

Faculty of Education

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Master's Thesis
Teachers' reported beliefs on how and why
use literature to promote intercultural
competence in lower secondary classroom:
challenges and advantages

Læreres rapporterte tanker om hvordan og hvorfor bruke
litteratur for å promotere interkulturell kompetanse på
ungdomstrinnet: utfordringer og muligheter

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Content

Table of content

CONTENT	4
ABSTRACT	7
NORSK SAMMENDRAG	8
1. INTRODUCTION	9
1.1 BACKGROUND.....	9
1.2 SUMMARY	19
2. CONCEPTUAL FRAMEWORK	20
2.1 INTERCULTURAL COMPETENCE	20
2.2 ATTITUDES, KNOWLEDGE AND SKILLS.....	22
2.3 ATTITUDES	22
2.4 KNOWLEDGE AND EDUCATION	23
2.5 SKILLS TO INTERPRET AND RELATE	24
2.6 WILLINGNESS OF DISCOVERY AND INTERACTION	26
2.7 IC AS A METACOGNITIVE PROCESS.....	27
2.8 ASSESSING THE DEVELOPMENT OF INTERCULTURAL COMPETENCE	31
2.9 SUMMARY	33
3. PREVIOUS LITERATURE	35
3.1 USING LITERATURE TO DEVELOP IC.....	35
3.2 WHY LITERATURE TO PROMOTE IC?	35
3.2.1 <i>Attitudes</i>	36
3.2.2 <i>Knowledge</i>	37
3.2.3 <i>Skills to interpret and relate</i>	38
3.2.4 <i>Willingness of discovery and interaction</i>	39
3.2.5 <i>Process and metacognition</i>	40
3.3 WAYS OF OPERATIONALIZING LITERATURE TO DEVELOP IC	40
3.4 POTENTIAL CHALLENGES OPERATIONALIZING IC USING LITERATURE	43
3.5 SUMMARY	46
4. METHOD	48
4.1 THE RESEARCH	49
4.1.1 <i>Pilot and interview guide</i>	50
4.1.2 <i>The pilot interviews</i>	50

4.1.3	<i>Conducting the interviews</i>	51
4.2	PRESENTING EMPIRICAL FINDINGS.....	52
4.3	LIMITATIONS	53
4.4	ETHICAL CONSIDERATIONS.....	54
4.5	SUMMARY	55
5.	PRESENTATION OF FINDINGS	57
5.1	INTERCULTURAL COMPETENCE	57
5.1.1	<i>Attitudes</i>	58
5.1.2	<i>Knowledge</i>	59
5.1.3	<i>Skills</i>	60
5.1.4	<i>Metacognition</i>	60
5.2	USING LITERATURE.....	61
5.2.1	<i>Why use literature to promote IC</i>	62
5.2.2	<i>Operationalization of literature to promote IC</i>	63
5.2.3	<i>Potential challenges and advantages</i>	65
5.3	ASSESSING DEVELOPMENT OF IC	68
5.4	SUMMARY	68
6.	DISCUSSION	70
6.1	UNDERSTANDING THE COMPONENTS	70
6.1.1	<i>Attitudes</i>	71
6.1.2	<i>Knowledge</i>	72
6.1.3	<i>Skills</i>	73
6.2	THE TEACHERS' REPORTED USE OF LITERATURE.....	74
6.3	POTENTIAL CHALLENGES PROMOTING IC.....	77
6.4	ASSESSMENT OF INTERCULTURAL COMPETENCE.....	78
6.5	IC AS METACOGNITIVE PROCESS	79
6.6	SUMMARY	80
7.	CONCLUSION	81
	REFERENCES.....	86
8.	APPENDICES	92

List of figures

Figure 2.1 Dypedahl's (2018) model of intercultural competence (p. 53) based on Deardorff (2006, 2015).	29
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Abstract

Title: Teachers' reported beliefs on how and why use literature to promote intercultural competence in lower secondary classroom: challenges and advantages

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Previous research indicates that literature has affordances that could be beneficial to develop intercultural competence (IC) in the English foreign language (EFL) classroom (Hecke 2013; Bland, 2020; 2013; et al.). IC is a term conceptualized in different ways and different models have been developed to illustrate what it comprises: attitudes, knowledge, and skills (Byram, 2021; Dypedahl & Bøhn, 2018). This thesis aims to explore teachers' understanding and beliefs about IC and how and why use literature to promote IC. Furthermore, it aims to identify potential challenges and advantages teachers may experience promoting IC in the lower secondary classroom. This entails researching teacher cognition to explore teachers' beliefs and understanding concerning IC and how these reflect their classroom practices.

The empirical research showed that the teachers had some understanding of IC but not comprehension of what IC entails in full. The interviewed teachers connected IC to attitudes such as taking other people's views into consideration and show tolerance and respect in the meeting with people from different cultural background. The research also showed that the interviewed teachers believed that IC was important to promote, at the same time as they found it important to become more aware of what IC was and how to promote it. The teachers saw the connection between how literature could be helpful to promote certain aspects of IC such as empathy and tolerance, but they also found it challenging to find suitable and motivating literature. When teachers reported assessing the development of IC at all, their opinions largely seemed to correspond with theory.

Norsk sammendrag

Tittel: Læreres rapporterte tanker om hvordan og hvorfor bruke litteratur for fremme interkulturell kompetanse på ungdomsskolen: utfordringer og fordeler

Forfatter: Roger Sigtbakken

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Tidligere forskning indikerer at litteratur har aspekter som kan være fordelaktig ved å utvikle interkulturell kompetanse i engelskfaget (Hecke 2013; Bland, 2020; 2013; et al.). Interkulturell kompetanse er blitt konseptualisert på flere måter og gjennom modeller for å illustrere hva det består av: holdninger, kunnskap og ferdigheter (Byram, 2021; Dypedahl & Bøhn, 2018). Denne oppgaven sikter på å utforske læreres forståelse og tanker om interkulturell kompetanse og hvordan man kan bruke litteratur som et virkemiddel for å fremme interkulturell kompetanse. Videre skal oppgaven identifisere mulige utfordringer og fordeler lærere kan oppleve når de skal promotere interkulturell kompetanse på ungdomstrinnet. Dette vil innebære å forske på læreres tankeprosess for å utforske dere tanker og hvordan disse reflekteres i deres undervisning.

Den empiriske undersøkelsen viste at lærere har noe forståelse av interkulturell kompetanse, men kanskje ikke altfor kjent med hva interkulturell kompetanse innebærer. Lærerne som ble intervjuet koblet interkulturell kompetanse til holdninger som muligheten til å se andre mennesker syn og vise toleranse samt respekt i møte med mennesker med ulik kulturell bakgrunn. Men undersøkelsen viste også at lærerne synes at interkulturell kompetanse var viktig å utvikle, og at det kunne være viktig med en bevisstgjøring rundt hva interkulturell kompetanse kunne tilføre undervisningen. Lærerne så hvordan litteratur kunne være fordelaktig for å utvikle noen aspekter ved interkulturell kompetanse, som for eksempel empati og toleranse. De så også utfordringer som knytter seg til valg av passende litteratur og motivasjon. Lærernes svar angående vurdering av interkulturell kompetanse i det hele tatt, kunne dette sees i sammenheng med teorien.

1. Introduction

This thesis will explore three interviewed teachers' beliefs and understanding of intercultural competence (IC), and how literature could contribute to the development of IC on lower secondary level. The aim of the background section is to shed light on why this research is relevant. Thus, this section will explore and discuss the place of IC in LK20, the term intercultural competence will be defined and challenges and advantages of using literature to promoting IC will be discussed. The introduction will shed light on how LK20 positions IC in the curriculum and the level of autonomy teachers are given when it comes to their methodological approaches. Due to the complexity of the term and the broad freedom of methodological approaches in LK20, exploring teacher cognition, teachers' beliefs and understanding of IC and how literature can be used to operationalize the development of IC, is viewed as important to research.

1.1 Background

The new Knowledge Promotion (2020) has been operationalized in Norwegian schools since 2020 and it introduced a variety of new elements deemed important today. The three interdisciplinary topics *sustainable development*, *public health and life skills* and *democracy and citizenship* were introduced and incorporated into many of the subjects. The preface of the new subject curriculum was the work of the Ludvigsen-commission (2015) where they suggested a renewal of the existing subject curriculum (LK06). Important aspects for this research that Ludvigsen-commission (2015) emphasised regarding communicative communication were attitudes in the interaction with others, as well as acceptance of perspectives and ways of seeing that differ from our own (NOU 2015:8, p. 29). Both the Ludvigsen-commission and the revised curricula emphasise the fact that society is changing, and school needs to be part of the progress. As mentioned above, the new subject curriculum has *Democracy and citizenship* as one of the three interdisciplinary topics. In the English subject, one of two main purposes when it comes to democracy and citizenship is to show pupils that their worldviews and perceptions are culturally dependent and subjective (Norwegian Directorate for Education and Training, 2019, p. 3). The second purpose is that through the English language pupils are to learn about societies and cultures through communication and “regardless of linguistic and cultural background” (Norwegian Directorate for Education and Training, 2019, p.3). These two foci could contribute to new

interpretations of the world, curiosity and engagement, and diminish prejudice (p. 3). The phrasing that pupils through the English language can communicate with others from different societies and cultures, implies knowledge. What this knowledge should comprise of is not specified though knowledge of different cultures, history, ways of thinking and living are more explicitly shown. Consequently, intercultural competence can be tied closely to the interdisciplinary topic *democracy and citizenship*, but its development is also important as communicative skills also can be connected to both *Public health and life skills* and *Sustainable development* since communicative skills and intercultural competence are essential for collaboration both on a local level and a global level. This is concretized in the United Nations' aims for sustainable development as it is stated that "Partnerships between governments, the private sector and civil society" (United Nations, 2018 cited in Carlsen, Dypedahl & Iversen, p. 84) and this suggest that tolerance and acknowledgment of different voices and perspectives are needed (p.84). This inclusion of partnership between governments to reach the aims of sustainable development suggests that communicative skills are important. For successful communication, intercultural competence should be deemed vital as there are natural differences between countries, cultures, communities as well as the governments representing these groups. Furthermore, in the section *Relevance and central values*, it is stated that "Knowledge of, and an exploratory approach to language, communication patterns, lifestyles, ways of thinking and social conditions open for new perspectives on the world and ourselves" (Norwegian Directorate for Education and Training, 2019, p. 2). Many of these aspects could be attained through developing IC in the English language classroom as the English language and literature grant access to different ways of living and thinking. Using English literature, music, film and a variety of texts written in English-speaking countries can open up for different viewpoints, cultural differences and similarities, norms, traditions, and history, not only from English native speakers, but where the English language has been influential to access multiple perspectives.

The work of Ludvigsen-commission and the renewal of the national curriculum also put emphasis on a new set of skills which could be linked to what has been termed *21st century skills* (Hoff, 2022). 21st century skills comprise of many different skills and the aim for the educators, according to Hoff, would be to engage pupils in processes which include "in depth-learning, cross-cultural communication, critical thinking, collaboration, creativity, problem-solving, and innovation" (Hoff, 2022, pp. 167-168).

Section 1.1 gives a brief overview of what teachers are meant to promote in terms of cultural learning and understanding according to the new English subject curriculum and the 2020 Knowledge Promotion. These steering documents say that teachers are to promote IC as the English subject is supposed to provide opportunities for pupils to interact with different cultures, which could result in new knowledge, skills to communicate and interpret views, and enable understanding of other cultures and ourselves.

However, the term *Intercultural competence* is only explicitly mentioned once in the English subject curriculum, in the section *Working with texts in English* (Norwegian Directorate for Education and Training, 2019, p. 3), where one can read the following:

Working with texts in English helps to develop the pupils' knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking and traditions of indigenous peoples. (Norwegian Directorate of Education and Training, 2019, p. 3)

Though IC is linked to perceiving different ways of living, different ways of thinking and seeing identity in multicultural and multilingual contexts, there is no concrete definition of the term in the English subject curriculum (Hoff, 2022, p. 169). The phrasing to a certain extent also seems to put too much stress on studying and exploring perspectives, traditions, ways of living and thinking of indigenous peoples. Hence, the term as it is used in the subject curriculum is incomplete and the context in which it occurs potentially misleading. Thus, if only consulting the English subject curriculum for an understanding of IC, teachers might not get a full understanding of what IC is, nor what developing it might entail. Hence the need for exploring teachers' understanding of IC.

Consequently, the thesis will explore teachers' beliefs and understanding of intercultural competence and what and how working with literature can contribute to the promotion of attitudes, skills and knowledge embedded in IC. Furthermore, the thesis will seek to explore how and if they assess IC, and what potential challenges and/or possibilities they report when using literature to promote IC in the English language classroom.

Hence the overarching aim of the thesis is to research:

- Teachers' reported beliefs on how and why use literature to promote IC in the lower secondary classroom: challenges and advantages.

When exploring these challenges and advantages, it is also important to investigate teachers' reported beliefs concerning:

- How do they understand IC.
- Choice of literature when promoting IC in the lower secondary classroom.
- How they assess that the aims have been met.

To explore these aspects will enlighten certain patterns and tendencies in teacher opinion towards the promotion of IC and their opinions on the necessity of promoting it. The thesis will also seek to explore links between IC and *Bildung*. *Bildung* is influential and visible both in this and the previous Knowledge Promotion (LK06 and LK20). In the core curriculum it is stated that “The school’s mission is the education and all-round development (*Bildung*) of all pupils” (Ministry of Education and Research, 2017, p. 12). Thus, pupils must be given an education that stimulates their development to become multifaceted individuals, meaning that they must be enabled to incorporate different skills, abilities, and knowledge. Furthermore, school must provide opportunities for the pupils to develop their skills and abilities to interact with people in society, different cultures and people with different worldviews:

The teaching in school shall develop the all-round person and give each pupil the opportunity to learn and develop their **skills** and **abilities**. This process occurs when the pupils acquire **knowledge** about and insight into nature and the environment, language and history, society and working life, art and culture, and religion and worldviews. (Ministry of Education and Research, 2017, p. 12)

This definition of all-round development (*Bildung*) can be linked to the development of IC. This link will be elaborated on in the next section where the term intercultural competence will be introduced. This means that it will also be relevant to explore teacher cognition on whether they perceive this link between intercultural competence and *Bildung* to be important.

Intercultural competence (IC)

IC is a term which is both complex and comprehensive. However, scholars have reached the consensus that intercultural competence involves skills, knowledge and attitudes (Byram, 2021; Dypedahl & Bøhn, 2017,2018; Deardorff, 2006). According to Byram (2021), intercultural competence comprises a set of skills, attitudes, and knowledge as well as different

values (Byram, 2021, p. 5). Skills, attitudes and knowledge are part of what Byram refers to as five *savoirs* where skills are linked to interpretation, relating, and discovering and interacting; knowledge is regarding social groups; and attitudes are linked to curiosity and openness (Byram, 2021, pp. 5-6). The last component of IC, according to Byram (2021), is critical cultural awareness. Critical cultural awareness is related to critical thinking and evaluation of people's own culture and that of others (p. 7).

One important point to emphasise is that the term “culture” has experienced a shift from being seen as a “steady entity” towards being seen as a fluid term (Fenner, 2020; Pegrum, 2008). We tend to categorize the expressions of the world to make sense of it and by doing this we might adopt an essentialist view of the world (Dypedahl & Lund, 2020, p. 18). This essentialist view could potentially categorize different communities within a nation into only one identity (Dypedahl & Lund, 2020; Hoff, 2020). With the complexity of cultures in mind it is possible to say that intercultural competence illustrates an ongoing process rather than merely a product. This entails an awareness of cultural diversity and also critical thinking as a cultural expression is only one of many voices representing a culture or community. Critical thinking is one aspect of *Bildung* and is visible in the Core curriculum. The core curriculum states in section 2.2 *Competence in the subjects*:

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. (Ministry of Education and Research, 2017, p. 13)

In the *Bildung* tradition, which is influential for the subject curriculum, the emphasis is on certain aspects such as “the development of personal identity, moral values, critical thinking and democratic citizenship” (Hoff, 2020, p. 71; Hoff, 2014).

Combined, these components imply that intercultural competence is more than just knowing a culture; it is also about developing social skills such as empathy and compassion (Byram 2021). This latter point is important in relation to the new subject curriculum which is always transparent to the society, and the removal of borders in which people can roam more or less freely. Teachers play an important role in encouraging pupils to step out into the world and interact with people in a respectful manner and enabling them to being able to relate to the people they meet along the way. Nussbaum (1997) states that “Today’s teachers are shaping future citizens in an age of cultural diversity and increasing internationalization.” (p. 6). Hence teachers both have a responsibility and the freedom to choose suitable methods to help equip

pupils with abilities necessary to function in a harmonic way in meetings with people with and from different backgrounds. This links to *Bildung* traditions as many of the aspects of IC can be identified in the *Bildung* perspective. According to Fenner (2020) is *Bildung* defined in the Core Curriculum (2017) as “...developing individual identity as members of a community, based on knowledge, skills and attitudes.” (p.36). This connection to IC can be identified as both terms aim promoting knowledge, skills and attitudes as well as self-awareness and others, and develop into participating citizens.

Challenges and advantages developing intercultural competence

Using literature to developing intercultural competence can provide teachers with different challenges and advantages. Challenges such as assessment and developing metacognitive processes will be discussed below. Advantages of using literature to develop IC will also be discussed below.

Assessment of intercultural competence is important in many ways both for teachers and learners as it gives an indication of outcomes and the effectiveness of the teaching (Sercu, 2004, p. 74). The theory on the assessment of intercultural competence illuminates certain difficulties tied to assessing and promoting IC, and attitudes in particular (Sercu, 2004; Dypedahl, 2020). The assessment of pupils’ attitudes is viewed as problematic as it would be unbeneficial to assess pupils based on their level of “interest in culture or positive self-image” (Sercu, 2004, p. 78; Dypedahl, 2020). In other words, interest in culture or positive self-image will not be reliable and also ethically problematic as they would be assessed on interest and a positive self-image. An assessment culminating in a grade might not be the preferred outcome when assessing IC or when assessing attitudes. Assessment of IC or assessment of attitudes should rather be viewed as a process where the main objective of the teaching would be to point out a direction of progress (Sercu, 2004; Dypedahl, 2020). Given this view on assessing the development of IC, it would seem to be difficult and perhaps undesirable to provide a measurement of outcomes.

However, there are some forms of assessment that could be beneficial for pupils’ metacognitive processes. Developing Intercultural competence is connected to metacognition and how pupils think about their own cognitive processes (Dypedahl & Bøhn, 2018, 2020; Sercu, 2004). In Byram’s theories (2021), metacognition is linked to critical cultural awareness where pupils need to develop their ability to evaluate and think critically. Metacognition could

be seen to be a way of internalizing attitudes, skills, and knowledge in order to achieve successful interactions and encounters with people with different ways of thinking, people who hold different perspectives.

Deardorff (2015) formulates the assessment of such metacognitive processes in five steps. To measure pupils' metacognitive progress, pupils are to assess themselves on a scale from 1-5 regarding their ability to observe, analyse and empathize. This is to be followed up by reflections on encounters with different cultures and, lastly, reflections on how to progress from the current state (Deardorff, 2015 cited in Dypedahl, 2020, p. 221). Deardorff's five steps exemplify the difficulties in measuring and assessing pupils' attitudes as pupils are to assess themselves on aspects, furthermore, which they may not fully comprehend.

