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Classifying Tasks in Second Grade EFL Coursebooks Through a CLT Framework

A Mixed-Method Research Project

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Master's thesis in Primary and Lower Secondary Teacher Education
for Years 1-7
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Abstract

The aim of this MA thesis is twofold: using an explanatory mixed-method in the analysis of materials. Firstly, this research project determines what types of learning tasks can be found in the different coursebooks analyzed: *Link*, *Quest*, and *Explore*. The first part of this study uses Nunan's (1999) taxonomy of task types as inspiration, which determines which of the categories of cognitive, linguistic, social, creative, and affective are the most popular. It also determines how many of the tasks are differentiated, considering pupils' differing learning proficiencies. In addition, the first part of the study considers how many of the different tasks in each task type category enhance the use of Communicative Language Teaching and are so-called "CLT-approved". The data was collected by using content analysis. The second part of this study examines some of the tasks that are analyzed in the first part in greater detail and looks at whether or not they promote authentic and meaningful communication. The findings of this research project reveal that all three coursebooks consider the value of both authentic and meaningful communication, as well as the differences in pupils' learning abilities; yet, the outcomes vary amongst the three. The most frequently seen tasks in each book were the social task types. However, when considering which coursebook featured the most CLT-approved tasks, the findings started to differ significantly. A task could be a social activity in which pupils have to co-operate to solve it while yet failing to promote accurate and meaningful communication. When it came to this category, *Link* was the textbook with the best performance. *Explore* performed the poorest, however, it included a higher percentage of affective and creative tasks than the others. *Quest's* results were generally mediocre, although it did perform best on the number of tasks that were differentiated. This study concludes by considering how teachers and the school administrators might want to use the results of this master's thesis as a guide to choosing the perfect coursebooks for their grades.

Keywords: Nunan's taxonomy of task types; textbooks; CLT; content analysis; explanatory mixed-method

Sammendrag

Formålet med denne masteroppgaven er todelt og bruker en forklarende mixed metode til å finne frem til sitt resultat. Den første kvantitative delen tar for seg hvor mange læringsoppgaver det finnes i de forskjellige lærebøkene analysert og bruker Nunan's (1999) taksonomi som inspirasjon. Lærebøkene som blir analysert i denne masteren er *Link*, *Quest* and *Explore* og oppgavene som skal kategoriseres er kognitive, lingvistiske, sosiale, kreative og affektive. Studien finner også ut hvor mange av oppgavene i lærebøkene som er mulig å tilpasse til ulike elevers behov. Den siste delen av den kvantitative forskningen tar for seg hvor mange av de ulike oppgavene som styrker bruken av Communicative Language Teaching og er såkalte "CLT-godkjente" oppgaver. Dataene for forskningen ble hentet inn ved bruk at innholdsanalyse. Den kvalitative delen av oppgaven analyserer noen av oppgavene i lærebøkene i detalj og ser etter om de tar hensyn til autentisk og meningsfull kommunikasjon. Funnene i dette forskningsprosjektet viser at alle tre lærebøkene verdsetter både autentisk og meningsfull kommunikasjon, samt forskjellene i elevenes læringsevner; likevel varierer resultatene. Den mest populære oppgavetypen i alle tre lærebøker var den sosiale. Men når man vurderer hvilken lærebok som inneholdt de mest CLT-godkjente oppgavene, begynte funnene å variere betydelig. En oppgave kan være en sosial aktivitet der elevene må samarbeide for å løse den, samtidig som de ikke klarer å fremme autentisk og meningsfull kommunikasjon. Når det kom til denne kategorien, var *Link* den læreboken med best resultat. *Explore* presterte dårligst, men denne boken inkluderte en høyere prosentandel av affektive og kreative oppgaver enn de andre. *Quests* resultater var generelt middelmådige, selv om den presterte best på antall oppgaver som ble tilpasset. Studien konkluderes med å vurdere hvordan lærere og skole administratorer ønskelig kan bruke resultatene av denne masteroppgaven som en veiledning til å velge de perfekte lærebøkene for elevene sine.

Nøkkelord: Nunan's taksonomi av oppgavetyper; lærebøker; CLT; tekstanalyse; innholdsanalyse; forklarende mixed metode

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For as long as I can remember, English has always been one of my favorite subjects growing up, and analyzing poems, songs, and other texts has been a guilty pleasure of mine for as long as I can remember. However, I did not think I would find a topic about that for this Master's thesis. With that in mind, I want to thank my supervisor, Helen Margaret Murray, for inspiring my choice of topic. Analyzing coursebooks was surprisingly fun to do! I also want to thank my supervisor for her guidance, time, patience, generosity, and knowledge that she has been giving me this past year. I would not have been able to do this without her.

I also want to thank my family for giving me so much support during my time as a student. You have always cheered me on, and I am grateful for that. I especially want to thank my parents for their support, both emotionally, physically, and economically. You have always believed in me, even if I did not always do myself.

Lastly, I want to thank my fellow classmates, who I was able to rant and complain to if I needed to. It really has been a pleasure getting to know you, and I am certain that you will all become amazing teachers!

I had a wonderful time here at NTNU, and I couldn't think of a better university to get my degree from! Now off to new adventures. Wish me luck!

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Table

Figure 4.2.1 Table that shows the frequency and percentage of different task types in Link, Quest and Explore p. 25-26.

List of abbreviations

EFL	English as a foreign language
M74	Mønsterplan for grunnskolen 1974/Norwegian curriculum 1974
LK20	Læreplanverket for Kunnskapsløftet 2020/Norwegian curriculum 2020
CLT	Communicative language teaching
TBLT	Task based language teaching
PPP	Presentation, Practice, and Production

1. Introduction

1.1 Background and context

As a child and a teenager, I remember using the coursebook frequently during school hours and homework. The teachers used the coursebook for most of their teaching, and the pupils completed nearly all of the tasks in various coursebooks. When preparing for this MA thesis, I was curious to see if this was still the case now that I am studying to become a teacher myself. During the practicum throughout our teaching practice, I witnessed the frequent use of the coursebook firsthand. In addition, while speaking with multiple teachers from various schools, most of them said they liked using the coursebook as an inspiration for future lesson plans. Research supports these claims since studies indicate that printed coursebooks are still actively used in classrooms in Norway (Skjelbred, 2003; Juuhl, Hontvedt, & Skjelbred, 2010), often in combination with digitally-mediated materials (Gilje et al., 2016). Current subject curricula of English do not prescribe or suggest specific learning materials, which means that, in principle, teachers and students can use texts and tasks from any imaginable source to support learning (Fenner et al., 2020). Still, teachers choose to use the coursebooks. One might wonder why coursebooks are so significant for what is taught in English lessons and how the subject is taught when the curriculum should be the one guiding the content of teaching and learning. Summer (2011) said that the coursebook is a traditional medium that has remained a prominent and influential resource in the EFL classroom despite the development of the internet. She further states that in attempting to anticipate what students need, the coursebook might serve as a facilitative tool for both teachers and students, who are provided with clear frameworks and a variety of methodological options from which to choose. Since many teachers have little time in their day to make lesson plans, the coursebook works as a perfect solution to that problem. The lessons would be much easier to plan if their content was already given in the teaching material.

An important requirement of the coursebooks is that they should comply with the applicable national curriculum. It is often said that the textbooks are the actual curriculum because it is these that the teacher follows when planning teaching, rather than the document of the curriculum (Østrem, 2021). It is important for the teacher to remember that the textbook is the author's interpretation of the curriculum (Hansen, 2019). The author's subjective views will decide the types of texts and tasks included, and there is no guarantee that the learners will achieve the aims of the curriculum by employing the methods defined by the tasks. Therefore, assessing the value of texts for learning the English subject is important for teachers and students alike (Fenner et al., 2020). However, teachers might not have time to sit down and analyze these books themselves, which is why this research project is important.

The content of the Norwegian coursebooks was, in earlier years, highly focused on the students' learning grammatical competence (Støren & Schmidt, 1956). Grammatical competence refers to the knowledge one has to produce sentences accurately. It refers to the building blocks of sentences and how sentences are formed (Richards, 2006). While grammatical competence is an important dimension of language learning, it is not all that is involved in learning a language. One can master the rules of sentence formation in a language and still not be very successful at using the language for meaningful communication. That is why communicative competence is so important. Richards (2006) introduced communicative competence in his book about Communicative Language Teaching. He states that it includes the following aspects of

language knowledge: (1) Knowing how to use language for a range of different purposes and functions, (2) knowing how to vary our use of language according to the setting and the participant, (3) knowing how to produce and understand different types of texts, and (4) knowing how to maintain communication despite having limitations in one's language knowledge.

The word "communication" was not mentioned in the Norwegian curriculum before 1974, when the English subject was defined as "a tool for oral contact and communication with other people" (M74, p. 147). Still, the coursebooks did not reflect this because the tasks focused on linguistic patterns through gap-filling exercises and translations of short texts. In 1987, the books improved when communicative "gap" exercises were introduced to encourage learners to solve problems together (Fenner et al., 2020). There was a general European consensus that the reality outside the classroom should be presented in coursebooks. In 1997, textbooks started to focus on meaningful communication through texts, tasks, and approaches to learning (Fenner et al., 2020). Today, the coursebook is only one set of learning materials among others, and it is the teachers' responsibility to ensure that materials are selected and used in accordance with the goals of the subjects and valid principles of language learning. That is the main context behind this MA thesis, and the hope is that teachers and school administrations, especially, find it useful for future decision-making when choosing their coursebooks.

1.2 Purpose of the study & research questions

The topic of coursebook analysis is appropriate and relevant for this study, as a new national curriculum was implemented in August 2020, and new coursebooks were released shortly afterward. Not a lot of research has been conducted on these new coursebooks as yet. In this research project, I wanted to find out what tasks are included in textbooks used in second grade. Therefore, this study focuses on the following research question: What types of tasks can be most frequently found in Norwegian second grade English coursebooks and how do they fit the needs of the pupils? To answer this question, I have broken my study down into the following subquestions:

I.   How many cognitive, linguistic, creative, social, affective, and differentiated learning tasks are there in three EFL coursebooks for second grade, and how many of these tasks are "CLT approved"?

II. To what extent do the tasks in the coursebooks for second grade EFL focus on pupils' differences in learning proficiency, and how do they encourage pupils to learn to communicate in authentic real-life situations?

The research project is divided into two parts. The first phase of the research draws on Nunan's (1999) taxonomy of task types in a textual study that determines which of the categories of cognitive, linguistic, social, creative, and affective tasks are the most popular. Each category has subcategories of different kinds. For example, cognitive tasks have eight subcategories and some of them are classifying, predicting, and distinguishing. This section of the proposed study also considers how many of the tasks support differences in pupils' learning proficiency and whether or not the tasks are differentiated. The results of the frequency of each task type category are visualized in a table. The first phase of the research project concludes with an answer to how many tasks in each coursebook facilitate the use of Communicative Language Teaching. The determination of whether or not the task was "CLT-approved" was discovered by examining each task type inside each category and answering three questions.

The second phase of this research project aims to examine some of the tasks in more detail and investigate to what extent do the tasks in the coursebooks focus on pupils' differences in learning proficiency, and how do they encourage pupils to learn to communicate in authentic real-life situations. When studying theory for the thesis, I came upon an intriguing claim. Richards (2006) stated in his book about CLT that "in order to acquire a language, one *must* practice using it to communicate meaning to others" (p. 3), and I wanted to find out how many of the tasks took this into account. Another reason for choosing to focus on Communicative Language Teaching in this study was that it was expected that the social task type would be the most frequently seen task in the coursebooks. An example of a social task is one that requires pupils to communicate to solve it. This study also looks more closely at tasks that differentiate. The reason for this was that, at first glance at the coursebook to get an overview, I observed that two out of three coursebooks included a symbol next to particular tasks that indicated if the task was differentiated. In this case, a differentiated task is a task that tailors instructions to meet individual needs. This observation was intriguing, and I wanted to know if the symbol genuinely means the task is differentiated or if it is simply for show.

1.3 The Norwegian Curriculum (LK20)

The Norwegian Curriculum (LK20) (Norwegian Directorate for Education and Training, 2020) was renewed in 2020. The curriculum focuses heavily on social learning and differentiated instruction and tasks. The curriculum is divided into two parts, where one describes the core values teachers should maintain through all subjects, and the other focuses on each subject and what pupils should learn in different grades in that subject. This MA thesis considers how LK20 promotes communicative teaching methods and differences in pupils' learning proficiency. In the next section, the content of each particular part of the curriculum is introduced in greater detail.

1.3.1 The Core Curriculum

A few subcategories under this part of the curriculum are social learning and development, competence in the subjects, and teaching and differentiated instruction. Social learning emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others (Bandura, 1977). The curriculum mentions this about social learning; "school shall support and contribute to the social learning and development of the pupils through work with subjects and everyday affairs in school," and that "learning subject matter cannot be isolated from social learning" (Norwegian Directorate for Education and Training, 2020). In addition, it states that pupils should gain competence in seeking solutions together and on "how to use different skills to complete different tasks that give you knowledge about the different topics you shall learn according to the curriculum goals."

Differentiated learning/instruction is "the ways in which teachers in their day-to-day teaching address the needs of all their individual students, monitor their progress, identify their specific learning needs and address these needs in their practice" (Masters, 2010, p. 14). LK20 claims that schools must give "all pupils equal opportunities to learn and develop, regardless of their background and aptitudes" and "a broad repertoire of learning activities and resources within a predictable framework." It is also important to mention that "trial and error may be a source of learning and acknowledgment, and the pupils must be encouraged to try to do their best even when success is not guaranteed" (Norwegian Directorate for Education and Training, 2020).

1.3.2 The English Curriculum

The first section of the English curriculum states the relevance of the English subject. The subject "shall give the pupils the foundation for communicating with others, regardless of cultural or linguistic background" and "shall prepare the pupils for an educational, societal, and working life that requires English language competence in reading, writing, and oral communication" (Norwegian Directorate for Education and Training, 2020).

The second section of the English curriculum mentions the subject's core elements. One of the core elements is communication, in all its forms. The curriculum includes the following paragraph about communication in the English language:

> "Communication refers to creating meaning through language... The pupils shall employ suitable strategies to communicate... The pupils shall experience, use and explore the language from the very start. The teaching shall allow the pupils to express themselves and interact in authentic and practical situations" (Norwegian Directorate for Education and Training, 2020).

The curriculum does not explicitly state that pupils must learn grammar in the English language. However, they mention that language learning learning "refers to developing language awareness and knowledge of English as a system…Learning the pronunciation of phonemes and vocabulary, word structure, syntax, and text composition gives the pupils choices and possibilities in their communication and interaction" (Norwegian Directorate for Education and Training, 2020).

