



UiT The Arctic University of Norway

Faculty of humanities, social sciences, and teacher education

Institute for teacher's education and pedagogy

Intercultural competence within the English subject

Qualitative action research on how teachers in a lower secondary school can teach intercultural competence focusing on stereotypes and prejudice

Anniken Isaksen and Vebjørn Holen Seljestad

Master's thesis in teacher education year 5-10, LER-3902, May 16th

Acknowledgment

It is said that *to write is to rewrite*. Those five words are maybe the best description of our journey through this final master's year.

We would like to thank everyone who has contributed to our thesis. First, we would like to direct our attention toward our university supervisor, Minjeong Son, who enthusiastically and kindly guided us through the ever-twisting fields of academia, and to our partner school teachers who, despite a considerable amount of work, opened their classrooms and shared their experiences, knowledge, and time with us. We would also like to thank the contributors and the representatives of the LAB-Ted project. We hope our findings prove to be helpful. Lastly, we want to direct our attention toward our family, friends, and fellow students. Thank you for all your support.

Abstract

This thesis attempts to investigate two lower secondary school teachers' possibilities for teaching intercultural competence in the English classroom, focusing on stereotypes and prejudice. Two research questions were formed with the intention of collecting data from teachers and pupils at a lower secondary school regarding their experiences with topics related to intercultural competence.

In order to answer our thesis question, we have used a qualitative research approach with an action research project where we have worked closely with one teacher while designing lesson plans. As a part of our action research, before implementing the lesson plans, we interviewed three teachers about how they experienced working with intercultural competence after the implementation of the renewed curriculum from 2020. Their experiences were used in the planning of the lesson plans. After implementing the lessons, ten pupils were interviewed about their experiences of participating in the lessons. The data material also consists of field notes and observation of teacher meetings and classroom practice.

Our findings indicate that teachers experience approaching, working, and assessing intercultural competence as fancy, difficult and complex. While being in the process of reorganizing the cultural content of the English subject from the previous curriculum to the renewed curriculum, teachers' focus appears to be on mainly the measure of knowledge, which appears easier to teach and assess. At the same time, the teachers mention working with intercultural competence interdisciplinarity across different subjects and express a need for external resources to help them further understand the term intercultural competence and how to assess it. From the pupils' perspective, lessons on stereotypes and prejudices appear to be experienced as relevant. We also noticed that pupils' maturity levels and prerequisites such as past experiences appear to play a role in their attempts to understand and relate to topics on stereotyped and prejudiced learning. Based on our findings, we suggest some guidelines that may benefit teachers in dealing with intercultural competence.

KEYWORDS

Intercultural competence, stereotypes, prejudice, LK20, teacher experiences, action research, pupil experiences, assessment of intercultural competence, and interdisciplinary teaching.

Sammendrag

Denne masteroppgaven gjør et forsøk på å undersøke to ungdomsskolelæreres muligheter for å jobbe med interkulturell kompetanse i klasserommet innenfor engelskfaget med fokus på stereotypier og fordommer. To forskningsspørsmål ble også laget med intensjon å samle data fra både lærere og elever på en ungdomsskole i henhold til deres erfaringer med temaer relatert til interkulturell kompetanse.

For å kunne svare på vår problemstilling har vi tatt i bruk en kvalitativ tilnærming med aksjonsforskning som ramme for vårt prosjekt der vi har jobbet tett med en lærer i arbeidet med å utarbeide undervisningsplaner. Som en del av aksjonsforskningsprosessen intervjuet vi tre lærere om hvordan de har opplevd å jobbe med interkulturell kompetanse etter innføringen av den nye læreplanen. To av lærernes erfaringer ble brukt i planleggingsprosessen av undervisningsøktene i deres klasserom. Etter implementeringen av undervisningsøktene ble 10 elever intervjuet om deres opplevelser av de ulike timene. Datamateriale vårt består også av feltnotater og observasjon av undervisning og fagseksjonsmøter.

Funnene våre indikerer at lærere opplever at interkulturell kompetanse er et fancy begrep som blir beskrevet som komplekst og vanskelig, både å jobbe eksplisitt med, i tillegg til å vurdere. Lærerne rapporterer også at de er midt i en overgangsfase i hvordan de jobber med kulturelt innhold i engelskfaget på grunn av overgangen fra den gamle læreplanen til den nye læreplanen. Lærernes fokus virker til å ha vært på å vurdere kunnskap om kultur. Dette fremstår som lettere å undervise om og vurdere. Lærerne trekker også frem at det er muligheter for å jobbe tverrfaglig med interkulturell kompetanse, og de uttrykker et behov for eksterne ressurser som kan bidra til å styrke forståelsen for interkulturell kompetanse og komme med eventuelle retningslinjer for hvordan det skal vurderes. Fra elevperspektivet ble undervisningen med fokus på stereotypier og fordommer oppfattet som relevant. Elevenes modningsprosess og tidligere erfaringer ser ut til å spille en rolle i elevenes evne til å forstå og relatere til undervisningen om stereotypier og fordommer. Basert på våre funn vil vi komme med noen forslag som kan ha nytte for lærere som skal jobbe med interkulturell kompetanse.

NØKKEWORD

Interkulturell kompetanse, stereotypier, fordommer, LK20, læreres erfaringer, aksjonsforskning, elevers erfaringer, vurdering av interkulturell kompetanse, tverrfaglig tilnærming.

Table of Contents

1	Introduction	1
1.1	Background	2
1.2	Thesis question and research question	3
2	Theoretical framework	4
2.1	Intercultural competence in the curriculums in Norway	4
2.2	Definitions	7
2.2.1	Culture	7
2.2.2	A tradition for big-C culture.....	8
2.2.3	Intercultural competence	9
2.2.4	IC and knowledge.....	10
2.2.5	IC and attitudes.....	11
2.2.6	IC and skills of interpreting and relating	11
2.2.7	IC and skills of discovery and interaction	12
2.2.8	IC and critical cultural awareness	12
2.2.9	Ethnocentrism, stereotypes, and prejudices	12
2.3	Previous and current research that can be linked to intercultural competence	14
2.4	How do we teach intercultural competence?.....	16
2.4.1	Some basic principles for IC teaching.....	16
2.4.2	Becoming aware of differences in language use	17
2.5	Assessment of IC.....	19
2.5.1	Challenging to assess	19
2.5.2	Suggestions for IC assessment	20
2.6	Challenges with the teaching of intercultural competence.....	24
2.6.1	Awareness	24
2.6.2	Lack of relevant content.....	25
2.6.3	Lack of proper training.....	25

2.7	Zone of proximal development	25
3	Methodology	27
3.1	Social constructivism	27
3.2	A qualitative research design	27
3.3	Participants	28
3.3.1	Teacher participants	28
3.3.2	Pupil participants.....	29
3.4	Action Research	30
3.5	The action research process.....	32
3.5.1	The action research – lesson plans	34
3.6	Observation	36
3.7	Qualitative research interview.....	38
3.7.1	Teacher interviews	39
3.7.2	Pupil interviews.....	41
3.8	The approach to the analysis of the data	42
3.9	Ethical considerations	45
3.10	Reliability and validity	46
4	Findings.....	48
4.1	Teacher interview findings.....	49
4.1.1	Stuck in old practice but trying to reorganize.	49
4.1.2	The IC-term is experienced as difficult.....	51
4.1.3	The challenges of assessing IC in practice.....	52
4.1.4	The value of collaboration between teachers	55
4.1.5	A need for external resources	56
4.1.6	Interdisciplinary teaching and in-depth approach is useful.....	57
4.2	Pupil interview findings	60
4.2.1	Positive experiences with lessons promoting pupils’ activity.....	60

4.2.2	Different understanding of the IC terminology	63
4.2.3	Pupils are positive to classroom practice with IC content	66
4.3	Findings from observation	68
5	Discussion	73
6	Conclusion.....	77
7	Literature list	80
	Appendix	85

List of Tables

Table 1	Excerpt from the level of achievements, after grade 10.....	6
Table 2.	A presentation of the teacher informants.	29
Table 3.	A presentation of the pupil participants.	30
Table 4.	Template used when writing field notes	37
Table 5.	8th- grade pupil replies (13 replies in total).	69
Table 6.	9th-grade pupil replies (15 replies in total).	70
Table 7.	10th-grade pupil replies (18 replies in total).	71
Table 8.	Results from pupils' self-assessment of certain aspects of IC.....	72

List of figures

Figure 1	The iceberg model for cultural influence (Dypedahl & Bøhn, 2017, p.55, our translation).....	9
Figure 2	Intercultural competence (Byram, 2021, p. 62).	10
Figure 3.	ADDIE. Our translation of the steps in Gagné's (2005, In Imsen, 2014, p. 102) research design.	32
Figure 4.	The frames for teachers' approach and work with IC teaching. Inspired by Nilsen (2012, p. 81).	45

1 Introduction

“We must learn to live together as brothers, or perish together as fools” - Martin Luther King Jr. (1964, March 22nd).

The quote above came long before the renewed curriculum in Norway (referred to as LK20), which schools in Norway aspire towards. Recent events in Europe, and more specifically the war in Ukraine, have clearly shown that learning to live together is not as easy as one might have previously hoped. However, possessing the ability to live together is now far more important than ever. As Ukrainian refugees are forced to leave their homes, their previous lives are left behind, but their culture and heritage are indubitably brought with them. Human beings are more than just refugees and more than the stereotypical characterization that may come with the label refugee. Also, it is worth mentioning the riots which have been going on in our neighboring countries, and in Norway, due to ethnocentric views. Intercultural competence (referred to as IC) is a term that has its essence in promoting communication between individuals deemed different from oneself. The term could now arguably be considered more relevant than ever.

Norway is a country with great diversity, which includes differences among people in the North and South as well as differences among people who have migrated to Norway from other countries with different cultures. We want to stress that this thesis is not centered around immigration. However, it is interesting to look at numbers from Statistic Norway (in Norwegian: Statistisk Sentralbyrå/ SSB). Some statistics may indicate the importance of developing intercultural competence among Norwegians. According to Statistic Norway (December 14th, 2021), a group of respondents (ethnic Norwegians) were asked if they thought immigrants should strive to become as Norwegian as possible: 50% of them quite agreed, agreed, or partly agreed. These numbers may be the opinions of a small number of the population in Norway. However, they should be representative enough to understand what Norwegians think about immigrants and their cultural backgrounds. One important thing the numbers tell us is that people in Norway seem to have opinions and attitudes that may negatively affect someone. The respondents' reason for answering that they believe immigrants should strive to be as Norwegian as possible is unclear. However, knowing that these numbers are the opinions of a group of ethnic Norwegians, one can argue that it is

essential to include intercultural competence as part of the curriculum in Norway and therefore investigate how one can work with intercultural competence in the classroom.

1.1 Background

Several reasons can justify our motivation for researching intercultural competence. Firstly, the renewed curriculum has more emphasis on the term intercultural competence compared to the previous curriculum. Secondly, the focus on IC came from our participation in the four-year project (2019-2023) called LAB-Ted: Learning, Assessment and Boundary crossing in Teacher education, which is a joint project between UiT, The Arctic University of Norway, and NTNU, Norges Tekniske Naturvitenskapelige Universitet, in Trondheim with university and school teachers from various subjects (Norges Tekniske Naturvitenskapelige Universitet, 2019). As our work over the last year is in many ways linked to LAB-Ted, we want to start our master thesis by giving a short introduction to the ongoing project of LAB-Ted:

The overall aim of the project is two-fold: first, to develop collaboration between universities (teacher educators), schools (teachers and school leaders) and student teachers in order to build capacity for practice-based, professionally-oriented research in teacher education of the kind required by the 2017 reforms; second, to research these processes using an innovative methodology that will uncover obstacles and barriers to change that will be more widely useful across the system in Norway and, potentially, internationally (Norges Tekniske Naturvitenskapelige Universitet, 2019).

The project is research and development focused and seeks to uncover challenges in building a university-school partnership in the supervision process of research and development (R&D) assignments and master theses. Also, one of the aims is to create assessment criteria for master-level students within teacher education in Norway. At UiT, the teachers involved in the project represent the subjects English, Science, and Mathematics. Furthermore, there are three university teachers and two school teachers from the English subject, including nine English students writing a master thesis this year under the supervision of the teachers involved in the project.

During the Fall semester of 2021, the IC- topic was discussed among the three parties, university supervisors, school teachers, and students. The choice of topic was supported by both the university supervisor and the partner teacher, given that intercultural competence has gained increasing attention in teacher education. Furthermore, we are left with the impression of IC being a topic most school teachers find challenging to deal with in the classroom. In addition, we found articles that illustrate pupils' cultural understanding and their attitudes and knowledge towards stereotypical groups as being not so positive. These articles were by Hagen (2021) and Myrebøe (2021), who highlights some findings we regard as relevant to teachers' IC teaching and learning, focusing on stereotypes and prejudice. As a result of this, we also wanted to try and understand how a selected group of pupils' experience participating in teaching linked to intercultural competence, in particular stereotypes and prejudices. Throughout this thesis, we call the school teacher who is participating in the LAB-Ted project «the partner teacher.» The other teachers participating in our action research are called teacher participants.

1.2 Thesis question and research question

Our current thesis question is:

“How can teachers at a lower secondary school work with intercultural competence in the English subject focusing on stereotypes and prejudice?”

In order to answer the main thesis question, we were interested in first finding out the current practice of teachers in dealing with intercultural competence in the English subject. Based on the information we gathered from the teachers at a lower secondary school, we have carried out an action research project to test out a teaching scheme that aims to help pupils to develop intercultural competence, focusing on stereotypes and prejudices. The reason for focusing on these two areas within IC teaching is because we consider them to be relevant for the pupils to learn about. Both stereotypes and prejudices are most likely terms that most of the pupils are familiar with or can identify with. This has led to two more nuanced research questions:

1. How have English teachers at a lower secondary school approached and experienced working with intercultural competence after the implementation of the renewed curriculum from 2020?
2. How do pupils at a lower secondary school experience lessons regarding stereotypes and prejudice?

This paragraph explains the overall structure of our master's thesis. In the next chapter, we will review the renewed curriculum, relevant theory and literature connected to intercultural competence, and how to teach it in the English classroom. In chapter three, our research design and methods will be explained. Accordingly, in chapter four, the findings from our research project are presented, and the findings will in chapter five be discussed with relevant theory and our interpretations. These are the chapters in our thesis that precedes the conclusion, which is the part where we present an answer to our thesis question.

2 Theoretical framework

The theoretical framework used is categorized into three parts. First, we will present how intercultural competence is integrated into the renewed curriculum from 2020 and the previous curriculum from 2006 (referred to as LK06). The reason for introducing the previous and current curriculums first is to stress that intercultural competence has received a generous amount of room, which makes it an argument for implementing it as a part of teachers' teaching practice. The second part intends to clarify and define culture and IC. Also, previous research on the field will be presented, alongside other key publications used in this part. The final part presents theory about how one can teach and assess intercultural competence. This part also includes theory from a broader and more pedagogical specter, such as Vygotsky's zone of proximal development, as it will later be connected to the teachers' approach and work with IC teaching.

2.1 Intercultural competence in the curriculums in Norway

Intercultural competence has gained a more important status in the LK20 than in LK06. According to Hoff (2018, p. 77), intercultural competence is not mentioned by words in the LK06, but it is acknowledged in the English subject both within the purpose of the subject and the competence aims. Dypedahl (2020, p. 58) mentions the long tradition of focusing on culture in LK06 and that many Norwegians are, as a result of this culture focus knowledgeable about the English-speaking world. Dypedahl and Bøhn (2018, p. 160) address the issue of lacking clarification of what intercultural competence is in the English Subject Curriculum LK06; neither is it clarified how pupils could achieve this sort of competence.

Within the competence aims of LK06, verbs such as “explain,” “understand,” “describe,” and “discuss” are frequently used to explain in what manner the content of the competence aims are to be used by the pupils. Such as the competence aim: “explain features of history and geography in Great Britain and the USA” (Ministry of Education and Research, 2013, p. 9). The wording in the English subject part of LK06 is, as we see it, actively promoting an insight through the acquisition of knowledge. Although the term IC within LK06 was not explicitly mentioned, meaning can be deduced from the following statement: “Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds” (Ministry of Education and Research, 2013, p. 2). Keywords such as communicative language skills, cultural insight, interaction, respect, and different cultural backgrounds can be related to IC.

Intercultural competence has received an increased emphasis in the renewed curriculum of 2020. The curriculum mentions intercultural competence both explicitly and implicitly on numerous occasions. In the *relevance and central values* of the English subject, the following phrase explicitly mentions IC: “English shall help the pupils develop an intercultural understanding of different ways of living, ways of thinking and communication patterns” (Ministry of Education and Research, 2019, p. 2). Secondly, under the English subject core element *working with text in English* in the English curriculum, IC is mentioned explicitly when explaining what to have in mind when selecting texts in the English subject: “[...] thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns” (Ministry of Education and Research, 2019, p. 3).

Intercultural competence is also implicitly integrated into the other two core elements within the English subject, *communication*, and *language learning*, where it is mentioned that pupils shall develop language awareness (Ministry of Education and Research, 2019, pp. 2-3). Being able to convey meaning in a successful way varies with each interlocutor and situation (Dypedahl & Bøhn, 2017, p. 67).