However, at the same time, they could benefit metacognitively from engaging in a for of assessment which requires self-awareness. As Sercu (2004) argues, metacognitive strategies add a dimension of self-awareness in encounters with people from different culture and communities which will help pupils "plan, direct and evaluate one's own learning processes." (p. 77). These strategies could in turn help pupils accomplish successful communication through developing an awareness that communication is an ongoing process which requires adaptability in the meeting with different cultures.

Why and how literature can be used to develop intercultural competence

According to the English subject curriculum, pupils are to work with texts in the English subject under ("Working with texts"). One of the main focus areas in this thesis is to explore the challenges and advantages, and possibilities of using literature promoting intercultural competence. Literature will in this thesis be understood as literary texts, such as novels, short stories, poetry, film, songs, graphic novels and comics.

One of the main focus areas in this thesis is to explore the challenges, advantages, and possibilities of using literature promoting intercultural competence.

Literature will in this thesis be understood as literary texts, such as novels, short stories, poetry, film, songs, graphic novels, and comics. The current subject curriculum gives multimodal expressions a more important role in the English classroom than in the previous (LK06). One challenge, according to Hoff, could be that "some teachers might question the legitimacy of the traditional, script-based literary text" (Hoff, 2022, p. 172).

According to Olsbu (2020), literary texts explore and display the breadth of the language where the aesthetic and creative use of language express a deeper understanding of what it means to be human (Olsbu, 2020, p. 231). Literary texts can also provide readers with unique insight into different perspectives, and present a variety of expressions representing multiple voices, including those of indigenous peoples and minorities.

The affordances of using literature to develop intercultural competence are many and could be explored in many ways. Literature provides the possibility of exposing pupils to characters who embody different motivations and that may offer the reader new impulses and ideas that could help them challenge their own thinking (Reichl, 2013; Hoff, 2020). Literature could therefore be a fruitful tool for pupils' development of IC as working with literature could help them cognitively; help them see and understand that they exist in relation to others (Hoff, 2020, p. 72). Literature could help pupils explore different ways of thinking and living as well as different mindsets and perspectives.

Literature is important both to cultivate and educate, and through literature one can see the world through different lenses and perspectives and engage in such a way that readers would experience different mindsets (Bland, 2020; Olsbu, 2020; et al.). The importance of literature could be connected to development of skills such as interpretation and empathetic processes, and, according to Nussbaum (1997), education should strive for nurturing sensitive and empathetic interpretation processes (p. 63). Literature could provide this possibility to the teachers they could utilize this potential through aiding pupils in recognising different ideas, norms and communication styles.

However, to aid in the development of IC, literature must be accompanied by explicit methods. Introducing literature without operationalizing it in ways primarily meant to promote IC would not necessarily be sufficient to achieve intercultural competence. It is not given that merely reading literature will for instance promote empathetic processes or help acquire the other skills intercultural competence comprises of. In *A Framework of Historical Empathy for Social and Emotional Learning*, Eisman & Patterson (2022) present a framework of historical empathy for social and emotional learning. Even though the study was conducted within the field of social studies it can be adopted to the English subject and use of literature as it aims to use texts to promote empathetic processes. According to Eisman & Patterson (2022), shifting perspectives can aid in developing empathy and “construct mental models in the pursuit of learning and analogical reasoning” (p. 132). Their framework comprises of three

elements: direct instruction, historical empathetic perspective-taking, and reflection (p. 132). The direct instruction encompasses a lecture where pupils are provided with background knowledge before moving towards perspective-taking. By moving forward from the established background knowledge, pupils are to explore and compare the protagonist's beliefs with their own beliefs and lived experiences (Eisman & Patterson, 2022, pp. 133-134). Pupils' lived experiences have a positive effect on their ability to draw comparisons both on a historical and a personal level (Eisman & Patterson, 2022, p. 134). This also illustrates the teacher's awareness towards the pupils as they have very different lived experiences and to activate their lived experiences could make the protagonist more relatable and increase pupils' engagement. Moving towards the reflection where pupils and teacher make meaning and engage in a reflective conversation about "its value in building self- and social awareness" (Eisman & Patterson, 2022, pp. 134-135). This framework, though intended for developing *historical* empathy, shows an example of how one can work actively and structured towards developing empathetic processes where the aim is for pupils to gain knowledge and insight into different matters. Such matters could be cultural awareness, explore different ways of living and thinking, different worldviews, and understanding of ourselves and the world around us. According to Fenner (2020) the reader with his/her background and personal experience becomes a more active participant if/when they are asked to interpret and make meaning of what they have read (p. 244). Thus, reading is also seen as a productive skill rather than merely a receptive skill (Fenner, 2020, p. 244). Literature is then processed by the reader to engage in meaning-making and reading becomes a cognitive practice. Bland (2020), likewise, argues that literature should *work on the reader* as it will stimulate to changing perspectives and engage pupils in cognitive processes. Introducing pupils to a variety of texts, and a wide range of texts depicting different perspectives, still according to Bland, opens for critical thinking (p. 74). In addition to plenary reflection, the cognitive training derived from reading will lead to develop autonomous and critical pupils who will have a stronger ability to recognize *fake* news, which is highly relevant today (Bland, 2020, p. 74). From this we could argue that the process of reading and processing content, themes, authors' viewpoints as well as worldviews, and literary devices used to express said thematic concerns and worldviews, could enhance pupils' ability to think critically. Critical thinking is one aspect of *Bildung* but it is also connected to intercultural competence as critical awareness towards both our own culture and others' will nuance our way of seeing the world. The literature reviewed above suggests how literature can have a positive effect on pupils' development of intercultural competence and contribute to the development of different aspects of *Bildung*.

Drawing upon previous literature and didactic theory, the previous literature (Chapter 3) will explore different ways literature can be operationalized to promote the development of intercultural competence.

Teacher cognition

The thesis aims to explore teachers' reported beliefs and understanding of IC and the role of literature to develop IC. The choice of focusing on is therefore necessary to discuss in this introduction. Teacher cognition refers to teachers' beliefs and knowledge as well as understanding regarding their choices in the classroom (Borg, 2006). The link between their beliefs, knowledge and understanding or thoughts will be reflected in the choices they make in the classroom. Teachers are influenced by a variety of factors such as curricula, their educational background, their own beliefs, and experiences from classroom situations (Borg, 2006, p. 283).

Even though I am aware of the fact that teachers are influenced by different factors the main aim in this thesis is to explore the interviewed teachers' beliefs and understanding on how literature can be used to develop IC, how they report operationalizing and assessing the development of IC in the classroom as well as what they identify as the main challenges and advantages when it comes to using literature for these purposes.

According to Borg (2018) studying teacher cognition can provide an insight into how teachers' beliefs and understanding affect the choices they make in the classroom, and to what extent their practices coincide with good practice according to literature (p. 78). The theoretical chapter (Chapter 2) and the previous literature chapter (Chapter 3) will enable me to identify and explore links between their reported beliefs and what Borg terms 'good practice' according to theory and previous literature. By looking at teacher cognition it is also possible to identify to what extent a new aspect has been implemented, according to Borg (2018, p. 78). Another key question raised in this introduction is how explicit the importance of developing IC is expressed and incorporated in the current curricula and to what extent this lack of explicit focus and definition may have affected teachers' classroom practices after its implementation. Consequently, it has also been relevant to try to identify possible causes challenges and advantages using literature to promote IC in the upper secondary classroom based on the interview findings, theory as well as previous literature. In this case has been implemented in the teaching and the awareness of the term.

1.2 Summary

In this introduction, reasons for why promoting IC, challenges involved in the promotion of it, and why researching teachers' reported understanding of IC and classroom practices when it comes to using literature to promote it is important (because teacher cognition affects classroom practices) have been given.

Developing IC is essential for pupil's development of attitudes such as openness, respect and tolerance in the encounter with people from different cultures, cultural groups and communities. It is important for their all-round development as unprejudiced citizens, for developing life skills, and even for the development of an overall ethical stance. Developing intercultural competence is also contributing to achieving 21st century skills such as critical thinking, cross-cultural communication, and collaboration.

Using literature to develop IC is beneficial because it can provide new impulses, perspectives, insight into different motivations and thought processes. But, as argued earlier, literature can be used to develop IC but its full potential might only be reached through explicit attention to how it is operationalized in the classroom.

Consequently, in order to use literature to promote IC, teachers need to know the importance of doing so according to the steering documents; they need comprehension of what it is, they need to know how to use literature to promote it in the classroom, and they need to know how to measure the achievement of IC in the classroom.

2. Conceptual framework

This chapter presents the conceptual framework which will form the basis for the discussion of the empirical findings in chapter 5. The chapter focuses on what intercultural competence is and what intercultural competence consists of using the conceptualization of one of the most influential scholars within the field, Michael Byram. However, intercultural competence is a comprehensive term and there are various definitions of the term (Dypedahl & Bøhn, 2018, p. 158), and therefore it is necessary to supplement the conceptualization of IC made by Byram (2021), and which is why it's necessary to include the intercultural learning cycle from Dypedahl (2018). There is a general consensus of what intercultural competence comprise and namely attitudes, knowledge, and skills (Byram, 2021, Dypedahl & Bøhn 2017, 2018, Deardorff, 2006). Dypedahl and Bøhn (2018) provide a different conceptualization of intercultural competence adding to the understanding of IC as more of a process than an end product in and of itself, which Byram's model may suggest and though it is influenced by Byram it also provides a different way of looking at development of intercultural competence.

In addition to explore how IC can be defined and conceptualized, it is important to establish the connection to relevant steering documents such as the English subject curriculum, core curriculum and the influence of the Ludvigsen-committee. The reason for this is to show the correlation between intercultural competence and the aims of the education in Norwegian schools and in particular, lower secondary school.

The chapter also discusses perspectives on how teachers can assess the development of intercultural competence, and different approaches or methods for assessing and measuring the outcome of intercultural learning.

2.1 Intercultural competence

The Education Act states that “Education and training shall provide insight into cultural diversity and show respect for the individual’s convictions. They are to promote democracy, equality, and scientific thinking.” (Education Act, 1998, section 1-1). Thus, the Education Act emphasises the importance of intercultural teaching and learning in education and training. To further underline the importance of developing intercultural competence the Education Act states, “The pupils and apprentices must develop knowledge, skills, and attitudes so that they

can master their lives and can take part in working life and society.” (Education Act, 1998, section 1-1).

The reasons for teaching intercultural competence are many and relevant not only to the promotion of English as a language but it is also important to become a functional citizen in society. Kramersch (1993) states that “culture is difference, variability, and always a potential source of conflict when one culture enters into contact with another.” (p. 1). By stating this it is implied that the need of knowledge, skills, and attitudes in the meeting with different cultures is beneficial for pupils to master on the same line as mastering calculus, writing, reading and other basic skills. The statement above made by Kramersch (1993) implies possible conflicts which may occur when cultures with different worldviews and ways of living encounter each other, and this suggest a need for a competence which reduce these potential conflicts. Intercultural competence, according to Michael Byram (1997; 2001; 2021), consists of five interlinked capabilities of skills, knowledge and attitudes where the main aim is to communicate appropriately with people from different cultures. Dypedahl (2018) elaborates when he defines intercultural competence as “the ability to communicate appropriately with people who have different mindsets and/or different communication styles” (p. 158). Thus, intercultural competence involves the importance of exhibiting linguistic knowledge and skills to communicate appropriately as well as knowledge, skills and attitudes to explore and understand different perspectives. Furthermore, by gaining experience in cultural encounters a person will likely be equipped with strategic tools and ways of encountering and navigating a diversity of differences and inequalities (Dypedahl & Bøhn, 2017, p. 17). A beneficial part of becoming interculturally competent is that we demonstrate a higher level of understanding in intercultural encounters, and equip us with a greater arsenal of skills, knowledge and attitudes to manage in different situations.

Closely linked to intercultural competence is *Bildung* and the development of democratic citizens equipped with moral values, critical thinking, and personal identity (Hoff, 2020, p. 71). The core curriculum states that “The school’s mission is the education and all-round development (*Bildung*) of all pupils.” (Ministry of Education and Training, 2017, p. 10). This all-round development consists of developing attitudes, skills, and abilities as well as knowledge to help the pupils in their process towards becoming contributing citizens in their society, and school is the first step in that process (Ministry of Education and Training, 2017, p. 10). Hoff (2020) states that “the purpose of the education is not only to equip young

individuals with useful knowledge and skills, “the philosophical underpinning of *Bildung* is that pupils are also to be helped to “grow on a personal and cultural level so that they may become well-rounded human beings who participate in society in a constructive way.” (p. 72). This means that the idea of *Bildung* share that with IC that if the operationalization is successful, pupils should acquire useful skills, knowledge, and attitudes to help them interact with people from different cultures and aid them in their societal participation.

2.2 Attitudes, knowledge and skills

One of the key aspects of education is to give pupils tools and abilities to function and live in a society with different worldviews and social groups. According to the core curriculum, “School shall promote democratic values and attitudes that can counteract prejudice and discrimination” (Ministry of Education and Research, 2017, p. 9). Prejudice influences the way people interact with others, and developing the ability to relate to other people, and showing openness should diminish the risk of offending the counterpart and ensure an appropriate conversation. In 1997, and revisited in 2021, Michael Byram developed a model for intercultural communicative competence with five abilities, or *savoirs*, needed to be interculturally competent: attitudes, knowledge, education, skills of interpreting and relating and willingness to discover and interact (Byram, 2021, p. 57).

2.3 Attitudes

Attitudes are a crucial part of being able to relate to others and are important to counteract prejudice, both negatively and positively, as they have the potential of impacting the quality of the interaction (Byram, 2021, pp. 57-58). Byram emphasises the importance of developing curiosity and openness as that will make it possible for communicators to see beyond their own beliefs and values and decentre to see them from other points of view (p. 57). In addition to curiosity and openness he expresses the importance for the intercultural speaker to show a willingness to see different values and perspectives as well as meanings and behaviours (Byram, 2021, p. 58). By deliberately focusing on these attitudes pupils will be able to develop a higher sense of tolerance and also reflect upon their own culture and cultural practices and interactions as well. In the core curriculum it is referred to the development of the pupils’ identity and how their identities develop in the encounters with different cultural expressions (Ministry of Education and Research, 2017). The core curriculum states that in addition to

developing the individual's identity is the counteraction of prejudice and stereotypes (see section 2.2). The steering documents show the link regarding attitudes Byram's model of an intercultural speaker and what attitudes and values school shall promote. Dypedahl & Bøhn include both openness and willingness to understand others in their definition of attitudes, but they also stress the importance of respect and flexibility when encountering people from different cultures (Dypedahl & Bøhn, 2018, p. 163). In other words, flexibility and respect makes us dynamic in encounters with different cultures as we are able to interact and adapt to different situations.

2.4 Knowledge and education

Knowledge in this context is divided into two interlinked groups; knowledge about your own and other cultures, knowledge about how to interact within and between societal groups (Byram, 2021, p. 59). Knowledge about your own culture is acquired in many forms through education and different socialisation processes where you create an identity based of the values, beliefs, and traditions within the culture in which you reside (Byram, 2021, p. 59). As receptors to the information and the norms we exhibit from our own cultural belonging, we acquire some knowledge about other cultures' practices, traditions, and history and, according to Byram (2021), this information or knowledge might be relational. We often acquire knowledge about a culture or another country's history through our own stories or interpretation which might be biased, and through this acquisition of knowledge we might create or maintain stereotypes, both intentionally and unintentionally about the other culture or country (p. 59). The second part of knowledge is of social processes within cultures, and this is practical knowledge about social processes and interaction in different cultural groups. To be interculturally competent it is important to possess a certain level of knowledge regarding social norms and practices, for instance different ways of greeting people from different cultures and religions etc. Byram argues that knowledge about this is indifferent if the skills of interpreting and relating are absent (p. 60). Dypedahl & Bøhn (2018) refer to knowledge of the field of culture, and the potential pitfalls one could end up if teaching moved towards generalisations when tying culture too strongly to the nation or country (p. 164). It is important to keep in mind that people who originate from the same country might differ in their communication patterns and generalising could lead to less positive encounters (Dypedahl & Bøhn, 2018, pp. 164-165). The need for knowledge is crucial for a positive encounter with people with different world views and mindsets because it help us assess the

communication by using obtained knowledge about the represented culture. Defining culture is no easy process but teachers should rather promote curiosity amongst pupils to explore and become “intercultural models of respect and tolerance” (Munden & Sandhaug, 2017, p. 356). Munden and Sandhaug makes two distinctions regarding culture: culture with a big “C” and culture with a small “c”. The culture with the big “C” refers to literature written by esteemed and well-known English writers like Jane Austen or James Bond films (p.357). On the other hand, is culture with a small “c”, and refers to “collective behaviour and shared ways of understanding the world” (Munden & Sandhaug, 2017, p. 357). Culture with a small “c” involves social interactions such as marriages, birthdays and how people relate to the world and behaviour in different situations (Munden & Sandhaug, 2017, p. 357). The latter type of culture is natural to see in link to Byram (2021) as it suggests attaining knowledge of social situations and is beneficial for interaction with people of different cultures.

2.5 Skills to interpret and relate

Skills to interpret and relate are another important aspect of being an intercultural competent communicator, and these skills are closely linked to knowledge in the way that we use the knowledge already learnt to interpret and explain a text and relate this text to your own culture (Byram, 2021, p. 61, Byram, Nichols & Stevens, 2001, p. 6). In this regard it is possible for us to use and adapt our declarative knowledge, which means the facts and information we possess, to interpret both situations and texts from another culture and relate them to our own culture. Byram (2021) argues that skills of interpreting and relating are related existing knowledge and that the knowledge about one’s own culture is key to understand texts from other cultures. According to Byram (2021), these skills will be useful for learners of English because if applied, they should provide opportunities to reflect on different cultural matters. Byram et al. (2001) claims that as a part of being able to avoid misunderstandings in cultural encounters it is important for the intercultural speaker to possess the ability to compare different texts, and therefore give the opportunity to challenge their own views and perspectives (p. 6). These texts could be literary works, and in different genres which provide pupils with different viewpoints and ways of thinking which do not necessarily correspond with their own but offer the opportunity to interpret and gain insight. The learning objectives for year 10 in the English subject curriculum states that pupils should be able to “explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world.” (Norwegian Directorate for Education and Training, 2019, p. 9). To

be able to reach such a comprehensive learning aim it is relevant to draw upon skills of interpreting and relating communicated by Byram (2021, 2001). The skills of interpreting and relating to texts and cultural expressions are supported by Dypedahl & Bøhn (2018) as they believe that pupils should be given the opportunity to develop skills to analyse different cultural expressions and learn the different mechanisms behind the communication (p. 165). In addition, it is important for the teachers to facilitate for the pupils to compare and contrast different behaviours and mindsets to their own (Dypedahl & Bøhn, 2018, p. 165).