1.4 Previous research

Little research has been conducted on tasks in Norwegian coursebooks, especially not in EFL coursebooks and for lower grades. Similarly, there has not been much research conducted on the new curriculum in Norway or the newly revised coursebooks. For example, in research done on Norwegian EFL coursebooks, the focus has mostly been on representation, for example, Ettema's (2021) study on multimodal representations of indigenous cultures in EFL coursebooks. One of the reasons for wanting to research tasks in EFL textbooks for lower grades is that there has been little previous research on this topic. However, research exists on this subject in several other countries. These research projects have, for example, used Nunan's taxonomy to analyze and count coursebook tasks in coursebooks for older grades, and therefore it seemed natural to use similar techniques in this research project.

Alemi, Jahangard, and Hesami (2013), Ebadi and Hasan (2016), and Elmiana (2018) analyzed a few global coursebooks that are used to teach English around the world. The books were used to teach English in Iran, Iraq, and Indonesia, and the research was conducted on high school and university textbooks. All three research projects used Nunan's taxonomy to determine which tasks were the most popular in their analyzed textbooks.

The linguistic task type seemed to be the most frequently seen task in all three coursebooks. The coursebooks in Alemi, Jahangard, and Hesami's study showed that 35% of the tasks in the book *Interchange* were linguistic, and 56 % of the tasks were linguistic in *Top Notch*. In Ebadi and Hasan's study, the linguistic task type took over 45 % of all the tasks in the book *Sunrise 12*. Lastly, in Elmiana's research project, 50% and 59% were the linguistic tasks. The social task type seemed to be doing relatively poorly in all three studies. The two books they compared had different results in Alemi,

Jahangard, and Hesami's research project. In *Top-Notch*, the co-operating tasks were 11 %, while 28% in *Interchange*. The number of co-operating tasks in *Sunrise 12* was 10 %, and in the coursebooks from Elmiana, the amount rested at 11% and 13%. The least frequently seen task type in all three research projects was creative and affective. The cognitive was also the second most common task type in all the coursebooks analyzed.

All three research projects mentioned above state the importance of using communicative and meaningful tasks to teach English. Most global resources nowadays, under the influence of CLT, try to involve learners in the learning process by offering various sorts of tasks and activities whose goal is to enhance learners' interaction (Alemi, Jahangard & Hesami, 2013; Ebadi & Hasan, 2016; Elmiana, 2018). However, "most teachers and instructors are using the materials without being aware of the task types used and whether these task types involve learners in the communication process or not" (Alemi, Jahangard & Hesami, 2013, p. 42). Acosta and Cajas (2018) claimes in their study that most teachers attempted to increase students' communicative competence and that the majority of the resources they used were not teacher-made but support materials of textbooks created by national publishing houses.

If this is the case, and teachers primarily utilize coursebooks as a teaching resource and are ignorant of the tasks they include or if they promote meaningful communication in any way, scholars and others should investigate these books further. This will assist teachers in determining whether or not the coursebook they select is a good resource for teaching English or not.

1.5 Thesis overview

There are six chapters in this thesis. Following the introduction, the goal of Chapter 2 is to provide an outline of the theoretical foundation of the study. In Chapter 2, I provide insight into coursebooks and their content, including their advantages and disadvantages. I will, in addition, introduce the concept of Communicative Language Teaching. The methods and materials used in this study are presented and discussed in Chapter 3. This MA thesis uses a mixed-method methodology focusing on content analysis to analyze the coursebook. The reasons and justification for different choices made in this research project are also presented in this chapter. The study's findings are presented in Chapter 4, and they are discussed in Chapter 5 concerning the theoretical background and research questions. The study's conclusions and implications are presented in the last chapter. Furthermore, I make recommendations for further research.

2. Theoretical background

In this chapter, the theoretical background utilized in this Master's thesis is introduced. After considering several theoretical subjects to include in this chapter, the decision was made to divide it into four sections. The first section of this chapter discusses the role of coursebooks in the classroom, as well as their advantages and disadvantages. The second section of this chapter covers task theory, including task definitions, and task support and demands. In addition, Nunan's taxonomy of task categories is explained in this particular section (Nunan, 1999). The next section features discussions of two different teaching approaches. Task-Based Language Teaching (TBLT) is the first approach discussed, and how this method might assist students in acquiring language in a non-traditional way. The second and main teaching approach discussed is Communicative Language Teaching (CLT), and the benefits and challenges of employing this method. Lastly, the chapter includes a section that summarizes the whole chapter and discusses why each theoretical topic is important for this study.

2.1 The role of coursebooks in the EFL classroom

Throughout the years, coursebooks have always been a huge part of how different teachers teach. However, technology and digital tools have played an increasingly large part in children's education in the last decade. Questions like how this affects the coursebook used in classrooms are frequently asked. The answers are often different, and they can either lessen textbooks use in the classroom or increase it. As mentioned in the introduction, in Norway, large amounts of money are spent on coursebooks, especially on those accompanied by websites, and they are frequently used by teachers (Skjelbred, 2003; Juuhl, Hontvedt & Skjelbred, 2010). Since coursebooks are such popular teaching materials, one can ask what role they have in the classroom.

The role of the coursebook is widely understood to be to serve teachers and students rather than to be their master. Cunningsworth (1995) states that coursebooks should be viewed as a tool for achieving goals and objectives that have previously been established for learner needs. Pingel (2010) supports this statement and claims that coursebooks should not set the aims for themselves or take on the roles of the aims. Teachers are to teach the language and not the book. The relationship between the teacher and the coursebook is crucial, and it is at its finest when it is a partnership with common aims to which each side contributes equally (Cunningsworth, 1995; Pingel, 2010). The book's goals should be as similar as possible to the teacher's goals, and both should strive to meet the learners' needs to the fullest extent possible (Pingel, 2010). The latter statement is a point made in discussing whether coursebooks foster learning processes or obstruct them. This discussion appears to be a popular theme since several types of research have found that teachers, and others, have different opinions on the teaching material (Gilmore, 2004; Hutchinson & Torres; 1994; Lawrence, 2011; Weninger, 2021).

2.1.1 Advantages of using coursebooks in the classroom

Cunningsworth (1995) points out several different potentials of coursebooks. He states that the textbooks provide teachers with material to work with throughout the school year and they serve as syllabuses that reflect pre-determined learning objectives that have been systematically planned and developed. He further claims that the books are a helping tool for inexperienced teachers who are insecure about their teaching and

knowledge. These teachers may not have gained confidence in their job yet. Richards (2001) agrees with this as he states that coursebooks have a teacher-training role, which means that they can initially train inexperienced teachers to be more confident in planning their lessons and teaching these lessons in the classroom. The teaching material works as guidance for both inexperienced and experienced teachers. For example, guidance concerning what has been done in the subject and what they will do next (Hansen, 2019) and also guidance concerning the huge variety of learning resources that come with the coursebook (workbooks, CDs, videos, teaching guides, and web pages). Even though some teachers do not widely use coursebooks in their classrooms, these books can be ideabanks for how different subjects can be taught (Tomlinson, 2008).

Another advantage, for both the school and the teachers, is that coursebooks are useful tools in terms of time and money. O`Neill (1982) and Ur (1998) claim that they save teachers` time, doing so by creating more time for teaching rather than material production. Additionally, good teaching materials can assist teachers by including activities that do not require much preparation. Coursebooks are also relatively inexpensive compared to computer software or photocopied worksheets (Ur, 1998).

In addition to what Richards (2001) and Cunningsworth (1995) state about the advantages of coursebook use for the teachers, they also claim that for learners, the teaching materials might provide the major source of contact they have with the language apart from input provided by the teacher. O`Neill (1982) indicates that using these books allows students who have missed classes to catch up. At the same time, it also helps them prepare for future classes beforehand. In addition, coursebooks can help students with self-regulation (Piaget, 1936), since students often use them as resources for learning new material and for reviewing and monitoring their learning process (Cunningworth, 1995). It can also help students learn the same things even if they are in different classes or schools. The use of coursebooks in a program can ensure that the students in different classes receive similar content and, therefore, can be tested in the same way (Richards, 2001). This may be helpful for the teachers working in secondary education, as the students from different schools that come together for high school have probably learned the same material if the different elementary schools have used identical coursebooks to teach their students. Richards (2001) also mentions that coursebooks maintain good quality. If a well-developed book is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

2.1.2 Disadvantages of using coursebooks in the classroom

The disadvantages of the coursebook are just as important to mention so teachers can pay attention to them and weaken the limitations when they work with it. Richards (2001) identifies a few weaknesses in the coursebook in addition to its advantages. The first is that it may contain inauthentic language. In other words, coursebooks occasionally present dialogs, text, and other content specially written to incorporate teaching points and do not often represent real language use. They might also often rely on the PPP (Presentation, Practice, and Production) approach as the default teaching procedure, which may not be in the best interest of the students (Harmer, 2015).

The second point Richards (2001) claims is that coursebooks may distort content. In other words, they often idealized views of the world that are not true at all. Real issues fail to be represented or are represented the way a white middle-class is.

They avoid controversial topics and often spare children from things they should be educated about. This is because most coursebooks are subjective. After all, the authors decide what is and is not essential for students to learn (Fenner et al., 2020). This becomes a problem when authors write from personal opinions derived from various perspectives, worldviews, and experiences. For this reason, authors of coursebooks might sometimes be hesitant to write about sensitive topics for fear of treading on someone's toes (Fenner et al., 2020). Although, sometimes they do the polar opposite, and they write without worrying about treading on anyone's toes.

Swales (1980) discusses a third weakness when he claims that massive use of coursebooks is considered an "educational failure" (p.11). He states that coursebooks could deskill teachers. If teachers use the coursebook as the primary source of their teaching, looking at the teacher's manual and coursebook for all the information and decisions they make, the teacher's role can become reduced to a person whose primary function is to present other people's already prepared materials.

Ur (1998) identifies a fourth weakness in coursebooks, claiming that they are incapable of satisfying the needs of all students. The textbook does not take students' background knowledge into account. He further states that certain books do not provide a wide range of learning styles and strategies since they are often based on their own singular learning/teaching approach. Students may only observe one form of learning strategy and believe that this is the only way to acquire knowledge. Ur (1998) also states that a coursebook may prevent a teacher`s initiative and creativity because of its sequence and set structure and that this tends to cause boredom for the students and is certainly not motivational. As a result, the teacher often ends up teaching the book instead of the language/topic itself, and the students may not learn anything at all (Ur, 1998).

2.2 Coursebook choice

Many teachers can not choose their coursebooks and instead teach from what they are given. Teachers should be aware of what to look for if they are able to give their opinions on coursebook selections. Fenner & Ørevik (Fenner et al., 2020) claim that "being able to analyze learning materials is vital for teachers of English" (p. 337). English is a broad subject covering aspects of language learning, communication, and encounters with English-language texts. When choosing texts and tasks that are directly related to the development of language abilities, it is necessary to be selective and critical (Fenner et al., 2020). Cunningsworth (1995) emphasizes that teachers and schools should go through four stages when choosing a coursebook: analyzing, interpretation, evaluation, and selection. The analyzing part is probably the most advanced. However, a coursebook analysis does not have to be difficult.

Harmer (2015) presents a few considerations that the school and teacher should make while selecting educational materials. He suggests that when evaluating the content of coursebooks, it is important to consider the layout and ease of use. The coursebooks should be simple to use, with additional materials to supplement the book (teachers' manuals, workbooks, websites, etc.). The instructions for the tasks should be simple to follow, and the book's content should encourage students to want to collaborate with them. Harmer (2015) further states that creative and engaging content is often authentic content. Learners, according to Cunningsworth (1995), need to experience learning activities as part of a larger, more meaningful process that leads to increased skill in the subject. The content of the textbooks should also be culturally appropriate for the pupils (Harmer, 2015). It is important to remember that the content

of the various school subjects influence the learner's way of thinking and view of the world. Learning entails not only learning *about* something but also learning *from* and *through* it, and coursebooks must provide learners with the opportunity to integrate into English-speaking cultures (Klafki, 1996).

Additionally, when analyzing the coursebook's content, it is important to look at how the coursebook correlates with the curriculum (Cunningsworth, 1995; Harmer, 2015). As mentioned in the introduction, the coursebooks only present the author's interpretation of the curriculum. However, it is important to remember that the author's primary responsibility is to ensure that students have the opportunity to achieve the curriculum's goals, and if that is the case, then one has a good basis for a possible great coursebook. Pupils have an opportunity to achieve their curriculum goals if the coursebooks select good samples of texts, audio recordings, and pictures that might help learners strengthen their language skills (Fenner et al., 2020). Just as necessary as the choice of text is the design of good tasks. This point is discussed in greater detail in the next section. Since the focus has been on the learner since the pragmatic change in foreign language learning from the PPP approach to CLT, today's coursebooks should emphasize the development of learners' oral and written skills and competencies (Fenner et al., 2020).

2.3 Tasks in coursebooks

The term "task" refers to the specific activities that take place in the classroom (Sanchez, 2011), with the task being a language activity that demands the learner to use, comprehend, and achieve the activity's goal (Bygate, Skehan & Swain, 2013). An earlier definition was made by Prabhu (1987), and he claimed that a task is "an activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process" (p. 24). Fenner and Ørevik (Fenner et al., 2020) states that while the texts in coursebooks provide examples of language and culture, the tasks encourage students to utilize the language and increase their language proficiency. Classroom tasks are seen as the 'ecosystem' in which the growth of skills in the foreign language takes place (van Geert, 1998). One way in which the construct "task" entered language teaching was through work with adults who needed to use second language learning outside of the classroom (Breen, 1984; Cameron, 2018). For these students, there was sometimes a clear distinction between the kinds of activities they did in class and the types of activities they needed English for outside of class, and tasks were chosen as a unit to try to bridge the gap between the classroom and real life. The tasks' goals and outcomes had to be related to the real needs of the students (Cameron, 2018). This is the main idea behind "task-based learning," which is introduced later in this chapter.

Going back to what a task is, a reason for an activity to be considered a task is its support and demands. Individuals with various experiences, talents, degrees of competence, needs, and interests make up the learner population. It is, therefore, important that coursebooks provide a variety of tasks to accommodate different levels of language development to support differentiated learning (Fenner et al., 2020). Task support can help learners understand the task and help pupils who differ in learning proficiency from the supposed "normal" learning proficiency. Cameron (2018) claims that an EFL task usually includes language support by using words and phrases already encountered in earlier lessons. She further states that the teacher's explanation and modeling of the task will provide further aid for the pupils. They may also be supported by working in pairs and listening to their partners. Using the pupils' mother tongue as

assistance can be one method the teachers/classmates choose when providing the points mentioned above (Butzkamm, 2003). When we think about support, we try to use what the pupils can already do to help them master new skills and knowledge, or we try to match tasks to pupils' natural abilities and inclinations (Cameron, 2018; Ellis, 2003).