As such, language awareness may include recognizing one's communication styles and, from there, adapting to the interlocutor's communication styles when experienced as necessary.

More implicit references to IC are located in the competence aims, such as the following ones after 10th grade: “Express himself or herself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, receiver and situation” and “Explore and describe ways of living, ways of thinking, communication patterns, and diversity in the English-speaking world” (Ministry of Education and Research, 2019, pp. 8-9). Although the interpretation of these competence aims is left to educators, one can imagine that these competence aims imply that the pupils should strive to be good communicators regardless of who their interlocutor might be. LK20 has also included level of achievements for the competence aims after 10th grade as support for teachers where intercultural competence is mentioned explicitly (Norwegian Directorate for Education and training, 2020), as seen in table 1 below.

Low competence in the subject (grade 2)	Medium competence in the subject (grade 4)	High competence in the subject (grade 6)
The pupil shows some intercultural competence in orally and/ or written texts by retelling some knowledge about and reflect in an easy manner about ways of living, mindsets and traditions, linguistic and cultural diversity in the English speaking world.	The pupil shows intercultural competence in orally and/ or written texts by explaining and reflecting on ways of living, mindsets and traditions, linguistic and cultural diversity in the English speaking world.	The pupil shows a broad intercultural competence in orally and/ written texts by explaining and reflecting independently on ways of living, mindsets and traditions, linguistic and cultural diversity in the English speaking world.

Table 1 Excerpt from the level of achievements, after grade 10

As seen in table 1, intercultural competence is presented as a general term. Later in the theory chapter, we present our understanding of the term, which includes separating it into five elements.

Intercultural competence is also an implicit part of the interdisciplinary topic in the English subject, *Health and life skills*, which states that pupils should gain “...new perspectives on different ways of thinking and communication patterns, as well as on the pupils’ own way of life and that of others” (Ministry of Education and Research, 2019, p. 3). The other interdisciplinary subject, *Democracy and citizenship*, includes lines such as “to develop their understanding of the fact that the way they view the world is culture-dependent,” “new ways to interpret the world,” and “help to prevent prejudices” (Ministry of Education and Research, 2019, p. 3). Also, IC is mentioned in the core curriculum as a part of *the values of education and training* beneath point 1.2 *Identity and cultural diversity*: “..the pupils must be given insight into how we live together with different perspectives, attitudes and views of life” (Norwegian Directorate for Education and Training, 2017, pp. 5-6).

Another essential principle from LK20 that is being promoted is in-depth learning. An in-depth learning approach can be suited for interdisciplinary teaching, which may help pupils gain a deeper understanding of the concepts related to IC. For example, in-depth learning within different subjects is described in LK20 as: “applying knowledge and skills in different ways so that over time the pupils will be able to master various types of challenges in the subject, individually and in interaction with others” (Norwegian Directorate for Education and Training, 2017, p. 12). The principle of in-depth learning is included as a part of the thesis due to our intention of working with IC through an in-depth approach.

The examples above show that intercultural competence has received greater attention in the renewed curriculum, and IC is undoubtedly a central part of the current curriculum.

2.2 Definitions

2.2.1 Culture

Culture is a diverse and complex term. Culture as a definition is understood and used in many different ways (Dypedahl & Lund, 2020, p. 16). According to Dypedahl and Bøhn (2017, p. 52), some theorists are so skeptical of the term culture that they refrain from any attempt to define it. Despite the difficulties and skepticism in defining culture, we try to define what culture is for this thesis as it is a central part of our action research project. According to Salole, culture is a general term for “how humans interpret, understand, and organize the world around oneself” (2018, p. 65, our translation).

She further states that one can understand culture as “a set of world views, values, ideals, norms, and expressions created, shared and maintained by humans who live in a society” (2018, p. 65, our translation). This definition combines key terms such as world views, values, ideals, norms, expressions, created, shared, maintained, humans, and society.

2.2.2 A tradition for big-C culture

To better understand culture in everyday life, one can distinguish between big-C and small-c cultures. Big-C culture entails the history, institutions, literature, and arts of a country. On the other hand, small-c culture involves explicit information about everyday practices, such as the do’s and don’ts of the countries’ established etiquette (Dypedahl & Lund, 2020, p. 12-13). Small-c culture can be linked to learning when to say “please”, “would you like some tea?”, “thank you”, or other realizations of politeness. In addition, the term culture can be compared to an iceberg model (see Dypedahl & Bøhn, 2017, p. 55; Salole, 2018, p. 67). The iceberg model compares the tip and the bottom of an iceberg to some visible and hidden cultural traits, as seen in figure 1. When interacting with others, Dypedahl and Bøhn (2017, p. 56) claim that we often identify traits in our interlocutor that linger above the water in the iceberg model, while mental elements remain hidden under the surface. From a different perspective, what is visible from the top of the iceberg model can be relatable to big-C culture. At the same time, mental elements below the surface of the model can lie as a minor basis for small-c culture.

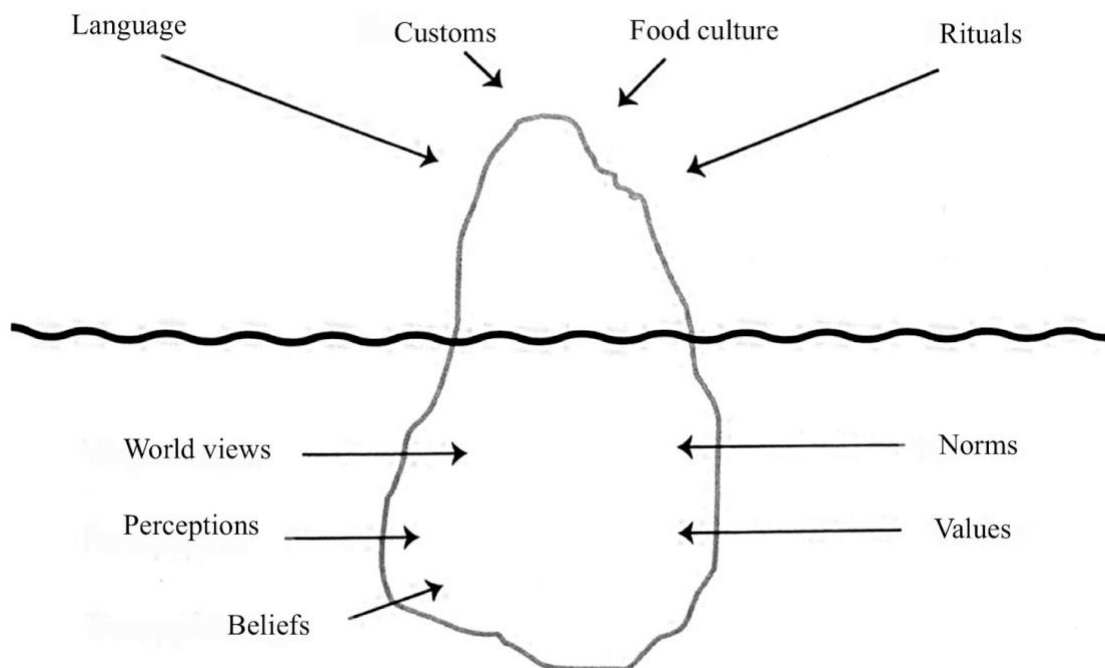


Figure 1 The iceberg model for cultural influence (Dypedahl & Bøhn, 2017, p.55, our translation).

Culture is neither static nor isolated. It changes over time, just like humans. “Attitudes and behavior that were common only a generation ago can be much less common today” (Dypedahl & Bøhn, 2017, p. 60, our translation). Salole (2018, p. 65) further suggests that one should be cautious with terms such as culture because we are so affected by it, and we have to remember that it is people with a culture we meet, not just a culture. Several cultures influence people, and culture consists of more than the border of a country. An association common to culture is nationality. Nationality, for some people, is an essential part of their culture. On the topic of nationality and culture, Dypedahl and Lund (2020, p. 17) state the following: “Nationality is often one important affiliation, but so are affiliations related to family background, leisure time interests, education, profession, age, gender, sexuality, and religion.” As people age, some of these affiliations change. Based on Dypedahl and Lund (2020, p. 17), Dypedahl and Bøhn (2017, p. 60), and Saloe (2018, p. 65), culture can arguably be anything but static and isolated. Although it could be considered helpful when interacting with other people, it should not define them.

2.2.3 Intercultural competence

During the 1950s, globalization led to increased dialogue and collaboration with different nations, which sparked a need for intercultural competence (Dypedahl & Lund, 2020, p. 19). The term intercultural competence functions as a helpful term, and IC can entail cultural aspects in language learning (Dypedahl & Bøhn, 2017, p. 15). According to Byram, a desired IC learning outcome for pupils is:

The ability to see and manage relationships between themselves and their own beliefs, values, behaviors, and meanings as expressed in a foreign language, and those of their interlocutors, expressed in the same language - or even a combination of languages - which may be the interlocutors’ native language, or not (2021, p. 17).

However, an arguably more explicit definition of IC comes from Dypedahl and Bøhn who define IC as: “the ability to communicate appropriately with people who have different mindsets and/ or different communication styles than oneself” (2017, p.14, our translation).

Although Byram’s (2021, p. 17) and Dypedahl and Bøhn’s (2017, p. 15) definitions of IC are different by wording, they have the same message about understanding and interacting with people who are different from oneself in culture and language or mindset. In our action research, pupils are introduced to Dypedahl and Bøhn’s definition. In our thesis, we also adopt Byram’s (2021, p. 62) model of IC, in which IC has underlying dimensions composed of five subcategories. The subcategories, according to Byram, consist of knowledge, attitudes, skills of interpreting and relating, skills of discovering and interaction, and critical cultural awareness. Although the subcategories are seen as five different elements of IC, they are all intertwined (Byram, 2021, pp. 96-99). In figure 2, the subcategories are seen as parts of IC.

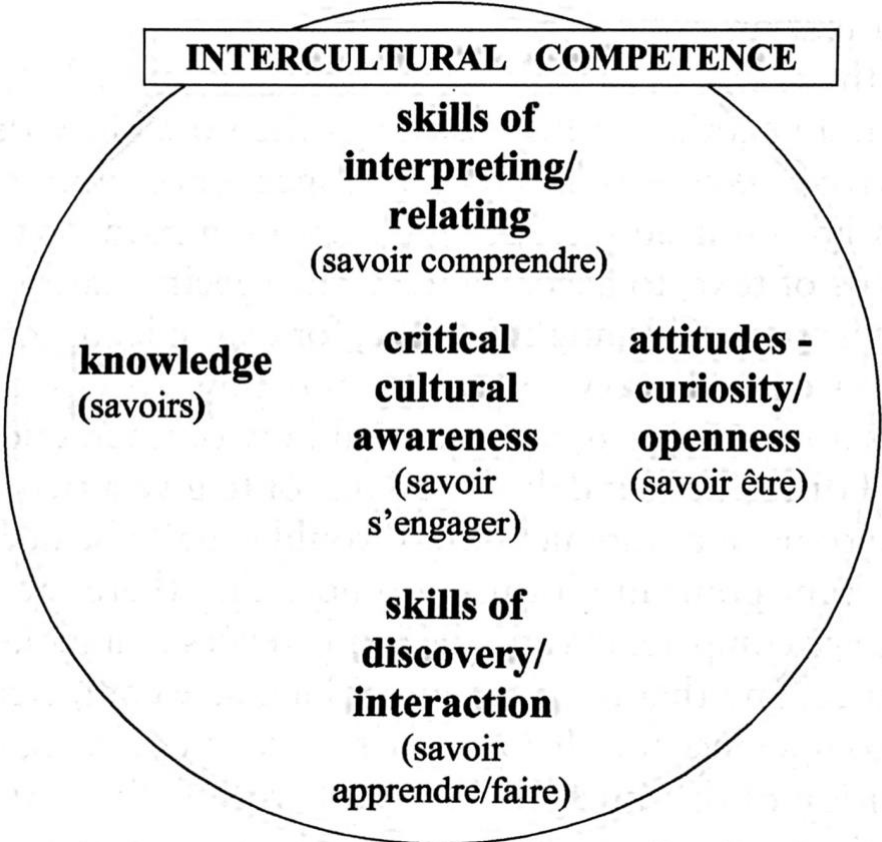


Figure 2 Intercultural competence (Byram, 2021, p. 62).

2.2.4 IC and knowledge

When working with IC, knowledge becomes an important aspect. Lund (2008) states that the focus needs to be on acquiring in-depth knowledge. Concerning IC teaching, Byram presents knowledge as:

The knowledge individuals bring to an interaction with someone from their own or another country can be described in two broad categories: knowledge about one's own social groups and their cultures and similar knowledge of the interlocutor's social groups and cultures, on the one hand; and knowledge of the process of interaction at individual and societal level (2021, p. 46).

In terms of the first category, *knowledge of one's own social groups and cultures and that of the interlocutor's*, comes from socialization (Byram, 2021, p. 46). An interesting remark to keep in mind regarding the first category of knowledge is that the knowledge an individual has regarding his or her own culture, or of the interlocutor's culture and social group, is often acquired within the individual's social group. If knowledge is either right or wrong when mirrored against different cultures and social groups/situations, the knowledge taught in one social group may not always be regarded as correct in other social groups.

In terms of the second category of knowledge, *knowledge of the process of interaction*, Byram (2021, p. 47) explains that it includes micro-level factors such as how turn-taking works and how ways of interaction or interacting with others happen, such as the communication styles as presented by Dypedahl and Bøhn (2017, pp. 67- 80). For example, they include differences in formal and informal communication and differences in direct and indirect communication.

2.2.5 IC and attitudes

An appropriate attitude is neither positive nor negative at a specific time. Byram states that a desirable attitude needs to involve “[...] curiosity and openness, of readiness to suspend disbelief and judgement with respect to others’ meanings, beliefs, values and behaviours” (2021, p. 45). He mentions that negative attitudes are often, but not always, linked to prejudices.

2.2.6 IC and skills of interpreting and relating

The skills of interpreting and relating are valuable and relevant under real-time interaction, but these skills can also be used analytically without an interlocutor (Byram, 2021, pp. 48-49). Skills of interpreting and relating require general knowledge frames and can be used when encountering a document or a speaker to understand allusions or connotations present (Byram, 2021, p. 48).

2.2.7 IC and skills of discovery and interaction

The fourth sub-category of IC is the skill of discovery and interaction, which according to Byram, is the “ability to acquire new knowledge of a culture and cultural practices, and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction” (2020, p. 177). Byram (2021, p. 49) mentions that the skill of discovery and interaction draws on the ability to operate on knowledge, attitudes, and skills under real-time conversation. He also says that the skill comes into play when an individual has no or barely any knowledge about the social situation he or she finds him or herself in.

2.2.8 IC and critical cultural awareness

The fifth subcategory, critical cultural awareness, is by definition "an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other cultures and countries" (Byram, 2020, p. 178). As Byram further mentions, critical cultural awareness includes elements from all the previously mentioned subcategories. The connection and relation to other categories may therefore make it one of the more difficult subcategories to approach.

2.2.9 Ethnocentrism, stereotypes, and prejudices

In the book *Veien til interkulturell kompetanse* by Dypedahl and Bøhn (2017, pp. 25-50), the terms ethnocentrism, stereotypes and prejudices are presented as some of the concepts that learners need to be familiar with to develop intercultural competence. The terms have been given two chapters to explain their relevance and importance when acquiring IC.

According to Bøhn and Dypedahl (2017, p. 20), there are several phenomena with which one can work to get a basic understanding of intercultural competence. The challenge of developing IC, they further claim, is being able to select the elements for learning that can, in a relatively short amount of time, contribute to cultural awareness.

Dypedahl and Bøhn (2017, p. 25) mention that ethnocentrism is identifiable whenever different aspects of cultures or different ways of living in a negative way are compared to one's own way of living. Dypedahl and Bøhn (2017, p. 28) further claim that the first step necessary to process one's own ethnocentric way of thinking is to become aware that ethnocentrism exists and be mindful of how it may prohibit communication. If not, it may prevent learners from gaining IC and developing as a person in general.

Also, one might miss out on valuable conversations, people, ideas, and other things that one might experience as positive with an open mind (Dypedahl & Bøhn, 2017, p. 37).

Stereotypes can be defined as “[...] a generalized, simplified description of a group of people” (Dypedahl & Bøhn, 2017, p. 39, our translation). These generalized and simplified descriptions of people can be both positive and negative. According to Dypedahl & Bøhn (2017, p. 42), positive stereotypes do not necessarily cause as much trouble as negative ones, and people have different expectations of each other. They further mention that if these expectations are positive and the people one meets live up to the expectations, there is seemingly no problem. For example, suppose one expects and appreciates that Swiss people are well-organized or that Italian people are romantic, in that case, stereotypes might not be an issue. However, if the people from Switzerland or Italy are not romantic or well-organized, one may become disappointed, and the disappointment may disrupt communication.

