking in the classroom, but this might need to be expanded upon in regards to intercultural competence.

Intercultural issues, however, are not always sufficiently covered, and there is often a lack of activities for intercultural learning. But the competent teacher can remedy this by introducing new questions and perspectives and expanding on the materials that the textbook provides. (Lund & Villanueva, 2020, p. 161)

Thus, a way for teachers to implement intercultural learning in the classroom is, therefore, to look at what is mentioned in the textbooks. Looking at topics and chapters introduced in the book, can create questions on why those topics are introduced in the book and what aspects can be connected.

The Council of Europe and UNESCO are two international organizations that emphasises the importance intercultural competence has on education and give guidance on how it can be developed in school. The intercultural dimension is not just an important aspect of Norwegian education but expands as a wider network. This leads to a wider network of research on the matter. One of the core elements of the English subject in the LK20 tells us how important the intercultural aspect of language learning can be:

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. They shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context. (The Norwegian Directorate for Education and Training, 2020h)

The core elements are central parts of the English subject, and are split into the three sections 'communication', 'language learning', and 'working with English texts'. The part cited, is a part of the 'working with English texts' section and tells us that developing intercultural competence, citizenship, democracy, and cultural diversity is a central part of the English subject. Citizenship is realised through the part about enabling them to deal with different ways of living, ways of thinking, and communication patterns and the cultural diversity is realised through seeing their own and others' identity in a multicultural context. The aspect of democracy is overarching and is realised through the verbs reflecting, interpreting, and critically assessing. One can see this as helping us connect intercultural competence to the curriculum and relevance when teaching about democracy in school.

Intercultural competence and democratic culture through a model

When teaching about intercultural competence, it can be a good idea to break it down into smaller learning aims that looks at different aspects of intercultural learning. There is not one specific list of components or one specific model, but some components are central when teaching and commonly recognized (Dypedahl & Lund, 2020, p. 20). However, one model is the most influential when it comes to intercultural competence in foreign language learning. Byram (1997) developed a model which would help the learners to see what they had to develop. He describes intercultural competence as consisting of what he calls *savoirs*, which refers to different kinds of knowledge, skills, values and attitudes (Byram, 1997, as cited in Dypedahl & Lund, 2020, p. 20). Intercultural competence can be described in slightly different ways, but there is consensus on some central components of what Byram (1997) developed. The Council of Europe built upon the model of Byram and created their own which shows what kind of competency is needed to develop democratic culture and intercultural dialogue.

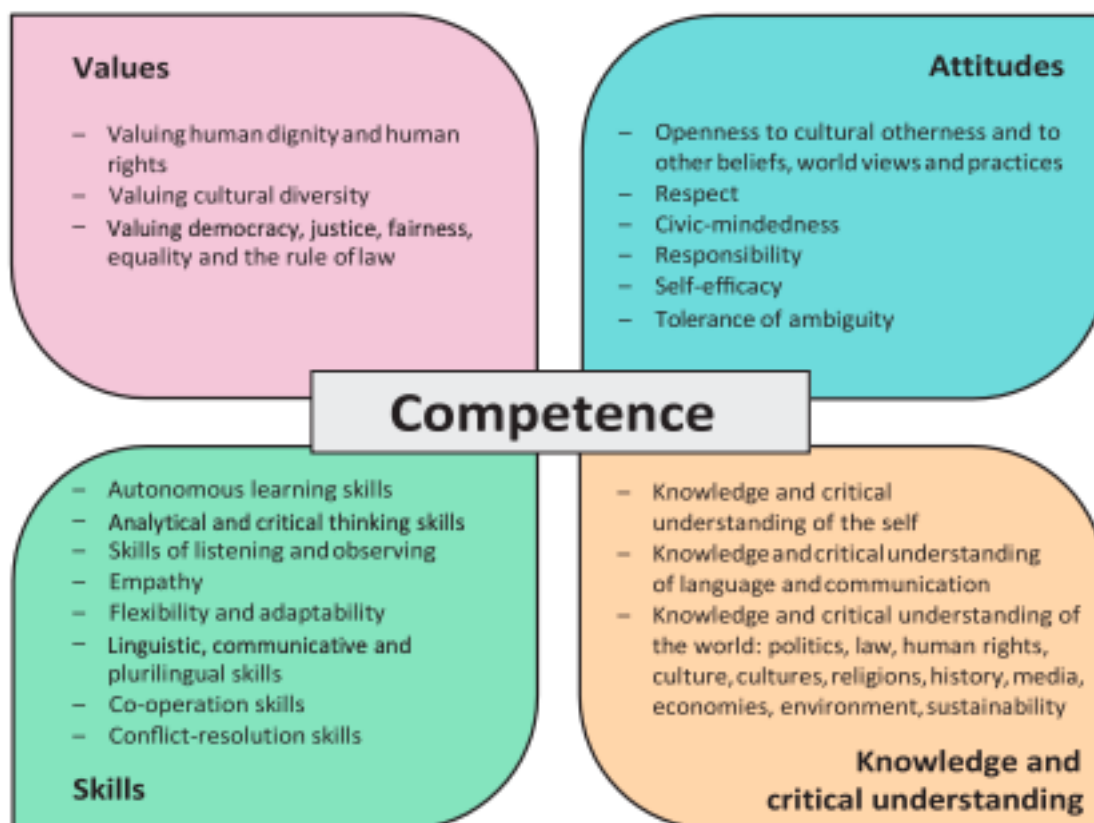


Figure 1. The competencies required for democratic culture and intercultural dialogue – RFCDC model. (Council of Europe, 2018b, p. 38)

There is a series of minimum requirements to gain intercultural competence (Dypedahl & Lund, 2020, p. 21). Figure 1 shows a model with what requirements a person must obtain to be competent within the context of democratic culture and intercultural dialogue. A person must mobilise or deploy some or all of the 20 competencies mentioned in the model when meeting the demands, challenges, and opportunities that occur when being presented with democratic or intercultural situations (Council of Europe, 2018b, p. 38). The 20 competencies are divided into the four categories values, attitudes, skills, and knowledge and critical understanding. These categories will be further introduced to make it understandable why this model is mentioned in the thesis.

Values

Values have been mentioned earlier in the thesis often in the form of democratic values. They are a general belief that people want to reach the desired goals that should be striven for in life. They serve as guiding principles for deciding how to act and also motivate to act. There are certain standards or criteria when it comes to values, which impact the evaluation of our own and others' actions, justifying opinions, attitudes and opinions, deciding between alternatives, planning behaviour, and attempting to influence others (Council of Europe, 2018b, p. 38). Valuing human dignity and human rights, Valuing cultural diversity, and Valuing democracy, justice, fairness, equality and the rule of law are the three mentioned competencies under values and they are all important values in a culture of democracy. All three are mentioned in the core curriculum seen through the interdisciplinary topic and core value. These values are important for a democratic culture. It is important to show that there are democratic values to gain democratic competency. If there had not been an emphasis on these democratic values, there could be an implementation of other political values that might be anti-democratic and therefore steering this competency outside of the model. The Council of Europe has expressed in their Reference Framework of Competences for Democratic Culture, that the values are set in the notion that people should value themselves and the life of others. The values are based on the belief that every human has equal dignity, is of equal worth, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms. They are based on the belief that cultural variability and diversity, other cultural affiliations, and pluralism of perspectives, views and practices ought to be regarded, appreciated, and cherished positively. They hold the beliefs on how societies ought to operate and be governed, including that all citizens should be able to participate equally in the procedures through which the laws that are used to regulate society are formulated and

established, all citizens should engage actively with democratic processes, (Council of Europe, 2018b, pp. 39-40).

Attitudes

Attitudes are seen as the overall mental orientation a person adopts towards someone or something (Council of Europe, 2018b, p. 41). In school, an attitude is important in the given context. Pupils should ideally have the attitude that they want to go to school and that they want to learn. The school through the teacher needs to make this happen, so pupils make the most of their education. The core curriculum also has an emphasis on societal attitudes that the school shall provide for. In the core value 'Democracy and Participation', it is mentioned that the "School shall promote democratic values and attitudes that can counteract prejudice and discrimination" (The Norwegian Directorate for Education and Training, 2020d). This correlates with the six competencies in the category of attitudes which are: Openness to cultural otherness and to other beliefs, world views and practices, Respect, Civic-Mindedness, Responsibility, Self-efficacy, and Tolerance of ambiguity (Council of Europe, 2018b, p. 38). The competencies can be seen as finding a 'middle way' between not being gullible and let the different cultures or world views dictate how you perceive the world, and also not collect experience from other cultures for one's own personal enjoyment or benefit rather than learning to use it in different contexts. They are attitudes where the objective is to judge someone or something as having some kind of importance, worth, or value which shows positive regard and esteem (Council of Europe, 2018b, pp. 41-42) Respect is mentioned in the core curriculum through the purpose of the education as something the education and training shall be based on through respect for human dignity and nature. This shall provide insight into as respect for individual's convictions, and school and training establishments shall meet the pupils and apprentices with respect (The Norwegian Directorate for Education and Training, 2020i).