Cameron (2018) also states that for a task to be a task, it has to demand something from the person trying to accomplish it. These demands need to be met for the learner to learn something. These demands are grouped into two categories: cognitive and language demands. Cognitive demands are those that have to do with concepts and understanding of the world and other people. Language demands relate to the use of a foreign language and of one's mother tongue in the context of learning a foreign language. Analyzing these demands that the task places on the pupils is a key way to assess its suitability and learning potential (Cameron, 2018). Long (2014) agrees, stating that it is essential for the teacher to grasp these demands before presenting the task to the pupils. The teacher can achieve this by determining which task type the task belongs to.

2.3.1 Nunan's taxonomy of task types

David Nunan (1949–) has analyzed task demands and has made a taxonomy of different task types based on these. In his book *Second Language Teaching and Learning* (1999), Nunan categorizes tasks into several groups based on the principles that support and are demanded by them. He groups the tasks into five broad categories, each of which has its own set of sub-groups. In total, 20 different task demands were classified into the cognitive, interpersonal, linguistic, affective, and creative categories. In the next part, a brief explanation of each task type by Nunan (1999) is given.

Cognitive tasks

Classifying, predicting, inducing, note-taking, idea mapping, inferencing, discriminating, and diagramming are eight sub-groups of cognitive tasks. A definition of each of these tasks is provided below to help understand them.
1. Classifying: putting similar things in different groups.
2. Predicting: foreseeing what may happen during learning.
3. Inducing: observing patterns and arrangements.
4. Note-taking: keeping a record of important information using your own words.
5. Concept mapping: using a map to show the main ideas in a text.
6. Inferencing: learn something new using what you already know.
7. Discriminating: distinguishing between the main idea and supporting information.
8. Diagramming: labeling a diagram by the use of information from a text.

Interpersonal tasks

The second type of task is social tasks, including co-operating and role-playing.
1. Co-operating: trying to share the learning experience with other students.
2. Role-playing: pretending to be someone else and speaking in the appropriate language for the situation.

Linguistic tasks

Conversational patterns, practicing, using context, summarizing, selective reading/listening, and skimming are the six microtask categories that make up linguistic tasks, the third type of macrotask.

1. Conversational patterns: using expressions to start conversations and keep them going.
2. Practicing: doing controlled exercises to improve knowledge and skills.
3. Using context: guessing the meaning of words by using the context.
4. Summarizing: presenting the most important points in a text.
5. Selective reading/listening: reading or listening only for important information, not trying to comprehend every single word.
6. Skimming: reading to get a general idea of a text.

Affective tasks

Affective tasks are divided into three sub-categories: personalizing, self-evaluation, and reflecting.

1. Personalizing: learners share their own opinions, feelings, and ideas about a subject.
2. Self-evaluation: rating oneself and evaluating how one learned.
3. Reflecting: thinking about the optimal learning technique for oneself.

Creative tasks

Brainstorming is the single sub-category of creative tasks.

1. Brainstorming: students are encouraged to consider as many new ideas as possible.

The demands the pupils get from each task type need to have a balanced and dynamic relationship with the support that it gives. Cameron (2018) explains the importance of this by saying that if the demands are too high, learners will find the assignment challenging, and they will either give up and not complete it, or they will complete it as best they can using what they know, but not the language the task intended for them to use. Most worrying of all is when learners appear to the teacher to have completed a task, but in reality they have not understood or learned from it. Learners will also not be "challenged'' if a task provides too much support. A task that will assist learners in learning a new language is one that is demanding but not excessively so, and one that provides support but not excessively so. The gap between demand and support gives room for growth and learning opportunities. According to Vygotsky (1934), this "room of growth" is called the zone of proximal development. In consonance with this theory, a learner can only acquire a particular degree of proficiency without the assistance or scaffolding of a more experienced adult or peer (Lantolf, 2000). The teacher and the coursebook can act as scaffolding in the language classroom (Fenner et al., 2020).

2.4 The TBLT and CLT method

This section discusses a teaching approach, called Task-Based Language Teaching, that focuses on tasks and the balance between their demands and support when learning a language. However, firstly this section will discuss Communicative Language Teaching, an approach that TBLT has gotten a lot of its inspiration from. TBLT

goes hand in hand with CLT since they both focus on authentic and communicating real-life contexts in their material. The difference between the two is that the TBLT method wants the learners of a new language to focus on the task they are doing and not the language (Littlewood, 2004). In the CLT method, the focus is generally on the language. Nunan (2014) states that CLT addresses *why* one should learn a foreign language*,* and TBLT answers *how* to learn a foreign language (Harmer, 2015). This MA thesis puts emphasis on the CLT method. However, it is important to mention both because TBLT builds a bridge between the content of coursebooks and the CLT method.

2.4.1 Communicative Language Teaching (CLT)

CLT was initially introduced into the discussion of language use and learning in foreign language learning in the 1970s (Savignon, 1972). CLT recognizes what students will learn and views a language as a means of communication, and sets as its goal the teaching of communicative competence (Hubbard, 1995; Richards, 2006). In other words, its primary purpose is to introduce real-life situations that require communication because "communicative competence is viewed as the mastery of functions needed for communication across a wide range of situations" (Richards, 2006, p. 11). One of the main components of CLT was a shift away from focusing on how languages were formed (grammar and vocabulary) and toward focusing on what languages were used for (Harmer, 2015).

2.4.1.1 Advantages of CLT

Earlier views of language learning (the PPP approach) focused mainly on the grammatical aspect of language (Celce-Murcia, 2001; Nunan, 1999). Learners should not make mistakes, and errors should be avoided. The language was generally approached as a system of rules, and by memorizing these rules, the chances of making errors were minimized (Celce-Murcia, 2001; Richards, 2006). The teacher was very much seen as the one in control of the learning.

However, during the 1970s, linguists theorized language as a system for expressing meaning that different learners use for different communicative purposes (Nunan, 1999). Thus, today, language learning is viewed in a very different way. Meaningful interaction is more important, and collaborative creation/negotiation of meaning is in focus. Speakers go through a negotiation process of meaning to gain a clear comprehension of each other, and requesting clarification, rephrasing, and confirming what one thinks one understands are all tactics of this method (Nunan, 1999; Richards, 2006). In addition, students may experiment with different ways of saying things, which is accepted by the teacher (Richards, 2006).

With CLT began a movement away from traditional teaching practices, where the focus was on memorizing drills and dialogs under the scrutinizing eyes of the teacher, towards the use of pair/group work, role-plays, and project work where the students participated in the classroom just as frequently as the teacher, if not to a greater extent (Richards, 2006). Thus, in light of the history of CLT, the term aims to develop students' communicative competence in social interaction rather than in linguistic form (Savignon, 2005). As a result, CLT emphasizes using authentic language in a real-world setting, where students gain proficiency in determining a speaker or writer's intent (Sánchez, 2011). CLT as a teaching approach has several advantages. However, it is essential to note that it is one of many teaching approaches and that in the classroom it may encounter several issues or implications.

2.4.1.2 Implications of CLT

Various critiques have been leveled at the principles of the communicative approach to language teaching and learning: The first is that meanings and rules of use take precedence over grammar and structure rules in this approach. In other words, there is a perception that there is not enough emphasis on correcting speech and grammatical errors and a lot of emphasis on meaning, which is made at the price of form. It is thought that with CLT, there is a risk of putting too much emphasis on oral abilities and not enough on reading and writing skills (Al-Humaidi, 2007; Brown, 2001). The second critique is that the CLT method emphasizes fluency above grammar and pronunciation accuracy. Hughes (1983) claims that communicative language instruction produces "fluent but inaccurate" learners. The third is that the teacher's capacity to monitor must be exceptional (Brown, 2001; Hughes, 1983). Classroom activities are not realistic despite teachers' best efforts, and reproducing truly authentic language and facilitating genuine engagement can be difficult. Furthermore, one of the primary principles underlying this approach is the emphasis on the needs and interests of the learners. This means that every instructor should adapt the curriculum to meet the needs of the students. The fourth critique is that, due to a lack of resources and equipment, such as authentic materials and the enormous size of the classes, CLT can be difficult to execute in an EFL classroom. Furthermore, proper classrooms that can accommodate group work activities and teaching aids and materials are often unavailable (Burnaby and Sun, 1989; Chau and Chung, 1987).

2.4.2 Task-Based Language Teaching (TBLT)

The Task-Based Approach gained popularity in language teaching in the last decade of the 20th century. Prabhu (1987) believes that students might gain language more effectively when they are more focused on the task than the language they have been using or learning. Willis and Willis (2001) claims that "the basis for language development is the learner's attempt to deploy language for meaning" (p.2). Similarly, Brown (2001) states that the primary goal of task-based learning is to teach students how to use authentic language rather than the importance of specific language forms.

The task-based approach to language learning is a new way of looking at the PPP teaching method. That method was the appropriate way of teaching language before TBLT was introduced (Ellis, 2003). The problems with the PPP approach are several. Willis and Willis (2007) give some examples of how a teacher may soon identify problems with that. The first is that students can give the impression that they are comfortable with the new language as they are producing it accurately in class. Often though, a few lessons later, students will either not be able to produce the language correctly or even not produce it at all. The second problem is that students will often produce the language but overuse the target structure so that it sounds completely unnatural. The last problem is that students may not produce the target language during the free practice stage because they find they can use their existing language knowledge to complete the task.

TBLT has several distinct advantages. Unlike the PPP approach, the students have complete control over their language (Ellis, 2003; Lightbown & Spada, 2019). They must use all of their language resources in all three stages rather than just practicing one pre-selected resource. The students' experiences with the language create a natural context that is personalized and relevant to them (Ellis, 2003; Willis & Willis, 2007). PPP requires the creation of contexts in which to present the language, which can be quite unnatural at times. With TBLT, students will be exposed to a much wider range of the language.

They will be exposed to various lexical phrases, collocations, patterns, and language forms (Ellis, 2003; Willis & Willis, 2007). The language explored is based on the needs of the students. Rather than a decision made by the teacher, this need dictates what will be covered in the lesson (Ellis, 2003; Samuda & Bygate, 2008). It is a communicative approach that requires students to spend a significant amount of time communicating (Ellis, 2003; Lightbown & Spada, 2013; Willis & Willis, 2007). In comparison, PPP lessons appear to be very teacher-centered.

While having several advantages, it is also necessary to consider how the applicability of TBLT has been questioned by its critics. According to Seedhouse (1999), the type of interaction that typical tasks encourage leads to the usage of specific "task solving" linguistic forms. These do not include the kinds of vocabulary we would expect to hear in authentic discussions, debates, or other social interactions. Swan (2005) expresses concern that while TBLT may be useful in developing learners' command of what they already know, it is ineffective in systematically teaching the new language.

As mentioned earlier, the authenticity of both the texts and the tasks is one of the TBLT's primary attributes (Richards & Rodgers, 2002). Authenticity indicates that the materials utilized should not be altered or changed, and the tasks should reflect real-life communicative circumstances in English-speaking cultures (Ebadi & Hasan, 2016). Teachers, for example, must organize task activities in the classroom prior to teaching to engage students with their real-life context (Oura, 2001).

2.4.3 Merging the methods of CLT and TBLT

CLT was the first of the two methods to emerge. TBLT was developed because CLT received a great deal of criticism for not providing enough information on *how* to learn a foreign language, simply *why* one should learn a foreign language (Harmer, 2015; Samuda & Bygate, 2008). Littlewood (2004) defines TBLT as an approach in which communicative tasks (directly linked to the curricular goals) serve as significant components of the methodology and units around which a course can be built. In these communicative tasks, learners reflect and use language while working, and as a result, their thinking develops, which correlates with Vykotsky's (1934) sociocultural learning theory. This correlation demands that the tasks foster language use and conversation regardless of the learner's level. The tasks must include open-ended questions that invite students to think about and reflect on their ideas while interacting with their peers.

There are two versions of CLT: the strong version and the weak version. In short, Crewe (2011) explains the difference as "learning to use English" ("weak") versus "using English to learn it" ("strong"). It could be claimed that the strong version of CLT is TBLT (Harmer, 2015). Tasks, in other words, serve as the foundation for an entire language curriculum. It is worth noting that task-based instruction is not the only approach to achieving a strong version of CLT. According to Stern (1992), other strong variations of CLT include field experience, inviting guest lecturers, and classroom management activities. Nevertheless, tasks can be a useful tool for developing a communicative curriculum, especially in situations when more authentic communicative experiences are limited.

2.5 Combining the theory of CLT, differentiation, tasks, and coursebooks

It is possible to achieve what Klafki (1996) called exemplary teaching when the teacher uses good examples and promotes in-depth learning, which is both subjective

and objective. It is the textbook author's responsibility to choose texts and tasks that can be exemplary. However, the school administrator's and the teacher's responsibility is to choose the right books to aid their pupils. As this research project has mentioned, personal engagement is required for textbook tasks, and when communicative competence is the goal, students must be able to communicate in the target language. In order to do so, they must be exposed to appropriate examples of texts and topics, as well as tasks that foster conversation. However, there is little learning potential if the pupil is not personally involved or gets personal support. Fortunately, nowadays, most coursebooks and course materials influenced by CLT strive to increase learners' communication competency through the use of real-life and communicative tasks where the pupils are personally involved. The teaching material also strives to aid the pupils as best as possible in their learning and recognizes that pupils have different learning proficiencies, which shows that the books support differentiation.

Since TBLT has gained much attention from material developers and teachers because of its connection to CLT, it is said that, as a result, communicative tasks have been added to English language instructional materials, particularly coursebooks, to help learners with communicative techniques that will help them have successful English interactions in the real world (Alemhi et al., 2018). However, even if most coursebook authors claim that their material focuses on authentic and real-life communication tasks, this may not be the case. They might have wanted it, but they might not have accomplished it. This research project discovered this while analyzing three different EFL coursebooks and found out to what extent they focus on pupils' differences in learning proficiency and how they encourage pupils to learn to communicate in authentic real- life situations. The next chapter explains the process of how the results were conducted.

3. Methodology

In the following chapter, the different research methods used in this study are introduced. The first section explains my methodological approach. This research project is a mixed-method textbook analysis research, and a brief description of the qualitative and quantitative approaches is provided alongside the description of the mixed-method approach. A description of my analysis method is discussed in the second section of this chapter. The choice of method is content analysis. The justification of my methodological choices and materials is discussed in each part. Finally, the last section of this chapter introduces the assessment of the validity and reliability of the research.

3.1 Overview of research methodology and methods

3.1.1 Research methodologies

Crotty (2020) defines methodology as "the plan or approach that designs the researcher's choice of methods applied in a study" (p. 4). Quantitative, qualitative, and mixed-method research methods are three approaches to methodology when conducting research. In experimental or survey research, a quantitative method is typically used. That is because the content of these research projects can be easily counted. However, this method can also be applied to research into the content of coursebooks, as in this study. Quantitative approaches to literature and other kinds of texts use the method of mathematics to measure, classify, and analyze aspects or qualities of literary texts statistically (Siemens & Sheribman, 2013). Almost any item, feature, or characteristic of a text that can be reliably identified, can be counted*.* In contrast to the quantitative approach, the qualitative approach uses words to describe a result instead of numbers, and depth takes precedence over breadth (Larsen, 2017). As a result, data tends to be richer in comprehending how information is conveyed in a text, but it can also be more difficult to generalize (Creswell & Creswell, 2018).