On the other hand, stereotypes can be dangerous, according to the Nigerian author Chimamanda Ngozi Adichie. In her Ted Talk, *The danger of a single story*, Adiche (TEDGlobal, 2009, 13:05-13:15) claims that “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They let one story become the only story”. As a Nigerian woman, she explains how she has experienced how her American middle-aged male professor criticized her essay for not being “authentically African” enough. He based his critics on the fact that her characters seemed so “normal” and like himself, rather than starving and primitive (TEDGlobal, 2009, 07:35-08:08). One can assume his perception of Africans was based on prejudices, stereotypes, and lack of knowledge. Adichie further explained how she experienced moving to the USA to go to college. Her roommate was surprised to hear how well Adichie spoke English and that it was an official language in Nigeria. Her roommate assumed that she (being African) would not know how to turn on a stove and was, as Adichie describes it, “disappointed” when she realized that Adichie’s favorite music was Mariah Carey and not African tribal music (TEDGlobal, 2009, 4:10-4:57). This example from Adichie’s experience presents a typical example of how people’s lack of knowledge leads to stereotypical views on cultures. Her Ted Talk could be a great example of how misperceptions affect us and make us see only one story, which can be potentially problematic in the form of negative stereotypes.

A prejudice is, according to Dypedahl and Bøhn (2017, p. 47), an adverse emotional reaction deriving from negative stereotypical assumptions of different groups of people. Dypedahl and Bøhn continue to state that a prejudice can be a mild skepticism towards groups of people who dress in an unfamiliar manner, have other bodily features and characteristics, behave differently from oneself, and so on. The most severe degree of prejudice is racism. Dypedahl and Bøhn describe that racism occurs when a person “[...] deem a group of people as inferior, or that one opposes a group of people because one might feel that they unlawfully are about to get some of the same benefits as oneself has” (2017, p. 47, our translation).

2.3 Previous and current research that can be linked to intercultural competence

Previous research relevant to intercultural competence teaching can be that of Hagen (2021). He investigates lower secondary pupils’ understanding of the term “racism” and conducts a group interview with 9th graders. A total of 41 participants from four lower secondary schools participated in the interviews. Two schools are located in urban areas, and two schools are located in rural areas of Eastern Norway. Each interview consisted of 4-6 pupils. Pictures were displayed to the pupils during their interviews: the pictures showed different events and people connected to racism. The purpose of the images was to engage pupils in a reflective discussion (Hagen, 2021). The participants were able to identify some traces of racism, such as the persecution of the Jewish people. However, they were unable to account for the persecutors’ motives in all cases. The participants could not explain why the Jewish people were continuously persecuted even after denouncing their religion and having the same skin tone as their persecutors. Furthermore, the pupils labeled the attack on Utøya on the 22nd of July in 2011 as a terrorist attack, not as a racially motivated attack. One finding that we paid particular notice to from the study shows that pupils believe racism primarily refers to acts by or against individuals (Hagen, 2021). A negative consequence of this belief may be that pupils become unable to identify features in themselves or others that are racist.

Another study relevant to intercultural competence teaching is Myrebøe (2021). She presents findings on school teachers’ experiences of pupils’ stereotypical and prejudiced expressions within lower secondary and upper secondary classrooms. In her study, twenty teachers evenly distributed between lower secondary and upper secondary schools were interviewed using a semi-instructed interview guide.

An essential finding from her research is how the teachers react to pupils' statements. The teachers in Myrebøes's (2021) study describe a pupil culture where offensive language is used deliberately. Provocative words targeting sexuality and racially offensive words targeting ethnicities are used to mark either masculinity or social status. Myrebøe (2021) further states that the teachers express insecurity and a feeling of discomfort when faced with some of their pupils' use of provocative words.

Lund (2008) questions the language and communication view in the teaching of English in Norwegian compulsory education and how the view on language and communication can be followed up. In her study, the term IC is pointed out as something that may come as unfamiliar to teachers. As a result, teachers may approach their English teaching of IC and culture-related content by presenting factual information to their pupils. Lund (2008) further mentions that it is essential to ensure that IC teaching happens in the classroom and learning facts about different countries and cultures is not a sufficient way to achieve IC. She further states that only focusing on surface learning about cultures or countries may lead to the creation of stereotypes. Lund (2008) also mentions that communication is an important perspective to introduce to the pupils in terms of English IC teaching. An argument for introducing a communicative perspective in IC teaching is that communication happens between individuals and not countries.

Moreover, Lund (2008) states that by adding another perspective, such as communication to IC teaching and learning, pupils may more easily identify their identity as one of many possible identities. In addition to a communicative perspective, learners also need the opportunity to become aware of their cultural background and recognize their frames of reference. Lund (2008) points out that in-depth learning may help promote independent thinking and critical reflection among learners and may create the possibility of gaining awareness. When striving for such an awareness, she says, pupils should be introduced to multiple perspectives and cultures while paying attention to their own experiences.

2.4 How do we teach intercultural competence?

Intercultural competence is not “just” about stereotypes, prejudices, and discrimination. As mentioned earlier, it concerns understanding those who are different from ourselves. It is easy to believe that the easiest way to teach IC is through comparing our own culture to a different culture. However, Lund and Villanueva (2020, p. 162) point out that any topic could be used to learn about IC. Some suggestions for how to teach IC are presented below.

2.4.1 Some basic principles for IC teaching

According to Lund and Villanueva (2020, pp. 150-162), there are some general principles that can be worth having in mind when working with intercultural competence. A rule of thumb, according to them, is that all the work learners do in the classroom should be relevant enough for the pupils to be able to link their school work to their own lives. They suggest, for example, role cards can be divided among the pupils for them to act out a conflict between a parent and a teenager. The clue is that the learners must discuss the issue from different perspectives to be able to solve the conflict. Lund and Villanueva further mention that it is vital for teachers to develop knowledge about the world. Teachers need to create a room for learners to be curious and encourage them to be open to new experiences. In pupils’ search for new knowledge, they will be exposed to different words and possibly expand their vocabulary and acquire new knowledge. There are multiple IC-related resources out there, especially online, which are free and accessible for teachers to find. They also mention that it is crucial to think critically and address stereotypes, which could appear in a textbook, in other teaching materials, or maybe among the pupils in a class. If the issue of stereotypes is addressed, unacknowledged prejudices could be uncovered and discussed.

Hoff (2018, pp. 79-81) also has some suggestions for practical aspects that teachers need to consider when teaching IC. She claims that it is up to each teacher and textbook author which angle they want to take when focusing on IC. She also says that it is important to keep in mind that the teaching of IC is not a matter of crossing out different goals from a list. It is a continuous process that happens over time, and it is dynamic rather than static. She further states (2018, p. 84) that since the development of IC is a complex process that takes time, one might have to come back to different IC issues throughout a school year and maybe even over a longer period of time.

Another thing Hoff (2018, pp. 79-81) points out is that English teachers should not look for evidence of pupil behavior and then move along to another learning objective. Pupils might express opinions that are expected from them but which they do not necessarily mean through what they say or express. This can occur because the pupils say what they believe the teacher wants to hear. If that happens, the teacher does not get a chance to uncover possible stereotypical or prejudiced opinions, which teachers need to be aware of.

2.4.2 Becoming aware of differences in language use

Some keywords in the definition of intercultural competence are to ‘communicate appropriately,’ and to be able to do that, knowledge about communication styles could be relevant. For example, according to Lund (2020, pp. 33-34), if a learner is aware of different communication styles, it can open up intercultural insight. To help spark a cultural insight, she further suggests that the learners could formulate one text message to their best friend and one text message to their grandparents and compare the language they use in the different texts. This task can allow learners to reflect on how they communicate with different communication styles depending on the interlocutor. Lund (2020, pp. 33-34) also mentions an activity where direct and indirect communication can be compared since the two different communication styles are so different. According to Dypedahl and Bøhn (2017, p. 68), one should learn about different communication styles to be able to communicate and avoid misunderstandings. They present various communication styles, both verbal and non-verbal. Some communication styles introduced by Dypedahl and Bøhn (2017, pp. 69-95) are linear and circular, low intensity and high intensity, formal and informal, direct and indirect, high context, and low context. These communication styles will be further explained.

Using a linear communication style is associated with communicating strictly and orderly (Dypedahl & Bøhn, 2017, p. 70). For example, this includes using markers such as "firstly" and "secondly" to announce the arrangement of content introduced to the interlocutor.

On the contrary, a circular communication style is when the language used is full of anecdotes and verbal imagery and where one may never seem to come to a sense of conclusion (Dypedahl & Bøhn, 2017, p. 71). An individual who tends to use a linear communication style may perceive a user of a circular communication style as ineffective. Different situations may require a linear, circular, or something in between those two to convey meaning. Therefore, being able to adapt and change communication styles is essential.

Dypedahl and Bøhn (2017, p. 73) further distinguish between low-intensity and high-intensity communication styles. They claim that intensity is defined based on the time it takes to present a response to an interlocutor's message. Dypedahl and Bøhn further state that the Nordic countries are more familiar with a low-intensity communication style. A low-intensity communication style means pausing for a second or two before providing a response to the interlocutor. Pausing before providing a response is considered polite. In contrast, Dypedahl and Bøhn state that a high-intensity communication style often involves replying to an interlocutor before they are finished talking. According to Dypedahl and Bøhn (2017, p. 73), people in Latin America or the Middle East may be more familiar with responding before the interlocutor has finished conveying his or her message. This may signal an interest in the conversation and is considered polite. If a dissonance between a conveyor and a recipient of a message occurs due to differences in intensity, either party may experience their interlocutor as rude or impolite. For example, a speaker with a low-intensity communication style may wonder why he or she is constantly interrupted. In contrast, a speaker with a high-intensity communication style may experience his or her interlocutor as less interested in the conversation because he or she never interrupts.

The category of formality also connects to communication styles, and not being able to distinguish between formal and informal language may create communicative problems between interlocutors (Dypedahl & Bøhn, 2017, pp. 74-75). For example, a formal speaker may use "please" when making a request and "thank you" to respond to different actions or favors. In contrast, an informal speaker may exclude these words when speaking and may therefore appear impolite in the eyes of a more formal speaker. Furthermore, it is essential to point out that the genre of formality varies enormously. For example, in some situations, such as in business meetings, only responding by using "please" and "thank you" may not be considered formal enough; hence, one may have to include titles such as Mr, Mrs, Sir, and Madame.

Another category that is often used to classify different communication styles is related to that of directness. According to Dypedahl and Bøhn (2017, p. 75), one can communicate directly or indirectly. The former may require a higher sense of tolerance from the interlocutor as it can be a communication style that makes him or her appear confrontative.

However, being direct does not always imply that the speaker intends to confront his or her interlocutor. In contrast, an indirect speaker may appear in the eyes of a direct speaker as being unable to provide critique, vague in their use of language, and shy of conflict.

The fifth category, high context and low context, according to Dypedahl and Bøhn (2017, p. 79), implies that the interlocutors vary their use of context, background knowledge, and other non-verbal expressions when communicating. In other words, a low context communication style will make more use of words to convey information. A high-context communication style, on the other hand, requires fewer words and more common cultural references or background knowledge when communicating (Dypedahl & Bøhn, 2017, p. 79). An example of a high context communication style may be to bow before elders or to wait to sit until the interlocutor has taken a seat. On the other hand, a low context communication style may be to start a conversation with “Greetings, how nice to see finally meet you. Please have a seat”.

2.5 Assessment of IC

2.5.1 Challenging to assess

A central part of a teacher’s job is to provide evidence for pupils’ learning. However, Hoff (2018, pp. 84-85) claims that assessment is a debated issue when it comes to assessing IC. She addresses the debate that has been going on regarding whether it is desirable to assess pupils’ intercultural competence. Fenner (2017, pp. 213-214), claims that pupils’ skills and knowledge are possible to assess, but attitudes and values are challenging, if possible at all, to assess. She further questions if it is even necessary to assess IC. Hoff (2018, p. 85) further goes on to describe assessment as “time-consuming,” “challenging,” and “unpredictable” for teachers that need to be flexible in their everyday lives. Lund also asserts that “since both the requirements and the objectives related to the cultural material have been rather unclear, it has often been difficult to make the students’ knowledge and insight in this area a part of the testing and assessment situation” (2008, pp. 9-10). She further mentions that national testing in Norway and the final exam after the 10th grade have mainly focused on testing language skills rather than the understanding of cultural topics. More focus on language skills than on cultural aspects could potentially send out a message that topics such as intercultural competence is of less importance.

2.5.2 Suggestions for IC assessment

In the previous literature, it has been reported that the assessment of IC is difficult. Despite the difficulties with assessing IC, some researchers provide ideas for assessing IC in schools. Fenner (2017, p. 214) refers to one of the self-assessment forms of IC available by the Council of Europe. The Council of Europe (COE) is Europe's leading organization for human rights. It has 46 member countries, including Norway (The Council of Europe, 2022). The European Wergeland Center is a resource center built on The Council of Europe's recommendations and policies and was established by COE and Norway in 2008 (The European Wergeland Center, n.d.). One of their resources is an assessment form that can help learners recognize if they have acquired IC (attitudes, skills, and knowledge) on different levels. The assessment form contains different "I" statements, which can be linked to observable behavior regarding the learner's attitudes, skills, and knowledge. The learner must rank themselves on a scale from one to five, where one is labeled "never", three corresponds to "sometimes," and five is labeled "always". Two examples of "I" statements are: "I show respect to the other person as an equal human being," and "I make sure my message is understood the way I mean it" (The Council of Europe, n.d.).

Lund (2008), and Byram (2021, pp. 134-141), suggest that one could implement a pupil portfolio. A portfolio assessment contains a systematic selection of pupils' work that displays effort, progress, or achievements (Nordberg, 2021, p. 204). In terms of learning, Lund (2008) argues that a portfolio creates opportunities for learners to reflect on experiences that have made an impression, such as similarities and differences between cultures. A portfolio may also provide a basis for discussing misunderstandings that have happened and could be considered helpful for formative assessment as a result of showing pupil work over a period of time.

Byram (2020, p. 168) mentions previous attempts to model an approach to IC assessment but criticizes the models' lack of attention toward language competence. Byram (2020, p. 172) later claims that formative assessment can help learners figure out their strengths and weaknesses based on their knowledge, attitudes, or other subcategories of IC. He mentions that formative assessment can come from work originating in the classroom, which is the optimal place for pupils' further learning.

Byram (2020, p. 172) further states that meaningless tests that are not transparent to the learning, and tests that lack meaningful criteria, do not provide *face validity*, which concerns a visible connection between content taught and assessment.

One of Byram's (2020, p. 174) suggestions for assessment is using learning objectives for assessing the different subcategories. He further claims that his model is not perfect, but when faced with the challenge of teaching and assessing IC, the model may prove useful. Thus we present a few of Byram's (2020, pp. 174-179) highlighted learning objectives below. It is also important to point out that the teacher may have to scaffold some of the learning objectives in order to introduce them in a learnable way that the pupils understand (Byram, 2020, p. 174). Lastly, it is important to mention that in some cases, the teacher may have to help the pupil identify learning where they may not be able to themselves. For example, if the pupils are assessed based on their levels of curiosity. The pupils themselves may not be able to recognize their varied use of internet sources and that the interview of their neighbor may be different but relevant indicators of curiosity. Therefore, it is important that the teachers ask for what counts as evidence for learning and then help the pupils connect their actions to the learning objectives, where they may be unable to do so themselves (Byram, 2020, p. 177). Below is a presentation of the five different subcategories coupled with an example for learning objectives. These examples are only five of many (see Byram, 2021, pp. 128-141; Byram, 2020, pp. 174-180), and they have been chosen as a possible starting point.

2.5.2.1 Knowledge

Byram's suggestion for a learning objective relevant to the teaching of knowledge in school is the: "knowledge of the types of cause and process of misunderstanding between interlocutors of different cultural origins" (2020, p. 175). Following the suggested learning objective comes the question of how to assess it (Byram, 2021, p. 134). A formative assessment of pupils' knowledge of the two categories mentioned in section 2.2.4 can be done through tests or other pupil work. Tests can include knowledge of different communication styles, cultural knowledge, and how stereotypes or prejudices affect communication.

2.5.2.2 Attitudes

As a suggestion for a learning objective, Byram presents the following one: "[...]interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices" (2020, p. 174).

Approaching the assessment of attitudes is not simply done by having the pupils state their priorities on different matters, such as “I consider myself curious in learning more about stereotypes” (Byram, 2020, p. 175). The reality may be that the pupils do not conduct any research on stereotypes prior to presenting their work. When creating learning material for pupils, the teacher may replace the word *phenomena* mentioned in the learning objective with a more practical and relevant term depending on the themes for their lessons. Possible suggestions for a substitute for phenomena can be tea-time, communication styles, fruit, coffee, stereotypes, and more. We leave this part open to the teacher’s autonomy. The question that matters once the *phenomenon* has been more concretized is how to assess it? When developing assessment criteria, the teacher has to take a stance on what counts as observable and assessable in terms of the learning objective (Byram, 2020, p. 175). Byram mentions that a possible solution could be to have the pupils explain or document their reasoning behind the choices they make when working with different tasks.

When approaching the assessment of attitude, Byram (2020, p. 175) suggests that pupils’ action should demonstrate their priorities rather than having them state their priorities. A possible pupil answer where action demonstrates priorities may, for example, be: “I was curious to find out more about how people outside of Norway perceive Norwegians. Therefore, I asked some of my friends in England about their impressions of Norwegians and I used the internet source dembra.no to further investigate this question.” If a pupil’s answer is “it seemed like the easiest” or “it had the least amount of work,” this shows a low interest in discovering other perspectives. On the other hand, if the pupil can explain their reasoning, this shows evidence of the opposite. A possible way of assessing attitudes is through a pupil portfolio (Byram, 2021, p. 134). If a pupil’s portfolio content adheres to observable and assessable criteria, it may allow pupils’ actions to demonstrate their priorities over time so that the teacher may help the pupils find evidence of the attitude of curiosity, openness, and more. The pupils’ portfolio work may then serve as tangible and traceable evidence for pupil learning regarding attitudes.