The attitudes are also about taking responsibility in a community or a social group. To belong and identify with a group (Council of Europe, 2018b, p. 43). One must also take moral responsibility for one's own actions. This is a phenomenon where a person has an obligation to act in a particular way and deserves praise or blame for either performing that act or failing to act in that way (Council of Europe, 2018b, p. 44). Within a culture of democracy, it is important to take responsibility for the praise or blame and reflect on their own actions to see what is done right or what can be done better. One must also believe in one's own ability to

do things that are required to achieve particular goals. It is connected to self-confidence and how people can for example make appropriate judgments, select appropriate methods, and make a difference. It is mentioned in the core curriculum that schools shall give pupils challenges that promote the formation and the desire to learn (The Norwegian Directorate for Education and Training, 2020i). This builds upon that one is so certain about their own attitude, that one can see that there are multiple perspectives in a given context. (Council of Europe, 2018b, p. 45). In school, pupils have to work with people on different projects, and different opinions might occur. The willingness to listen to others is important for their democratic and intercultural learning. Through the interdisciplinary topic ‘Democracy and Citizenship’, pupils shall get the knowledge about democracy and its values and rules, and prepare them for participating in democratic processes (The Norwegian Directorate for Education and Training, 2020a). A part of this will be to have an attitude when undertaking tasks where not all the information is given and to tolerate uncertainty and deal with it constructively. For example, through the democratic process of election, there is not always that there is a clear candidate for each individual. Pupils have to learn that they will be in situations like this in the future.

Skills

Skills is a category that introduces some competencies needed when meeting demands, challenges, and opportunities presented by democratic and intercultural situations. Skills are also mentioned in the core curriculum as being a competency which is needed and developed in school. It is described as being “the capacity for 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, 2018b, p. 46). There are eight competencies of skills which are important for a culture of democracy. These are: Autonomus learning skills, Analytical and critical thinking skills, Skills of listening and observing, Empathy, Flexibility and adaptability, Linguistic, communicative and plurilingual skills, Co-operation skills, and Conflict-resolution skills. These skills are needed to pursue, organise and evaluate their own learning through a process created only by themselves. Analytical and critical thinking skills are skills required to analyse materials of any kind systematically and logically. Skills of listening and observing are skills required to understand what other people mean and to learn from their behaviour (Council of Europe, 2018b, pp. 46-48). They are important when making choices and acting on your own. Once pupils have required some of the skills to be able to learn on their own, one can use those skills to be thinking analytically and critically. It is first

after one has the ability to make choices of their own, that one can use their thinking skills to critically evaluate and make judgments of any kind. One has to use active listening when understanding what other people are saying, and by doing so critically, it is possible to pay close attention to the manner they are speaking and behaviour of people. Making use of the skills to understand some further information that is meant in the interaction. This will also be the same if one is to observe how people are behaving or react when they receive information in a context.

As a competency in the category of skills, empathy is required to understand and relate to people's thoughts, feelings and beliefs, and to see the world from people's perspectives. One has to step outside of their own psychological frame of reference and understand the psychological frame of reference and perspective of another person (Council of Europe, 2018b, p. 48). It is important within a culture of democracy to imagine world views, beliefs, interests, emotions, wishes, and needs of other people. (Council of Europe, 2018b, pp. 48). In the English subject, pupils will come across different cultures and societies in their learning. Skills will be a part of their learning by understanding why some cultures are different from their own, and, feeling sympathy for the likes of indigenous people and minorities that have been mistreated.

With skills, one is able to adjust one's thoughts, behaviours or feelings in a manner to new contexts and situations so that one can respond effectively and appropriately to their opportunities, challenges, and demands. It enables people to adjust their thinking to other people's social or cultural expectations, communication styles, and behaviours (Council of Europe, 2018b, p. 49). It can be for your own benefit and personal gain that you have to adjust in a context. When interacting with other people which disagree on a topic one care about affectively, it can be wise to keep their cool in order to facilitate more effective and appropriate communication and co-operation. Pupils have to learn that they have to adapt and be flexible in given contexts. Not all opinions must be said aloud, and there is a time and place for when to speak up and when to be silent. Some things are just not okay to express, and the school shall facilitate an education that makes this understandable.

Pupils are educated in English to learn the language and therefore learn some linguistic features that can be seen as skills. These skills are learnt in order to communicate with others in that language, to make the interaction effective and appropriate, and to be plurilingual by knowing at least more than one language. Using what one has learned in the language learning,

can also help in the process to learn other languages. In an intercultural manner, these skills are obtained when one has the ability to communicate clearly in different situations, meet the communicative demand of intercultural situations by, for example using a shared language or lingua franca to understand another language, and express oneself confidently and without aggression (Council of Europe, 2018b, pp. 50-51). These skills are required to successfully interact with other people on shared activities, tasks, and ventures. The school will facilitate these skills in pupils through different learning activities and tasks. To work in a group will mean that pupils on an individual level will have to compromise in order to make it work. It is easier if one is of a nature that conflicts can be solved in a peaceful way (Council of Europe, 2018b, p. 51). Pupils should understand that there is a connection between solving problems between two people on a personal level, and problems leading to conflicts and wars between nations. They see no possibility of solving it peacefully, so they tend to other means to solve them. There is an ongoing war in Europe right now, and it can be interesting to ask pupils why there is a war, and what information they can find that has led to this.

Knowledge and critical understanding

The last category is knowledge and critical understanding. It has a focus on information and comprehension, and three different competencies which it consists of and are required for a culture of democracy (Council of Europe, 2018b, p. 52). Those can be seen in figure 1 and are Knowledge and critical understanding of the self, Knowledge and critical understanding of language and communication, and Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.

A part of the knowledge and critical understanding is self-awareness and self-understanding. These are vital for participating effectively and appropriately in a culture of democracy (Council of Europe, 2018b, p. 52). For pupils, it is an important aspect of democratic culture to have an understanding of how one's perspective on the world, and assumptions and preconceptions, are dependent upon one's cultural experiences, and turn affect of perceptions, judgments, and reactions to other people. This can relate to how one's emotions, feelings, and motivations can change in contexts involving communication and co-operation with other people (Council of Europe, 2018b, p. 53). Awareness of a change in their emotions, feelings, and motivations when interacting with others, can be seen as meta-cognitive analysis where they can find out new sides about themselves. This can for example be an emotional argument

about a topic they did not care about before but have later chosen which side of the argument they agree with.

One can look at knowledge and critical understanding as knowing how to speak and behave in the best possible way in a given context. In some contexts, within intercultural competence, it is respect, rather than politeness, the people interacting see as important. At the same time, it is important that one understands that some things that can be seen as disrespectful in your culture, can have the opposite effect in their culture. Another aspect of language and communication is that when cultures meet and have different communication styles, it may result in a breakdown of communication. A part of intercultural competence is to understand and have knowledge on how to handle such a situation so that both parts come out of the interaction in the best possible way. The knowledge and critical understanding one possesses in the language, should make one able to help in these kinds of situations.

Knowledge and critical understanding further support that the world is large and complex and that there are so many factors that play a part. In a school context, pupils will come across all these domains in the different subjects. Seen through the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’, the competencies through knowledge and critical understanding show some similarities of what the pupils shall learn in school and which values the school shall promote (Council of Europe, 2018b, p. 54). These points coincide both with the competencies in knowledge and critical understanding and what is written in the LK20 about the interdisciplinary topic and core value. These points can make it easier to introduce learning activities connected to critical thinking which are required for a culture of democracy.

In this section the competencies required for democratic culture and intercultural dialogue have been introduced as a part of intercultural competence. They have also been connected to the interdisciplinary topic and core value as they are important when teaching and learning about aspects of an overarching topic of democracy. This is relevant for this thesis, to use in the analysis of the book to look for what can be used in the textbook to help promote the competencies.

4.2 Critical literacy

Critical literacy can be an important competency to promote under the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’. The teacher role has a big impact on “deciding what is legitimate knowledge, what should be taught, and how it should be taught” (Alford et al., 2019, p. 92). Critical literacy allows teachers to focus more on issues that matter locally and globally, instead of focusing on single texts in school. What is meant by the teacher role, is how teachers might enact in practice and engage with policy (Alford et al., 2019, p. 95). This is linked to critical literacy, by having teachers decide which texts to use in the classroom and control how they use them. This can also further lead to an impact on how pupils can use texts (Alford et al., 2019, p. 95). As the teacher role can have a big impact on pupils, it can also be a factor when using textbooks in a classroom. For teachers what is legitimate knowledge, and what and how things should be taught, also applies for the textbook.

When pupils are interpreting information in a text, it is important that they also learn how to assess the reliability of the given text. Assessing sources is an important part of critical literacy (Veum & Skovholt, 2020, p. 15). Finding information is not the difficult part, but it is rather more challenging and important to learn pupils how to evaluate sources. They need to be able to determine the reliability of the text, compare different texts, and assess which kind of information they need (Blikstad-Balas, 2016, pp. 72-73). This critical reading is important for non-fiction texts, but should also be used when writing tasks that are connected to fictional texts taken from the textbooks. The use of textbooks in classrooms has made it into a source of knowledge that the teachers and pupils trust beyond doubt, as they see it as the necessary knowledge needed in schools (Rasmussen & Hagen, 2015, p. 152). This makes it important for the pupils how to question and criticise texts. Pupils should be able to trust the information in textbooks, but it is of greater importance that they understand how to assess it. One way to ensure that pupils do this is to use tasks that make them reflect on the text. Blikstad-Balas (2016) mentions that textbooks are presented as having the one truth on the topics that are incorporated in the books. This can be seen as devaluing the skills needed to read critically. There might be a danger that pupils get used to the fact that there is the one and only truth represented in the textbooks (Blikstad-Balas, 2016, p. 75). This can make it harder for them to learn how to assess this information. Textbook writers can support that they have this power with textbooks by creating tasks that make pupils get out of the book and critically assess

through different sources. They need to create or add texts and tasks which are suited to help pupils understand this (Veum & Skovdahl, 20, p. 15).