Qualitative and quantitative methods have different strengths and weaknesses. Quantitative research may investigate large groups and populations, but it has a limited capacity for studying people in depth (Krumsvik, 2019). Qualitative research may investigate people in-depth and find social patterns, but it has limitations when studying large groups of people (Krumsvik, 2019). In other words, different methodologies allow researchers to discover and examine various types of data. However, combining the two opens up new possibilities. This way of researching is referred to as mixed-methods research.

Both quantitative and qualitative methods have their weaknesses, and by using both methods, the weaknesses in one might be balanced out by the strength of the other (Larsen, 2017, p. 30). There are several ways of combining the two. Some examples are the (1) convergent mixed-method; where you merge quantitative and qualitative data in order to provide a comprehensible analysis of the research problem, (2) the explanatory sequential mixed-method; where the researcher first conducts quantitative research, analyzes the result and then builds on the result to explain them in more detail with qualitative research, and (3) the exploratory sequential mixed-method; where the researcher first begins with a qualitative research phase, analyzes the data and then the information is used to build into a second, quantitative phase (Creswell & Creswell, 2018). In this research project, I have chosen to follow the second method, the explanatory sequential mixed-method.

The first part of this research project (which also is the most extensive part of the two) is conducted by collecting quantitative data by finding out how many different types of tasks there are in the three different coursebooks for second grade and then inserting that data into a table. The categories chosen were inspired by Nunan's (1999) taxonomy of different task types. The different task types are: (a) cognitive, (b) interpersonal, (c) linguistic, (d) affective, (e) creative. One of the categories has been changed in this research project. Category (b) has been changed from an interpersonal task type to a social task type. As mentioned earlier in the introduction of this thesis, the Norwegian curriculum has written about certain skills pupils have to have to accomplish different tasks they get in school. The skills mentioned in the curriculum are cognitive, social, linguistic, creative, and practical skills (The Norwegian Directorate for Education and Training, 2020). It was interesting to see how most of them coordinate with Nunan's task types, which is why one of the categories changed. Additionally, this section of the research project looks at if the tasks in the coursebooks differentiate in any way. There might be different levels in the different tasks that the pupils can choose in terms of their learning proficiency, which is also visualized in the table. The final part of this thesis section examines how many different tasks in each task type category can be labeled as "CLT-approved." In other words, how many different tasks contain communication forms that are authentic and reflective of real-life situations? This is how the first part of my research question was formed: *what types of tasks can be most frequently found in Norwegian second grade English coursebooks* and how do they fit the needs of the pupils? Additionally, the first sub-question will help answer this part of the study: how many cognitive, linguistic, creative, social, affective, and differentiated learning tasks are there in three EFL coursebooks for second grade, and how many of these tasks are "CLT approved"? The reason for wanting to do a quantitative part in this MA thesis is to understand what types of tasks are most popular in the coursebooks. This study can determine what kinds of goals and content are prioritized in second grade and if the books correlate with the new curriculum. Another reason is that it serves as an excellent companion to qualitative research and vice versa. In addition, since it is more challenging to generalize in qualitative research, it was crucial to find a way to get a better overview of the tasks in the books.

The reason for choosing a mixed-method research project is because this study is based on the assumption that collecting diverse types of data best provides a complete understanding of the research problem than by collecting quantitative or qualitative data alone. By using a quantitative approach, this research project was able to generalize its findings and analysis (Johannessen et al., 2018). However, because this method allows for breadth at the expense of depth, I felt it was necessary to analyze some of the tasks in greater detail than when they were simply glanced at and tallied, which is why the qualitative component of the study was introduced. In the second part of the analysis, a qualitative approach was used to delve deeper into some of the tasks analyzed in the first part. These are analyzed to determine to what extent the tasks in second grade EFL coursebooks focus on pupils' differences in learning proficiency and authentic and communicative real-life contexts in their material. Along with coursebooks, the curriculum is also discussed. This section gives several examples of good CLT tasks and poor CLT tasks. The second part of the research question helps me answer the qualitative part of my study: What types of tasks can be most frequently found in Norwegian second grade English coursebooks and *how do the tasks fit the needs of the pupils*? The second sub-question also helps underline this part of the study: to what extent do the tasks in the coursebooks for second grade EFL focus on pupils' differences

in learning proficiency, and how do they encourage pupils to learn to communicate in authentic real-life situations?

3.1.2 Analysis method

To answer the research questions, I decided to use a content analytic approach to collect data. The primary reason for choosing content analysis as a data collection approach is that it uses strategies for acquiring and analyzing textual content, which is ideal for this project. In addition, it was the most suitable method to apply since this research project is looking at the content of the coursebooks, more specifically the content of the tasks, and not the structure. According to Grønmo (2016), content analysis builds on "a systematic review of documents with the purpose of categorizing the content and registering data that is relevant to the research questions" (p. 175). She further explains that researchers could quantify and analyze the presence, meanings, and relationships of specific words, themes, or concepts using this analysis method. The relevant parts of the documents are then processed, organized, and registered to serve as data material and present information about the researched cases (Grønmo, 2016).

Since this type of analysis can be both quantitative and qualitative, it is important to look at what each of these methodological analysis methods contains. According to Berelson (1952), quantitative content analysis is "a research technique for the systematic, objective, and quantitative description of the manifest content of communication" (p. 18). In this context, the description refers to the process of breaking down communication content into units, categorizing each unit, and determining tallies for each category. The communication content in this research project is coursebooks, specifically tasks in coursebooks. The categories for each unit were already decided in advance, and the categories were inspired by Nunan's taxonomy of task types and the curriculum. In the analysis, the content of the tasks (which words were used) was reviewed, and then the suitable category for the task was determined. A task can fit into several categories. When data was gathered, the results were displayed in a table. Using tables is common for quantitative studies, where data is displayed alongside graphical representations and proliferation targets (Larsen, 2017). When all three coursebooks were analyzed with quantitative content analysis, the results of how many tasks each category contained emerged, and then the determination of tallies for the categories could be chosen. Bauer (2000) argued that "while most classical content analysis culminates in numerical descriptions of some features of the text corpus, considerable thought is given to the "kinds," "qualities," and "distinctions'' in the text before any quantification takes place" (p.3). In other words, this method of analysis builds a bridge between statistical research and the qualitative analysis of the material (Bauer, 2000), which is perfect for this study.

The qualitative approach to content analysis focuses on theory development (induction), not just theory testing (deduction) (Bauer, 2000), and is way more helpful in answering the "why," "how," and "to what extent" questions. Additionally, research using qualitative content analysis focuses on language characteristics as communication with attention to the content or contextual meaning of the text (Hsieh & Shannon, 2005). Using qualitative content analysis helps answer the research question and the second sub-question of this MA thesis which asks to what extent the coursebook focuses on pupils' differences in learning proficiency, and how they encourage pupils to learn to communicate in authentic real-life situations. When analyzing the coursebooks, the language was closely examined along with the context when determining what type of tasks they were. This type of analysis provided information on the decision as to which

tasks were poor CLT tasks compared to good CLT tasks, as well as what types of content the coursebook authors thought should be differentiated. Examples of this can be found in the appendix and are further discussed in Chapter 5.

3.2 Data collection process

The different steps of the data collection process are explained in this section. When analyzing, the first step was to create a code for each task type category. This code would be used to mark the tasks in each coursebook. The coding name for each type of task was the first letter of the task type and then a number. The numbers represented the different subcategories. So, for example, if an activity was coded as "Co 28, L3, S1, D," it would mean that the task was placed under three different task types: cognitive, linguistic, and social. It would also mean that the activity was a predicting (cognitive, subcategory 2), diagramming (cognitive, subcategory 8), using context (linguistic, subcategory 3), and co-operating (social, subcategory 1) type of task. Lastly, it would mean that the activity was able to be differentiated. This implies that various tasks may fit into more than one category and subcategory, indicating that the main categories of cognitive, linguistic, social, creative, and affective task types have no particular counted number.

When examining if the task was a so-called "CLT-approved" task, it became a bit more difficult. These tasks were analyzed to consider them CLT-approved through three questions created from the characteristics of Communicative Language Teaching presented in Chapter 2 of this thesis. That chapter mentioned that CLT focuses on meaningful interactions (authentic language in real-life situations) and the negotiation of meaning (Nunan, 1999; Richards, 2006). Another point mentioned was that making mistakes is seen as an important asset when learning a second language, and pupils may try out and experiment with different ways of saying things (Richards, 2006). As a result of this information, the following questions were made:
1. Does the task emphasize using authentic language in real-life situations that require communication?
2. Does the task focus on collaborative negotiation of meaning?
3. Does the task allow mistakes to happen?

The answer needed to be positive for at least two of the questions presented above for it to be considered a "CLT-approved" task. The first question was perhaps the easiest to answer. It was evaluated on how the task questions were worded to see if the task required communication. The activity was most likely considered a communicative task if it began with "talk about" or "tell your learning partner." It was, however, more difficult to assess whether or not the students' communication language was authentic. When a text or task is authentic, it is created with "real world" purposes and audiences in mind (Merriam-Webster, 2020). In other words, an authentic task reflects aspects of the real world and will teach pupils content that they can utilize outside of the classroom. The findings on this issue may be subjective due to the method used to determine whether the tasks in the coursebook were authentic or not. However, every attempt was made to avoid this.

The second question was addressed by examining how much support the pupils received during the task. When negotiation of meaning happens, pupils might ask for clarification, rephrasing, and try to confirm what they think has been said (Nunan, 1999). The tasks did not focus on collaborative negotiation of meaning if they provided too much support, such as asking pupils to play out the dialog or fill in the blanks and tell their learning partner. The answer was close to being delivered to them, and no

further clarification was likely required. However, in the context of this research project, it is important to remember that this study worked with coursebooks aimed at the second grade. Coursebooks for this level may provide much support to pupils because they are likely to need it, and negotiation of meaning is not emphasized in these grades. Nonetheless, I thought that this would be fascinating to find out, which is why the question was included.

The third question was answered similarly to the second question in terms of whether the tasks encourage pupils to try to talk more freely than when they read out a dialog. In this case, I wanted to see if there was still an opportunity for errors to occur even though the pupils received much support. A task in which the pupils are given the supporting sentences "I'm wearing..." and "You're wearing..." and must fill in the blanks is an example of a task in which they are given support while also having the ability to make mistakes. Pupils can make a mistake in this activity by saying the incorrect clothing item. Simultaneously, the teacher can urge the pupils to try out the sentences without consulting the supporting sentences. Some coursebook tasks even urge pupils to do so, implying that they are allowed to make mistakes.

3.3 Grade and coursebook choice

As mentioned earlier, this master's thesis looks at tasks in EFL coursebooks. These coursebooks were chosen as a sample based on various selection criteria. The selection criteria were that the coursebooks had to be for second graders and that they should be updated or revised editions for the LK20 curriculum. The books are from three major publishing companies in Norway: Fagbokforlaget, Gyldendal, and Aschehoug. The books are named *Quest (My own book)* (Lien, Pritchard & Skjellin*, 2020), Link (Pupil's book)* (Mezzetti, Myrset, Oddvik, Stuvland & Szikszay, 2020), and *Explore (My book)* (Edwards, Flognfeldt & Moen, 2020). The two most popular English coursebooks used in Norwegian classrooms are *Explore* and *Quest*, hence why they were chosen. Both books were published in 2020 and are the publishing companies' second issue. *Link* was also released in 2020, but it is not as well-known as the others because it is this publishing company's first release of English coursebooks. That is exactly why I thought it would be interesting to include it in my research since it is a new edition to the teaching materials in Norway. Earlier research done by myself on this topic in a teacher resource group on Facebook called *Undervisningsopplegg* revealed that *Explore* and *Quest* are the two most popular books to be used in schools. A poll was published in the group, and over 500 teachers voted (See Appendix 1)*. Of course, this poll is not one hundred percent valid since not every teacher in Norway is a part of this group. However, the results helped with the choice of coursebooks.

3.4 The validity and reliability of the thesis

In research, both the reader and the researcher must reflect critically on the quality of the study. This part of the chapter discusses the validity and reliability of this MA thesis. In other words, the research projects trustworthiness and credibility.

Validity questions relevance and can be defined, in quantitative studies, as to whether or not the study investigates what it intended to investigate (Krumsvik, 2019) and, in qualitative studies, to what degree the study investigates what it intended to investigate (Larsen, 2017). There are two types of validity: internal and external. Internal validity in quantitative research questions whether or not there is a link between the phenomena being studied and the data collected (Johannessen, Tufte & Christoffersen, 2016). There needs to be a coherent context for the research question,

the theory presented, variables, and indicators (Larsen, 2017). The theory presented in Chapter 2 introduces, among other things, the utilization of coursebooks in the classroom, which is essential background information to mention in terms of whether or not coursebooks are still a popularly used material in Norwegian classrooms. This study would be unnecessary if they were not. The "tasks in coursebooks" and "CLT" theory are necessary to include because many of the views expressed in Chapter 2 support my analysis and are used to discuss the results later. For instance, the CLT theory was used to determine the criteria for whether or not the tasks were CLT-approved.

Similarly, in qualitative research, internal validity questions whether the methodologies and findings accurately reflect the research's goal and the phenomenon being studied (Johannessen, Tufte & Christoffersen, 2016). In other words, this questions the study's verifiability. In addition to verifiability, validity, especially in qualitative research, questions trustworthiness, credibility, and transferability (Larsen, 2017; Korstjens & Moser, 2018). Korstjens and Moser (2018) refer to trustworthiness as the question "Can the findings be trusted?"(p. 121). They state that several factors, including credibility, determine trustworthiness. Credibility is one technique to ensure trustworthiness in a study, and it is defined as "whether the findings portray reliable information taken from the original material and how the data is interpreted" (Korstjens and Moser, 2018, p. 121). Credibility also refers to whether the researcher uses plausible methods to collect data to support the study's goal (Johannessen et al., 2018, p. 230). In this thesis, it is explained why the coursebooks that are being analyzed were chosen in the Grade and Coursebook Choice section presented earlier in this chapter. Additionally, an outline of the decision of which task type goes into which category is presented when Nunan's taxonomy of task types is described in Chapter 2. There is also a discussion on how the data was collected in the Data Collection Process section. These points demonstrate how the information was addressed and handled. The interpretations have been supported by the Theoretical Background chapter since the goal is to make as objective an interpretation and analysis of my material as possible.