2.5.2.3 Skills of interpreting and relating

According to Byram (2020, p. 176), one learning objective useful in the classroom for the skills of interpreting and relating is the “ability to mediate between conflicting interpretations of phenomena.” When working with skills of interpreting and relating, pupils can be introduced to a variety of scenarios where analytical skills have to be applied.

Byram further presents the idea of having pupils engage in a role-play as translators and providing them with documents where they can add commentary on possible misunderstandings. He says that this approach may remove the constraints and pressure of real-time interaction. In addition, role-playing as delegates from the UN may include the subject of social science and include interdisciplinary teaching as focused in LK20.

When creating assessment criteria for skills of interpreting and relating, the teacher may look towards Byram, who characterizes favorable traits as the ability to use: “[...] explanations of sources of misunderstanding and dysfunction to help interlocutors overcome conflicting perspectives; can explain the perspective of each in terms accessible to the other; can help interlocutors to identify common ground and unresolvable difference” (Byram, 2020, p. 176). The teacher may have to scaffold some understandable learning outcomes for the pupils to work towards when introducing these skills to the pupils.

2.5.2.4 Skills of discovery and interaction

Within the skills of discovery and interaction lies the ability to use different question techniques to clarify connotations, allusions, and presuppositions (Byram 2020, p. 177). Byram further says that inviting pupils to develop and test generalizations they have about shared meanings and values as a form of pupil activity is an option. He then states that the skill of discovery and interaction requires a capacity for abstract thinking and self-awareness not present until post-adolescence. As mentioned in section 2.2.7, pupils may not have the self-awareness necessary to apply this skill properly, and the teacher may therefore provide help in doing so. A relevant learning objective may be “[the] ability to elicit from an interlocutor the concepts and values of documents or events and to develop an exploratory system susceptible of application to other phenomena” (Byram, 2020, p. 177). An example of a pupil activity may be discovering the various communicative purposes the social event; tea parties may have. Pupils can be asked to hypothesize the meaning of tea parties based on their practice. After hypothesizing, pupils may interview people regarding their tea time habits, read different matters regarding tea-time, and more. If pupils are introduced to a portfolio, they can document their work there, and the teacher may, based on their work, help them find evidence of their use of the skills of discovery and interaction.

2.5.2.5 Critical cultural awareness

As formulated by Byram, one learning objective may be “identify and interpret explicit or implicit values in documents and events in one’s own and other cultures” (2021, p. 90).

Byram (2021, p. 90) further mentions that learners may use various analytical approaches such as identifying time and place or relating the document to other documents when placing it to an event or in various contexts. These analytical approaches do include other subcategories, and using a portfolio may once again be helpful to document pupils’ work. Identifying the factors requires knowledge.

In terms of attitude, if a portfolio complements the pupil’s work, in other words, that they add their different work method approaches, this may provide evidence of attitudes such as curiosity and openness. Furthermore, skills of interpreting and relating may be used when comparing one document or event to another, and once these are in place, the pupils may demonstrate the ideology involved. For example, the ideology can be connected to apartheid. Once the analytical approach has been conducted, drawing on the ability of critical cultural awareness, which, as previously mentioned in section 2.2.8 includes “to evaluate,” the pupil may evaluate the ideology present against the factors relevant to the document or event. In their evaluation of the portrayed ideology lies the potential for pupil assessment.

2.6 Challenges with the teaching of intercultural competence

Within the field of IC, there are different challenges that teachers need to be aware of, such as assessment, which was discussed earlier in the thesis. Some other challenges will be presented below.

2.6.1 Awareness

Fenner (2017, pp. 213-214) claims that awareness is something that cannot be directly taught or assessed. The development of intercultural awareness is something pupils need to take charge of themselves. However, it is of utter importance that teachers plan teaching schemes and activities which can help pupils develop their intercultural awareness. This is important to be able to influence the pupils' learning processes and try to prevent them from reverting back to old misconceptions as they are working with intercultural competence. She further suggests that teachers should work with stereotypical views to get learners to express them, work with them, and challenge them.

Teachers tend to focus on skills and knowledge rather than awareness, which gives pupils less time for reflection, which may be necessary for developing or increasing awareness tied to IC.

2.6.2 Lack of relevant content

Byram (2020, p.170) criticizes textbook authors for how they make choices in regards to which content should be included in textbooks, especially around culture. He says that most of the time, they barely have any clue about what culture is, and when they include cultural content in textbooks, they have already made many choices on behalf of language teachers. As some teachers use the textbook as their foundation when teaching or as their primary support, the choices textbook authors make about cultural content can limit these teachers. He further claims that textbook authors usually limit the content related to IC to knowledge without any chance for reflection on or understanding of cultural diversity, only focusing on facts about an aspect of a country or language skills. Another criticism from Byram is that textbook authors, and language teachers tend to focus on facts about America (USA), Great Britain, Australia, or other English-speaking countries in a way that is not representative of the population that learners may encounter in their intercultural communication. Elaborating on that point, he claims that textbook authors and language teachers tend to have their main focus on the culture of a dominant group in a country or society.

2.6.3 Lack of proper training

According to Byram (2020, p. 171), language teachers have for years included culture as a part of their teaching, mainly focusing on knowledge about foreign countries (big-C culture), as mentioned earlier. This indicates that teachers are presumably not adequately trained for explicitly teaching IC since IC includes elements other than just knowledge about different countries or cultures. He further states that most of them see themselves as language teachers rather than language-and-culture teachers. Without proper training, teaching intercultural competence is not a priority when teachers lack the knowledge of how to do so.

2.7 Zone of proximal development

The zone of proximal development was developed by the sociolinguist Lev S. Vygotsky, which concerns how one learns when collaborating with others.

Vygotsky studied adults supervising children who were working together with problem-solving tasks and found that thinking and problem-solving through collaboration are closely linked together, which makes people learn faster when working with others who are more knowledgeable (Lillejord, 2013, p. 195). The zone of proximal development consists of three elements: the limit for what a pupil can do by him-/herself, the zone, and the limit for what a pupil is able to do with some help. The teacher functions as a mediating helper within the zone of proximal development and try to help the pupil to be able to solve the task he/ she has been given. The pedagogical challenge with this is to “take advantage of the development zone through stimulating the child to be able to work actively together with others, and to help and support the child when trying to do the given task on his or her own” (Imsen, 2014, p. 192, our translation). During our action research, we observed that the zone of proximal development is an important premise for teachers when they try to understand how to teach IC. We come back to the relevance of ZPD later when we present our findings.

To summarize this chapter of the thesis, it has been shown that IC has gained an essential status in the renewed curriculum compared to the previous curriculum. In our present time, people cross borders more than before, which requires or at least should motivate us to work with intercultural competence in order to live together despite cultural and linguistic differences. However, according to the previous research, IC is a complex concept to understand, teach and assess, and has been taught through a big-C culture approach rather than a small-c culture approach. As in-depth learning has received a greater status in the LK20, one may also argue that IC can be a field of interest to work with using an in-depth learning approach. Furthermore, the interdisciplinary topics in the English subject in LK20 allow the teachers to approach IC teaching as something that can be focused across different subjects and by combining subjects, such as through interdisciplinary teaching. With suggestions for and critics of teaching IC from the literature and the renewed curriculum as motivation and support for more IC teaching, this project intends to try out different approaches to IC teaching with a focus on stereotypes and prejudices.

3 Methodology

In this chapter, the research design and our methods for data collection will be presented. First, we present our qualitative research approach within the social constructivist tradition as a framework for our thesis. This will be followed by a presentation of the participants in the research and the entire process of our action research project by using the ADDIE (analyze, design, develop, implement, and evaluate) model and then a presentation of IC lessons we designed and tested out by two lower secondary school teachers. Accordingly, we will describe how we observed the classroom situation using field notes and also how we conducted interviews both with teachers and pupils. Then, we will explain how we analyzed our data material before ending the chapter with ethical considerations for our research and the reliability and validity of our research.

3.1 Social constructivism

Within social constructivism, it is most common to conduct qualitative research (Gleiss & Sæther, 2021, p. 202). According to Gergen (1995, cited in Imsen, 2014, p. 146), we are social beings that understand the world by interacting with other people through discussion and debate. Continuing Gergen's idea, within social constructivism, knowledge is, therefore, something that is "agreed upon" through social interaction and is not something that exists by itself. Social constructivism becomes relevant in understanding our findings presented later, as the empirical knowledge gained and presented comes exclusively from social interaction. For our research project, social constructivism has been the foundation for the entire project. It is an important premise for our discussions with the teachers involved, the planning process of the IC lessons, the activities we chose for IC learning, and the interview situations.

3.2 A qualitative research design

Given the importance of the participants' experiences in answering the thesis question, it became natural to select an approach that allows the participants to share their experiences in-depth. When using a qualitative approach, the researcher views the world as socially constructed by its participants (Ringdal, 2018, p. 110). Ringdal (2018, p. 110) describes the qualitative approach as an approach that includes small cases; there is proximity to what is being studied, the study happens in what is considered to be natural environments, and the data material gathered is highly informative, and gives an in-depth explanation of events.

Ringdal's description of a qualitative approach aligns with the parameters within which our research is carried out. The research consists of a small group of participants attending the same lower secondary school. The qualitative research method happens through close contact with the participants and seeks to investigate their experiences with teaching and learning IC. Within the qualitative research, we use observation and interviews with both teachers and pupils, which will be described later in this chapter.

3.3 Participants

Our action research was conducted in a lower secondary school class with a total of 56 pupils. For our action research, we observed all the pupils. However, ten pupil participants took part in the pupil interviews, and three teachers in the teacher interviews. This part explains how all the participants were recruited and their relation to this research. All the participants are also given fake names for the sake of anonymity.

3.3.1 Teacher participants

Due to our participation in LAB-Ted, in which school teachers are also involved, recruiting the first teacher participant (partner teacher) was non-problematic. As the school, we conducted our research in implements a two-teacher system for each pupil group, the teacher who works in a two-teacher team with our partner teacher was naturally selected as a teacher participant for the action research. In an attempt to gain more teacher responses regarding their practice with teaching IC (connected to our first research question), we recruited a third teacher who happens to be the English subject section supervisor of the school, while we visited the English subject section meeting at school which we were invited to by the partner teacher. The way the three teacher participants were recruited can be explained through what Cohen et al. define as a snowball sampling which is a sampling where:

[...] researchers identify a small number of individuals who have the characteristics in which they are interested. These people are then used as informants to identify or put the researchers in touch with others who qualify for inclusion; these, in turn, identify yet others [...] (2018, p. 220).

The teacher participants do, however serve different purposes in this thesis, and their role is further elaborated in the table below. As we experienced the partnership with the teachers, it can be characterized as friendly, cooperative, and research-driven.

There has not surfaced any indication that the partnered teachers have negatively experienced the school-university partnership.

Jack	Lisa	Maya
Worked as a teacher for eight-nine years	Worked as a teacher for seven-eight years	Worked as a teacher for 22-23 years
Lower secondary school	Lower secondary school	Lower secondary school
LAB-Ted partner	Works with the LAB-Ted teacher through the two-teacher system.	English subject section supervisor
Teaches English and music	Teaches English, social science and nutrition and health	Teaches English, religion , nutrition and health

Table 2. A presentation of the teacher informants.

3.3.2 Pupil participants

The pupils attending this lower secondary school are divided into groups that consist of a mixture of pupils from the 8th grade to the 10th grade. All of the pupils had the opportunity to participate in the lessons we conducted during our research. The pupil recruitment process for the pupil interviews happened in two different ways. First, the pupils were informed twice at the beginning of two English sessions that the student teachers were looking for participants who were interested in sharing their experiences with participating in English sessions focusing on stereotypes and prejudice. Three pupils signaled an interest in joining the research based on this information about the research.

The initial process of recruiting pupil participants bears a close resemblance to convenience sampling, which according to Cohen et al. , is described as a form of sampling that: “[...] involves choosing the nearest individuals to serve as respondents and continuing the process until the required sample size has been obtained of those who happen to be available and accessible at the time” (2018, p. 218). However, we wanted to recruit more pupil participants during the recruitment process to get a more nuanced answer to our research question. Hence, the teacher participants were asked for help in recruiting more pupils as they knew the pupil group better than us. The teachers then selected seven pupils based on two criteria.

Firstly, we wanted pupils whom the teacher believed to be comfortable sharing experiences during a group interview. The first criterion was made in an attempt to create an interview situation that could generate pupil responses to questions asked. Secondly, we wanted pupils with different levels of English grades believing that this could provide a more nuanced answer to the pupil-related research question. Recruiting pupil participants in this selective manner is similar to purposive sampling, which according to Cohen et al. is when the “[...] researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristic(s) being sought” (2018, p. 218). We then proceeded to ask the suggested pupils if they wanted to take part in the interviews, which they agreed to. The approach with purposive sampling resulted in seven more pupils joining the group interviews. See table 3 for further details of the pupil participants.

<p>8th grade: 4 pupils: Jenny, Elias, Kim, and Drew.</p> <p>Drew and Jenny were recruited through convenience sampling. Elias and Kim were recruited through purposive sampling</p> <p>Characteristics: Various relations to the English subject.</p>	<p>9th grade: 3 pupils: Oscar, Alex, and Anne</p> <p>All participants were recruited through purposive sampling.</p> <p>Characteristics: Various relations to the English subject.</p>	<p>10th grade: 3 pupils: Tim, Jane, and Sam</p> <p>Tim was recruited through convenience sampling</p> <p>Jane and Same were recruited through purposive sampling.</p> <p>Characteristics: Various relations to the English subject.</p>
--	---	--

Table 3. A presentation of the pupil participants.

3.4 Action Research

We have used action research (AR) as a theoretical framework for our methodology. In this master project, we have carried out action research in which ideas for working with IC were implemented. Kemmis and Wilkinson use the term participatory action research (PAR) as a synonym for action research (AR), which they define as:

[...] attempts to help people investigate and change their social and educational realities by changing some of the practices which constitute their lived realities. In education, PAR can be used as means for professional development, improving curricula, or problem-solving in a variety of work situations (1998, pp. 21-22).

This thesis intends not to improve something in the field but rather, in close partnership with the teachers, to discover new possibilities and approaches for how one can teach IC at their school through an intervention. Furthermore, Gleiss and Sæther (2021, p. 53) state that collaboration is a key element of action research when planning an intervention. They further mention examples of collaborative elements that can be included in AR, such as deciding the design of the intervention, data gathering method(s), and analysis. In our research, the partner teacher and his colleagues have been vital for deciding the design of our thesis, helping gather informants, and reviewing data material. The partner teacher, Jack, and his colleague through the two-teacher system, Lisa, helped create learning materials relevant to the action research project conducted in their classroom. Through the teacher interviews, they also contributed to answering our first research question, which the third teacher participant, Maya, did as well.

According to Gleiss and Sæther (2021, p. 53), an important research ethical principle is making research findings available to those who have contributed. They further state that it is not always possible to conduct a comprehensive action research project for master's students. However, action research is characterized by a joint effort between the research participant and the researcher(s), and the cooperation often includes research that focuses on developing the current teaching practice (Gleiss & Sæther, 2021, p. 53). The thesis question will then be outlined to be able to develop something within the practice of the school, and the research design must create a form of intervention and study how it can contribute to development. For our project, we have become a form of external resource empowered by LAB-Ted. The motivation behind the action research project is the need for change, as expressed by the partnered teacher during LAB-Ted workshops. Therefore, it is important to stress that our action research intends to benefit school practice in dealing with IC.

3.5 The action research process

This part of the thesis explains various steps within AR and connects them to our action research project. According to Imsen (2014, pp. 101-102), the five steps *analyze, design, develop, implement* and *evaluate* (ADDIE) is a model developed for action research by Gagné (2005), as seen in figure 3. The model explains how the research and contributing participants develop empirical knowledge.

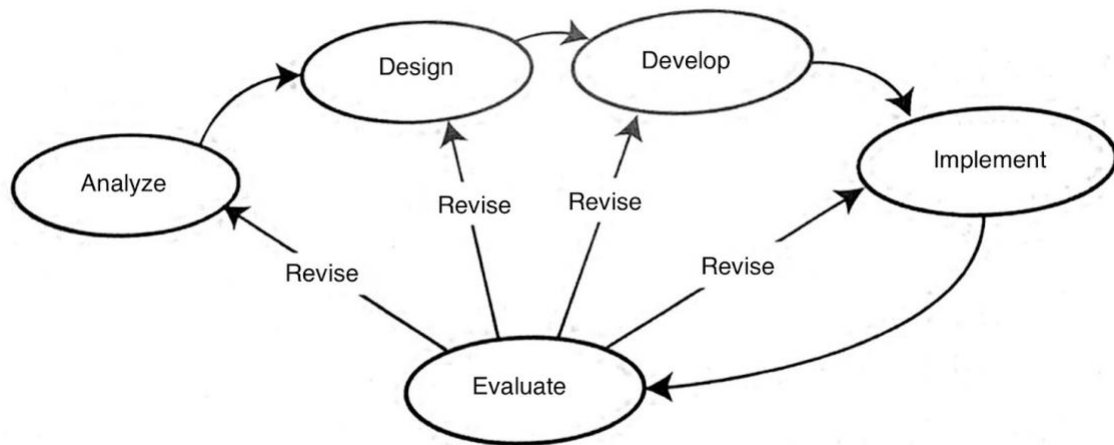


Figure 3. ADDIE. Our translation of the steps in Gagné's (2005, In Imsen, 2014, p. 102) research design.