When discussing critical literacy we cannot only look at the use of tasks in textbooks but also need to consider the texts. It can be more resourceful when using texts which bring up topics connected to the interdisciplinary topic 'Democracy and Citizenship' and core value 'Democracy and Participation', to have an approach that creates room for discussion and reflection, rather than a linear approach that is unambiguous and challenges pupils to recite parts of what they read (Tønnesson, 2002, p. 399). It is important to consider the role that textbooks have on pupils. They should not be a one-sided and simply factual piece of resource, but also engage pupils through alternative views and different perspectives. By using a text to gain critical literacy, pupils are taken away from a role as just a receiver of knowledge, and put in a position of choice, self-expression, reflection, assessing choice of texts, presentation, approach, asking questions of their own, and using sources in the teaching material (Tønnesson, 2002, p. 395). These are points that are related to how the Norwegian Directorate for Education and Training defines and address how schools shall help promote critical thinking. They state that schools shall promote critical thinking in a way that makes pupils develop an understanding of central elements connections in a subject. Critical thinking implies applying knowledge and skills in different ways so that over time the pupils will be able to master various types of challenges in the subject, individually and in interaction with others (The Norwegian Directorate for Education and Training, 2020f).

Critical literacy is not only a competency but also a theoretical field and a didactic method. Critical advances towards text are essential to give possibilities for pupils to participate in democratic processes, say their voice, and develop their own identity (Veum & Skovholt, 2020, p. 9). With critical literacy, pupils should be able to place texts in a historical, cultural and situational context. Veum & Skovholt (2020) mention that pupils have to be able to point out what kind of person wrote the text, who the target audience is, genre features, language features, and what kind of textual and linguistic strategies were used to create the identity of the text. To answer questions about the presentation of reality used, whose interests does the text serve, and how are features like layout, picture, and typography used to affect and persuade the reader, they need to be analytical and have a meta-language for language and text. Meta-language can help pupils see what kind of linguistic and semiotic choices the writer use, and what kind of social actions and versions of reality these choices help construct (Veum & Skovholt, 2020, p. 15).

These technical skills are followed up by having pupils understand the connection between text and society, and how these affect each other. An understanding of the way the world is constructed through text, illustration, and other semiotic resources, is consequential on an individual and societal level (Veum & Skovholt, 2020, p. 15). Seen in a theoretical field, critical literacy has been shaped by different paradigms and traditions. Methods have been used to make pupils able to recognise and explore what is wrong or unjust in the world, and how they can have an influence and change circumstances in the world through democratic processes and citizenship. Critical theorists like Meacham, Fairclough, and the Frankfurt School have developed different theoretical directions which have an influence on critical literacy (Veum & Skovholt, 2020, p. 17). Scientists agree that there is not one given model for critical literacy that stands out on its own. The different theoretical directions, and that critical literacy is seen as both research field and as a didactic method, make it into a domain that is composed of a lot of different aspects. When it comes to critical literacy as a didactic model, the approach has to be adjusted after context, country, school, age and the classroom setting (Veum & Skovholt, 2020, p. 21). There are two perspectives which are seen as basic when it comes to critical literacy as a didactic method. They are called social-constructivist perspective and dialogical perspective. The social-constructivist perspective sees it as important that pupils understand that texts create an image of reality and that they not necessarily are a true depiction of the world. The dialogical perspective sees it as important that the pupils comprehend that meaning is something that appears through a negotiation between reader and writer, rather than being just a one-sided opinion already comprised in the text (Veum & Skovholt, 2020, pp. 21-22).

In this section, it has been looked at how the teacher role is a part of critical literacy, and how this is important for the use of textbooks in the classroom, and how they can help promote the competencies. It has also been used some previous research and theory on how critical literacy is a part of how one refers to sources and critically thinking over a text they have just read. The look at how textbooks use sources themselves, and how the texts in them can promote critical literacy is an aspect that is relevant for this thesis.

5. Method

The aim of this thesis is to explore to what extent textbooks may help students acquire the knowledge and competencies subsumed under the interdisciplinary topic ‘Democracy and Citizenship’, and also promote the values outlined in the core value ‘Democracy and Participation’. The textbook chosen is used for general studies in upper secondary school. Textbook analysis is therefore the method chosen when it comes to this thesis.

5.1 Method

This is a type of analysis that is based on the assumption that textbook texts are hybrid texts containing a variety of sub discourses that relate to one another. This is either through tension, contradiction, and/or competition even though they are in the same meta-discourse. Within this form of analysis, there is also the view on how images have been used in the textbooks. The assumption that textbooks consist of hybrid texts, and images being added for a reason, is a result of textbook-related research being shaped by approaches from cultural studies (Bock, 2018, p. 65). Textbook analysis, at least those analyses on textbooks in the English subject, approaches interdisciplinarity where topics and themes from textbooks can be related to other subjects. This can be seen as a challenge and related to other methodological challenges that arise in textbook research in a contemporary educational media, like the use of new digital forms and increasingly generating audiovisual formats in schools (Bock, 2018, p. 67). In my analysis, the digital forms are not used as I look at the printed textbooks, which could have an impact on eventual resources relevant for my research, to not be mentioned in this thesis.

Textbook analysis is a theoretical form of analysis rather than an empirical analysis. This means that it is not analysing the actual use of textbooks in the classroom through methods like observation and interviews with teachers. Although this would be interesting, especially to find out how teachers engage with the textbooks in a classroom to promote the interdisciplinary topic and the core value, a theoretical analysis serves the purpose of this thesis. It is the form of analysis that makes us consider to what extent the chosen textbook succeeds in fulfilling its potential as a teaching material (Summer, 2011, p. 87). In this thesis, what I investigate is how well it promotes competency under the interdisciplinary topic and core value.

There are many different ways to work with textbooks in the classroom. One way is to not use it at all. There is no law or rule saying that a teacher has to use the textbook. The question is if the teacher has enough pedagogical knowledge to benefit from not using textbooks in some sort of way in the classroom. Frölich (1997) says that there are three types of overarching textbook use, which are presentational textbook use, instrumental and heuristic approach, and critical textbook use (Frölich, 1997, as cited in Gautschi, 2018, p. 132). Through the presentational use, the teacher presents the relevant material from the textbook and implements it through what the pupils already know to get a deeper understanding of the material. With an instrumental and heuristic approach, the teacher uses the textbook as a source for material and assignments that will enable pupils to acquire knowledge independently. By introducing the critical textbook use, the teacher builds further upon the knowledge of pupils on how to perform a specific skill or task related to methods and procedures. This can for example be done by comparing how the textbook and an independent article depict the same topic (Gautschi, 2018, p. 132). All three of the defined uses by Frölich activate pupils in different ways through how they are able to use their knowledge and understanding.

The thesis can be seen as explorative. It aims to explore to what extent the selected textbook may help promote the competencies that are subsumed under the interdisciplinary topic 'Democracy and Citizenship' and the core value 'Democracy and Participation'. Previous chapters have addressed what competencies are to be promoted according to the interdisciplinary topic and core value, how the competencies are to be promoted according to previous research, and to what extent English textbooks can cater to these competencies through textbook research. The presentation and analysis of the interdisciplinary topic and core value showed the importance of competency in intercultural competence and critical literacy and how to prepare pupils to function in a society. Intercultural competence and critical literacy were seen as relevant because of the importance of the development of these two when developing democratic citizens as outlined in the core curriculum.

To address my research question, I will look for different aspects of *Citizens* which are relevant and can be used in the classroom. One criterion will be how it suggests teachers work with the core curriculum. The interdisciplinary topic and core value represent a part of the core curriculum that can be connected to an overarching theme of democracy. I will look at how the textbook suggests teachers work with the interdisciplinary topic and core value through its texts, tasks, and illustrations, and how these textbook features are related to the overarching

theme of democracy. It can be tasks that ask pupils to work together and indirectly can affect their process of acquiring competencies subsumed under the interdisciplinary topic and core value. It can be texts which look at democratic issues that history has given us in a contemporary society, but also the positive sides of living in a multicultural society.