External validity can arise from transferability in both quantitative and qualitative research (Johannessen, Tufte & Christoffersen, 2016; Larsen, 2017). They may occur when researchers draw incorrect inferences from the sample of the data to other persons, other settings, or past or future situations (Johannessen, Tufte & Christoffersen, 2016). This research project cannot be generalized to other coursebooks and grades to a significant extent. Different publishing companies usually structure the coursebooks the same regardless of grade. However, the content is not the same, and this research project examines the content and not the structure. That indicates that similar research could be conducted on other coursebooks in different grades by the same publishing companies. In addition, new research projects should be conducted when the publishing companies decide to publish new versions of the coursebooks. As a result, the project's validity is at its peak during the years when the current coursebooks are actively used.

Reliability also questions trustworthiness. However, this is different from validity trustworthiness because it questions the research project's stability and accuracy (Larsen, 2017; Korstjens & Moser, 2018). Strong reliability means that the research project is stable and that any changes in findings are due to development and changes in what one is studying. Because qualitative research uses less organized data collection approaches, reliability is more important in quantitative research than in qualitative research (Johannessen, Tufte & Christoffersen, 2016). Reliability in quantitative research can be defined as the degree of agreement between different data collections on the same phenomenon based on the same research design (Grønmo, 2016). In this study,

previous research conducted on Norwegian coursebooks has been examined, and no research that investigates the same focus as the study has been found. However, several research projects found in other countries are used as inspiration for this research project. It is notable that these earlier non-Norwegian research projects did not use the same research methods as this study. Since there are no similar studies like this in Norway or research projects that use the same research methods, it might lower the reliability.

Through analyzing coursebooks, it might not be that researchers notice the same things or perceive the information the same way (Larsen, 2017). That is why trustworthiness is the important keyword when it comes to reliability in qualitative research as well, and it is where reliability's trustworthiness resembles validity's trustworthiness. If the data is based only on the researcher's subjective opinions and thoughts, it is unreliable (Larsen, 2017). In this case, Silverman (2015) emphasized the importance of transparency. With that, he means the researcher should describe the data collection and analysis methods so that those who read the project can reflect on how they are done. The theoretical standpoint should be given as well, as it is critical to the interpretations that have been made. All of these points have already been made earlier in this master thesis. Nonetheless, even though I make every effort to maintain an objective perspective on the analysis and discussion, it is difficult to avoid showing any subjectivity.

Using multiple methodologies in a study helps improve the validity and reliability of the results. This is referred to as triangulation, which gathers data from diverse sources, data collection methods, and research designs (Postholm & Jacobsen, 2018). Combining the two methodologies in research can provide richer findings than each method alone. Using the strengths of several methodologies also helps to minimize the study's weaknesses (Mackey & Gass, 2015). This is why this study combines the two in an explanatory mixed-method research project.

4. Analysis of research findings

The results of the content analysis in the three coursebooks are presented in the following chapter. It was investigated how many learning tasks in different second grade coursebooks facilitate the various task types cognitive, linguistic, creative, social, and affective, and how many tasks differentiate in terms of pupils' learning proficiency differences. Furthermore, it was examined to what extent the various tasks assist CLT development. This chapter is divided into three sections: The coursebooks; Amount of task types in Explore, Link and Quest; Differentiated learning and communicative aspects in Quest, Explore and Link. The table is introduced in the second section. Every single task type subcategory is not commented on, only the ones related to the second part of my study, which are the tasks that promote meaningful communication (CLT) and support pupils' differences in learning proficiency.

4.1 The coursebooks: Quest, Explore, and Link

Quest 2 is a coursebook published by Aschehoug. The book has 79 pages and is divided into eight chapters. The chapters are My School, My Family, and Home, My New Clothes, Merry Christmas, In the Kitchen, Happy Birthday!, Fun in the Park, and Time to Go. *Explore* 2 is a coursebook published by Gyldendal. The book has 76 pages and is divided into nine chapters. The chapters are Back to School, Meet My Family, Here is my Room, Merry Christmas!, Time to Eat, Look at Me, Under My Umbrella, A Day at the Zoo, and Holiday at Last. *Link 2* is published by Fagbokforlaget. The book has 83 pages and is divided into ten chapters. The chapters are: Daily Routines, At School, The Food We Eat, Happy Christmas, Getting to Know You, Meals, Clothes, Celebration Time!, Pets, and Let's Repeat. Aschehoug, Gyldendal, and Fagbokforlaget also provide digital resources for all coursebooks, grades, and teacher's guides for the teachers.

The first page in *Quest* explains some consistent symbols that follow the different activities in the coursebook and what they signify (see Appendix 2). A task could have either a symbol of talking partners, listening tasks, handouts (tasks that you need copies of to do), songs, and "my quest" (communication tasks through games and playing), which is the skill the pupils need to complete the task. Similar to *Quest*, the first page in *Explore* explains some consistent symbols in the coursebook (see Appendix 2). The symbols signify listening to the task, reading the text, writing, singing together, talking with your learning partner, and extra challenges. In both books, the symbols feature four of the six basic skills a pupil should acquire in school (oral, writing, listening, and reading skills). In contrast to the other two coursebooks, *Link* does not have an opening page that describes the important symbols in the book. All three coursebooks have front pages for each chapter. Each front page introduces a picture and words/phrases that will be learned in that chapter (see Appendix 3).

4.2 Amount of task types in Quest, Explore and Link

The results of the first research subquestion, how many different learning tasks are there in three second grade coursebooks in English, is presented in this section. The content of the analysis is visualized in Figure 4.2.1. This table shows the frequency of different task types and their subcategories, which were inspired by Nunan (1999), as well as how many of the tasks differentiate. There is, in addition, visualized in the table how many tasks facilitate the development of CLT. The three coursebooks are displayed in the first row, while the different task types are displayed in the first column. There are

20 subcategories of task types, and each row represents the frequency and percentage of all tasks in that particular type of task category. Because a task might be classified under more than one subcategory, there is no specific number for each main category of activities, which are the task type categories: cognitive, linguistic, social, creative, and affective task types. However, there are a number of tasks in each subcategory, which are the 20 categories mentioned in Chapter 2: classifying, diagramming, co-operating etc. In this table, the percentage numbers are the most relevant. These are used to discuss the results later in the thesis and are written in red and blue.

Figure 4.2.1 Table that shows the frequency and percentage of different task types in Link, Quest and Explore.

	Link 2				Quest 2				Explore 2			
	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved
Cognitive tasks												
Classifying	13	5	21,0	38,5	27	8	29,0	29,6	23	3	23.71	13,0
Predicting	9	6	14,5	66,7	9	7	9,7	77,8	9	9	9.27	100
Inducing	9	4	14,5	44,4	32	12	34,4	37,5	30	4	30.92	13,3
Note-taking	5	5	8,1	100	6	5	6,5	83,3	3	1	3.09	33.3
Concept mapping	1	1	1,6	100	1	1	1,1	100	0	0	0	0
Inferencing	12	10	19,4	83,3	10	9	10,8	90,0	14	11	14.43	78,6
Discriminating	17	10	27,4	58,8	22	10	23,7	45,5	26	14	26.80	53,8
Diagramming	29	14	46,8	48,3	44	11	47,3	25,0	55	13	56.70	23,6
Linguistic tasks												
Conversational patterns	20	18	32,3	90,0	38	20	40,9	52,6	44	19	45,4	43,2
Practicing	23	20	37,1	86,9	30	19	32,3	63,3	50	33	51,5	66,0
Using context	24	20	38,1	83,3	39	19	41,9	48,7	47	19	48,5	40,4
Summarizing	3	2	4,8	66,7	0	0	0	0	1	1	1,0	100

	Link 2				Quest 2				Explore 2			
	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved	Frequency (number of tasks)	Frequency-CLT approved (number of tasks)	Percentage of all tasks analyzed	Percentage of tasks of this type CLT approved
Selective reading/listening	16	8	25,8	50,0	18	10	19,4	55,6	48	21	49.5	43,8
Skimming	8	3	12,9	37,5	17	10	18,3	58,8	18	2	18,6	11,1
Social tasks												
Co-operating	38	25	61,3	65,8	63	28	67,7	44,4	60	29	61,9	48,3
Role-playing	3	3	4,8	100	5	5	5,4	100	8	8	8,2	100
Creative tasks												
Brainstorming	9	4	14,5	44,4	19	13	20,4	68,4	27	20	27,8	74,1
Affective tasks												
Personalizing	0	0	0	0	0	0	0	0	0	0	0	0
Self-evaluation	0	0	0	0	0	0	0	0	8	8	8,2	100
Reflecting	0	0	0	0	0	0	0	0	0	0	0	0
Differentiated tasks in total	**28**	**15**	**45,2**	**53,6**	**59**	**29**	**63,4**	**49,2**	**48**	**28**	**49,5**	**58,3**
Tasks in total	**62**		**100**		**93**		**100**		**97**		**100**	

4.2.1 Explaining the results
4.2.1.1 The cognitive task type

The most frequently seen task in this category is the "diagramming" task type. Diagramming is also the second most common task in all three coursebooks. There are generally fewer cognitive tasks in *Link*. Nonetheless, more tasks in each category are CLT-approved in this coursebook. Five out of eight categories in *Link* outnumber the same categories in *Quest* and *Explore*. Unlike the linguistic, social, and creative task types, the cognitive tasks do not encourage conversation; nevertheless, many of the tasks in each category are CLT-approved. An example is the inferencing task type, where 83% of the tasks in that category were CLT approved in *Link*. There were 78% of the tasks in that category that were CLT-approved in *Explore* and 90% of the inferencing tasks in *Quest*. The task type that ranked the lowest in terms of CLT approval was the classifying task type. This result includes all three coursebooks. Only 39 % in *Link*, 30 % in *Quest*, and 13 % in *Explore* were CLT-approved in this subcategory.

4.2.1.2 The linguistic task type
In *Link* and *Quest*, the most common task type in this category was "using context," which accounted for 38 % of the former coursebook tasks and 42 % of the latter's coursebook tasks. The most frequent task in *Explore* was "practicing," with 52 % of the tasks falling into this category. "Conversational patterns" was a subcategory that was close to both "practicing" and "using a context." In *Link,* 32 % of the tasks encourage the pupils to use expressions to start conversations and keep them going. In comparison, 41 % in *Quest* and 45 % in *Explore* do that in that same category. The results are certainly different in the three coursebooks when it comes to the CLT-approved tasks in the "conversational patterns" subcategory. The amount of CLT-approved tasks were 43 % in *Explore*, 53% in *Quest,* and 90% in *Link*.

4.2.1.3 The social task type
The most frequently seen task in all three coursebooks is the co-operating task. What this means is that the social task type is the most popular. In *Link,* 61 % of the tasks were co-operating tasks that focus on working with a partner or group. In *Quest,* 68 % of the tasks were co-operating, and in *Explore,* 62 % of the tasks were social. The CLT task frequency made the results more interesting, however. Of the co-operating tasks, 66% in *Link*, 44 % in *Quest*, and 48 % in *Explore* were CLT approved. Even if these results may seem disappointing, it is important to consider that these are second grade coursebooks. The results may have appeared different in an analysis of three sixth or seventh grade coursebooks. It is challenging to have a conversation in a foreign language with second graders. However, it is not impossible, and the results support that claim. There were eight role-playing tasks in *Explore*, five in *Quest,* and three in *Link*. All of the tasks in each of the coursebooks in this subcategory were CLT-approved.

4.2.1.4 The creative task type
There is one subcategory under this task type: brainstorming tasks. This subcategory had the lowest numbers in all of the three coursebooks. In *Explore*, 28% of the tasks fall under the brainstorming category. In *Quest*, 20% of the tasks were creative, encouraging pupils to consider as many new ideas as possible. Lastly, only 15 % of the tasks did the same in *Link*. *Link* also resulted in 44% of the tasks being CLT-approved in the brainstorming category. In this category, *Quest* and *Explore* performed

better, with 68% of tasks being CLT-approved in the former and 74% of tasks being CLT-approved in the latter.

4.2.1.5 Differentiated tasks

Quest was the coursebook that did the best in this category, with 63% of the tasks being differentiated. 49% of these tasks were CLT-approved. This book made it the clearest when it comes to "counting" this type of task. If the task had both a red dot (level 1 pupils) and a yellow dot (level 2 pupils) in the explanation, it would be considered a differentiated task. *Explore* was not as successful in this category as *Quest*. In *Explore*, half of the tasks were differentiated while the other half were not. However, in this category, 58% of the assignments were CLT-approved, which is a higher number than in the other two books. Each differentiated task in *Explore* included a symbol of a magnifying glass next to it, making it easy to count these tasks. *Link* performed the poorest in this category, with only 45% of the tasks differentiated. It was 54% of these tasks were CLT-approved. The reason for the lower number than in the other two coursebooks is that, as previously stated, *Link* lacked a symbol that indicates whether or not the category was differentiated. Nonetheless, some tasks had a challenge and were classified as differentiated tasks.

4.2.1.6 Summary

It seemed that the authors of *Link* considered CLT as the most important since 13 out of 20 task types had more than 50% of the tasks CLT-approved. *Quest* had an equal number of CLT-approved task types over 50% as they had under 50%, with 10 out of 20 task type categories in each. While *Explore* only had 7 out of 20 task types over 50%. The explanation for this might be that many of the tasks were "describe what you see" tasks in *Quest* and *Explore*, which appear less authentic. *Link* had considerably fewer of those types of tasks. Furthermore, the level 2, or the more challenging, tasks in both *Quest* and *Explore* were far more communicative. The same results were also the case in several tasks in *Link*. In *Explore*, when a task is communicative, it usually has a positive answer to all three "CLT-approved" questions. This coursebook is also the one with most tasks that did not have a positive answer on any of the questions. However, when it came to creative tasks, *Explore* outperformed the other coursebooks. This category is the place where *Link* performed exceedingly poorly. *Link* did, in addition, not do as well as the others when it came to differentiated tasks. There were no affective tasks in neither *Link* nor *Quest*. In *Explore,* there were eight affective tasks where each chapter ended with a "talk about what you have learned in this chapter" type of task. *Quest* came out as the best participant in the differentiated tasks.

4.3 Differentiated learning and CLT aspects in Explore, Link and Quest

The second research subquestion, to what extent do the tasks in the coursebooks focus on pupils' differences in learning proficiency and how do they encourage pupils to learn to communicate in authentic real-life situations, is examined in this section. I opted to split the section into two parts, one explaining the book's perspective on differentiated learning and the other examining the construction of grammatical tasks with the idea in mind that these points will be discussed in the next chapter through a CLT lens.