During the first step, analyze, the learning situation is analyzed, and various questions intended to investigate teaching practice are addressed (Imsen, 2014, p. 101). In this thesis, there was a long process of preparing and planning necessary for the action research to be as well-thought-out as possible. There were tripartite collaboration meetings with the partner teacher and our university supervisor during this preparation process. Various issues were discussed, from a research topic to data collection ideas to prepare for action research. We, the students, wanted to investigate how IC can be taught in the classroom. The partnered teacher wanted to uncover teaching and assessment possibilities regarding IC, and the university supervisor highlighted the possibility of contributing to research within the field of IC in terms of how theoretical knowledge of IC can be practiced in the classroom. During these meetings, we established the focus of our thesis statement to be directed toward the theme of stereotypes and prejudices, research questions, and the methods for data collection.

The second step in ADDIE, design, includes establishing learning outcomes, creating lesson plans with learning objectives, creating learning content that corresponds with the overall learning outcome, and establishing relevant assessment criteria (Imsen, 2014, p. 102). Our planning process of the teaching schemes can be divided into two main parts: Before and after the first two-teacher interview. Before the two-teacher interview, planning happened with the partnered teacher. During this planning phase, we encouraged the partner teacher to share his experience with the pupil group. While doing so, the planning focus was on scaffolding lesson plans in relevance to the age differences and pupils' varying levels of pre-knowledge. Planning also occurred in tripartite collaboration meetings where various suggestions for learning resources were discussed. Two visits were made to the partner teacher's school during this planning period. When visiting, we met the pupils and observed their classroom activities for inspiration. Two visits were also made on later occasions to the teachers' English section meetings, where all the English teachers at the school met to plan future English lessons. Visiting the pupils in the classroom and attending the teachers' English section meetings allowed us to inform them about our action research project. The planning process after the two-teacher interview relied on the findings from the first interview in order to design lesson plans. In summary, the planning process prior to the two-teacher interview helped create a framework for the lesson plans. After the first teacher interview, the planning process used findings to design concrete lesson plans aiming at uncovering possibilities with IC teaching.

The third step, *develop*, includes preparing learning material, such as finding relevant textbook material and other additional learning materials (Imsen, 2014, p. 102). However, as some relevant theory states, IC content in English textbooks is not adequately adapted for IC teaching. Instead, many concrete suggestions for IC teaching from the literature (for example, Lund and Villanueva, 2020; Byram, 2020; and Dypedal and Bøhn, 2017) were adapted and used in the different lessons. In addition to the literature on IC teaching, learning material was also inspired by *dembra.no* (*Demokratiskberedskap mot rasisme og antisemittisme*), a web page created for teachers and schools to use. *Dembra* is an online resource that provides learning resources to prevent prejudices. Videos from Youtube were also used to find educational content relevant to the themes focusing on stereotypes and prejudice within teaching. The two Microsoft Office programs, *Sway* and *OneNote*, were used to present the learning material to the pupils.

The fourth step, *implement*, concerns the implementation of the intervention (Imsen, 2014, p. 102). For our action research, seven lessons were implemented between the 7th of January to the 11th of February. The methods for data gathering used during the implementation of the project included classroom observation, pupil group interviews, and pupil work.

The fifth step, *evaluate*, seeks to evaluate all aspects of the action research project, such as the planning phase, learning material, pupil experiences, and learning outcome (Imsen, 2014, p. 102). These different aspects and the experiences learned from conducting the action research will be presented when answering the research questions.

3.5.1 The action research – lesson plans

The school had English twice a week, which allowed for two English sessions in one week. Seven IC-related lessons were planned, which would require three weeks to complete the lessons. However, the pupils had other arrangements on different occasions, requiring the research period spent in the school to span over five weeks instead. The pupil group for the action research consists of 56 pupils and is split into two smaller groups of 28 pupils each for the subject lessons. All the lessons were conducted by the partner teacher Jack and his colleague, Lisa, and we, as researchers, observed all the lessons from the back of the classroom.

Lesson one

The first lesson introduced IC-related terms such as culture, stereotype, and prejudice. The learning objective for this lesson was: *To gain an understanding of the terms stereotype and prejudice*. Several activities were used, such as making a word cloud (see appendix 2), watching the video "All that we share" (TV2 Play, 2017), doing a post-video activity, and ending the lesson with some reflection questions (see appendix 3) which the pupils had to answer individually. See appendix 1 for further details.

Lesson 2

The second lesson was focused on introducing communication styles. The learning objective for this lesson was: *Reflect on your own communication style(s) and how it may differ from others*. The teacher started the lesson by presenting models for different communication styles. We introduced all the communication styles mentioned in section 2.4.2.

An excerpt from the video named "What if the president of South Korea came and folded your laundry with you?" (Dingo K-Drama, 2017) was used as an example to show high context and low context communication. The pupils were then handed out instructions for a role-play where they were encouraged to make use of the knowledge concerning communication styles. Reflection questions were presented afterward, and the pupils were then asked to formulate two text messages: One text message to a friend and one to their grandparents. The pupils were asked to comment on the differences in the language used in two different text messages (based on Lund, 2020). See appendix 1 for further details about the lesson.

Lesson 3

The third lesson focused on cultural differences in which the learning objective was retrieved from The European Wergeland Center: *I show awareness of the fact that other people might think, behave, and feel differently* (The Council of Europe, n.d.). The teacher started by talking about general aspects of culture. The pupils were then introduced to a five-minute-long excerpt of a Tedx Talk by Pellegrino called "Accepted and familiar" (Tedx Talk, 2014, 00.00-5.30). As a post-video activity, the teacher asked the pupils to reflect upon what they had seen in the video excerpt in pairs. The iceberg model (see pp. 10-11) was then presented through a pupil activity - working more in-depth with the over-and underlying perspectives associated with culture. At the end of the lesson, the pupils watched a few videos of dance that, from an outsider's perspective, seem to represent one thing, but with more knowledge about the culture, one learns that they represent something more. Also, they answered some reflection questions. See appendix 1 for a more detailed description.

Lesson 4

For the fourth lesson, the learning objective was *to reflect on your own communication style(s) and how it may differ from others*. Communication styles were reviewed with the pupils, but with (what we believed) were better examples of situations when different communication styles are used (see appendix 4). We also watched an excerpt of the Ted Talk "The danger of a single story" (TEDGlobal, 2009). As a post-video activity, the pupils were asked to discuss the message of the video. The last activity of the lesson was a circle game where the pupils had to take a stand toward eight different statements relating to IC. The statements were retrieved from The European Wergeland Center (The Council of Europe, n.d.), and the same statements would later be handed out as a self-assessment form.

This circle game became a continuation of the circle game introduced in the first lesson. See appendix 1 for a more detailed description.

Lesson 5

The fifth lesson introduced the pupils' final assignment. The learning objective for this lesson was: Choose an in-depth project that interests you (the pupil) and investigate it further. The pupils could choose between the three different videos we had worked with, and they were also asked to answer two to three reflection questions. In their assignment, the pupils had to make a digital poster or a paper poster to be able to present their work visually. The entire lesson was spent working with the poster and preparing for the presentation. They were given two lessons (50 minutes each) to finish their assignments. See appendix 1 for further details.

Lesson 6

In the sixth lesson, the pupils continued to work with their posters and prepare for their presentations for the next lesson, with the same learning objective as the previous lesson.

Lesson 7

In the seventh and final lesson, the pupils were asked to present their posters in a cafe dialogue. During these presentations, they were encouraged to give each other feedback and ask their fellow pupils questions. Following the poster presentations, all the pupils were asked to assess their own intercultural competence based on eight statements from The European Wergeland Center (n.d.). See appendix 1 for further details about the lesson and see appendix 5 to see some examples of pupil work.

3.6 Observation

Observation becomes central when conducting action research in a classroom as the researchers are interested in how the new learning material is operationalized. Gleiss and Sæther (2021, p. 104) mention semi-structured observations as a possible approach for observing. As they further state, it is convenient for investigative approaches where the researcher starts with an open mind or lacks knowledge of the phenomena when trying to define categories for observation. However, with a semi-structured approach, the scientist knows what he or she wants to focus on to a certain degree. In our case, we decided beforehand that one of us would write down pupils' input and their apparent behavior and focus on the lesson. The other student would focus on the teacher's practice.

We created one log for both groups of participants (Bjørndal, 2017, p. 74). See table 4 for the observation log template.

Who was observed:		
When (Time)	What happened? (Key words or key sentences)	Additional information

Table 4. Template used when writing field notes

The method of taking field notes, which Gleiss and Sæther (2021, p. 114) describe as short notes about what one sees, was used to supplement the observation. Gleiss and Sæther (2021, pp. 111-113) point out that it is nearly impossible for researchers to be objective and not affect the observations. However, efforts were made to avoid writing down subjective thoughts and our interpretations of the situations. Gleiss and Sæther (2021, pp. 115-116) continue to mention that field notes are incomplete, they require more post-work after the observation, and one should start shortly or straight after the observation is done.

As the same lessons were carried out twice for the two divided groups, the teachers had the chance to make minor adjustments between lessons. Whenever a teacher made changes, field notes were taken. After each lesson, field notes were also taken from the conversations with the teachers about the lessons.

We became what Adler and Adler (1994, p. 380) describe as peripheral participants during the observations. They state that when one involves oneself in research as a peripheral participant, one seeks to learn about the experiences of the observation group without participating in the activities. During the lessons, the pupils were sometimes asked their opinion on activities while working. This was done when the pupils sat still at their work desks. For other activities which required the pupils to move around, we would only observe without intervening. After the lessons, we have also studied the pupils' work. The observation material, therefore, includes pupils' answers to various reflection questions, poster assignments, and self-assessments.

3.7 Qualitative research interview

Interviews were a central source for data collection to answer our main thesis question, “How can teachers at a lower secondary school work with intercultural competence in the English subject focusing on stereotypes and prejudice?”. Kvale and Brinkmann (2018, p. 20) state that the qualitative research interview intends to investigate how the interview objects see the world and use their experiences. In this thesis, the interview objects are the three teachers and the ten pupil participants. The interviews with teachers were conducted to use some of their experiences as grounds for planning the IC-related lessons, which would provide an answer to our first research question “How have English teachers at a lower secondary school approached and experienced working with intercultural competence after the implementation of the renewed curriculum from 2020?”. The group interviews with the pupils were carried out after our action research in order to find out how they experienced the IC-related lessons, which was the basis for answering our second research question: “How do pupils at a lower secondary school experience lessons regarding stereotypes and prejudices?”.

We decided to conduct semi-structured interviews, which according to Kvale and Brinkmann, intend to: “collect descriptions about the interviewees’ world to be able to interpret the meaning of it” (2018, p. 22, our translation). As described by Gleiss and Sæther (2021, p. 80), a semi-structured interview also opens up the possibility of asking follow-up questions and changing the order of the questions when desired. Different preparational efforts were taken prior to conducting the interview. The first effort was to plan the interview. Gleiss and Sæther (2021, p. 82) point out that for a research interview, creating an interview guide is a common way for the researcher to plan the conversation. The questions for the interview were made following some guidelines. According to Gleiss and Sæther (2021, pp. 82-84), one should avoid yes/no questions, avoid leading questions, and use as simple language as possible, which means refraining from using terminology unfamiliar to the participants. A second complementary effort to the interview guide was made by testing the interview guide draft.

The interview guide draft for teachers consisted of 15 questions, and two pilot group interviews were conducted with two different groups of English master students. The reason for interviewing master’s students instead of actual English teachers was that we had good access to master’s students in our everyday lives as we met them at the university, in contrast to English teachers we did not meet unless we planned to.

Also, we did not wish to take any time from other teachers as we experienced their workdays as busy. The English master's students seemed like the best choice of pilot informants knowing that they have knowledge about intercultural competence. The pilot interviews made us aware of different factors such as body language used and that could affect the result of the interviews. In addition, it became clear that some of the interview guide questions needed reformulation. After conducting the pilot interviews, the interview guide was split into different themes. The interview questions were then organized according to the different themes to acquire a clearer structure. Much of the knowledge acquired from the teacher pilot interview was transferred into the preparation for the pupil interviews. When preparing for the pupil interviews, there was a lack of pilot subjects who conform to the age criterion for the pupil interviews. Therefore, we decided to test it on ourselves in an attempt to put ourselves in the pupils' shoes. Some of the disadvantages of this are that we as researchers cannot fully imagine how the pupils would act during an interview situation which makes it artificial and possibly far from an authentic situation. However, we considered this the best solution as we do not know any actual pupils who could participate in a pilot interview.

The following categories were used to organize the teacher interview guide: *about the informant, English lessons and cultural content, intercultural competence: the term, LK20, and their own IC practice, intercultural competence and assessment, and pupils partaking in lessons with cultural content and their attitudes towards diversity* (see appendix 6 for the interview questions). The pupil interview guide consisted of the following categories: *information about informants, pupils' understanding of IC, pupils' experience of the lessons, and pupils' experience with the teacher as a professional* (see appendix 7 for the interview questions). The only category in common between the participant groups is *about the informant*. This category contains more questions for the pupil interview than the teacher interview to possibly provide the pupils with more time to adapt and feel more comfortable in the interview situation.

3.7.1 Teacher interviews

Interviewing all the teacher participants became central for this thesis because the responses helped answer the first research question: *how have English teachers in a lower secondary school worked with intercultural competence after the implementation of the renewed curriculum from 2020?* The first teacher interview included responses from the partner teacher Jack, and his colleague, Lisa.

Again, because the action research project only occurs in their classroom, the responses they provided from the interviews are the only ones used when creating the learning material. The teacher interview with Maya was conducted to gain more data to answer the research question, which also confirmed some of the responses given by the first two teacher interviewees.

The teacher interview guide and the consent forms were sent out two weeks prior to the teacher interviews to help the interviewees to prepare themselves for the interview (see Gleiss & Sæther, 2021, p. 82). Sending the interview guide to the teacher in advance was considered useful. Some of the teacher interview questions required the teachers to reflect on their previous English teaching practice, which may require some time to think. When conducting an interview, the location may affect the interview outcome; a quiet, practical location for the informant, where he/she can relax, is preferential (Gleiss & Sæther, 2021, p. 92). As the teachers, all expressed having a hectic schedule, conducting the interview at their school became a clear choice. The interview happened in a meeting room, free for pupil traffic. According to Kvale and Brinkmann (2015, p. 205), there are several ways to record an interview, and an audio recording is one example of this. We used a dictaphone app developed by the University in Oslo to record all interviews. The focus of the interviews was to create a comfortable environment for the participants. By using a dictaphone app, the researcher's attention was directed toward the conversation and not towards note-taking. The interview guide was also in print and was used to help guide the conversation.

The group interview with Jack and Lisa lasted for 34 minutes. In comparison, the interview with Maya lasted for 26 minutes. Both students were present during the interviews, but only one student was in charge of asking questions directly from the interview guide.

Christoffersen and Johannessen (2012, p. 81) claim that being more than one researcher present in the interview can be useful for the sake of discussion about the interview and the interpretations of the findings from the interviews. They also claim that being more than one interviewer may be experienced as overwhelming by the participant(s) and that it can therefore hinder communication. The teachers were all familiar with us by the time of the interviews, and we did not experience the flow of communication as being disruptive or hindered by the presence of both of us.

3.7.2 Pupil interviews

Interviewing pupils was essential to answer the second research question: “How did pupils experience lessons regarding stereotypes and prejudice?”. At the end of the action research period, it was desirable to investigate pupils’ feedback on the IC-related lessons. The pupils’ consent forms were handed out one week before introducing the learning material and six weeks before the pupil interview. However, the interview guide for the pupils was not sent out beforehand. We wanted more spontaneous answers and discussions among the pupils while interviewing them. Furthermore, we also used pictures during the pupil interviews. According to Gleiss and Sæther, “The researcher may also present pictures or texts during the interview and ask the informants to describe their associations and thoughts” (2021, p. 86, our translation). The seven lessons were represented by one picture each, which was introduced as a possible point of reference for the pupils to answer the interview questions.

The ten pupil participants were interviewed in different groups divided by grades. Therefore, the 8th, 9th, and 10th-graders were interviewed separately, which led to three group pupil interviews. The purpose of dividing the pupils into the same grade was to avoid any feelings of uneasiness an interview of a mixed-age group may give rise to. The pupils were also interviewed at the school. One important change made to the pupil interviews was that only one student was present during the pupil interview compared to the teacher interview. This change came from asking the teacher participants for any advice regarding creating a pupil-friendly interview environment. The teacher participants’ response was to limit the number of interviewers present, which also complies with Christoffersen and Johannesen (2018, p. 81), who state that it may be a disadvantage to have two interviewers as the informants might feel overwhelmed.

The pupil groups were notified of the interview date three days prior to the interview. The interviews took place during two English sessions in a group room close to their classroom. Interviewing the 10th graders and 9th graders took 15 minutes each. On the other hand, the interview with the 8th graders took longer (28 minutes) to complete. Some interview questions, including stereotypes, prejudices, culture, and IC, may have been too difficult or too poorly introduced as there was sometimes a need to reformulate questions for the pupils in the 8th grade. The interview with the 8th graders also happened during the last session on a Friday, which may have influenced how focused the pupils were.