The interdisciplinary topic and core value are aspects of LK20 pupils should learn indirectly by being parts of the core curriculum where the topic could aid the correlation between subjects in school, and the value is a list of commands schools should operate by. Therefore, it is interesting to see how it can be perceived through a textbook. The textbook will be analysed by looking at elements that can be seen as aiding in the promotion of the following:

- The analysis will look at issues and topics related to the interdisciplinary topic and core value and how they are portrayed and treated in the textbook. Through portrayals of minority and indigenous people, textbooks can counter stereotypical representations and prejudice. To investigate this, the analysis will for instance investigate to what extent the textbook uses texts from different perspectives or different cultures to help promote these competencies.
- The texts are, furthermore, accompanied by different tasks to create a further understanding of what the pupils have read. These tasks could aid in the development of critical thinking by helping them take a critical approach to what they have just read.
- The analysis will also look at the liberty the textbook gives teachers to create their own lesson plans and activities they can use to further develop the required competencies. A teacher's role is important when it comes to a classroom in order to create a classroom experience where pupils learn in the best possible manner.

5.2 Evaluation of textbooks

The Norwegian Directorate for Education and Training has created 'Quality criteria in English' which can be used to evaluate the different learning resources. It is based on research of what is seen as good learning resources in the English subject, and we can use it as a model for investigating to what extent textbooks may help promote the interdisciplinary topic 'Democracy and Citizenship and the core value 'Democracy and Participation'. The model consists of three categories: 1. Regulators given by the curriculum. 2. Pedagogical and didactic quality. 3. Design and textual quality. Each category consists of different claims that the

textbook is able to meet or not. All of the categories and claims shall give a complete assessment of the learning resource (The Norwegian Directorate for Education and Training, 2020j). This thesis serves the purpose of assessing how relevant a learning resource is for the English subject and use parts of the model which are relevant when looking at to what extent textbooks promote the interdisciplinary topic and core value. The relevant claims on the learning resources either claim what education should consist of according to LK20, and basic values and principles on how education should be carried out, or look at the pedagogical and the didactic quality of education. The relevant claims are also relevant for the interdisciplinary topic, core value, or both. The criteria which are relevant for this thesis, are these:

1.3. The learning resource consists of texts, illustrations and activities which promotes intercultural competence.

1.4. The learning resource reflects on the multicultural and multilingual classroom.

1.6. The learning resource treats topics from different perspectives, lets pupils immerse themselves over time, and challenges pupils to ask questions, discuss and reflect.

1.7. The learning resource provides pupils with the opportunity to create something new with the knowledge presented, and transfer what they know and have learnt into new unknown situations.

1.8. The learning resource asks for the pupil's experiences, views, encounters and opinions.

2.1. The learning resource provides pupils to different interpretations and encounters of literary texts and other expressions of culture.

2.2. The learning resources promotes an including attitude and acceptance towards different variants of English.

2.4. The learning resource facilitates communication and interaction between students.

3.2. The learning resource has a clear structure, and it is easy for both teacher and pupils to navigate between different sections of the learning resource.

(The Norwegian Directorate for Education and Training, 2020j).

These claims help control what textbooks can and should promote. They do not cover all of what is mentioned in the interdisciplinary topic or core value but give an overall view that can supplement the criteria outlined above. What is the magic number on how much is enough, is difficult to say, but it can vary from teacher to teacher and therefore become a variable of human error.

The method chapter has looked at what kind of textbook analysis that I have done and how I will analyse the textbook chosen. Some elements and criteria have been used to see if the textbook is relevant when it comes to promoting competencies subsumed under the interdisciplinary topic and core value.

6. Results / Findings

The purpose of this chapter is to show my analysis of *Citizens* and what I have found. The results and findings will be connected to the interdisciplinary topic and core value, and the relevant criteria from the ‘Quality criteria’ in the English subject.

6.1 *Citizens*

Citizens is divided into five chapters which all have different focal points. In the preface of the textbook, there is a detailed description of what these focal points are. The textbook writers describe, that in order to help pupils get the most out of the texts in the textbook, they are accompanied by pre-reading tasks, questions while reading and various tasks that test their understanding, ask them to reflect on the text, and challenge them to analyse, write, practice, and create (Andersen et al., 2020, p. 2). The writers also refer to a website which is the extensive online companion to the textbook. Although not relevant for this thesis, it can complement some material that is not mentioned in the printed textbook. The online companion is where pupils find different kinds of interactive tasks for each text, listening material, useful links, and something called ‘Explore’ tasks which invite them to investigate a topic further online (Andersen et al., 2020, p. 2). There are a lot of different tasks related to the texts in the textbook. Tasks that want pupils to ‘Understand’, ‘Reflect’, and ‘Practice’ are frequently connected to the texts. These tasks are often divided into sub-tasks which are divided with letters from the alphabet. They are also color-coded with a strong orange color marking those tasks as more challenging. An example of such a task is: “Task 2 Reflect. Talk about the following: c. Should we always have consent before borrowing from other cultures? Why or why not?” (Andersen et al., 2020, p. 199). Tasks that want pupils to ‘Create’ or ‘Interact’ appears less frequently. These tasks often require more from pupils and can be tasks for bigger groups or that they require something from outside the classroom. An example of such a task is:

Task 4 Create: Writing. An English friend of yours has contacted you on social media to ask if you think it would be a good idea for her to complete her university degree in Norway. You have found the following information in a large report by *Språkrådet*. Write your friend a paragraph telling her about the use of English in higher education in Norway. (Andersen et al., 2020, p. 21)

Here pupils are meant to work in bigger groups and create something which might not seem to be directly connected to the competencies I am discussing, but it could be connected to the joy of creating, engagement, and the urge to explore. “In a larger perspective, creative learning processes are also necessary part of the pupils’ development as human beings and in the development of their identity” (The Norwegian Directorate for Education and Training, 2020c). It could also make them write and draw on sheets of paper, rather than making them digitally on a tablet or computer. Here a teacher’s role plays a part in how much time and what is most valuable for pupils in the given context of their education.

The interdisciplinary topic and core value in *Citizens*

Tasks related to the core curriculum can be identified throughout all the chapters of the book. As a collective, they can relate to different sections of the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’. Here are some examples from the textbook followed by a presentation on how the tasks relate to the interdisciplinary topic and core value. As a pre-reading task on an in-depth topic called “Netizens” from chapter 1 Connections, the textbook writers want the pupils to do as follows:

Task 6 Create: Sign. Work in groups. One way of taking part in a democracy is to join a demonstration to protest or support a political cause or topic. Create a sign to use at a demonstration for a cause you feel strongly about. You need to come up with a slogan and an illustration for your sign. (Andersen et al., 2020, p. 214)

In this task, pupils are encouraged to have and explain their opinion. Connecting this to the core curriculum, pupils can gain competency on using their freedom of speech. They are asked their opinion, which can help them to further develop knowledge about human rights like freedom of speech. It can also help them develop competency in participating in political activities. Having their own opinions, venting them in the classroom, and having other pupils question and juxtapose them, can help them develop competency in how to exercise their rights as citizens to participate in politics and influence developments in the civil society (The Norwegian Directorate for Education and Training, 2020b). Looking at the criteria model, it seems to relate to criterion 1.7. “The learning resource provides pupils with the opportunity to create something new with the knowledge presented, and transfer what they know and have learnt into new unknown situations” (The Norwegian Directorate for Education and Training, 2020j), by expressing opinions with the knowledge they already have, and transfer this to new situations which may occur later in life. It also may meet the criterion 1.8. “The learning

resource asks for the pupils experiences, views, encounters and opinions” (The Norwegian Directorate for Education and Training, 2020j), by asking for pupil’s experiences, views, and opinions related to being a part of democracy and creating something that supports a cause they feel strongly about.

Some tasks want pupils to look back at a whole chapter and review what they have learnt. In chapter 2 which is titled ‘Challenges’, pupils are challenged to pick what they perceive as the most important texts for this task. The task is:

Task 6 Review

- b. Imagine you have thirty minutes to prepare for a group discussion about challenges in today’s society. To prepare for this discussion you can only use texts from this chapter. Which texts do you choose, and why? When you have chosen which texts to use, decide how you would prepare for the discussion; would you just read the texts, would you take notes, or do you have a different strategy? (Andersen et al., 2020, p. 133)

This task also promotes competency on topics like freedom of speech and participation in political activities. However, it also looks at challenges in accordance with democratic principles that pupils shall have the knowledge and skills to face through teaching and training (The Norwegian Directorate for Education and Training, 2020b). With this task, they are to gain competency in thinking critically by having to choose what they see as most fitting for the discussion and why. They will also need to reflect on how they should prepare for the discussion and defend their choice. Decisions like these, have value as experiences in the here and now, and prepare pupils to become responsible citizens in society (The Norwegian Directorate for Education and Training, 2020d). If we look at the task and how it is relevant to the criteria model, it could meet criterion 1.6. “The learning resource treats topics from different perspectives, lets pupils immerse themselves over time, and challenges pupils to ask questions, discuss and reflect” (The Norwegian Directorate for Education and Training, 2020j), by making pupils look at different perspectives of the chapter, and challenging them to ask questions, discuss and reflect the topic of challenges in today’s society.

Another type of task found in the textbook relies on the cooperation between pupils and how they can benefit from tasks like these to gain positive attitudes towards becoming citizens in a democracy. The following task accompanies five different short texts which all have different stories to tell about how digital life has an impact on people. The task also refers to

pages earlier in the book. One to use different phrases in the task, and the other page to a pros/cons table they should have made earlier working with the textbook. The task is:

Task 1 Reflect & Compare. Work in groups. Use phrases from the list on p. 25 in your discussion.