4.3.1 Differentiating and the use of Norwegian and other languages to help learn English

Quest has differentiated tasks divided into level 1 type of tasks, which "most pupils, possibly with some help, will be able to do'' (p.3), and level 2 type of tasks, which "pupils who know most letters and show interest for reading and writing will be able to do" (p.3). One of the symbols in *Explore* means extra challenges, which explains that there should be some differentiated tasks in this book. In contrast to *Quest, Explore* has tasks that combine the challenging tasks with the "main task". In *Quest,* the more challenging tasks (level 2) are separate from the level 1 tasks. A level 2 pupil does not have to do a level 1 activity and vice versa. Since *Link* does not have different levels of tasks, counting them as differentiated is more challenging. However, in some tasks, a challenge is mentioned that more advanced pupils can try out (see Appendix 4). Furthermore, certain exercises were written so that it was clear that the authors were attempting to assist the pupils. For example, a task may state that if something was challenging, the pupils could help each other or that they needed to remember these helpful words or sentences if things proved too difficult. Most of the tasks are designed to be completed in collaboration with the teacher (and the rest of the class) or with a partner.

The use of Norwegian is mentioned more in *Link* than in the two other books (for example, discuss in Norwegian or write what we say in Norwegian). When the book provides written sentences, the primary idea of the sentences is highlighted in a different color. These assist pupils who do not know how to read well but can distinguish between important and less relevant information in sentences. Many of the activities require both speaking and writing abilities. They begin by speaking, and then they must write down what they have said (see Appendix 5 for examples). *Link* does encourage multilingualism because they have added content in the tasks such as different world celebrations, other foods, and other traditions, among other things. *Link* also introduces each child (with different ethnicities) and their family, who will accompany them throughout the book. However, they do not employ the use of other languages, only Norwegian, to help them learn English. In *Explore,* four out of nine chapters in the coursebook support a multilingual classroom (see Appendix 6) where a task asks the pupils to talk about what a word is in other languages. However, it was only one task in each chapter. *Quest* does not support multilingualism to the same degree as the other two coursebooks. None of the tasks said anything about using Norwegian or another language to help you learn English.

4.3.2 Construction of grammatical tasks

There were two tasks in each of the coursebooks that explicitly focused on grammar. Interestingly, all of the grammar tasks, except for one, were about determining whether an object is in, on, or under something, as can be seen in Appendix 7. Even though it is not explicitly specified in the curriculum that it should be included, it appears that the three publishing companies agreed that this is one of the most important things to learn when it comes to grammar in second-grade English. There was also a task in *Link* that focused on verbs. The pupils were instructed to discuss what verbs are and perform various verbs displayed on a picture (see appendix 7).

Since there were very few grammatical tasks in any of the three coursebooks, the tasks were constructed differently than they would have been in an older coursebook before communicative competence was introduced in the curriculum in the 1970s. Many of the tasks in all three coursebooks were similar in type of the task; however, at the same time, they were different in their content. In other words, two tasks could, as an

example, be a "match the word with the picture" task, but in different formats. An example with three tasks from *Quest* is provided in appendix 8. In these tasks, the pupils were to fill in the missing words in three different ways. One task where pupils had to fill in a crossword, one where they had to guess which words were missing in a riddle, and one where the pupils had to match a word with a picture by dragging it to the right place. All of the tasks were about body parts, and the pupils learned about them in a similar but different way. Doing this makes working with coursebook tasks less tedious than if they all featured the same "fill in the blanks with the right grammatical word" tasks seen in previous schoolbooks (see appendix 8 for tasks in 1990s textbook for English learners).

5. Discussion

In the following chapter, the findings from the analysis in relation to the research questions and the theoretical background presented earlier is discussed. The research question addressed what types of tasks can be most frequently found in Norwegian second grade English coursebooks and how do they fit the needs of the pupils? The results from the table, which addresses the first research subquestion, are further discussed in this part of the MA thesis and is presented in the first section. The last three sections acknowledge the second research sub question and discuss the curriculum's and the coursebook's view on communicative competence and difference in pupils' learning proficiency.

5.1 The coursebooks and the task types

This section discusses the three coursebooks in general and their task types in more detail. *Quest* and *Explore* explain the consistent symbols the pupils will encounter throughout the books on the first page. Each signifies a basic skill, at least in *Explore*. In *Quest*, the basic skill is not explicitly mentioned (except for oral skills), and we have to look for it in the tasks, not just the symbols. Nonetheless, for *Explore*, that means that from the start, the reader of the book will know what basic skills the teaching material acknowledges and which they do not. From these symbols, one can see that oral and written skills are appreciated. The reader might not know if these encourage authentic and real-life communication, but at least we know that they want to. This works at least in oral communication since the symbol is explained as "talk with your learning partner to solve the task." However, the writing symbol does not encourage meaningful written communication. The writers describe this symbol simply as a "writing task." These symbols help the reader notice that oral skills are acknowledged in the coursebook. Nevertheless, as seen in this MA thesis, that does not mean that the tasks actually promote authentic and real-life conversations.

As previously stated, the cognitive task types were the one category of task types with the least number of CLT-approved tasks. However, the number of cognitive tasks that were CLT-approved is unexpected given that the cognitive task type category is the only category where no conversation is encouraged. With no conversation being encouraged, I mean that there are no subcategories under the cognitive tasks that require pupils to communicate together in any way; instead, they are urged to group similar items, observe patterns, or label a diagram. One might have guessed that it would only be a few tasks in the cognitive category that would be CLT-approved. The diagramming task type was the one that was second most frequently seen in all three coursebooks, and a good number of these tasks were CLT-approved. An example of a diagramming task that is CLT-approved is seen in appendix 9. The task has been taken from *Explore*. In this task, the pupils are asked to label a diagram by using information from a text (Nunan, 1999) but at the same time talk about what the words mean, which can, for example, encourage negotiation of meaning (Nunan, 1999; Richards, 2006).

The linguistic task type that had notable results was "conversational patterns." This type of task asks the pupils to use expressions to start conversations and keep them going (Nunan, 1999). It may come as a surprise that there were not a larger number of tasks that encouraged "conversational patterns" since the number of tasks in the cooperating category was way higher in all three coursebooks. That might be because several of the co-operating tasks did not encourage the conversation to keep going, which is an important part of CLT (Richards, 2006), and it usually ended after the

pupils had talked about what the task had asked them. In tasks where the pupils were to talk about what they were wearing or what their favorite food was, it ended after they had said that sentence. However, while most tasks followed this pattern, there were some exceptions to this. Some tasks encouraged the pupils to keep on talking and were great "conversational pattern tasks," such as the task shown in appendix 10, where the pupils had to discuss different ways of celebrating Christmas.

There were very few creative tasks in all three coursebooks, with the task type being under 30 % of the total amount. The textbook authors may consider that pupils of this age and level of English competence might lack sufficient vocabulary to perform creative tasks. However, there are also some examples of excellent tasks involving creativity. Some tasks wanted the pupils to make different foods in both *Link* and *Quest*, like fruit salad and sandwiches. In addition, the role-playing tasks were creative. For example, in *Explore*, one role-playing task asked the pupils to explain their favorite animal to their learning partner, and then the partner had to guess what animal it was. Even if a few of the creative tasks were excellent, there remained promise for a greater number of them. The more creative one is, the more authentic communication might be used and vice versa (Harmer, 2015). Several creative tasks did not exceed the expectations when it came down to whether they were CLT-approved or not. Examples are tasks that do not require communication at all. For example, in *Quest*, a task asks the pupils to draw a clothing item that is old, new, and dirty. The pupils can, in this task, be creative; however, they are not communicating. There are several tasks in all books similar to this particular task.

5.2 The curriculum

The curriculum includes aspects of both CLT and differentiated learning. Two of the main subcategories of what LK20 considers to be the core values of Norwegian schools are social learning and differentiated learning. LK20 states that "learning subject matter cannot be isolated from social learning," that pupils should learn how to "use different skills to complete different tasks," and that "seeking solutions together" is one skill. As seen in the results of which task types are more popular in the coursebooks, the social task type "co-operating" was the most frequently seen task type. This result shows that the coursebooks correspond with the curriculum and that LK20 thinks social learning should be a priority in schools. LK20 claims that schools must give "all pupils equal opportunities to learn and develop, regardless of their background and aptitudes" and "a broad repertoire of learning activities and resources within a predictable framework" in terms of differentiated learning. Since over 60 % of the tasks in all three coursebooks can be differentiated, the claims the curriculum proposes are largely supported.

The core curriculum also mentions that trial and error may be a source of learning and acknowledgment. In terms of the traditional way of teaching another language, the PPP-method, errors should not happen. When using that method, language should generally be approached as a system of rules, and by memorizing rules, the chances of making errors are minimized (Celce-Murcia, 2001; Richards, 2006). However, in the CLT approach, errors are close to being encouraged. Pupils may experiment with different ways of saying things in this approach, which is all right for the teacher (Richards, 2006). Interestingly, the curriculum mentions the importance of mistakes for learning. That was one of the reasons why CLT was looked at in this research project. The table introduced in the last chapter does not include a number of tasks that actually allows mistakes to happen since two others questions were asked alongside that question to find out if a task was CLT-approved. However, it is notable to mention that most tasks

(that were CLT approved) allowed mistakes to happen alongside the first question, which asked if the task emphasized using authentic language in real-life situations that require communication. The second question concerning if the task lets the pupil negotiate for meaning was the one question that was least popular when it came down to finding out if the task promotes authentic and real-life communication. That question also usually needed to be alongside the first question.

There were only one or two tasks in each book which focused mainly on grammar. These tasks were the only grammatical tasks in *Quest* and *Explore*. None of these tasks were communicative and the pupils were only asked to write down where the different object was in terms of something else. These tasks looked much like the tasks seen in earlier coursebooks where pupils could not make mistakes and errors should be avoided and where the language was generally approached as a system of rules (Celce-Murcia, 2001; Richards, 2006). It was noticeable in the general analysis of the three books that they all had similar grammatical tasks in them. The "in, on, or under" type of task was the one grammatical task all the coursebooks thought was important for second graders to learn. This observation is notable because it is not mentioned in the curriculum that this is a type of task the authors should include in the content of the coursebooks. The curriculum mentions the importance of language learning vaguely and that "learning … word structure, syntax, and text composition gives the pupils choices and possibilities in their communication and interaction". However, it is not stated explicitly that this is something that the pupils must learn, only that it will make it easier for them to communicate with others. A reason for all the coursebooks choosing to pick this particular grammatical task might be because one of the competence aims says that the pupils should "find words that are common to English and other languages with which the pupil is familiar," and those three words are more or less similar to Norwegian.

5.3 Difference in pupils learning proficiency

The number of differentiated tasks in the coursebooks was not particularly outstanding. Especially since the results of two of the coursebooks, *Link* and *Explore*, showed that only half of the tasks in the books were differentiated. Nonetheless, it was admirable that the same two books included a symbol next to the task that showed that it was meant for pupils of different abilities. This shows that the teaching materials considered what the tasks demand of the pupils. It also showed that these demands might be too easy for some pupils and they decided to add a more advanced level to these tasks. In addition, adding the symbol in the books is a way in which the teaching material can give support. Task support, as mentioned earlier in the study, can be provided by using words and phrases already encountered in earlier lessons (Cameron, 2018; Ellis, 2003). These can, for example, be written on the board by the teacher, or the coursebook itself might provide it. An example of a task that does this is in *Link* (see Appendix 11)*.* This task asks the pupils to ask each other what they are wearing. This content has already been introduced earlier since this is one of the last tasks in the chapter. Still, the task provides a mind map with different clothing items and their names so the pupils can use that for support.

Task support can also explain and model the task by the teacher and/or the textbooks (Cameron, 2018; Ellis, 2003). In all three coursebooks, the teacher/pupil support is clearly stated at the bottom of each page. These explanations are meant for the teacher (see Appendix 12). Another way that the teaching material shows support in *Link* is when the book provides written sentences, and the primary idea of the sentences is highlighted in a different color. These assist pupils who do not know how to read well

but can distinguish between important and less relevant information in sentences. The other coursebooks do not show support in this way. Additionally, task support can be working in pairs/groups and listening to their classmates (Cameron, 2018; Ellis, 2003). Most tasks in all three coursebooks want the pupils to work together. Some tasks explicitly state that the pupils can work together in pairs for support. Examples of tasks like these can be seen in the appendices (see Appendix 12).

Lastly, task support can be using the pupil's mother tongue in EFL learning if the task explanation seems too difficult in the target language (Butzkamm, 2003). In some places in *Link*, it is mentioned that the pupils can use Norwegian when struggling. However, it is not mentioned anything about using another language than Norwegian. In *Explore*, there are about eight tasks that urge pupils to use their mother tongue as a tool to help them complete the assignment. These tasks ask those working with them if they know what a word is in another language than English. This is an implicit way of providing language support to pupils and demonstrating that multilingualism is a reality. None of the tasks in *Quest* said anything about using Norwegian or another language to help learn English.

All of the tasks given as examples above are tasks that do not give too much support. As mentioned earlier, learners will not be 'challenged' if that happens (Cameron, 2018). The "room of growth," as Vygotsky (1934) called it, will be difficult for pupils to achieve with tasks where the learner is given too much support. Enough support is given when you use what the pupils already know to help them master new skills and knowledge or try to match tasks to pupils' natural abilities and knowledge (Cameron, 2018; Ellis, 2003) and the teaching material analyzed in this master thesis support this. Even though to varying degrees, all three coursebooks offer tasks that can be differentiated. What is notable is that all of the books differ in that they challenge the pupils rather than decrease the task's standard and make it "easier". The "primary" task has a standard for what a second grader should be competent to accomplish, and some pupils are challenged if the task is too "simple" for them. This is appreciated because, in many cases, more advanced pupils can be overlooked in favor of those who require additional support. That is why it was assumed that the authors of the coursebooks would reduce the task standards rather than make most of them challenging. Another reason for it being appreciated is that it ensures that students who struggle with English do not have to complete a task that has been "made" easier for them; instead, they must complete a task equivalent to a second grade standard. Pupils may not lose confidence as a result of this. Pupils are either on level 1 or level 2 in terms of learning proficiency in many circumstances, especially in *Quest*. Level 1 pupils complete level 1 tasks, while level 2 pupils may only complete level 2 tasks. As a result, level 2 pupils may not consider that being a level 2 is a burden since they have to do twice as much as the other pupils. Of course, this varies from child to child, and some pupils may like doing twice as much as others simply because they have the potential to do so. Hopefully, the teacher will be able to identify which pupils they can encourage to work in this manner and which pupils they should not.