Skills to interpret and relate can be identified in the core curriculum and linked to the section where joy of creation, engagement, and the urge to explore is presented. According to the core curriculum pupils should be exposed to different cultural expressions in order for them to gain new perspectives and help them develop on a personal level ((Ministry of Education and Research, 2017, p. 8). Furthermore, it is stated that “Cultural experiences are also intrinsically valuable, and the pupils must be allowed to experience a wide range of cultural expressions in their time in school.” (Ministry of Education and Research, 2017, p. 8). In the core curriculum the term *art* is understood in a broad sense as it does not provide any specific definition and cultural expressions could be interpreted as in this thesis to be different types of literature, poems, songs, novels, graphic novels (see section 1.1)

Interpretation and relating are two key components for developing IC. Byram (2021) argues that the interpretation of a text is based on knowledge, and our ethnocentric values, and connotations play a major role in how we interpret texts from different cultures (p. 61). In this way the interpretation draws upon pre-existing knowledge of our own culture and environment. And to be able to interpret texts and find the relating aspects between texts, it is advantageous to possess knowledge about our own and other cultures (Byram, 2021, p. 61). The skill of relating is closely linked to interpretation and the interpretation of texts or events from different cultures might differ from our existing ethnocentric values and we might tend to compare rather than relate, and potentially harm the process of interpreting and relating. Byram et al. (2001) state that the skills of interpreting and relating is the “ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one own’s” (p. 6). What we can draw from that statement is that there is a relational and explanatory element to the development of IC and, through explanation, it is possible for the pupils to develop their reflexivity and enforce their ability to relate through explaining and visualizing the different aspects, thus making it easier to relate to their own cultural expressions.

Byram's entire argument concerning the development of relational and interpretive skills can be recognised in the English subject curriculum on why pupils should work with texts, where it is stated that “By reflecting on, interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society” (Directorate for Education and Training, 2019, p. 3). This, according to the Directorate of Education and Training, should ultimately lead to a better understanding of different ways of living, mindsets and communication and is a part of developing intercultural competence (Directorate for Education and Training, 2019, p. 3). Even though critical assessment is not explicitly mentioned in the English subject curriculum this shows a clear correlation between the skills of interpretation and relating communicated by Byram (2021 & Byram et al. 2001) and the English subject curriculum.

The skills to interpret and relate are important because it provides an opportunity to reflect upon different cultural expressions whether it is texts or events, and through relating these to their own culture's expressions people might find common ground and create bridges (Byram 2021). On the other hand, Dypedahl & Bøhn (2018) also include empathy and cultural empathy in their conceptualization of skills needed to be intercultural competent. The two terms are distinguished by their meaning as empathy is the mission to seek understanding of the other's worldview, and cultural empathy is a broader understanding of how culture has an influence in any context i.e.g. knowledge of society and history will make it easier to understand and relate to a person's worldview in the target culture (Dypedahl & Bøhn, 2018, p. 165).

2.6 Willingness of discovery and interaction

The English subject curriculum states that “Knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking and social conditions open for new perspectives on the world and ourselves.” (Directorate for Education and Training, 2019, p. 2). This reflects Byram's view that when communication with and learning about people from different cultures – and the world – we need curiosity and an exploratory attitude on culture, that culture is seen as something which is fluent and in constant change, Pegrum (2008) and Byram (2021) emphasise as important in that, firstly, and, secondly, pupils must be able to access new knowledge and show a willingness to discover and interact to attain new knowledge (p. 7). Since culture is a vast field which is always changing, and dynamic should

curiosity and skills of interaction be viewed as important because teaching factual knowledge of all different cultures would be undesirable and an almost impossible endeavour (Byram, 2021, Byram et al. 2001). Because culture is forever changing and would rather be desirable to teach strategies in our encounters with new cultures and provide necessary tool to discover and interact (Byram, 2021) in the encounters with different culture.

Skills that are embedded into the subject curriculum are willingness of discovery and interaction (see section 2.6). As mentioned above, culture can be seen as a dynamic entity which is always changing, and in flux, which means it is not a stable entity and people do not necessarily belong to only one culture (Pegrum, 2008). Byram et al. (2001) argues that when teachers promote intercultural competence it is nearly impossible to cover all the needs to become interculturally competent. Therefore, according to Byram, pupils need to be encouraged to discover new knowledge about cultures and acquire this new knowledge through interaction (Byram et al., 2001, p. 6). Byram (2021) explains that the skill of discovery “is the ability to recognise significant phenomena in a foreign environment and to elicit their meanings and connotations and their relationship to other phenomena.” (pp. 61-62). In other words, it is the ability to identify and understand important elements i.e.g. social norms, language or cultural symbols and see their relation and connections to other elements to make meaning.

These aspects of IC are important and should be but might also be difficult to develop though technology and a tighter connected world could benefit teachers to promote these aspects of IC. Technology has provided us with different ways of exploring and acquiring factual knowledge and it has given us the opportunity to discover and interact with others. For example, by using different media to come in touch with schools in different countries through emails or video meetings and through various other digital tools and applications, making it possible to bring people from different cultures into the classroom for the pupils to interact with and discover, and developing new understanding and deeper insight along with new knowledge.

2.7 IC as a metacognitive process

By inhabiting all the attributes outlined above, pupils will have a greater likelihood to develop a critical cultural awareness regarding their own and other cultures (Byram, 2020). This means that pupils will develop their ability to evaluate their own practices, perspectives, and mindsets

in relation to those which differs from their own, maybe not to change them, but to create and awareness of their own and others' way of thinking (Byram et al., 2001, p. 7). This is something teachers can influence and how they address cultural matters, for instance through how stories about other countries are told, what stories are told, and in what manner they are being told.

Byram's *savoirs* of intercultural competence has been broadly discussed and researched and, according to Vold (2014), some researchers find Byram's definitions somewhat vague as Byram's five *savoirs* are understood as different skills, knowledge, and attitudes that might not be easily applied in the classroom. Consequently, they prefer more emphasis on the idea that developing IC should be thought of as a process rather than a product (pp. 4-5). Hoff (2020) argues that Byram's model of intercultural competence might seem authoritative and IC as a concept, furthermore, is too comprehensive to be tied down to one definition confined to one model (p. 73). The model developed by Dypedahl (2017) differs from Byram in that it consists of three main components and an external outcome described as appropriate communication. It also emphasises metacognition and the processual aspect involved in developing IC already found in Byram, but not explicitly drawn out. In addition, in the model, Byram's *five savoirs* are visualized in a more simplified way, making it easier for teachers to understand how to operationalize the development of IC in their teaching. In that way, it is possible to see Dypedahl's model as a supplement that can nuance Byram's *savoirs* rather than replace it.

Like Byram, Dypedahl's model emphasises attitudes, knowledge, education, skills of interpreting and relating and willingness to discover and interact, but, unlike Byram's conceptualisation, Dypedahl & Bøhn (2017) explain that the model is illustrated with arrows and that the circular shape should imply that developing intercultural competence should be thought of as a dynamic process; its development should be thought of as lifelong (p.19). The view of intercultural competence as a process rather than a product suggests strong ties to the development of *Bildung* as a lifelong process, or a lifelong personal development which is evolving through interaction with the outside world (Fenner, 2020, pp. 18-19).

In addition, metacognition is emphasised as an important component for successful promotion of intercultural competence in the EFL classroom. According to Haukås (2020) who refers to a definition by John Flavell (1976), "Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them" (p. 69). The internal

metacognitive outcomes are intercultural awareness including decentring, self-monitoring, and all these aspects will, according to Dypedahl and Bøhn make it possible to facilitate appropriate communication (Dypedahl & Bøhn, 2017, p. 18; Dypedahl, 2018, p. 53). Dypedahl & Bøhn (2017) emphasise the importance of being able to process, adjust and analyse own thoughts and communication and classify it as metacognition (p. 19).

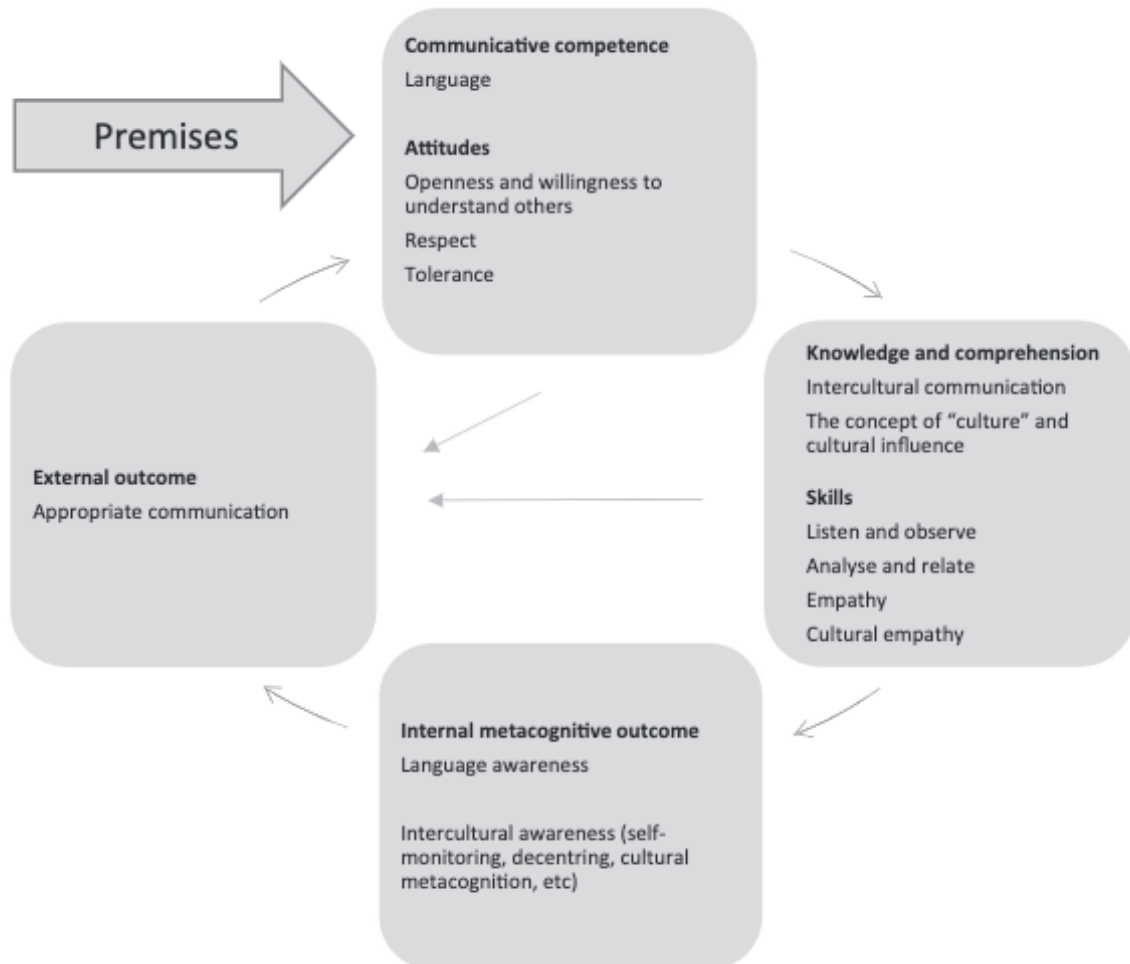


Figure 2.1 Dypedahl's (2018) model of intercultural competence (p. 53) based on Deardorff (2006, 2015).

Dypedahl & Bøhn (2017) emphasise the importance of reflection, and how we can reflect upon our own thought processes and our own perspective in encounters with other (p. 22). An example of the use of metaperspective in the classroom provided by Dypedahl and Bøhn; the teacher and the pupils could choose a person from a target culture and look deeper into that person's world in terms of history, language and society which influence(d) this person (Dypedahl & Bøhn, 2017, p. 154). By attempting to transition themselves cognitively into this person's lived life from the target culture, the pupils can get the feeling of decentring and adopt

that person's perspective and being made aware of that transition. (154). This metacognitive perspective is not communicated explicitly in Byram's model, and this is a significant difference between the models presented.

Openness and willingness and certain skills such as the ability to analyse and relate, though there are some more skills and attitudes that are more explicit in Dypedahl & Bøhn (2017). Dypedahl & Bøhn (2017) emphasis empathy, tolerance and intercultural awareness which is closely linked to metacognition, and this is more explicitly drawn out in their model. One attribute that is not explicitly mentioned in Dypedahl & Bøhn's model (2017) is curiosity towards other cultures which is a key attitude in both Byram (1997, 2021) and Deardorff (2006). Curiosity could be said to be implicit in Dypedahl's model through focus on the attitudes of respect and tolerance. However, since curiosity towards other cultures could be said to be a key factor for developing and nurturing other attitudes such as respect and tolerance, this omission also shows the importance of seeing the models as complementary.

To conclude, the two models of intercultural competence are similar in many ways as they both focus on knowledge, skills, and attitudes. The main purpose of the conceptual framework was to discuss how the models are to be understood and operationalised. Intercultural competence is and has been subject to many discussions regarding the usefulness of IC models. That is why it is useful to include the metacognitive aspect since this demonstrates how Byram's model which is viewed by some as authoritative and vague (Hoff, 2020 & Vold, 2014), could be consider a processual aspect. However, the model Byram (2021, Byram et al. 2001) presents does consist of different skills and a perspective which is processual to a certain degree and this visible aspect is the focus on critical cultural awareness. This evaluative aspect shows how important it is to monitor the input and evaluate this up against our own knowledge and values, and this fosters a self-awareness and critical thinking (see section 2.7). The conceptual framework discussed how IC can be defined in terms of key elements: knowledge, skills and attitudes and how these also can be linked to LK20's strong emphasis on *Bildung*. The main area of focus was to what extent the conceptualizations of Byram and Dypedahl & Bøhn could function as complementary. There are many similarities between the conceptualizations though the model (see figure 2.1) of Dypedahl & Bøhn (2018) emphasises a metacognitively aspect more explicitly than in the conceptualization of Byram (2021). However, metacognitive processes are implied in Byram's *savoirs* as well, but this chapter illustrates potential weaknesses of making models of IC (see Hoff 2020; Vold, 2014), and the complexity of intercultural competence. Therefore, using both the conceptualizations of

Byram (2021) and Dypedahl & Bøhn (2018) could function as complementary for teachers' understanding of IC and how to operationalise IC in the classroom as well as beneficial in assessing intercultural competence.

2.8 Assessing the development of intercultural competence

Formative assessment is to be considered an integral part of education. Regarding intercultural competence, teachers need to know what they are going to assess, how they can assess learning outcomes, and which learning outcomes are in fact measurable. This section will look at how teachers can assess the development of IC, and what learning outcomes they can in fact assess.

Assessment of intercultural competence concerns assessing the development of a set of skills, knowledge, and attitudes. This means that teachers will have to assess pupils in descriptive and practical knowledge, as well as the development of attitudes and skills.

Attitudes are the first component of intercultural competence, and Byram (2020) emphasises that only what is observable is possible to assess, which is why action is preferred over statements to show pupils' understanding and demonstration of openness towards different views on their own and other cultures. Exhibition of explanatory skills are preferable to show reflection on other peoples' views and perspective (pp. 174-175). By using these strategies in the assessment of attitudes, teachers and learners will benefit from the conversation and the reflections made in that conversation, according to Byram. By having the pupils engage in reflective conversations about different perspectives, they will have the opportunity to show both empathy and understanding. However, this type of assessment will not be sufficient on its own as it is challenging to see how it is measurable, e.g., it is difficult to measure the amount of empathy in a person or to measure openness in a valid and reliable manner (see Sercu, 2004).

The second component of IC is knowledge, which is an aspect that might be easier to assess as it focuses on descriptive and factual knowledge about different social groups and practices. Through analysing different examples of conversations or different practices it is manageable to assess the pupils' ability to link their descriptive knowledge about social conventions or linguistic knowledge to what is being discussed or displayed (Byram, 2020, p. 175). Through watching different videos of social or cultural practices it is possible for the teacher to see if

pupils can show their factual knowledge and applying this knowledge by interpreting and relating. An example on how to assess pupils' skills of interpreting and relating Byram (2020) uses through using written work to comment on different misunderstandings in a text with them as translators. If combined with the skills of discovery and interaction pupils will be able to show their understanding, reflect on their findings in the task, and discuss approach (Byram, 2020, pp. 176-177). This way of assessing could prove difficult as how much pupils are able to reflect would vary due to age, level of maturity and reflective skills, though this type of task presented above could be useful for the teacher to see development and growth amongst the pupils in for instance year 8-10.

Dypedahl & Bøhn (2017) also provide some thoughts on assessment of intercultural competence. Their view is that assessment of pupils' attitudes to a certain degree has been met with scepticism. Traditionally IC has been assessed through pupils' self-assessment, but this practice is dependent on feedback from the teacher as to current level and to propose a suggested direction for further development. However, some tools for assessment are portfolio writing tasks, ethnographic observations, interviews, and roleplay (Borghetti, 2015 cited in Dypedahl & Bøhn, 2017, p. 155). These types of assessment make it possible for pupils to show reflection and give them the opportunity to evaluate their goal achievement in different situations. Another way of showing reflection is role play, for example, which has the potential of letting the pupils decentre by playing a different role and therefore enables them to explore the feeling and ideas of the person they are roleplaying. Through role-playing, pupils get the opportunity to play different characters and pretend to be older or younger, to take on personality traits which they do not have to go into a role and live in shoes of someone else (Munden & Sandhaug, 2017, p. 367).

In a study set out to take a closer look at how to assess IC intercultural competence, Darla Deardorff (2006) addresses some of the difficulties involved in reaching consensus amongst the scholar and researchers of intercultural competence. One source of disagreement concerned the usefulness of standardized instruments of measurement, the use of quantitative methods, and the role of language in testing the development of IC (pp. 258-259). One main finding in her research was that the development of intercultural competence needed to be processual and be assessed and measured over a period of time (Deardorff, 2006, p. 257). Based on this finding, Deardorff concludes that the assessment and measurement of intercultural competence requires multiple methods, primarily qualitative such as interviews and observations. The researchers also found that intercultural competence could not be

assessed holistically, but rather as separate components (Deardorff, 2006, p. 258). Implications for assessing and measuring IC include assessing over a period of time, using specific methods for specific outcomes, and working in a variety of ways. For example, working with one component does not guarantee intercultural competence and so develop through course-work, study abroad and interact with people with different cultural backgrounds is preferred (Deardorff, 2006, p.259).

To conclude, the assessment of development of IC both in terms of how and what is being discussed in this section as different methods have mentioned. The need for an assessment is present though there are some issues to what extent one could measure certain aspects such as empathy or interest in culture. This illustrates the complexity of IC as assessment could prove difficult as some aspects would not be possible to assess accurately or if it is even reliable to assess. However, assessment could be viewed more as a process and components could be assessed separately (Deardorff, 2006), and this also makes it more plausible to say that IC should be viewed as more of a process rather than product (see section 2.7). Many of the methods mentioned above also suggests a way of seeing assessment as an integral part of IC as many of the methods that would be suitable to how to work with IC which will be discussed in chapter 3.

2.9 Summary

This chapter has presented and discussed two conceptualizations of intercultural competence of Byram and Dypedahl & Bøhn, and how these two could be seen as complementary. Through this discussion there are some elements that are highlighted in different ways where the main difference lies in the metacognitive aspect explicitly included in Dypedahl & Bøhn (2018). This aspect suggests a stronger link to viewing IC as more a process rather than a product even though Byram's *savoir* also include critical cultural awareness where critical thinking is important. The use of the model presented by Dypedahl & Bøhn (see figure 2.1) could make it easier for teachers to use as a model of what intercultural competence comprises. However, the complexity of the intercultural competence has been argued to be too great and could make the use of models authoritative (see section 2.7). On the other could such models be used by the teachers to understand the term and what and how they can operationalise development of IC on lower secondary level. As part of teaching intercultural competence teachers would need to know what to assess and to what extent the aims have been reached. Methods of assessing

have been discussed and what they can assess in the classroom (see section 2.8), and are ways of assessing skills, knowledge and attitudes. Assessing IC can be complicated and some aspects such as attitudes, and it possible to view assessment more as a product and an integral part of promoting IC.