Our focus was mainly on creating a pupil-friendly interview environment, and there was no visible indication of pupils being uneasy throughout the three interviews. All interviews were transcribed for further analysis.

3.8 The approach to the analysis of the data

Our approach to the analysis is an attempt to understand the data collected. According to Gleiss and Sæther (2021, p. 171), analysis intends to get beneath the surface of the data material and describe the different steps that lead to the presented findings. Nilssen (2012, p. 78) claims that the core of the qualitative analysis process is coding and categorizing the data material. The data materials, she says, can consist of field notes, documents, logs, and transcriptions. Our data material of the analysis includes transcribed interviews, field notes from classroom observation and the English subject section meetings, and observation of different types of pupil work, such as their poster assignment and self-assessment form. Postholm (2015, p. 105) points out that a better understanding of different elements may provide a more in-depth and overall understanding of the phenomenon studied.

Our analytical approach can be explained through three steps which include going back and forth between different types of data materials. According to Postholm (2015, p. 105), hermeneutics describes the process of going back and forth between different contexts, texts, or elements. As such, we consider the analysis within this thesis to be that of a hermeneutical approach. Kvale and Brinkmann (2015, p. 237) describe going back and forth between elements in analyzing qualitative data as a continuous process. They further explain that each element investigated helps create a further in-depth understanding of the next or previous element, and this process can be explained as a hermeneutical circle. Therefore, before presenting the analytical approach taken in detail, we consider providing a general summary of the three steps taken in our analysis as necessary to make the rather complex process easier to understand.

The two-teacher interview analysis is considered the first step. The first attempt at the teacher interview analysis mainly focused on providing a base point for planning the learning material. As such, the first analysis did not intend to answer the teacher-related research question at that point in time. Another reason for this, besides having to create learning material, was that we were waiting to interview the third teacher participant. Therefore, it was decided to return to the teacher-interview analysis when more data was available.

The second analytical step was first to analyze all the data material separately. The findings were then seen in relation to each other, and the joint analytical approach afterward created an opportunity to gain a more in-depth understanding of previously stated events and uncover new potential findings. The second step of the analysis inspired the third analytical step, and we returned to the teacher interview analysis to see if any other findings occurred. At this point, the third teacher participant had also been interviewed to get a broader range of responses to answer our teacher-related research questions. Finally, after the continued analysis of the teacher interviews, major findings started to emerge. The analytical approach to each step is presented below.

The approach taken to the transcribed teacher-and-pupil interviews was conducted by marking sentences that, at first glance, seemed important. This approach to coding is similar to empirical coding, which, according to Gleiss and Sæther, is when “[...] the researcher has an open starting point and bases the coding on whatever catches his or her attention” (2021, p. 174, our translation). The marked sentences were then categorized into four different themes. The approach of using different categories to sort data is similar to thematic coding, as described by Gleiss and Sæther (2021, p. 174). The four categories were: Proximal zone of development, LK20 as subject guidelines, LK06 as a point of reference, and external resources. The analysis of pupil findings was done in a similar manner to the teacher interview, as described above.

The data from observation used in the analysis consist of field notes from the classroom observation, pupils' assignment posters, and their submitted self-assessment forms. The data from observation was approached in the same way as the interviews by highlighting interesting and potentially relevant statements and descriptions.

In the joint analysis of the interviews and the data from observation, we combined the empirical and the thematic codes from the analysis of the interviews against the highlighted sentences from the analysis of the observational data. However, before combining the analyses of the interviews with the analysis from the observation, we needed to create a 'common ground' where we could link the two different perspectives, interview, and observation, together. As such, we consider open coding, which is an analytical process where the researcher tries to identify different concepts, their properties, and dimensions (Strauss & Corbin, 1998, p. 101), as a good description of our continued analytical approach.

Through open coding, we created a common ground for both perspectives of analysis. The common ground, from now on referred to as a concept, became: the teachers' and pupils' experiences of stereotyped and prejudiced teaching and learning. Having established a concept, previous statements from the interviews, such as, for example, "all English teachers collaborate together" or "pupils' levels of maturity affect their understanding of abstract terminology," could now be linked and compared to our observation of the English section meetings and the classroom observation.

Based on theory of hermeneutics, we understand our open coding approach conducted in the second step to have helped give us a further in-depth understanding of the previous teacher interview analysis approach. The return to the teacher interview analysis marks the third step of the analytical approach. The idea of working from an established concept is similar to what Nilsen (2012, p. 79) describes as selective coding, which involves finding a core category and, from there, systematically connecting the core category to other categories. Although we previously had acquired four different categories from the teacher interviews, *proximal zone of development*, *LK20 as subject guidelines*, *LK06 as a point of reference*, and *external resources*. The core category linking them in relation to each other was missing. Keywords from the teacher-related research question were then stressed in bold face to create a core category: "How have English **teachers** in a lower secondary school **approached** and **experienced working with intercultural competence teaching** after the implementation of the renewed curriculum from 2020?" After combining the stressed words, the core category became: *Teachers' approach and experience working with intercultural competence teaching*.

The next step was to connect the core category to the four previously established categories. Connecting other categories to one primary category is an approach Strauss and Corbin (1998, p. 124) define as axial coding. While connecting the other categories to the core category, we drew inspiration from Nilsen (2012, p. 81) and created a model to illustrate how the four categories and the core category connect. As seen in figure 2, the core category related to the teacher research question is seen in the middle, with the other categories around it. After creating this model, several findings started to emerge.

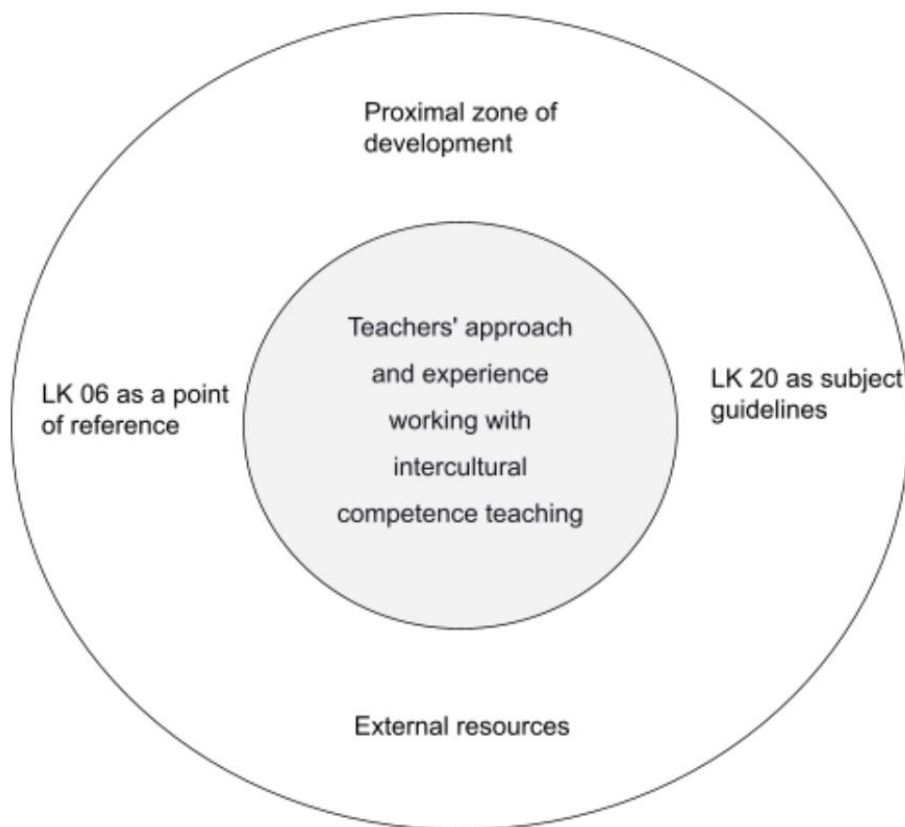


Figure 4. The frames for teachers' approach and work with IC teaching. Inspired by Nilsen (2012, p. 81).

The core category, in connection with the other categories circling it, will be the basis for presenting our findings regarding the first teacher-related research question. In addition, their relation to each other will be mentioned in the discussion.

3.9 Ethical considerations

When conducting research, The National Committee for Research Ethics in the Social Sciences and the Humanities (in Norwegian: den nasjonale forskningsetiske komite for samfunnsvitenskap og humaniora/ NESH) has created three research-ethical principles that must be taken into consideration. These are explained by Christoffersen and Johannessen (2012, pp. 41-42, our translation): First (1) the informant's right to self-determination and autonomy, which means that the research participants have received all essential information and joined voluntarily, but also protects their right to take back their consent at any point of the research process without giving a reason or negative consequences.

The second (2) The researcher's obligation to respect the informant's private life, which means that the research participant decides what he or she wants to share and with whom to share that information. The research participant shall be reassured that all information is treated carefully to protect the participant's confidentiality and anonymity. The third (3) principle concerns the researcher's responsibility to avoid participant damage, which means that the information given by a research participant in, for example, an interview, does not put the participants in a vulnerable situation.

The three mentioned principles are central and were adhered to as we planned and conducted our research. Since one of the data collection methods was interviews, a formal request was sent to NSD (Norsk senter for forskningsdata), who approved the research (see appendix 8). The application for the approval to NSD included a description of the project and drafts for the interview guides for both pupils and teachers. In addition, a form of consent to participate in the research was handed to the participants (see appendix 9 & 10). The consent for the pupils also required the pupils' approval from the pupils' guardian(s).

Furthermore, the consent form mentioned that it was voluntary to participate in the project, with no adverse consequences if a request to withdraw was submitted. No personal data material has been used for our research, and all participants have been referred to anonymously. The data material has been secured in the post-data collection period to prevent others from accessing any personal data. The interviews, the transcribed interviews, the coding, the master thesis document, and all other materials used for the thesis have been stored safely in a way approved by NSD. After finishing the transcriptions, the sound recordings were deleted. The remaining data material in use while writing the master thesis will be deleted once the thesis is finished.

3.10 Reliability and validity

Two important terms to be able to evaluate the quality of the research are reliability and validity. According to Gleiss and Sæther (2021, p. 201), the researcher has a responsibility to reflect upon the quality of his or her own research. Hence, reflectivity, which Gleiss and Sæther (2021, p. 203) define as a process where the researcher reflects on how they may have influenced the data material, becomes a central part of the reliability process.

Our entire research project is a product of our interpretations and possible bias, starting with the teacher interviews; The answers the teacher participants provided us are interpreted by how we perceived them. It is essential to mention that the research participants were given the possibility to double-check if our interpretations of their answers were correct to secure our interview findings. Then, we planned all the lessons that the teacher participants carried out in the classroom for our AR project, with us present as observers. This could have affected how the teacher participants and the pupils behaved in the classroom. The pupil interviews after the AR project can also be questioned in terms of reliability. Since the researchers who planned the lessons also carried out the interviews, the pupil participants could have felt reluctant to share their honest opinions and experiences of the different lessons in fear of receiving negative reactions. One may argue that pupils mention positive experiences if they believe the interviewer expects appraisal. However, the pupils were made aware that we did not seek appraisal for the learning material by the start of each interview. In addition, the pupils were also informed that it was their experiences that mattered, and some pupil statements seemed very honest, and they mentioned both positive and negative sides of the learning material. Furthermore, we limited the number of interviewers present to one.

Gleiss and Sæther (2021, p. 202) mention that the researcher may realize that it becomes impossible to present findings devoid of assumptions and biases due to his or her subjectivity. They further state that the researchers' views will 'color' the data material to a certain degree. Therefore, it becomes important to reflect upon how one can have affected the data material. Having this in mind and taking into consideration that we have carried out qualitative research, both the process and our findings from our master thesis project are based on our subjectivity. However, according to Thagaard (2013, p. 203), the reliability of a project can be strengthened when more than one researcher takes part in the research process. The reason for this is that the researchers can collaborate and discuss important decisions together. In relation to our research, being two researchers has given us the opportunity to share different perspectives and to be critical to a greater extent than if there would have been just one researcher carrying out the project. Also, since we are a part of the LAB-Ted project, we have been in close contact with our university supervisor and the partner teacher throughout the entire process of conducting this research, discussing the findings, and writing the research outcome. We consider this as a strength of our findings, having had other qualified people look critically at our work.

Secondly, according to Gleiss and Sæther, validity is “the quality of the data material and the researchers’ interpretations and conclusions. It concerns how the different parts of the research design hang together” (2021, p. 201, our translation). Within this project, we have tried acquiring data material from different methods to complement and fulfill each other, possibly resulting in a valid result. As mentioned earlier, some of the teacher interview findings were used to design better IC lessons based on empiricism from the teacher participants, which led us to the AR lessons, where some of the activities worked well, and others did not as much. This came to light during the pupil interviews, where their answers were used as a form of feedback on how we could have improved the lessons. Also, observation of the lessons and the pupils’ work was used as a supplement to strengthen our research. Thagaard (2013, p. 205) claims that the research can be strengthened if the researcher is critical to the analysis process and shows that other possible perspectives of the analysis could be relevant.

This master thesis can make a contribution to the research field and can possibly be of interest to others, but the findings cannot be generalized due to our small selection of informants and some degree of subjectivity in interpreting our data. In the following chapter, we will present our main findings.

4 Findings

This thesis investigates “How can teachers at a lower secondary school work with intercultural competence in the English subject focusing on stereotypes and prejudice?” through an AR project. Using figure 2. helped us see some of the teacher findings in relation to each other. The four circling categories in figure 2 will be presented separately in the findings, but as it will be shown in the discussion later, they are connected. Two research questions were created to help answer the thesis statement. The research questions were “How have English teachers at a lower secondary school approached and worked with intercultural competence after the implementation of the renewed curriculum from 2020?” and “How do pupils at a lower secondary school experience lessons regarding stereotypes and prejudice?”. The findings will be presented and organized in two parts, each part will answer one of the research questions.

4.1 Teacher interview findings

Based on the results of the teacher interviews, we have outlined six major findings regarding how the teachers have experienced working with intercultural competence after the implementation of the renewed curriculum from 2020.

4.1.1 Stuck in old practice but trying to reorganize.

One key finding in our thesis connected to Lund (2008) is that the teachers experience challenges when approaching and working with intercultural competence. However, Lund (2008) points out that one of the main challenges of IC is to make sure that work with IC takes place. The teacher participants mention being in the process of reorganizing their teaching practice from LK06 to LK20 but experience the wording in the current curriculum as difficult and fancy. However, there are some indications that the teachers are reorganizing their approach to content taught from LK06 to LK20, such as focusing on helping the pupils gain an insight into other cultures and ways of living.

Both the teacher participants, Lisa and Maya, mention the theme of indigenous people as a new element in LK20 in the interviews. Lisa also explains how the theme connected to indigenous people after the implementation of LK20 functions as an umbrella term that allows the teachers to approach and work with indigenous people from multiple perspectives. This multiple perspective approach stands in contrast to their previous approach linked to LK06. According to Lisa, the teachers used to work with different themes connected to different countries once and never again. As a result, indigenous people were never seen in relation to each other but only presented as part of the history of a focused country. Lisa then categorizes the teachers' new approach from LK06 to LK20 as a reorganization process. Lisa says:

For example, when talking about indigenous people, we want to include this theme within several different main themes so that it is not something we talk about it one time and then never again. But instead, it becomes more integrated with the rest of the subject. So that is our vision for how we want it to be, but we are still in the starting phase with thinking and working that way. This is because we are still so used to how we did things in the past when teaching about English-speaking countries over three years, so it becomes a whole process of reorganizing the themes for teaching.

The teacher participant Maya also elaborates on the teachers' previous approach during the relevance of LK06. However, Maya mentions how she still feels stuck in the teaching approach used in the old curriculum but that the teachers are trying to change their approach following LK20, as seen in the quote below.

I feel stuck in the important, but old things (from the English subject) such as the colonial times, the empire, and other things that make us see why English is a global language. (When it comes to) the culture and the culture term, I feel that we are taking another direction within the subject, and I do not quite know what that is yet. However, I believe that some of the things we have been learning about, such as indigenous people, which are mentioned in the new curriculum, are something we will continue with.

The teacher participant Jack mentions in the interview that he experiences a possibility of approaching the teaching of content in LK20 in a manner similar to the previous approach to the teaching of content in LK06. However, he mentions that he also tries to help his pupils gain an insight into cultures and different ways of thinking, which indicates that there is some focus on working with IC. At the same time, the teaching of different cultures and different ways of thinking depending on culture, as stated in LK20, is not focused as much, as seen from his quote below:

We try to help pupils gain an insight into other cultures and ways of thinking and such. However, with the renewed curriculum, which we have not started using so much, we recognize that we are still tasked with introducing the pupils to knowledge about different English-speaking countries.

The findings above indicate that the teachers are in the process of reorganizing their teaching practice from LK06 to LK20. At the same time, there are some uncertainties as to how far into the process of reorganizing from LK06 to LK20 the teachers have come.