5.4 Communicative Language Teaching

CLT should not be a teaching approach in which the teachers make all of the decisions and determine the needs of the pupils. As Willis and Willis (2007) pointed out, it is the pupils who decide their own needs. That could be one of the reasons why it is difficult for a teacher to start using coursebooks as their primary source of teaching material in the classroom. It is easy to slip into the trap of becoming a slave to the book

as a teacher, which, as previously stated, is a disadvantage of using coursebooks (Richards, 2001; Swales, 1980). If this occurs, the teacher is not using either the CLT or the TBLT approach. The question is; Is it even possible to teach authentically and communicatively while still using coursebooks, rather than reverting to old habits with the PPP approach? As mentioned previously, both CLT and TBLT focus on several similar points in language learning. They focus on the pupils' needs and that they use all of their language resources while working with tasks (Ellis, 2003; Richards, 2006). In addition, the pupils focus on using their communicative abilities as often as possible, and the teacher is not the most frequent speaker in the lesson (Ellis, 2003; Richards, 2006). Lastly, the material used in the classroom is authentic and reflects real-life situations that the pupils can relate to, as well as it being differentiated, so the work the pupils do is fun and motivating for everyone (Ellis, 2003; Richards & Rodgers, 2002). As long as the coursebooks reflect these points and the teacher does not use the coursebook every second of every lesson, teaching the authentic and communicative way with the coursebooks as the main resource is possible. As an example, if the teaching material reflects that the task types that focus on authentic communication are the most frequently seen task, as well as the tasks that are not too controlled and teacher-centered, and that most tasks are differentiated so that all pupils feel like they can participate.

As mentioned earlier, the co-operating task type was the most commonly observed task in all three coursebooks. Since the results were very similar, it tells us that each coursebook wants teachers to focus mainly on cooperating when teaching. Nevertheless, as shown in the analysis, not every task in this category could be accepted as an authentic and communicative task. Some tasks were superior to others, and there were both strong and weak CLT tasks in each coursebook. *Explore* did not perform as well as the other two did. *Link* performed well in this case, with 68% of the co-operating tasks as CLT approved.

An example of a poor CLT task is where it is stated that the pupils need to talk together, but at the same time they are not allowed to make errors because the task has a correct answer. There is also no negotiating for meaning because the pupils are not actually having a conversation. An example of this is in *Explore*, which is seen in appendix 13, where the pupils have to talk to each other about where different things are situated concerning a desk. Is the school's bag *under* or *on* the chair? There is a defined correct answer to this question, and mistakes will most likely not occur. In *Quest*, there is a similar task where the pupils are asked to play a game together. The game is played by throwing a dice and moving one's game piece to that square. The pupil has to say the English word of the object that is pictured on the square in a sentence, or else they have to wait for another round before they can keep on playing. The task in itself may encourage a conversation between the players while they are playing. However, there is no negotiation of meaning happening. Neither is there room for errors (See Appendix 13). Although there are not many of these types of tasks in *Link*, there are some that are similar. One activity requires pupils to converse with their learning partner about their favorite and least favorite fruits. Like the other two, this task encourages authentic conversation, even though there is no place for meaningful negotiation. Although it is unlikely, they can make errors because the correct sentences are already written on the page (See Appendix 13).

A good CLT task is a task where a meaningful conversation takes place, negotiation of meaning might happen, and there is room for making errors (Celce-Murcia, 2001; Nunan, 1999; Richards, 2006). The roleplaying tasks in all three books were suitable in this sense (see Appendix 14 for an example in Explore). *Explore* had five

excellent "Let's explore!" tasks, where the pupils had to talk with either a learning partner or together with the teacher and the rest of the class and have a conversation about how to say a selected word or phrase in the languages they know (see Appendix 6). In *Quest*, there are several tasks where pupils have to have a conversation about a picture that the book provides. In these pictures, there are also some helping words. In the particular task shown in the appendix (see Appendix 14), the pupils have to have a conversation about what they like to do in recess. *Link* has a task where the pupils, together with the teacher, are encouraged to have a conversation about birthday celebrations. The pupils talk together about their different birthday traditions and if they know some other countries' birthday traditions (see Appendix 14).

6. Conclusion

6.1 Main findings

As presented in the introduction, this MA thesis's purpose was to determine what types of tasks could be most frequently found in Norwegian second grade English coursebooks and how do they fit the needs of the pupils. That included the task types cognitive, linguistic, social, creative, affective, and differentiated tasks and how many of these tasks were CLT-approved. In the second phase of this study, the purpose was to delve deeper into the concepts of some of the different tasks and find out to what extent do the tasks in the coursebooks for second grade EFL focus on pupils' differences in learning proficiency, and how do they encourage pupils to learn to communicate in authentic real-life situations These questions aimed to analyze the materials the teachers and pupils work with, paying attention to what kind of content they prioritize in second grade.

In terms of method, content analysis was used to address the research question. The analysis showed that the "diagramming" subcategory was the second most popular task type in all three coursebooks. There were 29 out of 62 tasks in *Link*, 44 out of 93 tasks in *Quest*, and 55 out of 97 tasks in *Explore* in this category. The "linguistic" subcategory that was the most popular in *Link* and *Quest* was the "using context" type of task. In *Explore*, the "practicing" task type was the most frequently seen. It is worth noting that the linguistic category had more consistent results, with only a few tasks separating them from being the most frequent, especially in *Quest* and *Explore*. Regarding the "co-operating" subcategory under the social task type, one can see that the number of tasks was very similar. Every coursebook had over 60% and under 70 % of their activities in this category. The co-operating task type was, in addition, the most frequently seen task in all three materials. There were not many creative tasks in any of the three textbooks. *Explore* had the most tasks in this category, with 28 % of the tasks wanting the pupils to brainstorm and use their imagination. The affective task type was the least popular category. In both Link and Quest, there were no tasks that asked the pupils to evaluate themselves or think about the optimal learning techniques. In *Explore,* eight tasks, one for each chapter, asked the pupils to self-evaluate. Because co-operating and diagramming are the two most popular task types in all three teaching materials, the authors of the second grade coursebooks prioritize making pupils share their learning experience with other pupils (co-operating) and labeling a diagram using information from a text (diagramming).

The research conducted by Alemi, Jahangard, and Hesami (2013), Ebadi and Hasan (2016), and Elmiana (2018) had different results than my study. Their research projects revealed that the linguistic task type was the most popular task type across all coursebooks examined, which contradicts the findings in this research project, as the social task type was the most popular in this project. These studies looked at high school and college coursebooks, and it appears that the authors of the books agreed that the linguistic tasks should be seen the most. This result is particularly intriguing because all of the publications examined in this earlier published research and my own study are aimed at EFL pupils. Even though the books are aimed at English learners of various ages, I expected the findings to be somewhat similar. It is difficult to say if other coursebooks offer similar results as mine because no study on coursebook tasks for earlier grades has been done, so there is no way to compare them.

In addition to the task types mentioned above, the table illustrated how many of the activities in the three teaching materials considered the differences in pupils' learning abilities when they were created. *Quest* did the best, with 63 % of its activities being differentiated. *Link* considered CLT as the most important, with 13 out of 20 task type categories having more than 50 % of the tasks CLT-approved.

I did not go into the analysis thinking that this would be the result. I imagined there would be an even lower amount of tasks and promoting authentic and communicating real-life contexts.The reason for this is that I went into this knowing that these are second grade teaching material and that it might not be the easiest thing to have an ongoing conversation with pupils this young. This is even after knowing that one of the main subcategories of what LK20 considers the core values of Norwegian schools is social learning. I am positively surprised, especially considering that I have heard several times while studying to become a teacher that I should avoid coursebooks almost entirely for that reason. Even though these are second grade coursebooks, and these children have only recently begun learning English, these teaching materials still provide a lot of communicative tasks. I did not have that many expectations about the number of differentiated tasks there would be in the coursebooks before analyzing. However, I am positively surprised by the results in *Quest*. It was hoped that the results in *Link* would be better, especially since they did well in the CLT-approved category.

Since the newly revised competence aims in LK20 may, for some people, have become vaguer and more open than they were before, it might be now more important than ever for teachers to find content to teach their pupils that is similar to everyone else's. As mentioned earlier, the advantage of using coursebooks in the classroom is that the content in these books is similar for everyone (Cunningsworth, 1995; Richards, 2001). In the three coursebooks analyzed in this MA thesis, the content and themes were very similar. The coursebooks encouraged the teacher to focus on words related to school, family, Christmas, foods, animals, and clothing. This makes it easier to test the pupils, and the pupils from different schools that come together for high school have probably learned the same material if the different elementary schools have used identical coursebooks to teach their pupils. However, teachers need to be aware that they should not become slaves to the coursebooks because that can "deskill" them (Swales, 1980). Nevertheless, using the coursebooks as inspiration can help many teachers who find it difficult to teach the current competence aims in LK20. The authors of the coursebooks have all worked in schools for many years, and some even have worked at schools abroad. This observation supports Richards's (2001) claim that coursebooks maintain good quality. If a well-developed coursebook is used, pupils are exposed to materials that have been tried and tested, that are based on sound learning principles, and that is paced appropriately. It is important to remember that teachers are to teach the language and not the book (Pingel, 2010), and that is why it is so important that the content in the books support suitable teaching/learning approaches (such as CLT) as well as the curriculum. The three coursebooks analyzed in this master thesis all largely support this.

6.2 Limitations and Suggestions for Further Research

This study has examined how many different learning tasks there are in second grade coursebooks and how they prioritize authentic communication and differentiated material. Due to a limited timeframe, this research project could not analyze the digital

tools/websites that come with the coursebook. That type of research is significant because, as previously said, Norwegian teachers frequently use textbooks in combination with websites (Gilje et al., 2016). Therefore, if I included those tasks in this research project, the results would almost certainly change. It would be intriguing to examine how the content of these websites functions, and I would encourage other researchers to investigate this. A second interesting research idea might be to see how much the pupils would actually converse in English while working with some of these tasks. It might look like the tasks are communicative, but one can never be 100 % sure before trying it themselves. Additionally, since this is a field not broadly researched in Norway, it would be interesting to see the results of the number of different task types in coursebooks for other grades, such as 5th-7th grade. These points need to be investigated further, and hopefully, this Master's thesis will be an inspiration for others to continue investigating this important topic.

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Appendices

Appendix 1: Votes made by teachers on which coursebooks they have access to in their school

34 % 219 stemmer Explore (Gyldendal)	44 % 279 stemmer Quest (Aschehoug)
4 % 26 stemmer Link (Fagbokforlaget)	10 % 64 stemmer Engelsk (Cappelen Damm)
0 % 5 stemmer Annet (Gjerne legg til en kommentar med hva)	6 % 40 stemmer Stairs

Appendix 2: The explanation of ongoing symbols in Quest and Explore

Ikoner

Talking partners – oppgaven løses sammen med læringspartner.

Lytteoppgave – lytt og løs oppgavene i boka.

Lydfilene finnes på Aunivers.no og lydmanus i lærerveiledningen.

Handout – oppgave med tilhørende kopioriginal.

Sang – alle sanger finnes på Aunivers.no.
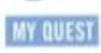
MY QUEST – kommunikasjon og samspill gjennom spill og lek.

Symboler i boka

Lytt til oppgaven.

Les teksten.

Skriv.

Syng sangen.

Snakk med en læringspartner.

Ekstra utfordringer.

Appendix 3: Focus points on the cover page for the new chapter in Quest, Explore and Link

Page 16 — MY QUEST

Snakes and ladders

21 22 23 24 25
20 19 18 17 16
11 12 13 14 15
10 9 8 7 6
1 2 3 4 5

Stigespill: Lander du på en stige, kan du klatre. Lander du på en slange, faller du ned.
1 Kast en terning og flytt fram.
2 Si hva du ser på bildet: Number eight is Zoom on a swing.
3 Hvis du klarte det, blir du stående.
4 Hvis du ikke klarte det, må du flytte en rute tilbake.
5 Hvem kommer først i mål? Pass dere for slanger!

BUS STOP

• Bli enige om dere skal si en hel setning eller bare ordet dere havner på.
• Si både tallet i ruten og selve ordet: Number nine is a window.

16

Page 17 — 2 MY FAMILY AND HOME

FOCUS
FAMILY
MY BEDROOM
FEELINGS

Phrases
Who is it?
It is **mother**.
He is my **brother**.
She is my **sister**.

Words
mother   father   together   brother
sister   grandfather   grandmother   bed
bedroom   table   toys   hamster

17

Page 18

Talk about it!

My name is Ant. Here is my family.

jam
cat
bat
bag

• Hvor mange ting og personer kan du navngi på engelsk?
• Les snakkeboblen og ordene sammen.
• Sett ring rundt alle ord med a.
• Lytteoppgave: Lytt og løs oppgavene.
• Fortell hva du kan se på bildet. Si: There is a dog. There are two cats.

18

Page 19

Who is it?

mother
father
sister
brother
baby

_____ mother

Find six family words

mother	bed	sister	toys
pencil	table	brother	baby
father	school	crayon	family

This is my grandmother and grandfather.

• Sett strek fra bilde til silhuett.
• I par, spør: Who is it? Svar: It is father.
• Skriv riktig ord ved siden av silhuettene.
• Les alle ordene. Sett ring rundt de seks familieordene.

19

2 Meet my family

This is my...

She likes...

He likes...

hamster

goldfish

puppy

kitten

big small
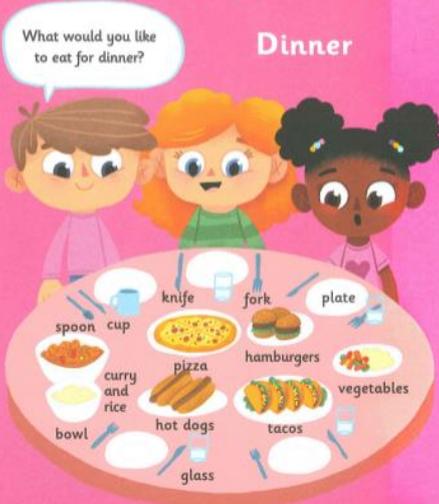
mother

father

sister

brother

grandmother

grandfather

16

17

6 Meals

Breakfast

cereal

cheese sandwich

milk

jam

toast with jam

bread

yoghurt

peanut butter

pancakes

cheese

egg

butter

water

Dad, can you pass the jam, please?

Could you pass me a piece of bread, please, Dad?

Lunch

rice and vegetables

sandwich

What would you like to eat for dinner?

Dinner

spoon

cup

knife

fork

plate

curry and rice

pizza

hamburgers

bowl

hot dogs

tacos

vegetables

glass

44

45

Appendix 4: A challenge in Link

1 Listen to the book *The Very Hungry Caterpillar*.
2 Ask the pupils to tell their learning partner the correct order of what the caterpillar ate.
3 Then they write the quantity and name of the fruit.
4 Challenge: Say the day of the week and what he ate. On Monday he ate through one apple.

Appendix 5: A task where the pupils are encouraged to first speak and then write what they spoke about in Link and Quest

"Ask the pupils to point to a picture and say the name of the food. Learning partners say the foods they like and don't like. then they fill in The sentences above with their chosen food."

"Listen and color the clothes.
With a partner: Describe what they are wearing. She is wearing… He is wearing…
Write what the different clothing items is called."