3. Previous literature

3.1 Using literature to develop IC

The previous chapter discussed intercultural competence and specifically two conceptualizations with Byram's five *savoirs* and Dypdedahl & Bøhn with their illustrated model (see figure 2.1). This chapter will explore the research questions in what way literature could contribute to promote IC and how to operationalise the development of IC in the classroom. Literature is a key element in this thesis and this chapter will highlight the role literature could play in the development of IC and illuminate potential challenges and how teachers can face these challenges.

3.2 Why literature to promote IC?

Literature in this thesis is defined in a broad sense meaning it will cover different genres from fiction, films, songs, poetry, prose, and drama (Abrams & Harpham, 2015, p. 200). Abrams & Harpham (2015) further state that “[Literature] in expanded use also designates any other writing that are especially distinguished in form, expression, and emotional power” (p. 200).

The reason for this broad understanding of the term is, firstly, that intercultural competence is achievable to develop through a variety of different texts and approaches, and, secondly, a broad definition of the term makes it possible to take into consideration the different texts and methods teachers report using in developing IC in the classroom.

The English subject curriculum uses the term “text” as an overarching umbrella for different genres and expressions that could be utilized in the classroom:

The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical.” (Directorate for Education and Training, 2019, p. 3).

It is further stated that text also include a variety of expressions such as illustrations or graphs, and the combination of these will aid the understanding and the presentation of a message (p. 3). This shows that teachers are free to use different texts to achieve the desired aims.

However, the term literature is used explicitly a few times, for instance, the year 10 learning aim says that pupils should be able to “read, interpret and reflect on English-language fiction, including young people’s literature.” (Directorate for Education and Training, 2019, p. 9). This learning outcome shows that approaching literature critically could have beneficial effects on pupils. Gibbons (2015) suggests that teachers should use literature that offers an insight into different cultures and different cultural understandings as it could prove beneficial for language learning and attaining appropriate language skills in specific contexts (p. 144).

Intercultural competence is embedded in the subject curriculum and many scholars claim that literature is a particularly beneficial tool to use to promote IC. Carlsen (2020) suggests that reading literature, fiction more concretely, may aid us in sharpening skills such as interpretation of other people’s behaviour and explore the motivation that determines their actions (p. 209). Carlsen (2020), furthermore, states that “Fictional texts challenge readers to explore different identities and perspectives on life.” (p. 210). This perspective is shared by scholars, such as Bland (2020), who emphasises a shift of focus from working with literature to literature working on the reader:

The emotional resonances of story, which include conflict, tension, and resolution, allow the cultural, literary and language input to become more memorable, while at the same time the reader learns to walk around in others’ shoes – the reader constructs a mental experience of what the protagonist lives through. (Bland, 2020, p. 72).

Bland (2020) further argues that literature has the potential of providing readers with different experiences, addressing different issues, and develop different skills and attitudes relevant for the promotion of IC, such as empathy, ethics, knowledge, social justice issues and ideology (p. 73). The English subject curriculum correlates to both Bland (2020) and Carlsen (2020) as it is stated that through working with texts in the English subject pupils will experience insight into different ways of living and seeing the world (Directorate for Education and Training, 2019, p. 3).

3.2.1 Attitudes

In this section, it is natural to include the research of Christiane Lütge (2013) as she suggests different perspectives on how to use literature in the EFL classroom. She argues for “the potential of children’s and young adult literature for the EFL classroom covering a multitude of aspects of otherness should not be underestimated” (p. 100). In *Children’s Literature in*

Second Language Education, Lütge (2013) explores the benefits and opportunities of fantasy for offering encounters with otherness in children's literature for the promotion of one aspect of IC, namely attitudes. Two works in particular, *Skellig* by David Almond and *Harry Potter* by J.K. Rowling, are used as examples of how literature can provide the pupils with different encounters related to otherness and an opportunity to experience this through different characters and situations, Lütge argues that Fantasy provides the pupils with a variety of genres and possible encounters that has the potential to stimulate an awareness of different perspectives and mindsets. Lütge presents a variety of ways to teach and use literature in the classroom to explore different worldviews, values, identity, and the binary opposition of "self" and "other" which is prominent in many books in the fantasy genre. Empathy is a cognitive process linked to attitudes according to Dypedahl & Bøhn (2017, 2018), and Bland (2020) cites Nussbaum (2009) when making the argument that working with literature could be instrumental for promoting empathy (Bland, 2020, p. 72). According to scholars such as Bland (2020), Nussbaum (2009), and Reichl (2013), empathy opens for the reader to see the inner world of a person from that person's point of view, and by doing this be able to relate to the feelings and mindset of a character especially, Reichl (2013) states, if one uses narratives that are narrated through a first-person point of view makes it easier to facilitate an insight into the thoughts and views of the first-person narrator conveyed in the literary works (p.110). So, using literature with a first-person view might make it easier for pupils to be more immersive and interested.

According to Munden and Sandhaug (2017), role play is an example of an activity that potentially can enable pupils to decentre. Playing different roles enables them to explore the feeling and ideas of the person they are roleplaying. Through role-playing, pupils get the opportunity to play different characters and pretend to be older or younger, to take on personality traits which they do not have to go into a role and live in someone else's shoes (Munden & Sandhaug, 2017, p. 367).

3.2.2 Knowledge

Literature has the potential of providing the reader with different forms of knowledge, both factual and practical knowledge, so-called know-how knowledge. In the previous chapter knowledge was concentrated to knowledge about social processes and gain practical knowledge about norms and social interactions (Byram 2021 & Byram et al. 2001). Through

reading literature that originates from other parts of the world pupils will be able to attain important knowledge regarding societal issues, norms, and different practices (Lee, 2013 & Hecke, 2013). The two studies showed the potential of literature in a way where the knowledge aspect of IC and skills of discovery were visible as they were able to shift their perspective and see the world through different set of eyes. This knowledge could represent what Munden (2021) refer to as culture with a small “c”, and meaning “collective behaviour and shared ways of understanding the world” (p. 143). Munden (2021) further explains that culture with a small “c” is connected to the many social processes, such as marriage, to how people conduct themselves in different situations, such as queues (p. 143). Olsbu (2020) on the other argues that pupils and teachers could benefit from working with literature as a tool for promoting intercultural competence since literature is not intended to demonstrate cultural objectivity or an examination of a culture, but is rather a way of getting insight into different individuals with their different identities and how their actions and emotion together are shaped by their cultural belonging (p. 241)

This is beneficial for what Byram (2021 & Byram et al. 2001) and Dypedahl and Bøhn (2017, 2018) express regarding knowledge about social processes and utilize this knowledge as a part to have successful communication. It is of course important to acknowledge that the knowledge gained from literature as mentioned by Hecke (2013) and Lee (2013), is seen to provide a perspective on a culture, and not a comprehensive definition of that culture as cultures are viewed by many as dynamic and plural (Pegrum, 2008, Munden, 2021, Bland, 2020). Hecke (2013) and Lee (2013), however, does show the connection between how literature could provide the pupils both with knowledge and willingness to discover new knowledge and interact with different cultures. A unique insight into the lives of people from the target culture could help them in the process of relating as that could be more captivating. The usefulness of cultural awareness and understanding is undeniable and learning about different cultures could contribute a value to our lives, help us in our communication and build tolerance (Munden, 2021, p. 145). So, through attaining knowledge and seek new knowledge about other people, cultures, communities and societies and the elements these comprise, we develop our ability to adapt to different situations and encounters with other people.

3.2.3 Skills to interpret and relate

One of the skills communicated by Byram (2021; 2001) was the skill to interpret documents or texts from different cultures and relate these to one’s own. A study conducted by Lee (2013)

sought to explore the literary experience of the reader by reading American young adult literature, and measured three aspects: interaction, interpretation, and evaluation. The study showed that students drew upon their own experiences when interacting with the short stories used, and they used knowledge about language and intertextual knowledge to relate to events and characters (Lee, 2013, p. 143). This shows that when the students interacted with these texts, they were using their pre-existing knowledge and their own experience as tools for interacting with different texts. Furthermore, the study showed that the readers based their assessment and interpretations of characters' behaviours on their own cultural values (Lee, 2013, pp. 143-144). The students evaluated their own literary experience by explaining why they liked the story or not, and their responses reflected their own problems or concerns, which shows that they could relate to the characters (Lee, 2013, pp. 144-145) because they were captivated by the problems or concerns the characters experienced or faced in the storyworld, which made them receptive for relating. The study also showed that the pupils' cultural awareness was enhanced. They gained a deeper intercultural understanding as they used their own cultural background and their own experiences to assess and reflect, and in turn resulting in a reflection on cultural differences (Lee, 2013, p. 147).

3.2.4 Willingness of discovery and interaction

According to Hecke (2013), a group of university students stated that the graphic novel, *Persepolis*, gave them a unique insight into a different country and gave them new perspectives about a country they had limited knowledge about, and in that way the students obtained new information about the country (Hecke, 2013, p. 126). This correlates well to what Burwitz-Melzer (2013) writes about how graphic novels may spark readers' curiosity into attaining new knowledge by, for instance, using the internet and engage in further search about author, text, or target culture (p. 63). In this way both Hecke and Burwitz-Meltzer's research showed that the students were motivated to investigate the country further and, in that way, gather information that will add nuances to the perspectives presented in a specific work. An interesting aspect about Hecke's findings was the students' awareness of the impact of stereotypes and how the graphic novel challenged both their perspective and how stereotypes influenced their views in a negative way (Hecke, 2013, pp. 126-127). Hecke's research exemplifies how curiosity is an important factor in the development of intercultural competence, and that motivation and curiosity are driving forces towards discovering and in turn counteract prejudice and stereotypes. Munden & Sandhaug (2017) also argues how

literature has the potential of challenging stereotypes, because literary works provide us with different stories about people and places that might not exist and thus open for us as reader to explore unknown territory (p. 386).

3.2.5 Process and metacognition

Krashen (2004) argues that reading is beneficial for the cognitive development as reading enacts cognitive processes (Tishakov, 2020, p. 178). When we read, we use comprehension skills such as decoding in combination with previous knowledge to make meaning of a message, and this is a cognitive process (Tishakov, 2020, p. 178). In addition to cognition which is thought processes and conscious thinking (Dypedahl & Bøhn, 2020, p. 88), reading involves metacognition.

Metacognition is the process of “thinking about thinking”, how we reflect and understand our own thought processes and learning (Dypedahl & Bøhn, 2020, Sercu, 2004). Critical cultural awareness means to take a critical view on and evaluate our own cultural practices, values, perspectives, and those of other cultures (Byram et al., 2001, p. 7). It is not explicitly mentioned that this is a metacognitive process, but critically looking at and evaluating our own culture and other cultures can promote the metacognitive processes mentioned by Dypedahl & Bøhn (2020) & Sercu (2004).

3.3 Ways of operationalizing literature to develop IC

Section 3.2 discusses the affordances of literature and what literature potentially can contribute to pupils’ development of IC. Literature can provide pupils with new perspective, developing knowledge and spark curiosity to further discover new dimensions and elements of culture. Furthermore, literature could engage pupils in critical thinking and relate to people of other cultures and with different mindsets. The use of literature could open up for encounters with otherness which could illuminate differences and similarities and in turn engage pupils to think critically and develop self-awareness. A term that is natural to include and which seems to be fitting when discussing the impact of these encounters is *Bildung*. According to Hoff (2020), *Bildung* theories are to a certain extent impacted by the thought that “encounters with otherness are fundamental to processes of self-development” (p. 72). These encounters are possible to achieve through working with literature (see section 3.2.1) and develop IC amongst pupils. Even though literature has these affordances to aid in the development of IC it needs

to be operationalized in a specific way to promote and develop intercultural competence (see section 1.1).

It is possible to engage with literature in a way that could promote attitudes such shifting of perspective to develop empathetic attitudes. Even though Eisman & Patterson (2022) in *A Framework of Historical Empathy for Social and Emotional Learning* was done in the field of social studies it can be adopted into the English subject. Eisman & Patterson (2022) presented an approach to use literature to promote empathetic processes amongst pupils. Their suggested framework consisted of approaching a text on three levels which comprised of a direct instruction, shift of perspective and a reflection (p. 132). The first level was based on providing the pupils with background knowledge giving the pupils knowledge which would enable them to shift perspective. The combination of the obtained background knowledge and active shift of perspective would accumulate in a reflection where the pupils had the opportunity to compare their own beliefs and lived experiences up against the protagonist or other characters (Eisman & Patterson, 2022, p. 133-134). According to Eisman & Patterson does the lived experience of the pupils, which is varying, contribute to their engagement in reflection and in what ways the pupils find the characters relatable. This framework engages with many aspects of IC as the pupils obtain knowledge which could aid them in interpreting situations and characters and put these into context and therefore access some references. On the other hand, the active use of shifting perspective enables the pupils to see the differences and similarities between themselves based on their own experiences and background.

There are ways to facilitate for developing IC through using literature where the pupils engage with literature on different levels. In in *From “intercultural speaker” to “intercultural reader”* Hoff (2016) suggests working with literature to promote IC and developing the intercultural reader. There are three levels that are being discussed by Hoff (2016) in which the reading process should be viewed as dynamic where the different levels are connected and going back and forth between the levels. The first level evolves around the reader’s engagement with multiple voices in a text which triggers an emotional response within the reader. This would often be connected to one of the main characters, protagonists or antagonists. Secondly on this level is the engagement with the author and this relies on abstract thinking and critical investigation where other sources might be consulted (Hoff, 2016, p.62). The second level indicates that the reader must interpret how the text communicates with other reader, which requires pupils to think about how the text could be interpreted by people of his/her own culture and people of other cultures. Through reflection in the classroom the

complexity of cultural identity might become clearer for the pupils (Hoff, 2016, p. 62). The third level evolves around intertextuality as the pupils must reflect upon how the text communicates with other texts through comparison and contrasting. By comparing texts from a variety of cultures from different time periods and genres the pupils are given insight into a variety of narratives and can create understanding based on these narratives and viewpoints. Because of this the pupils will also discover how the different narratives and viewpoints can alter and affect their own understanding (Hoff, 2016, p. 63).

Reichl (2013) offers way of promoting metacognitive processes through four steps. Firstly, pupils will need to connect to the character empathically and intellectually. Secondly, pupils need to become aware of the multitude of voices in the story with different subjective meanings and the negotiation between these voices. As a third point, Reichl (2013) argues that during the reading process pupils must engage with the text and experience different emotions such as confusion, doubt, and lack of understanding (p. 111). Becoming aware of these different ways of thinking will lead to metacognitive processes which will help the pupils monitor their learning and comprehension. The fourth step is a dialogue between the pupil and the teacher for instance which will help the pupil regulate their understanding and thus construct an intersubjective understanding (Reichl, 2013, pp. 110-111). In other words, the process will result in a shared understanding and when multiple voices are involved in the interpretation of a phenomena. Hoff (2020) suggests a way of operationalizing metacognitive processes by challenging the pupils on the “why” in encounters with different attitudes and perspectives. She encourages teachers to draw upon texts in different formats and genres which can aid pupils in their metacognitive processes as they open for “critical thinking and multi-dimensional exploration” p. 83). To be able to get a nuanced understanding of for instance, attitudes and values, it can be beneficial to use texts that depicts people that could be viewed as “unsympathetic” (Hoff, 2020, p. 83).

However, according to Nussbaum, we need to keep in mind that literature can help us sympathise and show empathy with different characters, but it is equally important to demonstrate awareness of how we might distribute this empathy unevenly (Nussbaum, 1997, p. 101). According to Nussbaum (1997) it is important that there is a tight correlation between the sympathetic reading and the critical reading because literature is never unbiased and will never cover every aspect of an area or situation (Nussbaum, 1997, p. 101). This implies that the teachers must strive to introduce multiple angles of a matter to the pupils and help facilitate for a multitude of perspectives for them to discuss. To conclude, literature allows an

opportunity for encouraging critical thinking and challenge our pre-existing knowledge and own cultural values.

3.4 Potential challenges operationalizing IC using literature

When working with literature to develop intercultural competence there are some possible challenges that may occur when it comes to selection of literature, motivation, authenticity. In this section these possible challenges will be addressed and discussed.

Finding appropriate literature for the promotion of IC

One of the possible challenges teachers can encounter is finding the appropriate literature to use when promoting IC, and there are numerous reasons for this such as format, motivation, or authenticity. The use of the term literature in this thesis is used in a broad sense and will therefore cover many different types of literature such as novels, graphic novels, film, poetry and songs (see section 3.2). One challenge could be that teachers may exclude certain formats such as films and songs which might not correspond to their definition of literature. Choosing to use films are not to be underestimated as films can be used for teaching purposes. There are at least five aspects to keep in mind when choosing a film for use in classroom; language, type of film, the ability to watch critically and actively, violence and sensitive issues, and ideology and cultural representation (Villanueva, 2020, pp. 93-98). Teachers need to make decision based on the level of proficiency amongst the pupils, and the older pupils will be able to watch films with a more complex language (Villanueva, 2020, pp. 93-94). Furthermore, it is important to think about what kind of film to use and decide if it is suitable. Villanueva (2020) also stresses that teachers should take into consideration how receptive the pupils are to the content of the film, and if they are able to grasp context and engage in interpretation of what they are watching (p. 95). Furthermore, it is important to consider the ideology and the cultural representation of the film and Villanueva (2020) stresses consciousness when selecting films and make assessment about the relevance and how culture is portrayed films to avoid unnecessary stereotypes and exoticism (p. 96). Lastly, it is important to be cautious regarding choice of films regarding different sensitive issues or violence depending on the class (Villanueva, 2020, p. 98). In other words, teachers need to establish purpose for the choice of film and also how to use the film in a constructive way to ensure that important topics are being discussed appropriately in classroom.

Another potential challenge the teachers might face when choosing literature for developing IC might be that some literature could seem to be too complex in terms of language or complex plots or topics which could lead to confusion or low comprehension. However, Reichl (2013) argues that using young adult literature depicting different motivations and identity positions of a character is beneficial for teachers to use in the classroom, and in accordance with Hoff (2020) texts should not be forsaken based on a notion that it could be too difficult for the pupils. The potential of literature, including film and songs, of engaging / to engage pupils in a conversations about cultural matters and identities (Reichl, 2013, Hoff, 2020). Reichl (2013) states that “[The reader] is confronted with a sudden awareness of how our preconceptions might no longer hold in an unexpected situation.” (p. 112). Carlsen (2020) makes a similar point when he argues that as we are navigating through the narratives and trying to make meaning of them, we enter a so-called “third space” and “make an effort to understand values and attitudes communicated and reflect on our own standpoint in the process.” (p. 210). The teachers face many challenges of balancing the choice of literature to develop IC though it is clear that literature should not be forsaken based on complexity. However, teachers know their pupils and therefore must make decisions on choice of literature based on how well it can be facilitated for and create opportunities for pupils to engage with literature to become aware of themselves and others.