- a. Which text did you like best? Why?
- b. Compare your notes from the pros/cons table you have made about positive or negative aspects of digital life (p. 30). Agree on the three most important pros and the three most important cons. (Andersen et al., 2020, p. 40)

By having pupils reflect and compare in groups, the textbook could seem to meet criterion 2.4. “The learning resource facilitates communication and interaction between students” (The Norwegian Directorate for Education and Training, 2020j), by making pupils do tasks that make them communicate and interact with each other. *Citizens* may also be the same for criterion 2.1. “The learning resource provides pupils to different interpretations and encounters of literary texts and other expressions of culture” (The Norwegian Directorate for Education and Training, 2020j), by making pupils look at different literary texts which express different cultures when it comes to social media and digital world. By using this task, or a similar type of task, teachers can promote competency in democratic processes. A part of a democratic process is to actively participate in a decision-making process. The task asks pupils to agree on which text they liked best and why, and then select what they find to be the most important aspects of what they agree upon. A task like this can also help pupils benefit through other democratic aspects of teaching and learning. They can help to ensure that there is room for collaboration, dialogue, and disagreement, and they can also get a sense that their voice is heard in school (The Norwegian Directorate for Education and Training, 2020d).

Intercultural competence in *Citizens*

Intercultural competence can be seen as represented through different facets of the textbook. By looking at criterion 1.3. “The learning resource consists of texts, illustrations and activities which promotes intercultural competence” (The Norwegian Directorate for Education and Training, 2020j), we might be able to tell that it should consist of texts, illustrations, and tasks that should promote intercultural competence. *Citizens* is a book that promotes it through all of these. Chapter 3, Cultures, and chapter 4, Citizens, are the ones that have the most relevant topics. In chapter 4 there is an excerpt of a text by South African comedian Trevor Noah called

Born a Crime. In this excerpt, he writes about South African history and a part of his childhood where he had a meeting with apartheid and racism. “Apartheid was perfect racism” (Noah, 2016, as cited in Andersen et al., 2020, p. 231). This is how the excerpt starts, and initially gives pupils something to think about when it comes to apartheid and relationships between the majority and the minority. The majority being the white apartheid regime and the minority being the coloured people (Andersen et al., 2020, p. 230). It is a text of non-fiction about another time and another culture for pupils who have grown up in Norway. Referring to figure 1, the model on competencies required for democratic culture and intercultural dialogue, this excerpt promotes intercultural competence by looking at competencies in the model which is not fulfilled. The majority do not value human dignity and human rights by treating a group of people in South Africa as lesser persons than themselves. They did not value cultural diversity, by looking at interracial children as ‘born a crime’. They showed no attitudes of openness to others and respect for their fellow man. By having pupils read and making them reflect and understand why they are reading the text excerpt, they can gain intercultural competence. Understanding what is wrong in this excerpt is a part of having competency in living in a democratic culture, by observing similar incidents in their own community and not participating in similar incidents. They can obtain skills like empathy, co-operation skills, and conflict-resolution skills just by reading this text.

There are tasks which can accompany the task mentioned above when reading a text like *Born a Crime* to make sure that pupils read it, and that they do understand the topics brought up as something negative for democratic societies. A task is:

Task 1 Reflect: The story

- a. Trevor Noah has clearly grown up in a very undemocratic society. What is mentioned in the excerpts that could be considered undemocratic?
- b. How does the story of the minibus ride reveal that there were other forms of prejudice than racism in South Africa at the time, for example between the Zola and Xhosa people?
- c. Why are democracy and apartheid incompatible? (Andersen et al., 2020, p. 236)

Tasks like this one could make pupils reflect on democracy and what kind of values are needed to maintain it. It can give them knowledge and critical understanding of the world, by seeing what is unjust with apartheid, prejudice and racism, and how these unjust parts of societies are still seen all over the world. By learning about democracy, justice, fairness, and equality, they can realise the value of these features of a democratic society. It can also make them feel a

sense of responsibility towards others and participate in activities in society which can help them use this sense of responsibility.

There are also other tasks that can help promote intercultural competence. These tasks do not bring up what is wrong with the world, but rather want pupils to see the difference and meet people from other cultural backgrounds. This can be done by making pupils reflect out loud in pairs or small groups. A text in the textbook, called ‘Cultural Complications’, introduces a short story and two meetings Norwegian people have had with other cultures, with some factual paragraphs about culture, intercultural communication, cultural stereotypes, and prejudice. The accompanying task has no direct connection to the text by making pupils look for examples from it. However, pupils should read the text to gain more competency on topics which are relevant to the task. The task is:

Task 2 Reflect: Intercultural communication. Talk about the following in pairs or in small groups:

- a. Which cultures do you belong to and how are they different from each other? Think in terms of your age, ethnic group, gender, regional identity and so on.
- b. Where do you meet people with cultural backgrounds that are different from your own? What other sources of information about other societies do you have?
- c. When you meet people from other cultural backgrounds, how do you solve cultural challenges not caused by language difficulties?
- d. How do you communicate with your teachers? How formal or informal is this relationship, and what does this tell you about Norwegian values and ideals of formality. (Andersen et al., 2020, p. 144)

This task, combined with working with the poems in chapter 1, Connections, “Kidspoem/Bairnsang” by Liz Lochhead and “Yuh Hear Bout” by Valerie Bloom (Andersen et al., 2020, pp. 28-29), might be of help when it comes to criterion 1.4. “The learning resource reflects on the multicultural and multilingual classroom” (The Norwegian Directorate for Education and Training, 2020j). As they reflect on the multicultural and multilingual classroom. The task is a group task, which can bring pupils from different cultural backgrounds together to discuss what they already know and learn from each other, and therefore create a multicultural classroom. They can gain knowledge and critical understanding of themselves by discussing how their cultures may differ from each other, and value parts of their own culture and its diversity. They can also develop an attitude of openness

to cultural otherness by listening to what other pupils believe constitutes their identity and shows respect and empathy for the road that has taken them there. The task also shows pupils how they are multilingual. Their cultural backgrounds have been a part of forming each pupil's language. Some might speak more than, even two languages, and some might struggle to obtain a second one. When looking at where they meet people which have cultural backgrounds different from their own, and how they communicate with their teacher, they can find that their language culture helps them see how they differentiate from each other, but also what they might have in common as this is an important part of intercultural competence. Pupils might not think about the languages and cultures of the classroom as a factor of intercultural competence, but by participating in this task, they might understand how much they can learn from people around them.

The poems are each written in a manner that is two different varieties of English. By adding these two poems, *Citizens* promotes intercultural competence and cultural diversity if they are used in an appropriate manner in the classroom. Each of the poems has an accompanying task in the textbook. The task which belongs to the poem by Liz Lochhead is:

Task 1 Understand & Reflect: Kidspoem/Bairnsang.

- a. What events does the poem describe?
 - b. What does the speaker feel is the difference between writing and speaking English?
 - c. Why is the poem written in both Scots English and Standard British English, do you think?
- (Andersen et al., 2020, p. 29)

The task which belongs to the poem by Valerie Bloom is:

Task 2 Understand & Reflect: Yuh Hear Bout?

- a. Explain in your own words what the poem is about.
- b. How do you understand the last line in the poem?
- c. Why do you think the poet chose to write this poem in Jamaican English? (Andersen et al., 2020, p. 29)

The poems could help pupils see that English is a language that is different for different parts of the world. They can look at differences between them and might see words or structures

which can be unique for either Scots English or Jamaican English. This further supports intercultural competence by showing knowledge and critical understanding of language and communication. These poems can be a great start for pupils to learn and reflect on the fact that texts are written in a certain manner by a writer, to engage readers. With critical literacy, pupils are expected to reflect on why these poems have been written in their variety of English. They have to think about what the writers gain by writing in this manner and what they are able to achieve with it. As a part of intercultural competence is critical understanding, we can say that it is connected to critical literacy. As mentioned in chapter 4. Theoretical framework, a part of critical literacy is to be able to place texts in a historical, cultural, and situational context (Veum & Skovholt, 2020, p. 15). This is relatable to intercultural competence through the competencies in skills, as pupils should be able to carry out “patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal” (Council of Europe, 2018b, p. 46). The textbook could meet criterion 2.2. ”The learning resources promotes an including attitude and acceptance towards different variants of English” (The Norwegian Directorate for Education and Training, 2020j), by including texts with different variants of English which pupils should have an including attitude and acceptance towards. As a teacher, it is important that they are transparent and make it understandable for pupils why they work with texts. It also seems to meet criterion 2.1. “The learning resource provides pupils to different interpretations and encounters of literary texts and other expressions of culture” (The Norwegian Directorate for Education and Training, 2020j), by having two poems written in a form of English they seldom meet, and with expressions of culture which is not built on stereotypes but are written by those seen as oppressed minorities to give a more authentic view.