4.1.2 The IC-term is experienced as difficult.

A second finding from the teacher interviews is that the teachers' experience approaching and working with IC as difficult, fancy, and complex. When the teacher participants were asked how they understood the term intercultural competence, they all expressed uncertainty and frustration when approaching IC. The teacher finding indicating that the IC term is experienced as difficult aligns with Byram (2020, p. 171), who claims that teachers, after focusing on the teaching of knowledge for years, are not adequately trained for the explicit teaching of IC. The teacher participant Maya also experiences the IC term as frustrating, as seen in the following quote:

Intercultural competence is a difficult term for me. It frustrates me because I think it is really fancy. I am just beginning to get an idea of what I think they (the Norwegian Directorate of Education) want us to accomplish with our pupils.

The same informant further expresses in her interview that the term may only be relevant to adults and people more educated than herself. She continues to mention that she experience IC as unnecessarily fancy. The experienced complexity of the term causes her almost not to want to teach the pupils explicitly about IC, as seen below.

If I were to present intercultural competence to my pupils, it would require me to understand the term. I have sort of awaited to present this term to my pupils because of that. I feel that I am in the process of understanding it myself. I almost do not want to use the competence aims (concerning IC) with my pupils [...] The wording of the term is for adults and highly educated people, possibly higher than me, and I find it a bit unnecessary.

She further elaborates on the matter and states that they have an idea of where they are going based on the purpose and core elements connected to the English subject curriculum, but fancy wording makes it difficult to approach the topic of IC, as seen in the following quote.

It is unnaturally fancy. It can create more confusion than clarification, I believe. But, I have, or we have worked a whole lot with the renewed curriculum with the purpose and core elements. So I believe that we have an idea of where we are going, but the words are in the way sometimes.

Comparatively, one month prior to his interview, the teacher participant Jack attended a one-hour long webinar on IC. The webinar gave him an extra opportunity to acquire knowledge about intercultural competence. During the interview, Jack mentions attending the webinar. Despite attending the webinar, he still experiences the term as complex and complicated, as stated below:

I participated in a Webinar about intercultural competence, and there I got an understanding that it is much broader and more complicated and complex than one could imagine, and it touches upon so many different aspects and things, so it is big and complex. But yeah, to know, well, if I remember it sort of correctly, it is to be able to put yourself in a position to understand other mindsets and other cultures, and it has to do with empathy and attitude [...].

The findings above may suggest that the teachers' experience approaching and working with IC as difficult and complex. Jack's experience of IC as broad and complex after attending the webinar may indicate that teachers need more than a one-hour long online introduction to IC to utilize and approach it in the classroom.

4.1.3 The challenges of assessing IC in practice.

The third finding is related to the experienced difficulties with assessment. All teacher participants report that assessment of IC in general and stereotypes in particular, is difficult. The teachers point out that some pupils tend only to use one source when working with cultural content through an in-depth approach. The teachers report that pupils' limited use of sources creates stereotypes that become visible in their work. This can be linked with Adiche (TEDGlobal, 2009, 13:05-13:15), who claims that stereotypes and prejudice occur when only one story is presented. The teacher informant Jack, first points out that he tries to make use of competence aims and other sections of the curriculum as support when approaching assessment, but the assessment of IC is still experienced as difficult, as he mentions below:

It (assessment) can be very difficult. Assessment is always difficult, and assessing IC becomes even more challenging. We try to use the competence aims and the relevance of the subject and the other sections of the English curriculum as support.

The same informant experiences the process of providing concrete feedback regarding stereotypes as a challenge. On one occasion, a pupil had written a text with stereotypical remarks related to the Sami people. Jack mentioned that in such cases, where pupils tend to be stereotypical or have misconceptions, his primary focus becomes on directing the pupils to use more sources, as seen in the following quote.

I showed (the pupil) an example of how sources may strengthen the content of a text if used correctly and that the pupils must prove that their claim shares support from other instances. I guess this (the feedback) is one thing to use, but I am sure there are probably more that could have been done.

At the same time, the teacher informant Lisa questions if there is anything else that can be done. She argues that one challenge is the differences in pupils' maturity levels. Having Lisa's point in mind, Hoff (2018, p. 84) mentions that when working with IC, one has to come back to the same learning material throughout the school year or longer because IC is a complex process that requires time. In addition, the teacher participants stress that providing formative assessment in a manner that the pupils understand is also a challenge. Some of the teacher remarks regarding the pupils' varying levels of maturity bear a resemblance to findings from Hagen (2021), who points out that pupils may not be aware that some of their thought processes may be prejudiced. Lisa explains:

For some pupils, it is a maturing process to understand the assessment they are getting, and they might not even get there (being mature enough) during their time at lower secondary school. For many (pupils), the perspectives they get they may not even get those before they travel out in the world. So it is hard to give feedback on how they are, how their reflections are, and their understanding of culture is at times difficult to relate to and therefore assess

Lisa further mentions that they experience giving concrete feedback related to cultural content as difficult. Therefore, she mentions that they prefer to mainly assess pupils' work related to cultural themes through pupils' critical use of sources, as seen below:

We do this because it is difficult to give a concrete assessment and comment like “No, that is not what it is like” and then write an entire paragraph about how it “really” is. So we focus more on encouraging the pupils to take more responsibility when researching cultures.

The teacher informant, Maya, mentions that she is uncertain about how to balance the assessment of subject content and the assessment of pupils' grammatical use of the English language. She questions what implications the assessment of IC brings to her current assessment practice, which is still linked to LK06. Maya's uncertainty and question regarding the assessment of IC other than knowledge bears a resemblance to Fenner (2017, p. 213), who questions the possibility and necessity of assessing anything other than knowledge concerning IC. In the theory part (see pp. 8-9), the teachers' assessment of pupils' IC is in LK20 described as something that shall forego through measuring knowledge through verbs such as “explain” and reflect.” Maya's statement regarding her approach and view toward assessment is presented below:

(During the validity and implementation of LK06), we basically measured knowledge and nothing about a deeper understanding of the problem, their attitudes, and such. It was basically focused on knowledge about what had happened [...] If it is expected more from us with the IC term, I do not know.

When Maya was asked how she explicitly approaches the assessment of IC, she repeated her answer of feeling stuck in measuring the IC category knowledge. She says that her decision to focus on assessing knowledge with having a hard time presenting other evidence of IC learning, with the following quote:

I am still stuck on the knowledge part of IC. I think it is difficult to generally assess it. For example, now when spring is arriving, and the exam is coming up, how can I prove [...] I struggle to find evidence that covers the big and fancy word.

The findings above suggest that the teacher informants experience several challenges when assessing IC. Among these is the impact on the pupils' understanding of the content presented due to varying levels of pupil maturity. There are also questions about how to present other evidence of IC learning besides measuring knowledge. In addition, the teacher informants point out that pupils' limited uses of sources create stereotypes which for the teachers are experienced as challenging to try and reverse through feedback.

4.1.4 The value of collaboration between teachers

Two findings became clear after talking to all three teacher participants and observing their English subject section meetings. Firstly, they collaborate closely with their colleagues when planning, assessing and evaluating. Secondly, one finding may indicate that the English subject section collaborative work has not focused on IC as much. In terms of the first finding, according to Lisa, all of the English teachers work together in pairs and within the English subject section team. Within the English subject section, teachers divide the lesson planning among themselves so that they can all benefit from each other's work, as seen in the following quote from Lisa:

We work in two-teacher systems, and we are divided into seven different 'bases.' This year, we have chosen four different themes (within the English subject), and the way it usually goes is that two and two bases plan together, or we might put three teachers in charge of one theme, and then someone else plans the 'English subject day,' so we divide it equally [...] In our English section, we are a total of 14 teachers.

Lisa further specifies how the teachers use their collegial as a helpful resource when faced with concrete challenges such as the assessment of IC, as seen in her quote below:

We use the two-teacher system as support, in addition to the English section meetings, which can also help us if it is difficult to assess. At the English section meetings, we can discuss what we should emphasize when assessing or ask others about how they have chosen to assess specific texts or other work and how we proceed.

In addition to Lisa's remark on the collaborative work of the English section, the teachers' collegial work was observed during visits to two English subject section meetings. During the meetings, the teachers worked on finding youth literature relevant to their teaching.

For example, one teacher introduced a book named *Holes* by Louis Sachar. The teacher who introduced the book was then asked to prepare and present the book at the next meeting of the English subject section. During the next meeting, after critically discussing the relevance of the book *Holes* to their year plan, the English teachers decided to add *Holes* into their lesson plan draft.

From observing two of the English teachers' subject section meetings, it became relevant to ask during the interview how the teachers have approached working with IC in their subject section meetings. All of the teacher informants mention that they started working with the new curriculum over a year prior to its implementation, and one example from the interview with Maya is presented below:

We started our work with the new curriculum at least a year prior to its implementation. We were also invested in working with the draft of the curriculum.

In terms of the second finding, Jack mentions the teachers' work with the renewed curriculum prior to its implementation, but he is uncertain about how much time the English subject section has spent looking at IC, as seen below:

I am not sure how much we have worked with intercultural competence in the English subject section. IC has been mentioned.

The findings above suggest that the teacher informants value their collegial work and use it as a zone for proximal development. Jack's question also connects to Lund (2008), who stresses the importance but challenge of working with IC.

4.1.5 A need for external resources

A fifth finding is that both the teacher participants, Maya and Jack, comment on looking outside of their school for external resources to help them better understand IC. The teacher participant Maya says that the school must look to others to figure out how they should continue to learn more about integrating IC as a part of their teaching approach to the English subject content. In particular, she mentions that the material provided through the pupil exam introduced in the spring semester of 10th grade may be helpful as an IC learning resource, as seen in the quote below:

I believe we must try and see what works for us (when working with IC). We must also learn from each other and other schools and possibly see what will appear on the exam and if The Directorate for Education and Training publishes anything.

The pupils' examination has not yet been conducted since the implementation of LK20. However, from conversations with the teachers after the interviews, we have been informed that they have received access to a pupil exam draft, that the exam draft includes cultural content, and that the teachers are looking into it. This finding aligns with Lund (2008), who stresses that exams without cultural content may signal that topics such as IC are of lesser importance. In addition, despite previously categorizing IC as complex, Jack points out the usefulness of attending the webinar and reflects on some practical implications he learned regarding the teaching of culture with the following quote:

After the webinar, I have acquired an understanding of IC, which has taught me that when fronting a culture, one should think through it thoroughly, for example introducing India.

In addition, Jack's role as an active participant within Lab-Ted also adds to Maya's claim of looking outside the school for learning resources. From attending Lab-Ted, Jack has invited two students and their university supervisor into his classroom practice and requested a need to investigate IC teaching in his classroom. Jack has also encouraged us, the students, to attend the English subject section meetings. While we observed the meetings, Maya also stressed a need to investigate IC teaching and signaled an interest in participating as an interview informant for this research.

The findings above suggest that the teachers value and request several external resources to help them better understand how to approach IC teaching.

4.1.6 Interdisciplinary teaching and in-depth approach is useful

A finding relevant to the interdisciplinary topic and IC, as mentioned in LK20, is that interdisciplinary teaching connected to IC is relevant and useful for pupil learning. However, an interdisciplinary project that focuses on the Sami culture seems to exclude the English subject.

Despite that all teachers promote interdisciplinary teaching, the teacher informant Lisa implicitly mentions that some pupils gain an ethnocentric way of thinking as a result of being unable to draw connections between content introduced in different subjects. Lisa says that in her classroom, she tries to take advantage that LK20 promotes interdisciplinary topics and in-depth learning. Lisa's quote can be seen below:

I think the way we are starting to think now is better. The fact that we do not have six weeks about Australia, never to speak about it again. What we are trying to accomplish is a sense of in-depth learning over time (and) that we can use knowledge from social science and religion, which they have learned about earlier, and then use that in the English subject.

Lisa further states that some pupils have an ability to reflect on the knowledge introduced in different subjects such as history and literature and connect it to an intercultural way of living. She also experiences that the ability of some pupils to work cross-curriculum makes it easier for her to motivate them. In contrast, pupils who struggle with an interdisciplinary understanding may gain some stereotypical traits or display some ethnocentric thinking because of surface learning. Lisa's statement share similarities with Lund (2008), who states that surface learning leads to the creation of stereotypes. Lisa's statement is presented in the following quote:

Some pupils have the ability to connect subjects across history and literature and the understanding of IC and different ways of living. Those are often the pupils that I find the easiest to motivate for learning. At the same time, it may be harder for other pupils to relate to the same subject content, and for them, they seem unable to make connections between different subjects. It becomes surface learning, as in "those who live over there" or "they live like that." Some of the pupils are not able to integrate subject knowledge, and they lack the ability to see the big picture or gain the insight necessary to understand.

Another finding related to an interdisciplinary approach is the different focus of subject content. Maya adds that one major difference between the different subjects is the additional focus in the English subject on pupils' use of language, as seen below:

An interdisciplinary approach is still new to us. It is always the case that within the English subject, we tend to focus more on language when compared to (other subjects such as) social science and religion.

During the two teacher interviews, the focus on an interdisciplinary teaching approach and the focus on an in-depth learning approach as promoted in LK 20 was claimed by the teacher informants to be an important way of thinking. Both Maya and Lisa explain that the teachers try to organize the annual English subject plan to allow them to approach the subject teaching in such a way. They claim that an interdisciplinary teaching and in-depth learning approach provides the pupils to engage in learning through multiple perspectives. The teacher informant Lisa says:

The pupils are able to connect social science and religion to the English subject, and that is how we try to work. We can work with the same subject topic in different subjects, such as those mentioned, but we work with the subject topic from different angles. Then, we can provide the pupils with a range of different perspectives.

Maya mentions how the teachers have experienced some pupil derogatory remarks regarding the indigenous group of Sami people and are planning to introduce an interdisciplinary approach focusing on Sami culture for a more extended period. However, the English subject is not included as much in this approach, as seen below from her quote.

We tend to engage in a big project every third year. The project is linked to the theme of Sami culture and indigenous people. When working with this project, we intend to make the pupils aware, for example, that the Sami people are more than herders of reindeer. We focus on this project as a school, but we do not focus on this as much within the English subject.

None of the teachers, when asked, expressed any negative experiences regarding pupils' possible use of derogatory remarks. One exception was the pupils' stereotypical views of the Sami people. However, the teachers do not experience the pupils' stereotypical expressions as an attempt to establish masculinity or social status, such as the teachers in Myrebøe's (2021) study. The teacher participant Maya says that social media could be a reason for this development, with the following quote:

I believe the pupils have a great sense of what is ok and what is not (...). The conversations I overhear where the pupils correct negative attitudes among themselves is a phenomenon I have witnessed in recent years.

The teacher participants promote working interdisciplinary and in-depth following LK20. However, teachers claim that ethnocentric patterns of thinking may occur from interdisciplinary learning among some pupils who, at the time, are unable to see the relevance in connection to other subjects. In addition, one interdisciplinary school project that seems relevant to the topic of IC as presented in the English subject curriculum seems to exclude the contribution of the English subject.

4.2 Pupil interview findings

Based on the results of the pupil interviews, we have outlined three major findings regarding how they experience lessons on stereotypes and prejudices.

4.2.1 Positive experiences with lessons promoting pupils' activity

One of the main findings from the pupil interviews is that pupils were left with a positive impression of the IC lessons that they took part in during the research period. However, the pupil participants expressed that they enjoyed some activities more than others, such as the first introductory lesson, where they watched a video called "All that we share." The reason for showing this video can be justified by Lund and Villanueva (2020, pp. 150-151), who claim that pupils should always be able to connect what they learn to their own lives. The pupils stated that it was easy to identify with the content of the video, and many of the pupils chose to write about this video for their final project within our action research. Many of the pupil participants reported that the video was exciting, and it could be an activity that we could have elaborated more on since they liked working with it. Two of the 8th-grade pupil participants said that they were motivated to choose the video because it appeared to be the easiest task, but also because they could relate the content of the video to themselves, as remarked by one of the pupils from 8th grade, Kim, who says:

[...] I worked with "All that we share." Honestly, it seemed like the easiest one. But it was also easy to recognize oneself in it and use personal experience, and I did not have to do as much.

Even though the pupil participants reported that they liked most of the activities, they also shared that they felt that the lecture part of the first communication style themes lesson took up too much time, which made them less motivated and interested. One of the pupils from the 10th grade, Jane, was satisfied with the lessons but said that the lessons should have included even more activities to help the pupils participate and focus on the learning material, as seen below:

I think it could have been a little bit more practical work. It becomes repetitive with regular classwork, which our teachers do a lot of, so it was a little bit too much lecturing. It was too much PowerPoint where the teacher was talking in the front. However, the lessons were really good. They were fun and exciting.

From the interviews, it also became clear that most of the pupil participants enjoyed different lessons, and findings show that the type of lesson the pupils prefer varies depending on their year grade. During the interviews, the pupil interviewees were provided with pictures related to the lessons introduced to help their memory. The pupils from the 8th grade preferred the “All we share” video and linked it to personal experience, as mentioned. The pupils from 9th grade also enjoyed the video “All that we share,” but according to the pupil interviewee, Oscar, this video has helped him understand that people can be more than how they appear to be on the surface. He says that the video has provided him with new perspectives, such as how people are much more alike than one might believe just by their appearance, as seen in the following quote:

What I remember the most was the video called “All that we share.” It puts things in perspective in regards to how much alike we are, but also how different we humans are. Although we seemingly belong to one group of people, we can belong to totally different groups too.