Motivation

Another challenge teachers may face when having the class engage with literature in the classroom is motivation. Both Fenner (2020) and Carlsen (2020) argue that motivation is important for the pupils when they read books. There is a tendency that boys show a lower degree of motivation when engaging with literature (Carlsen, 2020, p. 212), and the teacher needs to find literature that will potentially captivate the pupils (Fenner, 2020, p. 254). Carlsen (2020) argues for a way of enhancing the motivation by letting the pupils actively choose literature to read based on their own preferences (p. 213). This could help the pupils engage in extensive reading and reading an enthusiastic activity for the pupils (Carlsen, 2020). Extensive reading is advocated by many scholars for being a suitable activity for promoting certain aspects such as decentring, change of perspective, mindsets and thus empathy (Carlsen, 2020, Bland, 2020, Lütge, 2013). Extensive reading has also been termed reading for pleasure, and this type of reading activity could also promote motivation (Carlsen, 2020, p. 213).

Carlsen (2020) states that a tendency within the reading of literature is that boys for instance are motivated to read fictional texts if the character is relatable and likeminded to themselves (p. 212).

Textbook extracts vs. “authentic work”

Many teachers still use textbooks in their teaching (Lyngstad, 2019 & Carlsen, 2020), this despite their autonomy as teachers and their freedom to choose literature based on the general term “text” used in the English subject curriculum (Carlsen, 2020, p. 211). This could of course have practical reasons, time, for instance, or that the textbooks are written for the purpose of fulfilling the criteria of the curriculum and are therefore seen as a reliable alternative. Choosing literature could also prove difficult as some teachers are concerned with the reading proficiency amongst pupils (Fenner, 2020, p. 254)

Some teachers choose literature based on what the course books have to offer (Lyngstad, 2019, Carlsen, 2020). Carlsen (2020) argues that excerpts in course books significantly lack context (p.213). This could interfere with interpretation and the lack of context could show only fragments of meaning which could lead to stereotypes as a result of lacking context. An additional concern regarding excerpts and imagery could be that it could enforce stereotypes about indigenous people, and this in turn could be negative as the aim of IC is to counteract stereotypes and prejudice (Habegger-Conti & Wallann Brown, 2017, p. 30). Therefore, it can be argued that the textbooks with the excerpts and imagery of different cultures are not sufficient on its own to explore aspects connected to the different cultures.

Kramsch (1993) states that “The term “authentic” has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues; it refers to the way language is used in non-pedagogic, natural communication” (p.177). This implies that the texts considered authentic should include language that is natural in the setting it is used and bear a notion of trustworthiness and originality. They are not necessarily meant for a pedagogic purpose such as many textbooks are but rather as medium for reading for pleasure. Some of the literary works referred to in this chapter could be argued to be ‘authentic’ in Kramsh’s sense, for instance *Persepolis*, which is autobiographical and provides the reader with genuine situations.

Songs can be used in a variety of ways in teaching because of their versatility and they can be in combination with visual aids in form of video (Munden & Sandhaug, 2017, p. 432). Songs

can be used to address a variety of topics and they are a written form of cultural expression, and this in combination with the visual aid, can contribute to conveying meaning and thus engage pupils' comprehensions skills.

Films and other audio-visual media draw upon multiple aspect such as moving picture, sound, text and more which in combination convey meaning to the viewer (Villanueva, 2020, p. 90). By using film, it is possible to explore different character motivations, thought processes, actions and their everyday-life and the viewer becomes emotionally engaged and thereby, like with literary works, enable them to relate to the characters in the films (Villanueva, 2020, p. 91). This makes film a possible format for promoting attitudes such as empathy, and also the ability to interpret and relate. Villanueva (2020) further argues that films can be discussed based on the topics and used as platform for exploration and discussing aspects such as racism, ethnocentrism, values, stereotypes (p. 91). Villanueva (2020) suggests that when working with films interculturally, it would be important to encourage pupils to ask questions and elicit responses from the classroom as basis for discussion (p. 98).

3.5 Summary

This chapter has discussed the why and how use literature to develop IC, and the potential challenges and advantages teachers and pupils might experience working with literature towards this aim. As stated in section 3.2 the definition of literature in these thesis covers a broad list including film, songs, poetry, novels, and graphic novels due to teachers' autonomy regarding methodological approach and work methods. The possibilities of using literature have in this chapter been positioned in the consensus of what IC comprise: attitudes, knowledge, and skills. Literature has long traditions in education and are prominent to develop attitudes such as empathy and tolerance through operationalizing literature in a specific way (see sections 3.2.1 and 3.2). By attaining new knowledge of different cultures, the pupils will get a grasp of references belonging to different culture, though since culture is forever changing and progressing knowledge is also linked willingness to discover (see section 3.2.2). Using literature could also be used to develop skills of interpretation and relating as well because literature can present the pupils with relatable characters and combines the pre-existing knowledge in the process to relate to certain characters (see section 3.2.3). A result of using literature could also be a spark of curiosity and willingness to discover and interact. As discussed in section 3.2.4 pupils can literature promote curiosity which in turn be beneficial

to counteract stereotypes and prejudice. It has the potential to nuance aspects and challenge the pupils on a cognitive level as their preconceptions of a culture could be altered as a result. All the elements, attitudes, knowledge, and skills will contribute to a metacognitive process where all the mentioned elements are used to become aware of our own thinking and to think critically when processing information about our own and other cultures (see section 3.2.5).

Using literature to develop IC need to be operationalized explicitly to ensure that all the elements will be processed. Working with literature to develop IC are viewed as a process of using knowledge, skill and attitudes combined to utilize the affordances of literature, and Hoff (2016) presented a way of using literature to develop intercultural reader. Here the pupils would engage with aspects such as how a text could communicate with different readers and elicit meaning from texts as well as how texts communicate with texts from different cultures and time periods. This exemplifies a process where critical thinking was an important factor (see section 3.3).

Lastly some potential challenges were addressed regarding choice of literature, motivation, and textbook excerpts vs. authentic texts. These challenges were exemplified by looking at literature in the form of films and novels. The challenges were practical, but they also showed how these practical issues might interfere with reaching the full potential when promoting IC, and to be aware of how choosing and working with literature correlates with each other as many of the decisions lies with teachers (see section 3.4).

4. Method

This thesis seeks to explore teachers' reported beliefs on how and why use literature to promote IC in the lower secondary classroom: challenges and advantages. The method chapter will highlight and discuss the research design used in this thesis. This chapter will discuss the method chosen and the contribution to answering the research question with the sub-ordinated research questions (see section 1.1).

To address my research questions, I chose a qualitative approach as the thesis seeks to explore teacher cognition; teachers' perceptions and beliefs concerning what IC is, choice of literature and methods to promote IC, and how they assess the achievement of goals. The reason for researching teachers' beliefs and perceptions is to explore teachers' practice and understand their choices. Borg (2018) states that "Insight into teachers' beliefs and practices can highlight the extent to which teachers' cognitions and work reflect good practice as defined in the literature" (p. 78).

According to Boeije (2010) can a choice of a qualitative method be justified when the nature of the study is to explore, and participants get the opportunity to describe and provide the researcher with their opinions (p. 32). According to Christoffersen & Johannessen (2012) interviews will seek to nuance complex social situations and let informants express themselves freely (p.78). Therefore, I decided to use interviews. To ensure that the interviewees stayed within the boundaries of the topic, the interviews were semi-structured. Semi-structured interviews have the advantage that participants can include aspects they believe to be relevant and important surrounding the topic (Postholm & Jacobsen, 2018, p. 121), at the same time the interview questions will encourage them to stay on topic.

The choice of using a qualitative method and through interviews will not be able to produce any definite conclusion. The purpose of this research would rather be explored through interviews how teachers understand IC, how they work with literature to promote IC, any struggles they might face in their teaching of IC and how their beliefs impact their choices. An approach which is connected to exploration of teacher cognition. Exploring teacher cognition refers to teachers' beliefs and understanding and how this impact their choices in the classroom (Borg, 2006, see section 1.1). There are benefits that could present themselves from researching teacher cognition, for instance it would allow reflections and critical thinking about their teachings in the classroom (Borg, 2013, p. 16). This could also benefit further

research of the topic as one possible advantage of researching cognition could lead to “improving the educational process” (Borg, 2013, p. 16). In other words, exploring teacher cognition and their beliefs and understanding of IC could be advantageous to create awareness and deeper understanding of the concept. Therefore, even though this research will not be exhaustive in any way, it may lead to patterns and discover potential gaps between the curriculum and classroom practice. Furthermore, explore how their current beliefs and understanding are reflected in how they use literature to promote IC.

4.1 The research

To help explore the research questions, I conducted three semi-structured interviews with three lower secondary teachers from three different schools in Innlandet county who all had English as one of their main subjects. At the time the interviews were conducted, Teacher one (T1) reported having 18 years of experience, teacher 2 (T2) reported having taught English for four years, and teacher three (T3) reported having worked as an English teacher for a couple of months when the interviews were conducted. The interviews were conducted with the aid of an interview guide that was developed based on the research questions and consisted of 15 questions in total (see appendix). The empirical findings were processed and interpreted to make the teachers’ answers be segmented and placed into the subjects where they fit to further illuminate their beliefs and understanding of IC (see section 4.2 below).

An aspect that is important in research is whether the result of a study is substantial enough to see if it is transferable from one context to another (Postholm & Jacobsen, 2018, p. 238). As mentioned, three teachers were interviewed in person and at their own workplace. After deciding on the topic and formulating the research questions, the next step was to gather a sample to interview. The teachers asked to participate were based on personal network and convenient in the sense that I knew they would contribute with relevant input during interviews. This is also referred to as a convenience sampling, which, according to Boeije (2010) means that the sample is “intentionally selected according to the needs of the study” (p. 35). It is recognised that even though this type of convenient sampling might be normal it might jeopardize the answers as the interviewees may answer what is “expected” from them. This could potentially harm the validity of the study because the answers could be very potent also somewhat idealistic. In addition, even though the scope teachers was narrow the variation on gender, geography, age, and years of experience as this could have a balancing effect.

However, the number of teachers interviewed is also acknowledged as a weakness in terms of transferability.

4.1.1 Pilot and interview guide

This section is divided into different phases to justify the choices made to explore the topic. I created an interview guide for the interviews based on the research questions to ensure a certain chronological order and help guide the interview in an appropriate direction without the risk of diverting from the topic. According to Cohen, Manion & Morrison (2018) do interviews based on an interview guide risks that the wording of the researcher influences the answers to the extent that it damages comparability (p. 510). Interview guides might also constrain the interview and disturb the flexibility and thus risk omitting input or information that could be relevant. To minimize the risk of this situation the interview guide was constructed in a way that the teachers answered the same questions to counteract the risk of losing comparability of the answer; whereas the formulation of the questions opened for flexible answers “How do you understand the term intercultural competence?”. However, since the questions were formulated as open, they did invite different answers and the follow-up questions were depending on the interviewees’ individual responses.

4.1.2 The pilot interviews

One of the main concerns was how to design the interview guide to give the interview structure and, at the same time, open for reflection and flexibility. Two pilot interviews were conducted with a teacher and a fellow student, who both provided important input as they highlighted some potential challenges. One of these was how familiar the teachers could be expected to be with the term intercultural competence as the fellow student showed a clear understanding of the term, whereas the teacher did not show the same familiarity with term. The second challenge was that the participants in the pilot seemed to need more time to reflect on the questions as they were formulated so openly. As a response to the first challenge, it was decided to send a couple of questions in advance for the teachers to look at before the interviews. The questions “How do you understand intercultural competence” and “in what ways do you use literature in the classroom?” were sent in advance for the teachers to reflect upon the questions. The weakness of this could be a less genuine response from the teachers. However, this also led to slight change of focus towards researching teachers’ cognition and

beliefs on what IC is, and how these beliefs impact choice of literature, methods, and assessment.

4.1.3 Conducting the interviews

Conducting interviews is a reciprocal activity as the interviewees are given the opportunity to explain their methods, their stories, perspectives and insights, and the researcher is provided with information that may help explore and seek understanding about their researched topic (Boeije, 2010, p. 62). This opens for a situation where the participants can share their thoughts freely and share their subjective experience of a situation or operationalization of a concept. Postholm & Jacobsen (2018) argue that qualitative studies might be hard to replicate because of how subjective meanings and theories brought into account by both the researcher and the participants are always evolving and changing (pp. 223-224). Thus, every interview situation will be unique, and not necessarily replicable, a risk that will be present due to the nature of semi-structured interviews. Whereas the interview situation can only to a certain extent be controlled by the researcher, in semi-structured interviews, the main questions can be reproduced.

The interview phase consisted of three interviews with three different teachers from three different schools, and they varied in length, ranging from 23 minutes to almost 40 minutes. The questions from the interview guide were asked in the order in which they appear in the guide.

But interviews as described here rely on the flexibility to formulate question that further elicit relevant information. The participants had prepared for the interview in various ways, for instance by looking up the term and intercultural competence.

An unforeseen effect of having enabled the interviewees to read the questions in advance, was the “ketchup-effect,” meaning that the initial question. The fact that they had been able to access the questions before the interview, also introduced the risk of bias as it enabled them to consult sources defining IC prior to the interview, which could potentially have harmed the validity of the interview, as the research wanted to find teachers’ perceptions of what IC is, how that perception in turn impacted their perception on what literature and methods could be appropriate for promotion IC as well as how the development of IC could be assessed.

Consequently, consulting sources in advance might have steered them into a preconceived way of seeing a topic (Cohen et al. 2018, p. 272). As an interviewer I tried to ask follow-up questions based on their answers rather than bringing up terms and definitions not already uttered by the interviewees.

4.2 Presenting empirical findings

Transcription of the interviews were conducted within two weeks after the interviews were completed. The interviews were conducted in Norwegian and therefore transcribed in Norwegian, but key sequences of the interviews were translated into English. The fact that the interviews were conducted in Norwegian and transcribed to Norwegian before translated to English will have affected the precision with which the participants' statements are rendered. As Cohen et al state, the aim of the transcription is to materialize the interviews in wording, but it is acknowledged that transcribing oral conversations to written texts risk losing the essence of the conversation. Cohen et al. (2018) cites Powney and Watts (1987) when stating that:

Talk is dynamic – a quality it loses as soon as it is collected in any way. It is somewhat ... like catching rain in a bucket for later display. What you end up with is water, which is only a little like rain. (p. 523).

A transcript loses the dynamic context with body language, facial expressions, and gestures, Therefore, the transcripts of the teachers' statements in Norwegian are included in the main body of the text. And the translations are intended to stay as closely as possible to their original way of expression. Pauses were retained and the "ehm" and "ah" were not included in the transcription of the interviews.

After transcribing the interviews, segmenting, and reassembling the collected data was the next step. Segmenting the material is a way of eliciting the most relevant parts of the data for the research purpose (Boeije, 2010, p. 77). According to Boeije (2010), validity is dependent on how the researcher conveys the research (p. 170). Furthermore, the validity of the study dependent on truthfulness constructed through a demonstration of data management and the fact that it enlightens the whole research and not only a desired outcome (Boeije, 2010, p. 170).

In the presentation of the empirical findings, the chapter has been reassembled in a way which ensures structure and coherence. Some of the responses and concepts used by the teachers were moved to other sections to interpret and convey their beliefs and understanding more clearly. This could for example be an elaboration of their beliefs and understanding connected to IC on a later question in the interview, and this would be more relevant to put under their understanding of intercultural competence. Boeije (2010) states that “Reassembly requires continuous consideration of the data, of the evolving relationships between the categories, and of the credibility of those relationships.” (p. 79). I recognize the risk of damaging the validity of the results through segmenting and reassembling the findings in this manner. But the advantages of presenting the results are that the teachers’ cognition and understanding are presented more clearly. Furthermore, presenting the results in this way will elicit teachers’ beliefs and understanding from how they work with literature, and this could reflect their beliefs. According to Cohen et al. (2018) is there a tension between how research can maintain the holistic approach in contrast to fragmenting and separate and this might lead to “losing the synergy of the whole” (p. 524). In other word might fragmenting and separating the different parts and add them to isolated subject be beneficial to maintain the synergy.

4.3 Limitations

The research seeks to explore teacher cognition – and perceptions and beliefs – on what IC is, how they operationalize using literature in the promotion of intercultural competence and how they assess that the aims have been met. One of the sub-ordinate research questions “what criteria do teachers report using for choosing the literary works they do when promoting IC?” already demonstrate a limitation of the study as it presupposes is predetermined that the teachers use literature. This presupposition can be seen as a way of concluding with the fact that teachers use literature in the classroom which may not always be the case. However, the definition of literature used in this thesis covers a scope of different literary devices including films, novels, graphic novel, comics, poetry, and songs.

The number of teachers interviewed are a limitation as you will not be able to get a representative data collection, and therefore not possible to provide a conclusive or exhaustive report on the state of the art. However, the study does not seek to conclude but rather to explore teachers’ beliefs and understanding of IC and how to use literature to develop IC, and by doing this rather indicate how three individuals perceive of intercultural competence and how it is

operationalized in lower secondary school. Combined with the theoretical framework and previous research it is still possible to explore whether one can find some recurrent trends or patterns when it comes to these questions.

According to Cohen et al. (2018) triangulation can be “a powerful way of demonstrating concurrent validity” (p. 265) in research. For further research it would be beneficial to widen the reach by triangulating through using both qualitative and quantitative research approaches. Methods that could further highlight this could be conducting observations and investigating pupil texts.

4.4 Ethical considerations

The ethical aspect of a qualitative research is important, and it is important that there is a high level of transparency to establish trust between the researcher and the participants. The following section will enlighten and explain which ethical measures have been considered in the conducted research.

As a result of this being a qualitative study involving interviews it must be a high level of professionalism regarding the methods of acquisition of sensitive personal information and to keep this data anonymous. The conducted interviews did not ask for any specific information that would compromise the anonymity of the participants. The participants were chosen based on some pre-established criteria that are made explicit in the presentation of the results. Their anonymity is protected as they are only referred to as T1, T2, T3 and their workplace has been anonymized. Furthermore, any names or places that could compromise their anonymity have been removed from transcripts and thus the presentation of results.

To do any research involving participants, one must get an approval for conducting the research from SIKT (formerly NSD) (Haugen & Skilbrei. 2021, p. 52). When the informants were inquired about a possible interview, they were given information about the considerations due to privacy. As part of the SIKT application, an information letter was sent to the intended participants with information about the project, and information concerning consent, withdrawal from the project as well as contact information.

The conducted interviews were taped with “Diktafon” application on the phone. The recording was crypted and sent to a research server at the University of Oslo, and these recordings will

be deleted at the end of the project. The participants were informed of how the recording and their personal data would be handled according to protocol.

4.5 Summary

This chapter has discussed the research design in this thesis and provided both advantages and limitations to the operationalization. Through researching teachers' beliefs, the key point is that this thesis will not be exhaustive or conclusive as the research approach is only based on interviews and interpretation of the results. However, through interviews it is possible to explore teachers' cognition and how these are reflected in how they use literature in the classroom.

In preparation for the interviews the pilot interviews were conducted to review and revise the interview guide. This preparation led to a slight shift in focus as it is not given that teachers have full comprehension of what IC comprise. Consequently, it was decided to send the interviewees a couple of question in advance for them to look at and reflect upon before the interviews (see section 4.1.2 and 4.1.3).

The interviews were conducted on three teachers and the teachers had time to reflect on what IC comprise and their use of literature to promote IC. This could have led to a situation where the teachers immediately connected IC to literature, and possibly this could have influenced their responses (see section 4.1.3)

Presentation of the findings was done by fragmenting and segmenting the responses and reassemble them to fit into the different categories in chapter 6. This was done to express their beliefs more clearly through how they understand the term and how they work with literature to promote IC (see section 4.2).