Figure 2 is found in chapter 3, Cultures, and is a part of a section of the chapter that looks at British culture, cultural differences within the United Kingdom, gives facts about the United Kingdom, Great Britain and the British Isles, and immigration to the United Kingdom post World War Two (Andersen et al., 2020, pp. 181-187). How a teacher uses the illustration, can be in many different ways. One way can be to make pupils “identify what they see in the picture and discuss any associations that arise” (Munden & Sandhaug, 2017, p. 429). *Figure 2* is an illustration that shows different characters and which tribe or ethnicity they belong to. They are all connected to the United Kingdom in some way, which pupils can connect to the Union Jack in the top middle. Viking, Roman, Norman French, and Celt are tribes which either originated or invaded the British Isles long ago, and pupils should learn this and find out which

countries or regions we associate them with now. For example, linking Vikings with Scandinavia. The other six ethnicities can be associated with immigration into the United Kingdom. An idea for a task is to ask pupils if they would associate the character with the ethnicity if they had not been given the text. An even better idea would be if the teacher would be able to get the illustration without the text and ask the pupils what ethnicity they connect to which character.



Figure 2. A historic look at the civilization of Britain. (No title. Illustration: Darling Clementine / byHands, from Andersen et al., 2020, p. 186)

Critical literacy in *Citizens*

Citizens does not refer to sources throughout the book. As an example, the text excerpt written by Trevor Noah does not state when it was written. One has to look at the section called ‘Acknowledgements’ at the back of the book to find it. However, *Citizens* redeems itself by adding a course in chapter 5, Courses, which is there to help pupils learn to use and refer to sources in a correct manner. As mentioned in the theory chapter of this thesis, assessing sources is an important part of critical literacy. *Citizens*, therefore, helps teachers promote competency in critical literacy for pupils.

In chapter 5. Method, it is stated that the analysis will look at elements of the textbook which can aid the promotion of three points. One of the points is how much liberty the textbook gives teachers to create their own plan and how they facilitate for the aims to be met. This is something which cannot be analysed through a single text, task, or illustration. Through LK20, there is nothing stating that a teacher has to use the textbook, and one can therefore simply refuse to use parts of the textbook which does not correlate with their plan or teacher role. However, a textbook should still be easy to use for both teacher and pupils. By looking at criterion 3.2. “The learning resource has a clear structure, and it is easy for both teacher and pupils to navigate between different sections of the learning resource” (The Norwegian Directorate for Education and Training, 2020j), *Citizens* should have a clear structure which is easy to navigate through. This is a criterion which is subjective. Both teachers and pupils have different preferences when it comes to how a textbook is structured. What I have seen in my analysis, can be perceived differently by another teacher. As an example, I see the structure of the five chapters as clear and easy to use, but I feel like the chapter titles are too close to each other in name and the description in the preface does not help distinguish them.

A textbook can still help a teacher form their teacher role, even though it is not seen through a single text, task, or illustration. In the textbook, there are texts which have tasks that are connected to them. A lot of the tasks want pupils to have read the text or look at it while they do them. However, the tasks are seldom interconnected by having the opportunity to do one task without doing the one before it. Teachers decide what they are using in their classroom for pupils to learn in a manner they think is the best. In the same way they use in the classroom what they think promote competencies for pupils in the interdisciplinary topic and core value from the textbook. This has to do with the teacher role through having different variables

making teachers dictate their education towards pupils. As mentioned earlier, teachers decide how they use textbooks. This is the same for *Citizens*. As an example, we can use the earlier mentioned “Task 6 Review” from page 133 in *Citizens*. The activity the task wants pupils to do, is to have a group discussion about challenges in today’s society. It is connected to a chapter of the textbook, but teachers can use this task and connect it to other sources of information on challenges in today’s society. It can be a movie or a non-fiction text from online resources. By altering parts of the task, the teacher plays a part to make it more of a task which suits their plan for the pupils’ education. A teacher can also use textbooks in a different way. They can choose to use the texts and create their own tasks.

This chapter has shown that *Citizens* have texts, tasks, and illustrations that can be used when promoting and teaching the interdisciplinary topic, core value, intercultural competence, and critical literacy. This analysis does not show how much of the textbook that can help the promotion, but it shows that teachers can also be a factor that dictates the use of the textbook.

7. Discussion

In this chapter, I will discuss my overarching research question in light of findings, previous literature, and theory. The discussion will be divided into three focus areas mentioned below and use all of this to answer my research question.

7.1 Research question and focus areas

My research question is as follows:

To what extent and in what ways can textbooks help promote the knowledge, skills, attitudes, and values (competencies) subsumed under the interdisciplinary topic ‘Democracy and Citizenship’ and the Core Value ‘Democracy and Participation’ in Norwegian upper secondary school?

My focus areas are:

- How are the interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’ represented in the textbook?
- In what way does the textbook promote intercultural competence to pupils?
- How can the teacher promote critical literacy by using texts, tasks, and illustrations from the textbook?

The next sub-chapter will serve as a discussion to try and answer the research question and use my focus areas to discuss chapter 6. Results / Findings in light of the theory and previous research.

7.2 Discussion

To what extent and in what ways could the textbook aid the promotion of the Interdisciplinary topic ‘Democracy and Citizenship’ and core value ‘Democracy and Participation’?

As seen through *Citizens*, the interdisciplinary topic and core value are represented mainly through tasks. This has to do with pupils establishing competencies under those two through a variety of tasks (Andersen et al., 2020, p. 2). These are not tasks like reading about different

aspects of democracy, but rather activities that encourage learning by doing. Munden & Sandhaug (2017) writes that a textbook should have varied and motivating tasks and also the scope to be doable for pupils who need a lot of support, and challenging for advanced learners (p. 63, section 3.3). Therefore, the tasks of a textbook can promote competencies under the interdisciplinary topic and core value to pupils with different needs by being a set of different tasks. The core value 'Democracy and Participation' states that "Democratic values shall be promoted through active participation throughout the entire learning path" (The Norwegian Directorate for Education and Training, 2020d). Tasks from the analysis section of the interdisciplinary topic and core value in *Citizens*, want pupils to reflect, review and compare, either individually or in groups. Stray (2011) writes in her book about teaching democracy in school, that as a future citizen, pupils learn that there are different aspects of activity which shapes their citizenship. A society will benefit from people using their right to demonstrate, protest, and participate in societal events (Stray, 2011, p. 106, section 2.1). They shape their knowledge, skills, values, and attitudes through doing activities connected to democratic processes and values. The interdisciplinary topic is meant to give pupils knowledge about the basic tenets of democracy, its values and rules, and prepare them to participate in democratic processes (The Norwegian Directorate for Education and Training, 2020b, section 2.1). One of the tasks wants pupils to look at what they have already read, and use what they see as most important. This could promote their skills of preparing their own work and create something they are happy with. This might make them express, what Harris (2013) sees as important for scholarly research, their own vision and voice, deal with uncertainties and changes that come with learning new ideas and new perspectives, and build a solid foundation for their own work in context (Harris, 2013, section 3.1). When possessing these skills, they learn to become citizens which "think critically, learn to deal with conflicts of opinion and respect disagreement" (The Norwegian Directorate for Education and Training, 2020b).

Fjørtoft (2016) mentions that pupils need to do more than just transfer their knowledge into different scenarios. They need competency on how to function in society on an ethical, social, and emotional level. Features of a democratic society, like participation in a democracy, social justice, and human rights, are parts of democratic processes and democratic values (Fjørtoft, 2016, p. 23, section 3.3). These could be an integral part of the learning process subsumed under the interdisciplinary topic and core value. In the task Reflect from chapter 1, Connections, on page 30, the textbook requires pupils to explain their opinion on two statements that are relevant to our contemporary digital society. Social media and gaming are

two topics that a high percentage of pupils have as an out-of-school interest (Munden & Sandhaug, 2017, p. 83). As an assumption, the textbook used these two topics deliberately to make it more interesting for pupils and thereby making sure that more pupils participate in the activity. As Nuñez-Pardo (2018) mentions, a textbook is not neutral, as they depict and reproduce values, behaviours, cultural patterns, and a lot of other things she mentions (p. 232, section 3.2). She sees this in line with how textbooks are biased when it comes to multicultural values, and not how textbooks can be targeting motivating topics for pupils, but it does not affect the relevance it holds. It is written earlier in this chapter that participating in activities in the classroom is important for a teacher promoting competencies under the interdisciplinary topic and core value. Therefore, introducing statements, which require pupils to make up an opinion if they agree or disagree and they have to explain why or why not, can help the promotion of competencies.

This is also seen through texts in textbooks, by looking at which texts the textbook writers choose to incorporate into their books. The writers made a choice to use the text excerpt from the autobiography *Born a Crime* by Trevor Noah. They did not only choose which text to use, but also which part of it they found the most relevant and interesting. They also chose to include South African history and societal challenges with this text, instead of using, for example, a text about Aboriginal history and culture in Australia. The text describes only what Trevor Noah experienced and endured. Again, this strengthening the notion that textbooks are not neutral. They generate specific patterns of perceiving the world and transmit constructions of identity (Fuchs & Bock, 2018, p. 1). And *Citizens* does this by not choosing texts which are only transmitters of factual information but also implements texts which tell the story of a person or a group, like *Born a Crime* does. This is to make pupils more interested, motivated, and more aware of the world around them, hence, making them more active and further giving them competencies under the interdisciplinary topic and core value.