Appendix 6: Examples of tasks that support a multilingual classroom in Explore

4 Let's explore! 🔊

| hi | hello | ciao | olà | salut | chony bashi |

How do you say *hello* and *hi* in Norwegian?

Can you say *hello* or *hi* in any other languages?

4 Lytteoppgave. Elevene hører hilsener på engelsk, italiensk, spansk, fransk og kurdisk (sorani). Snakk sammen om hvilke andre språk dere kjenner til. Kan dere hilse på andre språk?

"Listening exercise: The pupils listen to greetings in English, Italian, Spanish, French and Kurdish. Talk about what other languages you know of. Can you greet others in another language?"

5 Let's explore!

	Norsk	Engelsk	Andre språk

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4 Lytteoppgave. Skriv riktig nummer i rutene.
5 Skriv hvert ord som bildene viser, først på norsk, så på engelsk og deretter på andre språk, hvis du kan.

40

"Write the words of the pictures. First in Norwegian, then in English and lastly (if you know) in another language."

Appendix 7: Grammar tasks in Quest, Explore, and Link

Listen 🎧

Zoom is **in** the school bag.

Zoom is **on** the chair.

Zoom is **under** the desk.
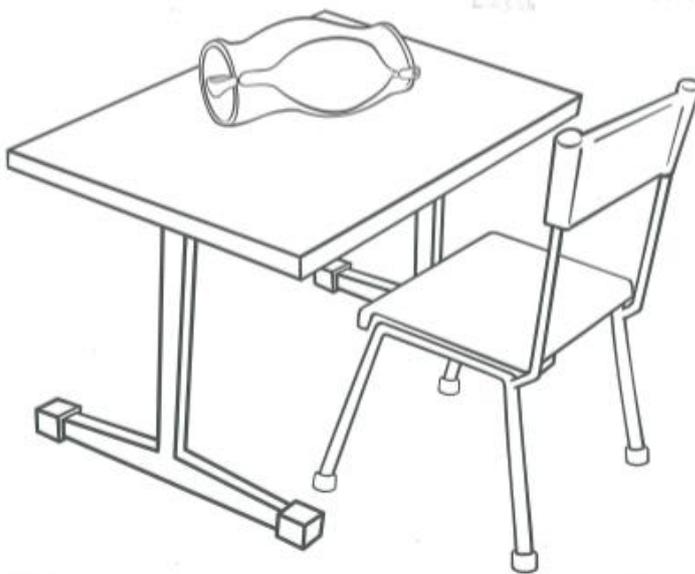
- Les setningene om Zoom.
- Sett ring rundt de ordene som ligner på ord fra andre språk du kan.
- Lytteoppgave: Lytt og les oppgavene.

6 Find and write ✏️

Where is the teddy?   on   under

The teddy is _____ the bed.

🔎 _____

The teddy is _____ the bed.

🔎 _____

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5 Finn ordene i ordslangen. Sett ring rundt dem. 🔎 Skriv ordene.
6 Skriv hvor teddybjørnen er på bildene. 🔎 Velg én ting i hvert av bildene og skriv hvor den er plassert.

Look what I can do!

clap

play

dance

jump

run

66

Look what I can do!

I can _____

_____

_____

_____

_____

_____

Appendix 8: Three similar but at the same time different tasks about the same topic in Quest and examples of tasks from two 1990s textbooks for English learners

Riddles

This will keep your head ___ warm. _____

These will keep your hands ___ warm. _____

These will keep your feet ___ warm. _____

Crossword

arm	cheek
chin	ear
head	knee
mouth	nose

TIME TO LAUGH
What do you get if you cross a tiger with a kangaroo?

A striped Jumper!

• Les og løs gåtene sammen. Skriv svaret. Her er det flere mulige løsninger.
• Løs kryssordet. Skriv ned bokstavene i de blå feltene og skriv løsningsordet.
• Les vitsen og snakk om den sammen med en voksen.

Not everyone needs clothes!

head

cheek

chin

leg

head   eye   nose   ear   mouth   cheek   chin

arm   hand   shoulder   leg   knee   foot   toe
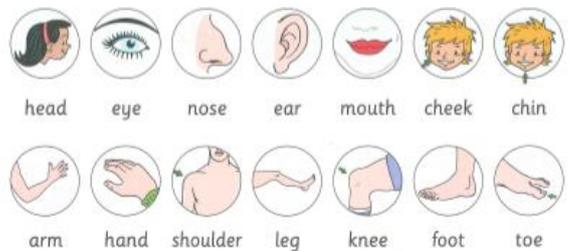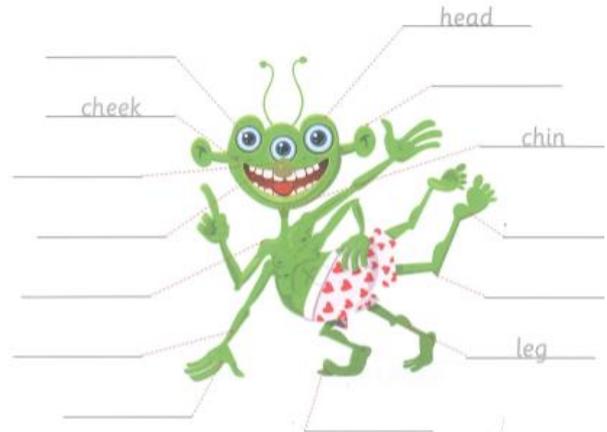
• Les ordene sammen.
• Sett ring rundt ord som ligner på ord fra andre språk du kan.
• Skriv ordene som mangler.
• Beskriv den grønne figuren. Si: It has four arms.

"-Read and solve the riddles together. Write your answer. There are several different solutions.
-Solve the crossword. Write down the word you get in the blue squares on the line."

"Read the words together.
Circle the words you find familiar to the languages you know.
Write the words that are missing.
Describe the green figure. Say: It has four arms."

Exercise 5

Choose the correct *possessive adjectives* from the box to fill in the blanks.

my	his	your	her
its	our	their	

1 Is this Jane's dog? Yes, this is _____ dog.
2 The dog is chasing _____ own tail.
3 Peter, is _____ father at home?
4 Rudy is showing _____ stamps to Ali.
5 I am going to _____ aunt's house this evening.
6 We always keep _____ classroom clean.
7 Children, have you all finished _____ homework?
8 The children are proud of _____ school.

Exercise 6

Choose the correct *interrogative adjectives* from the box to fill in the blanks.

what	which	whose

1 _____ kind of animal is that?
2 _____ runner is the winner?
3 _____ is the matter?
4 _____ desk is this?
5 _____ handphone is ringing?
6 _____ is your name?
7 _____ twin is taller?
8 _____ hand is holding the pebble?

Appendix 9: Diagramming task that is also CLT-approved from Explore

Now I know

Write the correct number 🖊

1 father

2 mother

3 sister

4 brother

5 grandmother

6 grandfather

7 dog

8 puppy

9 cat

10 kitten

11 hamster

12 goldfish

G 83
S c
L 1235
A 12

Good job!

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• Les ordene sammen og se på bildene. Hvem er med på bildene? Skriv tallene under riktig bilde. 🔍 Snakk sammen om det dere ser på bildene:
  I can see a big… and a small… This is…
• Snakk om hva du har lært i kapittelet og hva du har blitt bedre til.

23

"Read the words together and look at the pictures. Who is in the pictures? Write the correct number under the right picture. 🔍 Talk about what you see in the pictures. I can see a big... and a small… This is…"

Appendix 10: Tasks that keeps the conversation going from Link and Quest

"Read the paragraphs to the pupils. Do they recognize the way of celebrating Christmas.
Discuss, using Norwegian as well as English."
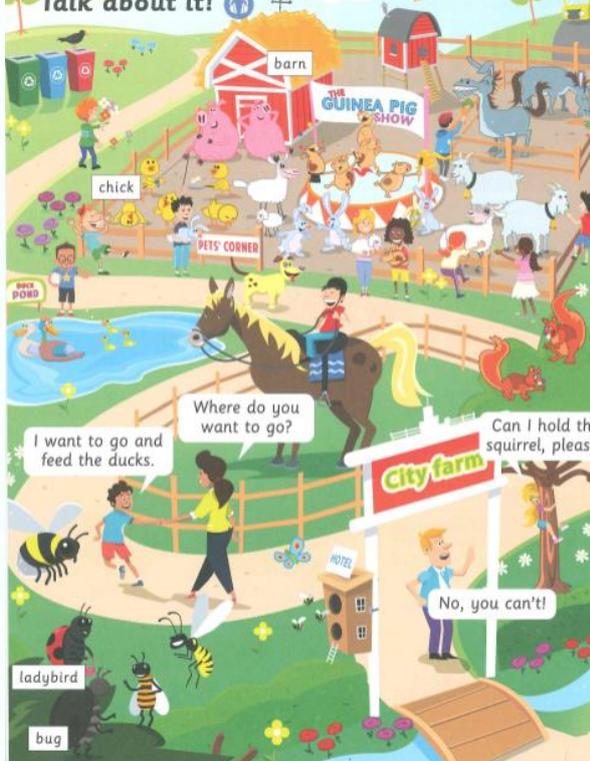
"Talk about the picture: I can see a chick. What can you see?
Read the talking bubbles and make a role-play about being in the park.
Listening exercise: Listen and solve the tasks.
With your partner: Talk about your favorite animal and describe it."

Appendix 11: Task with support from Link

What are you wearing today?

I'm = I am

I'm wearing blue trousers and a purple jumper.

I'm wearing a green T-shirt, grey trousers and black shoes.

a dress   a jumper   a jacket   a cap

a skirt   I'm wearing...   socks

trousers   a T-shirt   shoes   shorts

red blue yellow green orange pink purple grey brown black white

Appendix 12: Task with different kinds of support Link, Quest and Explore

- ● Øv på sangen. Bytt ut det røde ordet i sangen med andre ord og lag flere vers.
- ● I par: I can see a bird on the swings. What can you see?
- ● Skriv ferdig setningene om hva du liker å gjøre i friminuttene.

- • Si eller syng verset sammen. Lag ansiktsuttrykk og bevegelser som passer til sangen.
- **1** Sett ring rundt de høyfrekvente ordene *me* og *you* i verset *Look at me!*
- **2** Les ordene. Skriv dem på linjene. Trekk strek til riktig kroppsdel.

The pupils ask each other: "What are you wearing today?"
They can use the mind map and the written colours as help when answering.

The pupils can work together in pairs for support.

Appendix 13: Examples of poor CLT tasks in Explore, Quest, and Link

5 Listen and draw 🔊

on   under
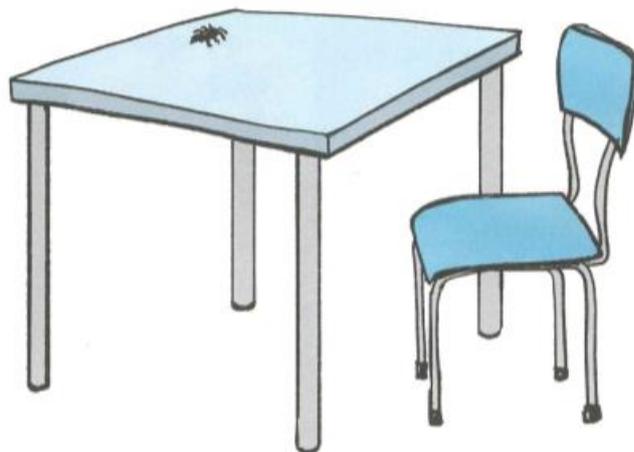
5 Lytteoppgave. Lytt og tegn tingene på riktig plass. 🔍 Snakk sammen om hvor tingene er: *It is on/under the...*

"Listening exercise: The pupils listen to greetings in English, Italian, Spanish, French and Kurdish. Talk about what kind of other languages you know of. Can you greet others in another language?"

Point and say

I'd = I would

apple   banana   orange   pear   strawberry   tomato   potato

cucumber

I like oranges.

I don't like oranges.
I like pears.

I like corn.
It tastes sweet.

I'd like to try corn.

corn

I like

_____.

I don't like

_____.

I'd like to try

_____.

Ask the pupils to point to a picture and say the name of the food. Learning partners say the foods they like and don't like. Then they fill in the sentences above with their chosen food.

Stigespill: Lander du på en stige, kan du klatre.
Lander du på en slange, faller du ned.
1 Kast en terning og flytt fram.
2 Si hva du ser på bildet: Number eight is Zoom on a swing.
3 Hvis du klarte det, blir du stående.
4 Hvis du ikke klarte det, må du flytte en rute tilbake.
5 Hvem kommer først i mål? Pass dere for slanger!

BUS STOP

● Bli enige om dere skal si en hel setning eller bare ordet dere havner på.
● Si både tallet i ruten og selve ordet: Number nine is a window.

"Agree with your partner if you are going to say a whole sentence or just the word Say both the number in the square and the word in itself: Number nine is a window"

"Ask the pupils to point to a picture and say the name of the food. Learning partners say the foods they like and don't like. Then they fill in the sentences above with their chosen food."

Appendix 14: Examples of great CLT tasks in Explore, Quest, and Link

2 Let's play!

My favourite animal is spotted.
It is tall.
It is brown.

It is a giraffe.

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62

● Si verset sammen. Mim dyrene.
1 Sett ring rundt de høyfrekvente ordene and og too i verset The zoo.
2 Rollespill. Fortell hverandre om favorittdyrene deres. Lag korte gåter, beskriv dyret, og la læringspartneren din gjette hvilket dyr det er. Flere kort fins i Skolestudio.

Playtime song 🎵

I like to laugh, I like to play
on the **seesaw** every day
I like to laugh, I like to play – every day

swings

seesaw

slide

At playtime

I like to play on the _____.

I also like to _____.

My favourite activity is _____.

14

"Sing the song and afterwards change the red word with another.
In pairs talk together about what you can see in the picture.
Write down what you like to do during your break in school."

Birthday celebrations!

In Canada, friends rub butter on the nose of the birthday boy or birthday girl for good luck for the rest of the year.

A newborn baby in Ireland is sprinkled with a leftover slice of their parents' wedding cake. This is to give the child good luck.

Kids in Jamaica are dusted with flour on their birthday to look older.

In Hungary, the birthday boy or birthday girl will have their ears pulled by their friends. The friends will then repeat a saying translating to "may you live so long that your ears touch your ankles".

One Chinese birthday tradition is to serve a plate of long, long noodles, which should be slurped up without biting, to symbolise a long life.

bake a cake
sing happy birthday
give presents
go to birthday parties
play birthday games

Do you know other facts?
I know that some people

_____

_____

_____

1 Read the text and find the countries on the map.
2 Talk about ways to celebrate, and other traditions the pupils know of.
3 Play birthday games! See Teacher's Guide for tips.

"1.Read the text and find the country on the map. 2.Talk about ways to celebrate, and other traditions the pupils know of. 3.Play birthday games! See teachers guide for tips."