Furthermore, the limitations of the study were addressed and discussed the potential disadvantages connected to the number of interviewees, to the use of only interviews and what potential weaknesses of exploring teacher cognition (see section 4.3). A potential weakness addressed was that how teachers work with literature might not always reflect their beliefs, and it is acknowledged that the way of presenting the results both how the teacher understands the term IC and how they work with literature might not correspond.

Lastly, ethical consideration was addressed, and the teachers' anonymity are preserved throughout the thesis.

5. Presentation of findings

This chapter presents the teachers' responses from the three interviews. Their responses are categorized into three main headings: *Intercultural competence*, *Using literature* and *Assessment*. The purpose of this categorization is to identify their reported beliefs and understanding of IC is to illuminate the connection between their reported beliefs and understanding with the classroom practice using literature. However, some aspects may be repeated more than once in this presentation because their beliefs and understanding can be reflected in their classroom practice (see section 4.3, ch. 4). Their responses have been translated into English though their original responses in Norwegian are included.

Overarching aim:

- Teachers' reported beliefs on how and why use literature to promote IC in the lower secondary classroom: challenges and advantages.

Supporting research question:

- How do they understand IC?
- Choice of literature when promoting IC in the lower secondary classroom.
- How do they assess that the aims have been met?

5.1 Intercultural competence

In the inquiries for the interviews, the teachers received two of the question in advance where one of them were "how do you understand the term intercultural competence". This was done based on the suspicion that IC could be an unfamiliar term. The teachers' responses were similar to a certain extent and included many of the same elements. One of the teachers was not familiar with the term and did some research before the interview. These answers are from the opening of the interviews when the teachers were asked about the understanding of intercultural competence and whether or not they believe it was important to develop it. They all agreed that developing intercultural competence was important but that teachers could become more aware of what it is and how to develop IC.

5.1.1 Attitudes

The three interviewees responded that their understanding of the term intercultural competence was to gain insight into other cultures and their worldviews. The teachers' responses were similar, but they included some different aspects that underlined their understanding of IC.

T1 responded that through texts one would gain insight into how different people live their lives and insight into different cultures. T1's response seemed to have been influenced by an unfamiliarity with the term intercultural competence and the link to literature as information about the interview suggested.

T2's understanding of intercultural competence was about being able to understand other cultures and communicate with people from different cultures, and T2 also held that attitudes were important in the encounter with other cultures:

I think it has a lot to do with understanding and communication of different cultures, that you gain insight into other cultures and develop your own competence with a broader understanding of your own values, norms and attitudes.

(Jeg tenker det handler mye om forståelse og kommunikasjon av mange ulike kulturer. At du får en innsikt i andre kulturer, at du utvikler en egen kompetanse ved å få en bredere forståelse av dine egne verdier, normer og holdninger.)

T3 did share some of the same thoughts as T2 but in a slightly different manner. T3 believed that tolerance was an important part of being interculturally competent as T3 advocated for acceptance of different worldviews. T3 responded:

But what I think intercultural competence is about, is to tolerate people from a different culture, understanding of the world, different worldview, and accept this.

(Men det jeg tenker med interkulturell kompetanse er det å tolerere andre med en annen kultur, annen verdensforståelse, annet verdenssyn og akseptere det.)

T3 further explained that it was important to become aware of oneself and of our own limits of what we believe is acceptable. T3 believed that even though one could disagree with one another it is not always necessary to point that out but rather "...stretch the "muscle" of what is okay and not okay" (...strekke "muskelen" på hva som er greit og ikke greit). Even though

T3 did not explicitly use the word respect, it is possible to say that tolerance and respect were two important elements of her understanding of IC. The notion of acceptance and acknowledgment of difference between people from different cultures seemed important for T3. In the extension of tolerance, T3 hoped that through tolerance and accepting more point of views it would help spark the sense of curiosity within pupils. T3 stated that tolerating more worldviews, “And maybe sparking curiosity and being curious of what is different and not be skeptical towards what is different...”(Og det er kanskje med på å skape nysgjerrighet, og det å være nysgjerrig på det som er annerledes og ikke skeptisk til det som er annerledes...).

The three teachers’ responses seemed to focus on attitudes to a large extent as they stressed tolerance and understanding of cultural differences, different worldviews, and perspectives, and of other peoples’ way of living in particular.

5.1.2 Knowledge

The three teachers reported that they believed developing intercultural competence was important to gain insight into how different people and peoples live their lives. They were quite general in their statements though a couple of the teachers viewed communication as an important aspect. T1 provided an example of how they worked with “What is culture” where they first wrote a text about what culture is and the pupils worked together in pairs, and then dived into one of different aspects such as sports, music, and cuisine and some also wrote about difference between living in the city vs. the countryside. T2 reported that her understanding of intercultural competence was a combination of many different aspects (see section 5.1.1). Elements such as communication, norms, values and how knowledge of different cultures and ways of living were reported as beneficial for pupils as it could challenge their norms and values. As T2 stated that pupils can “develop your own competence with a broader understanding of own values, norms and attitudes.” (see section 5.1.1). It is possible to interpret her statements to mean that it is beneficial to understand oneself in relation to others, which then again could aid in developing awareness of both differences and similarities between self and other.

Firstly, the teachers’ answers suggest a focus on language as they viewed communication skills as important to develop. Secondly, the teachers acknowledged that knowledge of other cultures was important such as norms and values.

5.1.3 Skills

Two of the interviewed teachers stressed attitudes to be important as many pupils in lower secondary school might be a bit rigid when it comes to how they view the world. T2 and T3's answers correlated in that they both found challenging perspectives and letting pupils see the world from different perspectives important.

T2 responded that lower secondary pupils might be somewhat "egocentric" which make them focused on themselves and thus risk missing out on what happens elsewhere in the world. An important task which T2 believed was important was to help pupils acknowledge the existence of different viewpoints:

I believe that in a lower secondary school there is a need to understand that there are many different points of view, that there is no definite correct answer as to how one should perceive things. That everybody is different to some extent.

(Jeg tror på en måte at det på en ungdomsskole handler om å forstå at det finnes mange ulike synspunkt. At det ikke finnes noen fasit på hvordan man skal se på ting og at alle er forskjellige av ulike grader).

T3 shared the views of T2 as T3 as T3, too, saw the importance of expanding pupils' views and help them take in other ways of seeing the world. T3 stated:

Youth is quite rigid even though they do not want to say they are. It is often black/white ... and to help them by showing that there also are "grey areas", and that those are not dangerous...

(Ungdommer er ganske rigide selv om de ikke vil si det. Det er jo svart/hvitt og det å klare å vise at det er noen gråsoner, og de er ikke farlige...)

Two of the teachers' responses clearly indicated that helping pupils developing the skills of relating to others and see things through different lenses were of importance for them. It is also possible to see that a sense of curiosity to explore different worldviews and opinions was important to them to encourage.

5.1.4 Metacognition

Metacognition is a process of thinking about our own thinking and linked to an ongoing process. Based on the teachers' responses they report working with some aspects such as

democracy and citizenship as a process. Even though intercultural competence was an unfamiliar term for T1, T1 still reported trying to preparing the pupils for a life as citizens in larger society as part of developing *Bildung*:

It is all about becoming a citizen of society. One is part of something bigger, bigger than your hometown, things are happening in other parts of the world as well.

(Det handler jo om å bli en samfunnsborger. Man er del av noe større, noe større enn hjemstedet, det skjer ting i andre deler av verden.).

T1 believed it was a process of *Bildung* and meant that everything is not as black/white as it might appear and that the main aim was pupils exist in relation with other people around the world.

T2 gave answers which would indicate the same as T1 that it is a process of *Bildung*. According to T2 assessment would not always be the primary objective but rather the process in itself where the pupils gain new insight and participating. T2 stated that one aim should be to become more self-aware and think “what are my own attitudes and thought” in the meeting with other perspectives and compare these with each other.

Firstly, the responses suggest that the teachers acknowledged that aiding pupils in becoming self-aware and critical thinkers in encounters with different perspectives would be an important part of making them well-functioning citizens. Secondly, the responses suggest that they all viewed the ‘production’ of such citizens as a process.

5.2 Using literature

The second key question in these interviews was if, how and why the teachers used literature to develop intercultural competence. The answers to this composite question suggested that they did not necessarily use literature to develop intercultural competence explicitly. The teachers reported that they used a variety of texts such as novels, comics, films, songs as well as other shorter text in their classroom practices. They reported working with literature in many different ways, including extensive reading (reading for pleasure), reading and discussing, conducting role plays, and through giving different writing tasks. The presentation of the three teachers’ responses is divided into why and how they reported using literature

(5.2.1 and 5.2.2) and what they reported as potential challenges and advantages when it comes to using literature to promote IC (5.2.3).

5.2.1 Why use literature to promote IC

All the teachers used literature in their classroom practices and argued for their purpose of using literature on lower secondary level. They all saw the benefit of using literature in their practice though with different approaches to why as well as how they used literature.

In the responses made by T1, the main reported objective of using literature in the classroom was to see different perspectives, gain insight into different cultures, create own texts and develop vocabulary. T1 responded that in the classroom they mostly used literature to develop vocabulary and create their own text by using other texts as models. When asked about what T1 sets as aims for using literature in the classroom, developing intercultural competence was not an explicit aim. T1 stated:

...intercultural competence is an aim in itself, but I have not used it as an aim but rather used, for example: “Learn about what it is like on an ordinary street in India”, “Look at the language in Shakespeare, how does this differ from the language today?”.

(...interkulturell kompetanse er jo et mål i seg selv, men jeg har ikke satt det opp som et mål men jeg setter opp for eksempel: «Lære hvordan det er på en vanlig gate i India», «se på språket i Shakespeare, hvordan skiller det seg ut fra språket idag?»)

It would seem that to T1, language-learning and descriptive knowledge of culture and cultural expressions are important purposes for working with literature in the classroom.

T2 reported that literature is a way of letting pupils get a distraction from their own everyday lives and immerse themselves into other peoples' lives. T2 also believed that literature could help the pupils see things from different points of view. In addition, T2 stated that an important aspect of working with literature would be to change their attitudes, and especially the rigidity with which some pupils might view the world. Thus, according to T2, one of the main purposes of using literature would be to avoid rigid attitudes on how things can be perceived:

What I believe is the most important is attitudes because young people have strong opinions and viewpoints. Therefore, it is important to convey that there may be different ways of thinking and perceiving things.

(Det jeg tenker kanskje er det viktigste er holdninger fordi ungdommer har sterke holdninger og synspunkt på ting. Det er viktig å få frem at det er andre måter å tenke på og hvordan ting oppfattes.)

T2 stressed that promoting attitudes was an important purpose to why use literature in the classroom and especially surrounding the aspect of self and other. This could mean that T2 believed that it is important to see oneself in relation to others.

T3's answers correlated to a large extent with those of T2, but they were perhaps a bit more nuanced as T3 responded that the purpose of literature could be to gain insight and "open up the world":

It [literature] helps provide pupils with new thoughts, new ideas of how thing can be. It can also aid in seeing oneself in a different light, that one can recognize oneself in others. It can be a character in the book who thinks and feel the same as oneself, someone with a different background.

(Det er med på å gi eleven nye tanker, nye ideer om hvordan ting kan være. Det kan også være med å se seg selv i et annet lys, at man gjenkjenner seg i andre, og at det kan være en karakter eller hovedperson i boken som tenker og føler det samme som en selv, en som har en annen bakgrunn.)

Both T2 and T3' answers suggest that they hold that literature can help pupils understand themselves in relation to others and therefore be an important aid in developing identity. Another element of why use literature they reported was to develop vocabulary (T1), which could be linked to developing communicative skills.

5.2.2 Operationalization of literature to promote IC

The teachers interviewed also provided information regarding how they worked with literature in the classroom though on a very general level. As mentioned, they reported using different approaches to literature in the classroom (see section 5.2). All the teachers reported using film. T2 reported using film when working with *The Hate You Give* to create more room for discussion as some pupils were not reading the novel. It seems this was done to let all pupils engage in discussion as some might not be vivid readers.

T1 said he mainly used literary texts as model texts for pupils' own products. T1 mentioned a handful of different titles used in the classroom, such as: *The Absolutely True Diary of a Part-Time Indian*, *Hunger Games* and *Basketball or Nothing* as well as multiple texts by Harriet Tubman. In the case of *The Absolutely True Diary of a Part-Time Indian*, T1 let the pupils read it for pleasure. According to T1, this sparked the curiosity of many pupils. T1 stated that

after reading it, the pupils uttered questions regarding life on Native American reservations in the USA. Another example of how T1 used literature in the classroom was using it as a model text for pupils to create their own texts. T1 reported instructing the pupils to read an expository text about a street in New Orleans where the pupils were to use this text as a model for writing a descriptive text about their hometown where they were to describe smells and the different stores.

T2 reported that they had used several titles such as *Fantastic Mr. Fox*, *The Hate You Give*, *Diary of a Wimpy Kid* in the classroom. The way they had worked with these texts ranged from discussion to writing tasks where the pupils were encouraged to reflect upon different aspects. T2 reported that after having read *The Hate You Give* which depicts an African American protagonist and takes issue with racial differences in the USA, they were to focus on relating the plot to their own lives using oral and written tasks. T2 reported that they used much time on discussing and reflecting upon matters such as seeing the shift in identity from one situation to another. Further, T2 explained that the written tasks asked the pupils to use a quotation from the novel as their starting point. This quotation could for instance be, “If you can’t use your voice, what is the purpose of having a voice?” The pupils would then use the novel as well as their own reflections. One of the aims according to T2 would be to make them aware of the importance of using their voice. It could be interpreted that this aim would be to make the pupils see how their opinions and perspective can make a difference in multiple situation such as if injustice occurs or in democratic processes. This activity could be said to be a way of making pupils aware of how identities can change in different situations and how people sometimes need to behave differently in different situations. It was stated by T2 to use it as a way of promoting one of the interdisciplinary topics *Democracy and citizenship*, a topic that T2 reported as one of the focus areas when using *The Hate You Give*.

Another example of how T2 reported using literature was through role play. When working with *Diary of a Wimpy Kid*, pupils were given a “scene” or a passage to act out either in front of class or they filmed it and the pieces were put together so it would result in full video following the chronological order of the comic with the filmed scenes produced by the pupils.

T3 which had the least experienced of the three teachers provided some thoughts on how they would have worked with literature in the classroom to promote IC. T3 reported that songs and poems, and especially songs of Bob Marley, could be used to introduce pupils to colonial times and the cultural expressions of postcolonial authors. T3 stated that songs and lyrics could be a

way of creating references when they dive into more substantial texts. According to T3 they would look at the texts and interpret them both individually and in plenary. T3 reported that the task should be open to provide many different opinions, perspectives, and ideas on the texts:

It is exciting, that they can express their opinions and ideas freely about something without being corrected. It is an open task and if they see something that I do not see ... because we all see things differently.

(Det er spennende, og det at de kan uttrykke sine meninger og ideer om hvordan noe er uten å bli korrigert på det. Det er jo en åpen oppgave og om de ser noe jeg ikke ser fordi det man ser jo med forskjellige blikk.)

The teachers worked with literature in similar ways and with focus on many of the same aspects such as perspective and attitudes. The teachers' responses suggest that they worked to engage pupils in discussions and interpretation of different motives and also making the pupils aware of differences. The answers also suggest that the chosen literature can spark pupils' curiosity and willingness to explore topics further.

5.2.3 Potential challenges and advantages

Potential challenges using literature to promote IC

The teachers were asked explicitly if they had encountered any challenges when using literature to promote intercultural competence. The three teachers reported many of the same concerns regarding what challenges they had encountered and what challenges they might encounter. One concern all the teachers reported was to find captivating literature for pupils on lower secondary level.

Especially T1 was facing challenges finding literature which was both captivating and adapted to the proficiency level of the pupils. T1 used much time to find texts as texts "appropriate in primary school in USA might not be appropriate for Norwegian lower secondary classes.". Hence T1 showed concern about introducing literature with too demanding language. T1 also reported that finding this literature could be time consuming but relied heavily on the library and using different texts suitable for the topics they work with found on internet.

T2 reported the same view as T1: finding captivating and literature adapted to pupils on lower secondary level was deemed difficult. However, T2 also brought up concerns regarding certain topics such as sexuality. Addressing such topics in lower secondary could be problematic as T2 believed that some pupils could end up using words connected such topics in derogatory manners. Even though it could prove difficult, T2 acknowledged the need to use more time with literature addressing this topic as T2 believed it could be beneficial to provide more insight into such topics.

T3 also reported the same belief as the two others but added that literature may have a more complicated language which could be more challenging to the pupils rather than their comprehension of the topic and historical context.

The teachers' reports suggest that motivation was a challenge as it was difficult to find literature that was interesting for everybody. Secondly, their responses suggest that finding literature suitable for lower secondary pupils can be difficult in terms of varying proficiency levels. Some topics was also identified to be difficult to address such as sexuality and this could be a result of maturity amongst pupils on lower secondary level.

Potential advantages using literature to promote IC

The teachers' responses do suggest that they view literature to be advantageous in developing intercultural competence. Set aside from the potential and actual challenges they report having encountered finding relevant literature adapted to the target group, and a certain uneasiness when it comes to addressing certain topics, they also report some advantages of using literature. Both T1 and T2 acknowledged that using literature could provide some challenges if it does not captivate the pupils. However, they also reported having experienced that some types of literature had captivated the boys, in particular.

T1 reported a positive experience when using *The Absolutely True Diary of a Part-Time Indian* as the pupils showed great interest in the novel. T1 believed that the visual aids were beneficial when it comes to capturing the pupils' attention. The use of humour and irony also strengthened the pupils' interest in reading the novel since after they were initially finished working with the novel, some of the pupils continued reading the whole novel and reported that it was "actually quite amusing". T1 further resonates that,

Finding the literature is difficult, but that [novel] is about a young person, written in a funny way with self-irony, [he] is not perfect and it is relatable for many.

(Det å finne litteratur er vanskelig, men den handler jo om en ungdom, skrevet på en morsom måte, han har selvironi, er ikke perfekt og den treffer en del.)

According to T2, the use of visual aids benefited those who were not too eager to read text-based only literature. However, T2 also believed that working with literature in different ways would make it easier to develop awareness about certain topics such as us/them thinking. T2 exemplified this when he reported having watched the movie version of *The Hate you Give* to as a visual aid to help pupils develop a more nuanced view of differences between us/them. This helped the discussion and aided the pupils' reflections.

The use of role playing was also reported as a beneficial way of working with literature by T2. According to T2, playing another character and placing yourself in another person's shoes might benefit your intercultural development. It is possible to state that T2 acknowledges the advantages of using role play to help the pupils decenter to get insight into other peoples' perspectives.

T3 argued that literature could be beneficial for the pupils as it might challenge their perspective and provide them with new insight on certain topics and "grey areas":

Those [grey areas] are everywhere, and that is why I believe literature to be beneficial, to encounter these grey areas because it is brought close but not physically close. It is more like small seeds/thoughts that can develop over time, and you get a different set of references.

(Det finnes jo overalt, og sånn sett tenker jeg at litteratur er en ufarlig måte å møte disse gråsonene fordi da kan man få det nært på seg men ikke fysisk nært. Det er ting som små frø/tanker som kan utvikle seg etterhvert og man får noen andre referanser.).