In the core value 'Democracy and Participation', it is stated that school must be a place where pupils experience democracy in practice (The Norwegian Directorate for Education and Training, 2020d). The reason why pupils must experience it in practice is because Norway is, and further want to develop being, a democratic country. There is a connection between how democratic a country is and the living standards. As seen with the 'Democracy Index' and the Human Development Index, those countries which were highest-ranked as being the most democratic, were also ranked higher in HDI (EIU, 2021; UNDP, 2020, section 2.2). A country's education is a part of its human development. This means that how democratic a

country is can indirectly play a part in how high the educational level is. Therefore, it is important that pupils learn about democracy in practice. As in chapter 1 Connections, Task 1 Reflect & Compare on page 40, wants pupils to work in groups on which text from the chapter they liked the best, and what are some positive and negative aspects of digital life. The task makes pupils interact with each other and express themselves. It is important that the school ensures that there is room for collaboration, dialogue, and disagreement (The Norwegian Directorate for Education and Training, 2020d, section 2.2). A society's norms and expectations are connected to citizenship, and how this constructs the identity of a citizen through the political and social culture they live in, and how the citizen expresses themselves and participate in society with democratic values (Stray, 2012, p. 20, section 3.3). The textbook could promote this by having tasks which open up for dialogue and discussion. How much they participate and what aspects of digital life they deem as important is a part of forming their identity through a citizenship.

To what extent and in what ways could the textbook aid in the promotion of intercultural competence?

Intercultural competence is promoted through texts, tasks, and illustrations in *Citizens*. It is explained in *The Palgrave handbook of textbook studies*, that “the textbook is a medium of social observation and sociocultural knowledge” (Fuchs, 2011, as cited in Bock, 2018, p. 61). An intercultural interaction is an occurrence where cultural diversity, and other differences between people like citizenship, can have an effect on how the interaction progresses and ends (Dypedahl & Lund, 2020, p. 19, section 4.1). Intercultural competence is a set of different competencies on how these interactions can progress and end in a desirable manner. It is therefore essential that *Citizens* is a medium of sociocultural knowledge, seen as knowledge about social values and the norms of behaviour in a given society (Council of Europe, 2018a), so that pupils can learn about the social phenomenon that is intercultural competence through social interactions between individuals.

Texts can make pupils read about different societies and learn about other cultures to gain intercultural competence. The previously mentioned text excerpt from the autobiography *Born a Crime* by Trevor Noah in *Citizens*, gives pupils insight into life in South Africa. The text excerpt creates a more personal look at apartheid by following a person's experiences rather than having a factual text explaining the phenomenon. It is the same with the two poems by Valerie Bloom and Liz Lochhead. They give a look at cultural diversity and multicultural

societies, and how this can be connected to varieties of English (Section 6.1). The competencies required for democratic culture and intercultural dialogue can be promoted by using these texts in the classroom. They are seen in *Figure 1* and some are used in chapter 6, to show what it can promote. An example can be the competencies they gain as values. They are guiding principles for deciding how to act (Council of Europe, 2018b, p. 38, section 4.1). A teacher's role is important as they decide how to work with different texts and how they are to use them (Alford et al., 2019, p. 95, section 4.2). They are a big part of how they use the texts and how the pupils gain the right values. Pupils do not sit with these values but acquire them as they “want to reach the desirable goals that should be striven for in life” (Council of Europe, 2018b, p. 38, section 4.1). Many pupils and teachers see textbooks as necessary sources of knowledge needed in schools (Rasmussen & Hagen, 2015, p. 152, section 4.2). The textbook, in a partnership with the teacher, should therefore promote these values. Pupils have to obtain these values in order to understand how to act in intercultural interactions which can be linked to similar incidents like the one Trevor Noah describes, and understand what is wrong in that situation.

Textbook tasks can help teachers promote intercultural competence by focusing on the multicultural classroom. Tasks like “Task 2 Reflect: Intercultural communication. Talk about the following in pairs or in small groups” (Andersen et al., 2020, p. 144) make pupils work together and talk to each other about different aspects of culture, and focus on their different cultural backgrounds inside the group. Through this group work, the pupils can obtain these values, attitudes, skills, and knowledge and critical understanding which are required for a democratic culture and intercultural dialogue. They learn to express themselves in a nuanced and precise manner which is adapted to the purpose, receiver and/or situation (The Norwegian Directorate for Education and Training, 2020e). More than one cultures meet, and it is important within a society with democratic culture, that people can express themselves and also listen to others. As mentioned by Salah (2019), it is linked to politeness, and how people, with the competencies, know how to adjust themselves in a given context to not be perceived as rude, demeaning, or other negative aspects with politeness which can occur by showing a set of emotions in a wrong context (Salah, 2019, section 3.3). A part of the interdisciplinary topic ‘Democracy and Citizenship’, is that pupils are encouraged to gain competencies on exercising their rights to participate in politics and influence development in civil society (The Norwegian Directorate for Education and Training, 2020a, section 3.3). It is therefore important that textbooks promote tasks which require group work, so teachers can use them

in the classroom so pupils can participate in activities like conversations and discussions which are important for a democratic society. These tasks often make pupils choose a side, like in Task 2 Reflect: Intercultural communication. With this task, the textbook writers have created it by choosing what they look at as important aspects when discussing culture. The pupils connect how they look at culture, but intercultural issues are not sufficiently covered on their own (Lund & Villanueva, 2020, p. 161, section 4.1). It is therefore important that teachers give knowledge with their appearance and supplement with questions to further promote the tasks given by the textbook.

The textbook writers decide what should be included in textbooks, and this supports Nuñez-Pardo's article. "English textbooks are not neutral as they not only depict and reproduce values, behaviours, cultural patterns, traditions and dominant ideologies, but they also reinforce stereotypes and support the idea that one nationality is superior to others" (Nuñez-Pardo, 2018, p. 232, section 3.2). Textbooks cannot be neutral, as they are a mix of different types of texts, tasks and illustrations/pictures which are chosen by the writers or created for the purpose of the textbook. Nuñez-Pardo (2018) makes some valid points in her article, but it is from my perspective difficult to agree with all the negativity towards textbooks and their world view. However, as mentioned in the method chapter, this thesis uses the analysis of one textbook, which makes the research less valid than if there were used more textbooks to create an overarching look. *Citizens*, like every other textbook has a chosen set of discourses and ideologies in it. There are shown minority culture and their struggle with represented Western and non-Western views, in texts like *Born a Crime*. It is difficult to call this "cultures with a reductionist homogenized vision" (Nuñez-Pardo, 2018, p. 232), as it is written by a South African who is seen as born a crime. This is one example from *Citizens*, and cannot alone prove that Nuñez-Pardo (2018) is wrong. However, it shows that they can use texts to create more cultural diversity, and supported with more examples, it could be worthy of some further research. The idea that textbooks support the idea that one nationality is superior is difficult to find examples of in *Citizens*, and has more to do with the teacher in the classroom and their education. A teacher role has a profound effect on "what is legitimate knowledge, what should be taught, and how it should be taught" (Alford et al., 2019, p. 92, section 4.2) A pupil will not learn from the textbook without a teacher, and therefore a teacher can move away from this view of a superior nationality.

The notion that textbooks reinforce stereotypes is seen with *Figure 2*, but it does not need to be a negative side of education. Reinforce is a rather strong word, and in this sense, it would

be more accurate to use ‘make use of’. In *Figure 2*, pupils can question what to associate, and if it is correct to do so, with different ethnicities. One could question what a person of Jamaican heritage has to do with holding a skateboard, or if they could have identified the person of Turkish descent without the flag, which looks similar to the Turkish one. It is important that pupils can use illustrations critically and have the skills to get an understanding of the world on an individual and societal level (Veum & Skovholt, 2020, p. 15, section 4.2). The illustration from *Figure 2* can promote competency in intercultural competence, if the teacher uses it in a correct manner and scaffolds learning through discussion. As explained in the ‘Reference Framework of Competences for Democratic Culture’ by Council of Europe (2018), it is with knowledge and critical understanding, pupils learn how the perspective on the world has gone through emotional, cognitive, and motivational biases, and is a vital part for participating effectively and appropriately in a culture of democracy (Council of Europe, 2018b, p. 52, section 4.1). They will be able to think and understand what stereotypes come from, and how they can be seen as negative. Stereotypes are often connected with flaws associated with a group and come from the supremacy dominant cultures have over dominated ones (Nuñez-Pardo, 2018, p. 232). However, *Figure 2*, even though one classifies it as an illustration with stereotypes or not, can also help promote intercultural competence with the textbook. Pupils and teachers are bombarded with visual input in their everyday lives. Some textbooks include pictures and illustrations which are suitable for the purpose of stopping for a while and look at it in detail and put words to them (Munden & Sandhaug, 2017, p. 429, section 6.1). This can teach pupils to slow down and think about why the textbook has used these pictures and illustrations in this book and at those specific places. Teachers have an important role to use illustrations, like *Figure 2*, in a manner which makes this avoidable. Using it to promote pupils to gain knowledge and critical understanding of the world and learn the skills of flexibility and adaptability, help teachers to promote competency through the textbook.

To what extent and in what ways does the textbook aid in the promotion critical literacy by using features from the textbook?