The interviews with the teachers suggest they numerous advantages working with literature. Especially literature with visual aids were reported to be beneficial, as well as reading a novel in combination with the film adaptation to visualize and concretize. The advantages drawn out from this section is that the teachers report that multimodal texts are beneficial for motivation such as graphic novels such as *The Absolutely True Diary of a Part-Time Indian* which is also an authentic text. In connection to this is it is possible to identify the teachers' awareness of how literature could contribute to development of IC though not know to the full extent how it can be used to promote IC. They identify the possibilities to use literature to help pupils see

different perspectives and, in the process, to counteract possible stereotypes and prejudice by addressing us/them thinking.

5.3 Assessing development of IC

Even though they did not present any specific examples of how they assessed the development of intercultural competence, the teachers did report using a variety of different assessment methods that could be used to assess IC, such as conversation in smaller groups with the teacher present, different types of role plays, making podcasts and written tasks. One example given by T2 was a discussion task where the pupils would divide into groups of 4 and an A3 paper with a reflection question in four corners were passed around. The groups would then add a reflection on each of the question where they argue for a point of view or argue against a point of view. T2 also regarded assessment as less significant than the process itself in some situations (see section 5.1.4).

5.4 Summary

This chapter has identified the teachers' beliefs and understanding of IC and how and why use literature to promote IC. The challenges and advantages have been identified in this chapter as well as the teachers' reports on how they assess development of IC. The teachers report an understanding of IC which include attitudes such as tolerance, empathy and seeing different perspectives. They also report knowledge of different cultures and language in terms of communication as important aspects. The teachers used literature to develop the ability to see from different perspectives and engage pupils in discussions related to how they would act in the same situation, thus relating their lives to that of the characters.

The teachers reported some challenges connected to using literature such as time, motivation and challenging language which made it hard to find literature suitable for lower secondary level. They also reported advantages of using literature as it could spark curiosity amongst the pupils and also how different types of literature could have a positive impact on the pupils both in terms of interest and their willingness to discover more about a topic.

The teachers reported using assessment but not necessarily to assess IC, but one teacher reported that the process was more important and the responses from the teachers indicated that their purpose were to produce well-rounded pupils.

6. Discussion

The thesis aims to explore teachers' reported beliefs on how and why use literature to promote IC in the lower secondary classroom: challenges and advantages. Through the conducted interviews they were asked about their understanding of intercultural competence, how and if they used literature to promote IC and what criteria they had in their selection process. They were also asked about any challenges they had encountered working with literature to promote intercultural competence. There has been conducted relevant research regarding how and why use literature to promote different aspects of intercultural competence (Hecke, 2013, Lütge, 2013, Reichl, 2013) has been outlined in chapter 3. In this discussion chapter I will summarize the main findings at the beginning before engaging with them in the further discussion.

The conducted interviews with the three teachers provided different approaches to working with literature to promote intercultural competence, and the results implied that they held different views on how working with literature to promote IC could be operationalized and which aspects they could enhance. Firstly, the teachers identified curiosity, empathy, and tolerance to be important attitudes within intercultural competence. One teacher meant that it was important stating that literature can "open the door to the world", and this teacher's statement corresponds to that in the Education Act (1998). The results from the three teachers showed that their knowledge about intercultural competence could not necessarily be tied to the concept itself, but rather focused on aspects implied to the term such as empathy and curiosity. The three teachers used many of the same methods: reading, discussing, writing tasks, group work, interpretation, role play and oral tasks, though they operationalized these in different ways. They also reported challenges regarding how to select literature and that certain themes and topics could be challenging to explore with the pupils. The teachers reported different methods of assessment though they could not provide any concrete suggestions as to what aspects of IC they assessed.

6.1 Understanding the components

During the interviews it became clear that the teachers didn't have a full overview of what promoting IC might mean. However, much of what they reported focussing on could still be said to harmonize with the some of the theoretical consensus of what IC might encompass. However, the teachers used many of the same terminology for describing their understanding

of intercultural competence and these harmonize with the consensus of the concept intercultural competence (Byram, 2021, Dypedahl & Bøhn, 2017, 2018, Deardorff, 2006). These attitudes, skills and knowledge are a synthesis of the competence needed to appropriately communicate with people who differ in communication styles and perspectives on the world (Dypedahl & Bøhn, 2018).

The definition used by Dypedahl & Bøhn (2018) is recognisable in the teachers' responses about the importance of being able to see the world through different lenses, and also adapting an attitude that opens for tolerance in the encounter with different worldviews. However, only one teacher explicitly used the term tolerance when talking about accepting different worldviews and understandings of the world within different cultures and explaining that accepting does not exclude reflection on a personal level of what is okay and not okay. Hence, tolerance, to this teacher, comes across as a way of showing respect for different perspectives and opinions

6.1.1 Attitudes

Intercultural competence encompasses a range of skills, attitudes, and knowledge which in combination result in appropriate communication with those who have different worldviews (Byram, 2021, Dypedahl & Bøhn, 2017,2018). Two of the teachers reported responded that they believed that the pupils should be encouraged to see different perspectives, and that they should “open up towards the world”. This is also expressed in the Education Act (1998). Both Byram (2021, Byram et al. 2001) and Dypedahl and Bøhn (2017, 2018) include different attitudes in their conceptualization of intercultural competence, and one of these attitudes is curiosity (Byram, 2021, Byram et al. 2001). Sparking the pupils' curiosity would help the pupils expand their vision and seeking to information and help them understand the different perspective voiced in the world. The interviewed teachers seemed to value the importance of promoting certain attitudes such as empathy and curiosity, the ability and willingness to view the world from different perspectives. At least two of the teachers mentioned how pupils' world views could be rigid to a certain extent and described to have a “black/white” dichotomic mindset. From this finding it could be argued that some pupils could be culturally biased and are influenced by their own cultural background that challenging their views by introducing new perspectives could be beneficial.

An important attitude for the pupils to develop is the ability to show openness in the meeting with different cultures that encompass values, norms and views that differ from theirs (Dypedahl & Bøhn 2017, 2018) & Byram, 2021, Byram et al. 2001). Of course, the development of openness and willingness to see different perspectives is not exclusively linked to intercultural competence but also manifested in the Education Act (1998) as one of schools' main purposes is to provide the pupils with access to the world. It is therefore implicated that teachers need to engage the pupils in different activities and discussion that enable them to a certain extent to see the diversity of voices and cultural expressions. By combining attitudes such as openness towards different cultures, tolerance, and curiosity the pupils might become aware of their cultural biases and provide new ways of interpreting and understanding the world, and also help shape their identity. The core curriculum also strengthens this notion that encounters with different cultural expressions might lead to a development of identity and also help prevent stereotypes and diminish prejudice (Ministry of Education and Research, 2017, p. 9). This corresponds well with the answers from the interviewed teachers and their aims for helping the pupils to break free from their somewhat rigid views and introduce them to new impulses.

6.1.2 Knowledge

The acquisition of knowledge is important in IC and furthermore how to benefit from this knowledge in intercultural encounters. The knowledge aspect of intercultural competence is a more explicit part of Byram's (2021, Byram et al. 2001) conceptualization than in Dypedahl & Bøhn (2017, 2018), and factual knowledge about own and other cultures is important. Factual knowledge about different norms, values, history could be beneficial in the how the pupils might be able to relate to different cultures and also create bridges between the pupils' own culture and a target culture (Byram, 2021). The teachers reported promoting cultural knowledge which could be identified as culture with a big "C" and culture with a small "c" (Munden & Sandhaug, 2017, p. 357). The answers from two of the teachers suggested focus on cultural expressions with a small 'c' such as cuisine and history (Munden & Sandhaug, 2017, p. 357). One concrete example of this focus was the task introduced by T1 "Culture is..." where the pupils wrote a text about something they found interesting whether it was sports or music, and this illustrates a demonstration of factual knowledge (see section 5.1.2 , ch. 5). According to Byram (2021, Byram et al. 2001) is it important to have both knowledge on a factual level and a societal level to enhance intercultural communicative competence and

become aware of stereotypes and prejudice that could be strengthened or created in the acquisition of knowledge. However, working purely with acquisition of factual knowledge, one may risk strengthening certain stereotypes about a culture and teachers need to guide the pupils through reflecting upon the different elements of knowledge. For instance, teaching pupils about a specific music genre originating from a specific country does not automatically apply as a preferred taste in music in that country's population (Dypedahl & Bøhn, 2018, p. 164). This is one of many pitfalls surrounding the teaching of culture in school and perhaps more connected to the traditional textbooks where there could be a tendency to make some cultural expressions generic to a group of people, and this can enforce existential stereotypes (Habegger-Conti & Wallann Brown, 2017). Therefore, it is important to further process the acquired knowledge and discuss possible ways of interpreting various features of cultural expressions and compare them to those of our own culture.

Knowledge about a culture both on a societal and a factual level the communication and encounters with people from different culture might be disrupted and unsuccessful (Byram, 2021, Byram et al. 2001, Dypedahl & Bøhn, 2018). The first step could therefore be a task where the pupils could get acquainted with facts about a target culture such as typical music, sports, or cuisine. This presents the opportunity of raising awareness surrounding a target culture and provide glimpse of traditions and norms connected to the cultural expressions. This in turn will help the pupils in cultural encounters as they are familiar with some customs and aspects important in the target culture. So, factual knowledge about a culture should not be underestimated but rather followed up as the main aim should be to gain a deeper understanding about people from different cultures to avoid risking offending the recipient (Byram, 2021, Byram et al. 2001). This is also important in connection to openness mentioned above where the pupils should be ready to have their learnt factual knowledge challenged in cultural encounters.

6.1.3 Skills

In addition to attitudes and knowledge the teachers' reported using literature in ways which suggests promoting skills of relation and interpretation, and willingness to discover and interact. These are important attributes in the development of intercultural competence and knowledge and attitudes are prerequisites for these skills (Byram, 2021, Byram et al. 2001). The teachers' answers suggest that their reported focus relied upon using texts that were linked to the target culture, and that they used use texts to develop practical skills, but also empathy.

Teaching intercultural competence could be challenging as it is a vast field, and a teacher would have difficulties with covering all the aspects in a fulfilling manner, and therefore it is important that the pupils are encouraged to discover further (Byram, 2021). This is identifiable in the teachers' answers as they tended to have a strong focus on relating. T2 used the book *The Hate You Give* to encourage the pupils to relate to how an American teen of colour experiences different social situations. T3's response signals an awareness of how novels potentially can be used to show how social interaction might be different in different situations in life and could show how view on culture as a dynamic and less static entity (Pegrum, 2008; Fenner, 2020).

What could be viewed as an important factor in the teaching and development of these skills is that the pupils get aware of the diversity in the life of one person and how their values can be confronted in various situations. T2 also reported using *The Hate You Give* in a way of working with democracy and citizenship and illustrates the connection to the subject curriculum which says that the pupils should be engaged in exploratory ways to discover different lifestyles, communication, mindsets, and ways of thinking (Directorate for Education and Training, 2019, p. 2). Through showing the pupils how characters interact as in *The Hate You Give* the potential of becoming aware of the communication patterns and how they might differ from their own ways of communicating. As cited in chapter 2, section 2.6, by Byram (2021) "is the ability to recognize significant phenomena in a foreign environment and to elicit their meanings and connotations and their relationship to other phenomena." (pp. 61-62), and this could be a potential benefit from using a book such as *The Hate You Give*. This would also present an opportunity for pupils, with guidance from the teacher, to interpret and relate the language used to their own, and how the pupils might differ in communication patterns when encountering a various of social situations.

6.2 The teachers' reported use of literature

Two of the three teachers reported that they use literature in their teaching and the last one had the intention of using literature as this teacher were quite fresh as teacher. Literature is a term that is defined broadly in this thesis, and the teachers interviewed used literature in their teachings with various purposes. One of the main findings was the beliefs of how literature could be used to develop i) the pupils' way of seeing the world from different lenses, and ii) the pupils' language skills. Both of these aspects are linked to the term intercultural

competence as the term has broad consensus of focusing on attitudes, skills, and knowledge (Byram, 2021, Dypedahl & Bøhn, 2017, 2018, Deardorff, 2006). However, from their responses it is possible to view a variety of the aspects the teachers could focus on when using literature in the classroom. The reports of using literature to develop pupils' ability to change perspective are strong amongst the interviewed teachers. The teachers mention a diversity of different texts they have used and plan to use in the classroom that could promote a variation of dimensions linked to intercultural competence. As mentioned earlier one teacher reported using the book *The Hate You Give* and addressed the identity aspect visible in the novel as to how the protagonist has to adapt in different social situation throughout the book. By using literature such as this the teacher has the possibility to show the multitude of different mindsets, ways of seeing the world, and how different social interactions might be based on cultural variations regarding norms, values, and perspective. Literature has the potential of being a way of seeing perspectives and explore the inner thoughts of a person and thus create a bridge between the reader and the protagonist (Reichl, 2013, Lütge, 2013). This could contribute to develop the pupils' empathy and provide them with an understanding of what challenges and encounters individual faces in their reality. Reichl (2013) suggests using young adult literature to explore different motivations and identities presented. This is an extension of seeing different perspectives and presents the pupils with situation they might relate to on a deeper level and could thus strengthen the empathetic connection to the protagonist. Reichl (2013) argues that the reader should be challenged and experience lack of understanding and confusion to a certain degree. That idea could be frightening for a foreign language teacher and to a certain degree complex cognitive processes of reading might be challenging for the pupils. However, this could potentially give a greater opportunity to discuss different motivations and let the pupils reflect upon the actions of the protagonist in conversations with peers and teachers.

The second aspect that was reported was the knowledge aspect in which the teachers wanted to provide the pupils with knowledge about a target culture. One of the teachers mentioned the use of songs as a way of providing the pupils with a cultural expression which originates from the target culture. This teacher was to use songs by Bob Marley when teaching about Jamaica, and justified the choice based on how these texts could be used to provide knowledge about Jamaican history, and a postcolonial voice in Marley's songs. Songs and lyrics have a variety of possibilities when using it in the classroom as they include written text along with visual aids in terms of music videos (Munden & Sandhaug, 2017, p. 432). Through songs from Bob

Marley, it could be possible for the pupils to gain an insight into the history of Jamaica, and how different cultures are being oppressed. This way of using songs could show one voice of many and help the pupils in gaining deeper understanding about the target cultures history and challenge the pupils on an ethnocentric level (see section 2.5) as they access a culture that has been oppressed by Western culture in colonial times. Another example is how T1 introduced *The Absolutely True Diary of a Part-time Indian* in class for reading. This way of using the book was merely for pleasure, here it sparked the pupils' interest about Native American culture. Carlsen (2020), Bland (2020) Lütge, (2013) argues that reading for pleasure, or extensive reading, could aid in the process of decentring and changing perspectives, and the pupils could gain motivation (Carlsen, 2020). The teacher reported that since they were not able to read the entire novel in class, some pupils engaged with the book later and found it captivating. Introducing literature could provide the pupils with motivation to further explore and discover different aspects and dimensions of Native American cultures. The book portrays life in the reservations in the USA, and the intersection between the Native American culture within the reservation, and the culture outside. The reason for the motivation to further explore the novel could be because it is written of someone coming from the reservations and with authentic experience from the target culture (Lee, 2013). Furthermore, using a graphic novel such as *The Absolutely True Diary of a Part-Time Indian* could indicate that multimodality are useful as graphic novels for instance can spark curiosity and aid in counteracting stereotypes due to the correlation of modalities such as text and images (Burwitz-Melzer, 2013; Hecke, 2013).

The teachers report using literature to promote aspects that can be linked to IC, and they acknowledge that literature can be used to develop empathy, tolerance, change of perspectives. However, literature can help develop the skills, attitudes, and knowledge of IC, but it must be operationalized explicitly towards these aspects (Eisman & Patterson, 2023; Hoff, 2016;). The teachers' responses to using literature shows an awareness of what literature can offer, but the explicit operationalization to develop skills, attitudes and knowledge is not clear. Eisman & Patterson (2023) suggest that teachers need to work on three levels where pupils work towards gaining background knowledge and thus context. Furthermore, pupils must adapt to the perspective of those in the literature to engage in reflections afterwards where their own lived experience is actively used in relating to characters in the text. Hoff (2016) on the other suggest seeing three levels in combination where pupils engage with the multiple voices in a text and further how the text might be interpreted by other reader. Then the pupils should see the text

in comparison to other texts and compare (Hoff, 2016, p. 62). These ways of using literature in classroom implies that pupils must approach literature with critical thinking, and openness to explore and interpret meaning.

6.3 Potential challenges promoting IC

The interviews signalled different challenges related to the teaching and promotion of intercultural competence, some connected to practical concerns such as time and choice of literature. The teachers had concerns regarding the level of difficulty when it comes to the literary text and the different proficiency levels amongst the pupils which they believed interfered with the development of intercultural competence.

Practical challenges in the choice of literature were many. Some main concerns reported mentioned during the interviews were finding suitable literature, time and level of difficulty. One of the main impressions is that the teachers chose literature based on the pupils' level of proficiency, so they strived to use books adapted for lower secondary pupils. Teachers should not automatically be afraid of choosing literature or texts which seems to be too challenging for the pupils as they could enlighten different motivations and cultural matters (Reichl, 2013, Hoff, 2020). However, this does not seem to be the main challenge as teachers reported emphasises the potential of difficult language and the reading endurance of the pupils more heavily. There are still evidence of the teachers hesitating to use texts to enlighten more complex matters such as one of the teachers who wanted to use songs from Bob Marley to provide the pupils with specific references to the target culture. This could potentially provide pupils with knowledge and connotations found in the target culture, and further utilize this knowledge in further reading and interaction with the target culture. T2 also stated a concern involving some stigmas that are highly relevant such as sexuality as some words connected to the topics are frequently used in a derogatory manner. This reflects a concern, not to why but to how, it could be taught in a respectful way with pupils who do not necessarily are ready to take on such reflections.

The teachers also commented on motivational aspects which made it important for them to choose literature that would spark the pupils' interest. Examples of these were the *Diary of a Wimpy Kid*, *The Absolutely True Diary of a Part-Time Indian* and *The Fantastic Mr. Fox*. Studies have shown that texts written by people originating from the target culture and present their own perspectives on life and social situations they encounter have a positive effect on

the willingness to discover (Hecke 2013, see section 3.2.4, ch. 3). This means that texts with a protagonist or character are relatable, and which could reflect some inner thoughts that the pupils themselves may experience in different situations in life. The use of illustrations which is the case in the fictional comic *Diary of a Wimpy Kid* with a main protagonist that are depicting highly relatable situations could potentially have a positive effect on the pupils' motivation, especially boys (see Carlsen, 2020).

6.4 Assessment of intercultural competence

Assessment of intercultural competence can be a difficult process as it involves the assessment of knowledge, skills, and attitudes. The teachers' responses showed that they assessed through discussions, written task, role play where the main focus seemed to be connected to attitudes and skills rather than factual knowledge. Byram (2020) express the need to observe the pupils' ability to show understanding and openness towards diversity of perspectives as an important way of assessing attitudes. This is visible in the teachers' responses that being able to interpret and seeing the world through other peoples' lenses was important in order to show development. However, there are many factors that could interfere and could be to get the less active pupils to participate in the discussion and contribute with their interpretation. Furthermore, it is possible for teachers to assess the pupils in different role play situations, and role playing allows the pupils to decentre and take habitat in a character's mind and be able to see the world from their viewpoint (see Munden & Sandhaug, 2017, p. 397). This will perhaps enable the teacher to see if the pupils are able to change perspectives, and develop empathetic skills, though the level of empathy would prove difficult as measuring the level empathy might be impossible. Though the teachers' reported using written tasks, oral tasks and role play they were, as T1 uttered, aiming for intercultural competence in itself was not the main objective, but rather more practical and specific aims. These aims could be to investigate and explore what it is like on an ordinary street in India or compare language today versus the language in Shakespeare's era. Another teacher expressed that the process surrounding the topic rather than a concrete result as an aim. One could say that the focus of assessment lies in the intersection between acquisition and understanding language, and a focus on how texts in this instance has an effect on the reader and how they process these impulses. Bland (2020) states that there has been a focus shift from a viewpoint of working with literature and towards letting the literature work on the reader (see section 3.1). Through reading and discussing in plenary or in groups it is possible for the teacher to assess how a text has had an influence on the pupil

as they share their reflections and how they are able to negotiate meaning when it comes to motivations, identities, and values of people from different cultures.

6.5 IC as metacognitive process

Intercultural competence comprises of knowledge, attitudes, and skills (Byram, 2020, Dypedahl & Bøhn, 2017, 2018, Deardorff, 2006). The findings from the interviews were that the teachers were not fully aware of the full implications of what IC comprises, and some gave the impression that they did not even know the term. This is certainly not surprising since it is only mentioned once as “intercultural competence” and once as “intercultural understanding” in the in English subject curriculum (Directorate for Education and Training, 2019, p. 2). The curriculum builds upon Bildung traditions, and many of the aspects in intercultural competence are built into the Bildung philosophy. This is also signalled in the interviews as the teachers emphasise the importance of helping the pupils in their development to become citizens in a greater society outside of school and equip them with attitudes such as tolerance and respect, knowledge of multiculturalism and critical thinking. This implies a) that even though they do not necessarily know the term, they still focus on developing Bildung and parts of what comprises IC, and b) that they view Bildung but also intercultural competence as a process rather than a product, which is supported by Pegrum’s notion of culture as something fluid (Pegrum, 2008).

This means that teachers do report working with developing pupils’ metacognitive processes and it can be identified their responses. T2 used texts that could be related to classroom dynamics and through that engage the pupils in cognitive processes where they reflect upon situations, motivations and attitudes that could be relatable for them.

Metacognitive processes are necessary for understanding why people act as they do, and their mindsets and the reasoning behind their motivations and by doing so start the reflection surrounding our own thinking and reasoning (Sercu, 2004, Dypedahl & Bøhn, 2020, Hoff, 2020). Byram (2021) also mentions a crucial part of IC as the learners should develop a critical cultural awareness and reflect upon different cultural matters such as values and norm, and their own and evaluate them. Using literature is only one of many ways of providing the pupils with opportunity of self-development and engage in metacognitive processes. Texts that portray protagonists who not necessarily share the same values, perspectives and motivations

as the reader could have a possible effect on the readers way of presenting a more nuanced understanding (Hoff, 2020, p. 83).

This is exemplified in what types of texts the teachers chose as novels tend to focus on character development and thus the pupils get the opportunity to follow this character through obstacles they meet on their journeys. The work method T2 chose could also be reflected in Reichl's (2013) argument of engaging the pupils metacognitively (see section 4.2.5 ch. 4), where they used *The Hate You Give* to focus on the many voices in the novel, discuss their views on the characters choices and how they would act if they were in the protagonist's shoes. This implies the value of choosing literature adapted to young people with characters they could relate to and perhaps more subtly reflect upon incidents that could occur in their everyday life. The interviewed teachers reported using use literature in a way that depicts certain areas of cultural differences and insight into new cultures. However, literature is never unbiased in the sense that the writer will present only one perspective of a situation (Nussbaum, 1997, p. 101). It is possible to find traces of this in the responses of T3 as using songs from Bob Marley could help challenge the perceived knowledge from Western history and culture and provide the pupils with a variety of voices.

6.6 Summary

This chapter has discussed the teachers' reported beliefs and understanding of IC, and how and why use literature to promote IC on lower secondary level. Some challenges have been identified and discussed such as choice of literature, time and motivation, and there are some advantages which the teachers have reported when using literature to promote IC. The teachers work in ways to promote different aspects such as knowledge, skills, and attitudes. Attitudes such as tolerance, empathy, and willingness to see different perspectives is what the teachers see as the clearest advantage of using literature to promote IC. The teachers used literature in ways which corresponds to theory and previous research though it is not explicitly IC which was being promoted. The challenges the teachers report facing was discussed and they appear to acknowledge that authentic literature is engaging pupils more effectively and they are able to relate more to the characters. Their assessment of IC is closely connected to how they view the development of IC as a process rather than a product, and though they do not assess IC explicitly their methods correspond to theory of assessment of IC.

7. Conclusion

Given the importance of developing IC, the complexity of the term, and its simultaneous undercommunication in LK20, the thesis' aim was to investigate and identify what main challenges teachers are struggling with as well as what main advantages they find in using literature to operationalize and assess the development of IC. Hence the thesis has investigated teachers' reported understanding of the term, how they report using literature in the promotion of IC and their reported challenges and advantages in using literature in operationalizing and assessing the development of IC in the classroom.

The main challenge identified in this research was a lack of familiarity with the term, which impacted the promotion of IC. The other challenges identified in this research concerned choice of literature, classroom operationalization, and assessment. In the conducted research, the interviewed teachers did report focussing on developing attitudes, knowledge and skills that could be identified as IC, but, as research suggests, it is difficult to measure the development of IC in the classroom if not explicitly promoted and assessed as such. But not addressed it in the context of promoting IC. Therefore, the assessment of IC would fall short and not be integrated in their teaching. Thus, the research showed a clear connection between how the teachers' unfamiliarity with IC was reflected in their classroom practices and choice of literature. This could be because many of the aspects in IC are reflected in the *Bildung* perspective.

One main starting point for this thesis was the hypothesis that the fact that the term intercultural competence is only mentioned once in the English subject curriculum with no accompanying or sufficient definition could impact teachers' understanding and operationalization of the term (see section 1.1). The fact that one of the interviewed teachers reported conducting a search on the term prior to the interview, suggests that IC as a term and concept is not sufficiently familiar to all English teachers.

However, even though the interviewed teachers only reported a partial understanding of IC, their understanding was still in accordance with theory in many respects. One possible reason is that the *Bildung* tradition has had and still has a firm place in the Knowledge Promotion, and many of the aspects the teachers reported focusing on are found in the *Bildung* tradition. (Fenner, 2020; Hoff, 2020).

Examples of overlapping aims between IC and *Bildung* are that both emphasise skills, knowledge, and attitudes, and how the pupils develop identity in the meeting with others. The teachers acknowledged that there is a *Bildung* process as they are preparing the pupils to become participating citizens and become aware that they exist in relation to others, and that especially attitudes such as the ability to see things through different lenses are important.

Understanding the term

Even though the interviewed teachers' reported understanding of IC suggested that they did not seem to fully know what exactly IC meant and how to promote and assess it, the teachers' understanding of intercultural competence was still in accordance with theory in certain respects since all teachers reported using literature to focus on the promotion of attitudes through emphasizing change of perspectives and the development of empathy (see Byram 2021, Dypedahl & Bøhn, 2017; 2018). One of the teachers also reported focussing on the acquisition of knowledge of other cultures through talking about different cultural aspects such as food, sports, and music in different countries. Even though the project was not explicitly intended to promote IC, focussing on cultural knowledge, could be beneficial when promoting IC. However, importantly, according to Byram, cultural learning with a small "c" needs to be processed in ways that would minimize the risk of stereotyping (see section 2.4.).

The teachers also reported that working with literature could spur pupils' interest in wanting to learn more about certain topics and develop their willingness to discover (see section 3.2.4). As when having concluded a reading-session on *The Absolutely True Diary of a Part-Time Indian*, some pupils wanted to explore the Native American reservations further and the lives of Native Americans living in these reservations. This particular example illustrates how novels, and, in this case, a multimodal novel, can spark curiosity and learners' willingness to discover more about other cultures (Burwitz-Melzer, 2013; Hecke, 2013). Also, the skill of interpretation and relating was visible in how one teacher used *The Hate You Give* to exemplify that people may act differently in different social situations and T2 also encouraged comparisons by asking the pupils to reflect on how they would have acted in similar situations. This type of approach could help pupils develop their skills of interpretation and ability to relate since the pupils were asked to relate to the characters and reflect how they would act in a similar situation.

How to use literature to develop IC

When it comes to the interviewed teachers' reported choice and use of literature to operationalize the promotion of IC, literature was operationalized in ways intended to promote certain skills, attitudes and knowledge that can be identified as IC, for instance change of perspective and communicative competence.

The reported and preferred choice of literature was mainly multimodal young adult fiction with relatable characters such as *Diary of a Wimpy Kid* and *The Absolutely True Diary of a Part-time Indian*. The possibility of identifying with characters, signals a strong focus on motivation and the promotion of empathetic processes (Reichl, 2013; Nussbaum, 1997). The teachers also reported following up reading literature / watching film with plenary reflections and written and oral tasks. However, the teachers' responses suggested that they did not exclusively focus on the development of intercultural competence when working with literature, and, as such, they did not seem to be utilizing literature's full potential in the promotion of IC (see sections 3.2.5 and 3.3).

Consequently, the teachers' responses did not reveal the explicit aim of using literature to promote IC. This does not necessarily mean that the way they worked with literature did not promote skills, attitudes, and knowledge subsumed under IC, but, as Eisman and Patterson (2023) as well as Hoff (2016) suggest, it is not given that merely reading literature will for instance promote empathetic processes or acquiring the other skills intercultural competence comprises of (see section 3.3). Hence, introducing literature without operationalizing it in ways primarily meant to promote IC would not necessarily be sufficient to achieve the development of intercultural competence.

Challenges

All the teachers reported using literature ranging from film to novels and songs. One teacher expressed that choosing literature was time consuming and, like the two other teachers, s/he reported struggling with finding literature that pupils would find interesting. The teachers did, however, reflect upon how young adult literature had a positive effect on the pupils' motivation as the characters were relatable (see section 5.2.3). Their experience correlates with previous research which suggest that literature that portrays relatable characters makes it easier for pupils to relate and change perspective (Lee, 2013).

On the matter of assessing intercultural competence the teachers' responses provided general assessment methods. The development of intercultural competence was not explicitly assessed

which makes sense since they did not explicitly report using literature to focus on the development of IC. However, one teacher did remark that taking an explorative approach when working with literature and reflecting on what one had read were important aims for her/him, and assessing these achievements would not necessarily be appropriate. According to Sercu (2004) it is known that assessing IC is debated and that some aspects such as attitudes are harder to assess both for practical and ethical reasons (see section 2.8). Therefore, engaging pupils in the process of exploring and interpreting could be more important than setting specific aims and assessing such aspects.

Advantages

Even though the thesis has identified some reported challenges related to the development of IC and how to use literature to promote IC, there were some reported advantages as well. The interviewed teachers recognised that literature could be beneficial to engage pupils in discussion, to challenge their views and opinion, and develop their ability to relate other people's views and opinions to their own. Previous research suggests that using literature can aid in developing certain attitudes, knowledge and skills which constitute IC (Hecke, 2013; Reichl, 2013; Bland, 2020; et al.). Even though the teachers did not use literature explicitly to promote IC, some important aspects that they focused on change of perspective and relating could be termed integral to the development of IC.

Conclusion

The teacher responses indicates that not all teachers know what IC is, what kind of literature would be useful to work with to promote it, how to use literature to promote it, or how to assess the development of IC.

However, the usefulness of exploring teacher cognition according to Borg (2006; 2013; 2018), is that identifying what they report knowing about a topic, identifying what they report doing well as well as identifying areas they find challenging, can aid in raising consciousness on how to aid teachers in further developing their practice. Hence, based on this research, one suggestion on how to aid teachers in using literature to operationalize the development of IC in the classroom would be that there must be a more explicit focus on what IC means in the steering documents, and the importance of promoting it must also be more explicitly stated. They need guidance on the affordances of literature to promote IC, how to use literature to promote it in the classroom, as well as how and whether to assess the

development of IC. One way in which teachers could be aided in improving their practices would be through action research, since, according to Sagor (2005), “The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions” (p. 1). Because developing IC benefits the all-round education of the pupils and it promotes critical thinking, collaboration and the communication between cultures. These can also be identified as some of the 21st century skills and IC promote skills, knowledge and attitudes which are important and useful for pupils as they are to participate in society.

Limitations

Even though investigating teacher cognition can render some conclusions, the scope of the research conducted is of course limited. A larger sample could have rendered different results, which is why this research cannot be conclusive. In addition, the empirical research only included identifying teachers’ reported understanding and reflections but by triangulating through observing the interviewed teachers could have given a different perspective on their practices. Interviewing pupils and collecting pupil texts could have given yet another perspective on teacher practices and to what extent the use of literature could aid in the development of IC in the classroom, and action research could, as already stated above, have aided teachers in improving their practices.

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8. Appendices

Appendix 1

Norsk ▾ Roger Sigbakken ▾

[Meldeskjema](#) / [Interkulturell kompetanse på ungdomsskolen](#) / Vurdering

Vurdering av behandling av personopplysninger

Skriv ut 12.06.2023 ▾

Referansenummer 723143	Vurderingstype Standard	Dato 12.06.2023
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Tittel
Interkulturell kompetanse på ungdomsskolen

Behandlingsansvarlig institusjon
Høgskolen i Innlandet / Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag


Prosjektansvarlig
Heidi Silje Moen

Student
Roger Sigbakken

Prosjektperiode
15.08.2022 - 01.11.2023

Kategorier personopplysninger
Alminnelige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

 Chat med oss på hverdager fra 12-14

Prosjektansvarlig

Heidi Silje Moen

Student

Roger Sigtbakken

Prosjektperiode

15.08.2022 - 01.11.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.11.2023.

[Meldeskjema](#)**Kommentar**

Personverntjenester har vurdert endringen i prosjektslutt dato.

Vi har nå registrert 01.11.2023 som ny slutt dato for behandling av personopplysninger.

Vi vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til videre med prosjektet!

bdcf16ab1



Chat med oss på
hverdager fra 12-14

Appendix 2

Vil du delta i forskningsprosjektet

Interkulturell kompetanse på ungdomstrinnet

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke engelsklærernes syn og forståelse av interkulturell kompetanse, deres syn på relevansen interkulturell kompetanse har i engelskfaget, hvilke kriterier de legger til grunne for valg av litteratur, samt hvilke utfordringer de møter når de bruker litteratur for å promotere interkulturell kompetanse. Undersøkelsen vil foregå på ungdomsskolenivå. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette prosjektet vil undersøke engelsklærernes syn og forståelse av interkulturell kompetanse, deres syn på relevansen interkulturell kompetanse har i engelskfaget, hvilke kriterier de legger til grunne for valg av litteratur, samt hvilke utfordringer de møter når de bruker litteratur for å promotere interkulturell kompetanse. Undersøkelsen vil foregå på ungdomsskolenivå.

I forbindelse med oppgaven er det satt opp et forskningsspørsmål som er overordnet:

«How do teachers in lower secondary school choose literature that promote intercultural competence?»

Her vil det altså være naturlig å undersøke hvilke kriterier som legges til grunne, hvilken relevans interkulturell kompetanse har for engelskfaget og lærernes forståelse og syn på interkulturell kompetanse.

Denne undersøkelsen er i forbindelse med masteroppgaven for lærerutdanningene ved Høgskolen i Innlandet, campus Hamar.

Hvem er ansvarlig for forskningsprosjektet?

Høgskolen Innlandet ved fakultet for lærerutdanning og pedagogikk er ansvarlig for forskningsprosjekter. Det er student Roger Sigtbakken som gjennomfører forskningsprosjektet under veiledning av førsteamanuensis ved Høgskolen i Innlandet, Heidi Silje Moen.

Hvorfor får du spørsmål om å delta?

Utvalget som representeres er profesjonsutøvere på ungdomsskolen som underviser i engelsk og benytter seg av litteratur i undervisningen.

Hva innebærer det for deg å delta?

Det vil gjennomføres et semistrukturert intervju hvor det vil benyttes appen Nettskjema-diktafon hvor intervjuet krypteres og lagres i forskningsserver hos UiO. Spørsmålene er utformet i en intervjuguide på forhånd

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det vil kun være student og mine veiledere som vil ha tilgang til intervjuet og opplysninger som forekommer i intervjuet.
- Ingen uvedkommende vil kunne ha adgang til dette intervjuet i lydopptak, og heller ikke eventuelle personopplysninger ettersom lydopptaket lagres i forskningsserver ved UiO.

Du som deltaker vil ikke kunne gjenkjennes i publikasjonen

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes i juli 2023 personopplysninger slettes ved prosjektslutt.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskolen Innlandet har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- Roger Sigtbakken (student)
tlf. 478 28 155. E-post: roger_sigtbakken@hotmail.com
- Hedi Silje Moen (førsteamanuensis/veileder) ved Høgskolen i Innlandet.
Tlf. +47 62 51 76 58
E-post: heidi.moen@inn.no
- Vårt personvernombud: Usman Asghar, usman.asghar@inn.no, Høgskolen i Innlandet.

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Roger Sigtbakken

(Student)

Heidi Silje Moen

(Førsteamanuensis/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

Appendix 3

Hei

Tusen takk for at du er villig til å bidra i denne undersøkelsen for å utforske ungdomsskolelæreres bruk av litteratur for å fremme interkulturell kompetanse.

Intervjuet vil bli tatt opp elektronisk og vil lagres i henhold til gjeldende lover og regelverk.

Bakgrunnsinformasjon

Kjønn:

Alder:

Stilling:

Innledende spørsmål

1. Hvor lenge har du arbeidet i skolen?
2. Hvilke fag underviser du i?
3. Hvor lenge har du jobbet med engelskfaget?

Snevre inn mot litteratur og interkulturell kompetanse (IC)

1. Hvordan forstår du begrepet interkulturell kompetanse?
2. På hvilke måter bruker du litteratur i engelskfaget?
3. Hva slags kriterier legger du til grunn for valg av litteratur?
4. Føler du det er viktig å promotere interkulturell kompetanse? Hvorfor? Hvorfor ikke?
5. Eller kanskje en omformulering av 12: Hvis du tenker at det er viktig å promotere IC, hvorfor og hvorfor i engelskfaget? Evt. Hvorfor ikke?
6. Hva slags funksjon tenker du at litteratur har i engelskfaget og for promotering av IC?
7. Hvis du ikke bruker litteratur for å promotere IC, hvorfor ikke? Hvilke andre tekster eller uttrykksformer bruker du til å promotere IC som du tenker på som ikke-litterære bruker du eventuelt, hvorfor og hvordan?

-
8. Hvis IC består av disse aspektene [sett inn relevante], hvilke aspekter mener du er mest hensiktsmessig å fokusere på når det gjelder bruk av litteratur for å promotere IC?

For de som rapporterer at de har brukt litteratur til å promotere IC

9. Hvilke vurderinger gjør du forhold til valg av litteratur for å fremme interkulturell kompetanse?
10. Hvordan / på hvilke måter jobber du med litteratur for å promotere IC?
- Hvilke aspekter fokuserer du på da?
 - Hvilke andre tekster eller uttrykksformer bruker du til å promotere IC som du tenker på som ikke-litterære bruker du (eventuelt), hvorfor og hvordan?
11. Hva slags utfordringer har du møtt når du har jobbet med litteratur for å promotere IC?
12. Hvordan vurderer du om målene er nådd etter arbeidet med valgt litteratur?