An aspect of textbooks is that they seldom refer to sources in the text (Blikstad-Balas, 2016, p. 75, section 4.2). *Citizens* is no exception. As an example, the text excerpt written by Trevor Noah does not state when it was written. One has to look at the section called ‘Acknowledgements’ at the back of the book to find it. At the same time, pupils are expected to refer to sources in a correct manner, and textbooks and their writers receive this kind of

omniscient role that pupils should not learn from. Texts in textbooks are therefore not suitable for the practice of writing sources, which pupils should be able to master (Blikstad-Balas, 2016, p. 75). It becomes a topic of stealing the work of another person when there is no referring to sources. This is a problem which can be harmful to democracy. By learning how to do it correctly, they learn about the common values of democracy. Pupils look at rights and wrongs in a society and how that can strengthen their identity (Stray, 2011, p. 27-28, section 2.1). The correct use of sources and critically assess them are parts of competence aims in the English subject, and is, therefore, something pupils shall gain competency in and which textbooks should promote. The writers of *Citizens* add a course in chapter 5, Courses, which helps pupils learn to use and refer to sources. It is an important aspect of critical literacy that pupils have the ability to assess the reliability of a given text (Veum & Skovholt, 2020, p. 15).

It is just as important that pupils understand why a text is written, by whom, with what purpose in mind, and what kind of ideology is revealed in the text. With critical literacy, pupils are put in a position of choice, self-expression, reflection, assessing choice of texts, presentation, approach, and asking questions of their own (Tønnesson, 2002, p. 395, section 4.2). These are all relevant to the interdisciplinary topic and core value in their overarching democratic value. Texts and tasks are written in a manner to make pupils think. It is a part of critical literacy when they critically think about the manner in which texts and tasks are written, who has written it, for what purpose, what devices are used to convince the reader, and what is left out. The two poems and the relevant tasks in chapter 1, Connections, are used in *Citizens*, to make pupils look at different varieties of English and to make them explore that texts are written differently to prove a point. The teacher role is essential when using critical literacy to look at texts. There are two different perspectives on critical literacy when using it in a classroom, which have different approaches. These are the dialogical perspective, which sees it as important that pupils comprehend that meaning is something that appears through a negotiation between reader and writer, and social-constructivist perspective, which sees it as important that pupils understand that texts create an image of reality (Veum & Skovholt, 2020, pp. 21-22, section 4.2). With the poems, the tasks, which accompany them, can be seen as promoting critical literacy by being questions which encourage pupils to critically look at the text. Teachers must comprehend what they see as relevant for the given classroom activity. Both perspectives can be used in connection with the two poems, it is more of a question about what the teacher sees as the most important aspect. The poems can give different opinions of the meaning behind them, and through a discussion in the classroom, they can see that there

is not a one-sided opinion, but rather a relation in meaning for both reader and writer. With the socio-constructivist perspective, there is more of a textual look at why they are written as they are, and that it creates an image of reality, and does not have to be a true depiction of the world.

This chapter has discussed the findings/results and used the theoretical framework, literature review, and the other earlier chapters to discuss their relevance to answering the research question. When it comes to in what ways the textbook helps promote competencies under the interdisciplinary topic and core value, it has different texts, tasks, and illustrations which can be used. I have picked out some examples in this thesis, and not all aspects of the book which can be related to the overarching topic. This has been done to analyse them in further detail to show in what ways. The textbook writers have chosen different tasks and texts which show one side of a story or created a statement, to make pupils create their own opinion and share it. This is an important aspect of the interdisciplinary topic and core value. There are also texts, tasks, and illustrations which promote the values, attitudes, skills, and knowledge and critical understanding needed to gain intercultural competence. Examples of how the textbook promotes these competencies are done by challenging stereotypes, creating group tasks where they reflect and discuss in groups intercultural communication, and looking at texts about and from cultures different from their own. *Citizens* also presents to pupils how to use and refer to sources, which is part of a democratic culture to do correctly. This is an important part of critical literacy together with the different manners of reading a text critically and the process after. It puts pupils in a position which is relevant to the interdisciplinary topic and core value. It is also a big part of teacher role, and how they choose to use the texts as a classroom activity. This can be taken further to the research question, as it also asks to what extent textbooks promote, as the teacher plays a part in how a textbook promotes competencies. How the teacher uses the book is an important aspect of to what extent textbooks promotes competencies. They must rely on their own pedagogic competencies and occasionally use additional activities to make sure the desired competencies are developed.

8. Conclusion

This chapter will consist of a conclusion, with a summary of the main findings and a discussion of implications when using the textbook in the classroom. There will also be addressed some limitations on to what extent and in what ways the research method has been able to give the answers needed to address the research question, and how further research could be able to aid answering the research question, by choosing different approaches to shed light on different aspects of the thesis.

8.1 Conclusion

The idea of this thesis started as a mixed interest in how different aspects of democracy are learnt in school and the use of textbooks in a contemporary classroom. Democracy is a part of our society on many different levels. Democratic processes, values, elections, parties, etc. are all important aspects of living in a democratic society. It also has some flaws, and some of the problematic sides in recent years, made me interested in educating pupils on topics connected to democracy in school. The fascination with democracy is only part of the making of this thesis. The other part is that the printed textbook is still in schools today. It is still used as a part of education for pupils by teachers. Therefore, I wanted to look at how textbooks can be used in a combination with learning about democracy.

Summary of main findings

The research question for this thesis is: *To what extent and in what ways can textbooks help promote the knowledge, skills, attitudes, and values (competencies) subsumed under the interdisciplinary topic ‘Democracy and Citizenship’ and the Core Value ‘Democracy and Participation’ in Norwegian upper secondary school?*

‘To what extent’ can be answered in terms of quantity. For example, the textbook to a large extent promotes the competencies subsumed under the interdisciplinary topic and core value. However, the implications and limitations might make this question difficult to answer with this thesis. An important aspect when answering this question is that how the teacher uses the material of the textbook, can have an effect. They must use their own capabilities and role to facilitate the promotion of competencies with the textbook. *Citizens* also meets the criteria introduced in chapter 5, by comparing the material in the book to the aspects that promote the

interdisciplinary topic and core value and how they do it. So, by looking to *Citizens* for answers, textbooks are able to introduce topics which can help promote competencies, but also relies on the teacher role and their use of it in the classroom.

There are even different ways that the textbook does it. The competencies can be gained through texts, tasks, and illustrations. Through text, pupils can read about other cultures and connect them to their own, and what similarities and differences there are. Different cultures can have a different historical background with issues which does not correlate with a democratic society. Pupils need to learn about these in order to gain their own opinion and further participate in political activities and other parts that come with the interdisciplinary topic and core value. These texts are chosen by the textbook writers and create a learning resource which is not neutral. This aspect of textbooks can help pupils state their opinion as textbooks are stating one side of a story or making the students agree or disagree with statements. Texts can also be used to exemplify, so they can think critically about why the writer has chosen to do this. This can be further addressed to tasks that promote to work in groups. These tasks are an important aspect of gaining competencies in the interdisciplinary topic and core value, by making pupils express their meanings and share them with others and also listen to them. With the use of illustrations or pictures in the classroom, the teacher can use them to make pupils address what they see. When using illustrations in the classroom, they should be accompanied by tasks, as one can do with *Figure 2* to gain intercultural competence. Things do not need to be exactly how they first perceive them, and listening to other opinions and agreeing or disagreeing with them creates a process which is positive for their future democratic identity. With critical literacy one could look at how the textbook could help pupils understand that critical thinking is connected to how assessing and referring to sources correctly is an important democratic value, that the manner in which a text is written can promote critical thinking through different aspects of reading, and that the teacher role is an important aspect when it comes to how it might be used in the classroom.

Implications

The textbook investigated could be said to aid in the promotion of the interdisciplinary topic and core value, provided that teachers know how to use the textbook correctly in light of the core curriculum. Textbooks are not neutral, and it is important that they have the pedagogical knowledge to make sure that pupils acquire some values, attitudes, skills, or knowledge which are in line with the core curriculum. The textbook is a good source of information and varied

learning activities which could be useful in a classroom. However, it cannot be the sole source of promotion when it comes to intercultural competence and critical literacy, as they are in need of a direction given by the teacher.

8.2 Limitations and further research

The use of only one textbook to analyse, makes the research narrow. By analysing several textbooks, the data could give a wide-ranging and more varied picture of textbooks in light of this thesis. I see this as a limitation, and it also makes it more difficult to answer the question of 'to what extent', by not creating the necessary data. It is also a textbook created for general studies and does not show if there would be a difference with a book which targets vocational studies.

In this thesis, the analysis is on how printed textbooks can help promote the competencies under the interdisciplinary topic 'Democracy and Citizenship' and core value 'Democracy and Participation'. It does not analyse the digital resources that supplement every textbook that has been published in recent years. Some of the critiques against the printed textbook is that there should be more use of digital resources in the classroom. We live in a digitalized world and pupils are often familiar with the use of tablets, computers, and video game consoles prior to starting at school. The printed textbooks can therefore be seen as outdated.

The textbook has a lot of features which can be connected to democratic processes and values which they will meet in the future through different arenas. In this thesis, there was made a choice of introducing a few texts, tasks, and an illustration and further analyse those specific ones. For further research, it would probably benefit from analysing more than one textbook. It could also be an idea to use other methods of research to get other sets of data. This could be interviews with teachers, observations in classrooms, or a case study which could be connected to this research question.

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