Another 9th-grader, Anne, mentions how she connected her previous knowledge of different cultures to the stereotyped and prejudiced-themed lessons. Anne’s remark is added below:

Me, personally, I have used (pre-knowledge) of cultures, and it made me think about all the different stereotypes people may have when faced with other cultures.

The 10th-grade interviewees, however, had different opinions about the lessons compared to the pupils from 8th- and 9th-grade. An example of a different opinion comes from the 10th-grade pupil, Sam, who enjoyed the lesson focusing on communication styles, as seen below:

I really enjoyed the lesson where we were supposed to role-play different conversations with formal and informal speech.

As previously mentioned in the method chapter, we approached the second step of our analysis by combining interviews and observation. During this joint approach, we noticed that we also had a finding from the observation of Sam's participation in the communication style activity. After paying attention to Sam and his partner using different English dialects during their role-play, we engaged in a conversation. During our conversation, Sam and his partner stated that they experienced the activity as meaningful, and they reflected on the value of being able to distinguish between different communication styles and possible connotations some words may have. In particular, these pupils stressed the noticeable difference between the two hotel conversation scripts, where one conversation was formal and the other informal.

An additional different input regarding the lessons comes from the 10th-grade pupil, Jane, who points out how the iceberg model visualizes different cultural affiliations people may have, and she mentions how the model explains how looks may be perceived, as seen in the following quote:

I remember the iceberg model because one could see (from the model) that some things, or some thoughts one has regarding someone, are based only on a fraction of who they really are. And that there were more to them that were not visible or difficult to see.

The findings above indicate that pupils overall were satisfied with the majority of the lessons conducted, with an exception being at times the experience of inactivity. Although the video "All that we share" has been brought forward by the majority of pupils, the 10th-grade informants seem to enjoy other activities that require them to analyze, reflect or make use of their previously learned knowledge.

4.2.2 Different understanding of the IC terminology

There was a clear difference in how the different grades of pupils understood the IC term, as well as the terms culture, stereotype, and prejudice. The answers given by the pupil participants ranged quite a bit. In the lessons conducted, IC was defined as “The ability to communicate appropriately with people who have different mindsets and/ or different communication styles than oneself” (Dypedahl & Bøhn, 2017, p. 14, our translation). In the pupil interviews, the participants were asked if they knew what intercultural competence was, and if they did not, they were asked to share their thoughts on what they thought it might concern. The answers provided by the pupils varied depending on the grade level. The 8th-graders seemed to be unsure of what IC was and suggested that it could be to learn about different cultures. The conversation then revolved around cultures as it did not seem as if they had anything more to say explicitly about IC until one of the informants, Elias, shared his thoughts around IC, saying that it is about behavior towards others and that there could be other rules to follow. He provided the following quote about culture:

How one should behave while being with other people (from other countries) because, in some countries, there are some things that are allowed, and some things that are allowed in some countries can be forbidden in others.

From the 8th-graders’ responses to IC, their knowledge of it appears to be based on big-C and small-c knowledge. However, the informants seem to show an awareness of both categories of knowledge. The first category, explicit knowledge of culture, was not introduced through the lesson plans. On the other hand, the second category is knowledge of the process of interaction, which includes awareness of different ways of thinking. This category had been an area of focus in the lessons that covered knowledge of stereotypes and mindsets. When the 8th-grade interviewees were asked about stereotypes and prejudices, some of them said that they did not know what the terms meant, and others believed the terms to be related to what someone thinks when seeing a person they have heard something about. One of the pupils also said that prejudices could be connected to appearance and that stereotypes concern what is common in a culture, as seen in the quote from Drew below:

Well, it is sort of how something can look in a way or what we think or associate with it. What is common with, for example, that culture or those people?

The definition of stereotypes used in the classroom was “a generalized, simplified description of a group of people” (Dypedahl & Bøhn, 2017, p. 39), and that of prejudices was “an adverse emotional reaction deriving from negative stereotypical assumptions of different groups of people” (Dypedahl & Bøhn, 2017, p. 47). At the end of the interview with the 8th-graders, the pupil, Elias, who has a multicultural background, shared his thoughts in regard to the definition of stereotypes. He said that they could be both positive and negative and that they are often created due to culture and religion. He also relates stereotypes to his own experience, as seen from the following quote:

Stereotypes can also be both good and bad. I believe that almost everyone has experienced some sort of stereotype, and it is easy to create a stereotype based on their culture and religion. I have experienced it myself based on my cultural background.

These answers show a different range of how the 8th-grade pupil participants have understood the terms of intercultural competence, stereotypes, and prejudices. Some of them, seemingly, did not know what one or more of the terms meant; however, others, such as the 8th-grade pupil participant Elias, could explain quite a bit. When talking to the pupil participants that are one year older about IC, the 9th graders’ knowledge about English-speaking countries and cultures seemed to be what they associate with IC learning. They also mentioned learning about indigenous people, such as in New Zealand and USA. One of the pupils from the 9th-grade, Alex, said:

Maybe that one learns about different countries and how it is there, what is normal in other countries, and what is normal here.

The informants from the 9th-grade also explained the terms stereotypes and prejudices, where they said that the terms had to do with first impressions and expectations or thoughts connected to appearance. The 9th-grade pupil participant Oscar tried explaining stereotypes by saying that it is about anticipation regarding appearance and behavior. He said:

I guess it is how one anticipates that a person should act or maybe what they look like.

When asked how their awareness of stereotypes and prejudices affects their interaction, the 9th-grade pupil participant Anne said that she is aware of the impact a stereotypical mindset may have while also stating that she uses this awareness to avoid biker gangs, as seen below:

I try not to judge anyone based on a stereotype. It may be harmful to that person. At the same time, I may also react when I am faced with someone who can look scary at first. Moreover, some groups of people I avoid explicitly are biker gangs.

The pupils in the 9th grade showed that they had some more precise answers than the 8th-grade pupils based on their responses during the interview. However, the participants from 10th grade, compared to the 8th- and 9th-grade pupils, came up with a more straightforward definition of what they believed was the meaning of IC, saying it has to do with understanding languages and getting familiar with cultures around the world. Jane, from 10th grade, said that IC concerns different people's ways of living and thinking, as seen in the following quote:

To understand how people think and how they live.

When they were asked about the term stereotype, it was mentioned that the 10th-grade participants had worked with both stereotypes and prejudice before. The informants reported that the term stereotypes concerns having thoughts of other groups of people before one has even met them and made an acquaintance with them. One of the informants in the 10th-grade, Jim, said that stereotypes concern having something in common as a group and give an example such as all Norwegians enjoy skiing and wearing bunad, as seen in the following quote:

Stereotypes are what one may believe is common for a group of people or a nation. For example, Norwegians are often viewed as someone who goes skiing a lot. They eat brown cheese and wear a bunad (a traditional folk costume).

The 8th and 9th graders did not attempt to define what prejudice is. The 10th-grade pupil, Jim, claimed prejudice, which includes an adverse emotional reaction, to be almost like a survival instinct, as seen below:

I believe it is normal for people to have prejudices. It is almost a survival instinct.

Mild skepticism and racism are two categories of prejudice; however, prejudices such as mild skepticism and racism are more than survival instincts. The findings above suggest some differences in how pupils from different grades understand and are able to describe different terms, which we will discuss later in the thesis.

4.2.3 Pupils are positive to classroom practice with IC content

The last finding shows that the pupil participants in this project have shown positive attitudes when working with IC content. The pupil participants seem to value learning about stereotypes and prejudices in connection to IC- learning. Some of the pupils said that it is helpful to learn about stereotypes and prejudices because they concern things in our society and different cultures. They also mention that it is a useful set of skills to possess as they get older, preventing them from judging people they meet by first impressions. The pupils also mention that it is interesting to learn about other people's way of life and how one should act around them. The 8th-grade informant, Drew, said that he felt that the lessons were useful because he understood why the theme of stereotypes and prejudice was convenient to learn about, as seen in the following quote:

I felt that there was a point in learning about this (stereotypes and prejudices) compared to other things in school. It was motivating. When learning about this, I understood that this was a positive thing to learn about, and I understood what I learned. I thought it was really interesting how people might think based on the stereotypes with which they might be associated with. I think this has been interesting to learn about since there have been varying activities with different approaches.

For the older pupils, some of the learning materials were more repetition from previous lessons they had taken part in. However, the 10th-grade informant, Jane, said that the lessons conducted had been more of an in-depth learning of stereotypes and prejudices than prior lessons regarding the same subject topic. Jane's perception of the IC lessons focusing on stereotypes and prejudices as seen below:

We have worked with stereotypes and prejudice in school before, but not as much in-depth as we have recently, and it is a very interesting topic to work with.

The pupils were also asked to give some advice with regards to what teachers need to remember when teaching IC, culture, stereotypes, and prejudices. They gave various answers, such as starting with awareness-raising from an earlier age and using social media to contribute to the lessons, given that they are exposed to various content on social media. One of the informants from 9th grade, Alex, for example, mentioned that social media might create misleading stereotypes. He addresses the concern about children and teenagers' exposure to possibly misleading stereotypes that could lead to misinterpretations and prejudices. His advice for teachers was that this issue needs to be addressed early on, as seen in the following quote below:

There are many different social media platforms and internet usage among children and teenagers today. That makes it important to help them understand when they are being exposed to stereotypes about different cultures, which they are already from an early age.

Another suggestion came from the 10th-grade pupil, Sam, who mentioned that it is essential that the teachers present different perspectives of cultures, and not only the positive ones, as seen below.

It is important that teachers teach different perspectives on the subjects that we are learning about. And one needs to be critical, but not too critical. The teacher must not just show what is good and beautiful (about a culture) but also remember to show the other sides.

This finding adds to Byram (2020, p. 170), who criticizes textbook authors and, at times, the teachers' heavy focus on general facts and their lack of diversity when introducing cultural content. The pupils mention different reasons for why they enjoyed stereotyped and prejudice-themed lessons, but the finding indicates that pupils experience it as meaningful.

4.3 Findings from observation

For our last lesson, we asked the pupils to assess themselves with some assessment criteria from The European Wergeland Center (The Council of Europe, n.d.). The reason for choosing this kind of assessment was based on the suggestion from Fenner (2017, p. 214), who claims that self-assessment could be a better solution for assessing IC than teachers trying to assess pupils. According to her, knowledge and skills are possible to measure, but values and attitudes are more challenging for a teacher to assess properly. However, the pupils were provided with an assessment form consisting of 8 statements that required them to reflect on both skills, attitudes, and knowledge. This was because we wanted to see how the pupils rated themselves on the scale provided by The European Wergeland Center. We think it is worth mentioning that the assessment form that the pupils responded to was in English.

The self-assessment was completed by 46 out of 56 pupils from the pupil group who participated in the action research. The remaining ten pupils who did not answer were either absent that day or chose not to finish the task for some unknown reason. The pupils were asked to rate themselves on a scale that included the words: never, rarely, sometimes, often, and always. “Never”, on one side of the scale, indicates a sign of low intercultural competence, and the “always” option, on the other side of the scale, indicates a sign of high intercultural competence. The self-assessment shows a range of answers between the younger pupils and the older pupils, which we will bring into the discussion part in the next chapter of the thesis.

The results of the self-assessment from the pupils in the 8th-grade indicate that they rate themselves more unevenly than the older pupils, as seen in table 8. In total, 13 of the 8th-grade pupils replied, and one can see that they lean more towards the middle of the scale with their answers. Most of them ticked off the alternatives “sometimes,” “often,” and “always” on most statements while assessing themselves. Also, a few pupils (8%-23%) have ticked off the boxes for “never” or “rarely” on all the statements besides the two statements concerning attitudes. Nevertheless, the majority of the 8th-grade pupils have assessed themselves as possessing a high level of IC based on the statements provided, but with a bigger spread on the scale between the pupils compared to the older pupils. The results are presented by grades in the tables below, starting with the 8th-grade pupil group in table 5.

	Never	Rarely	Sometimes	Often	Always
SKILLS					
I look for information in a variety of sources	0%	8%	15, 3%	61,4%	15,3%
I use my imagination to offer different perspectives	8%	23%	38%	31%	0%
I give clear arguments to explain my thoughts and choices	0%	23%	23%	54%	0%
I explore new things and situations	8%	0%	46%	31%	15%
ATTITUDES					
I show a friendly interest in people and things I encounter	0%	0%	15,%	46%	39%
I adjust my behavior when I feel it is helpful	0%	0%	15%	54%	31%
KNOWLEDGE					
I take into consideration both verbal and non-verbal messages	0%	15%	54%	31%	0%
I recognize that world views and belief systems influence, but do not determine a person's or a group's identity	8%	8%	8%	38%	38%

Table 5. 8th- grade pupil replies (13 replies in total).

When looking at the 9th-grade pupils' replies, the results show a slight difference between the 8th grade and the 9th grade in their self-assessment of IC. 15 of the 9th-grade pupils replied, and most of them answered "often" or "always" approximately 70-80% of the time on most statements. None of the pupils have used the alternative "never," and only one or two pupils have used the alternative "rarely" for two statements. Again, the majority of the 9th-grade pupils have assessed themselves as possessing a high level of IC based on the statements provided, but with a smaller gap among the pupils. See table 6 for details.

	Never	Rarely	Sometimes	Often	Always
SKILLS					
I look for information in a variety of sources	0%	0%	20%	73%	7%
I use my imagination to offer different perspectives	0%	13%	33%	47%	7%
I give clear arguments to explain my thoughts and choices	0%	0%	33%	47%	20%
I explore new things and situations	0%	0%	13%	74%	13%
ATTITUDES					
I show a friendly interest in people and things I encounter	0%	0%	13%	47%	40%
I adjust my behavior when I feel it is helpful	0%	0%	7%	60%	33%
KNOWLEDGE					
I take into consideration both verbal and non-verbal messages	0%	6%	40%	27%	27%
I recognize that world views and belief systems influence, but do not determine a person's or a group's identity	0%	0%	28,5%	28,8%	43%

Table 6. 9th-grade pupil replies (15 replies in total).

The result of the self-assessment of IC among the pupils in the 10th-grade shows that they consider themselves to possess a high degree of intercultural competence based on their judgment from the self-assessment. A total of 18 of the 10th-grade pupils replied, and none of the 10th- graders have used the alternative “never”, and only one or two pupils have ticked off the box for “rarely” on only one statement. Secondly, there is a low answer percentage on the alternative for “sometimes.” Approximately 70%-80% of the pupils used the alternatives “often” or “always” on almost every statement. The majority of the pupils appear to believe that they have acquired a great deal of IC, either from the prior lessons or in general. Table 7 shows all the numbers below.

	Never	Rarely	Sometimes	Often	Always
SKILLS					
I look for information in a variety of sources	0%	0%	22%	33%	45%
I use my imagination to offer different perspectives	0%	0%	11%	72%	17%
I give clear arguments to explain my thoughts and choices	0%	0%	22%	56%	22%
I explore new things and situations	0%	0%	33%	50%	17%
ATTITUDES					
I show a friendly interest in people and things I encounter	0%	0%	11%	61%	28%
I adjust my behavior when I feel it is helpful	0%	0%	11%	33%	56%
KNOWLEDGE					
I take into consideration both verbal and non-verbal messages	0%	0%	31%	31%	38%
I recognize that world views and belief systems influence, but do not determine a person's or a group's identity	0%	6%	6%	44%	44%

Table 7. 10th-grade pupil replies (18 replies in total).

The overall result across all the pupil groups shows that the pupils at this lower secondary school have assessed themselves to have a great level of intercultural competence based on the numbers from the different tables. However, from conversations with the partner teacher, he mentions that pupils' low use of sources is an issue. Because of the partner teacher's remarks, it is interesting to see the pupils' self-assessment indicate the opposite. This will be discussed in the next chapter of the thesis. The self-assessment forms could also indicate that the pupils are aware of which points of the statements they need to work more with in the future. For the thesis, it has been interesting to get an insight into how the pupils consider their own skills, knowledge, and attitudes. The overall result is presented in table 8 below.

	Never			Rarely			Sometimes			Often			Always		
	8 ⁿ	9 ⁿ	10 ⁿ	8 ⁿ	9 ⁿ	10 ⁿ	8 ⁿ	9 ⁿ	10 ⁿ	8 ⁿ	9 ⁿ	10 ⁿ	8 ⁿ	9 ⁿ	10 ⁿ
SKILLS I look for information in a variety of sources	0%	0%	0%	8%	0%	0%	15,3%	20%	22%	61,4%	73%	33%	15,3%	7%	45%
I use my imagination to offer different perspectives	8%	0%	0%	23%	13%	0%	38%	33%	11%	31%	47%	72%	0%	7%	17%
I give clear arguments to explain my thoughts and choices	0%	0%	0%	23%	0%	0%	23%	33%	22%	54%	47%	56%	0%	20%	22%
I explore new things and situations	8%	0%	0%	0%	0%	0%	46%	13%	33%	31%	74%	50%	15%	13%	17%
ATTITUDES I show a friendly interest in people and things I encounter	0%	0%	0%	0%	0%	0%	15,%	13%	11%	46%	47%	61%	39%	40%	28%
I adjust my behavior when I feel it is helpful	0%	0%	0%	0%	0%	0%	15%	7%	11%	54%	60%	33%	31%	33%	56%
KNOWLEDGE I take into consideration both verbal and non-verbal messages	0%	0%	0%	15%	6%	0%	54%	40%	31%	31%	27%	31%	0%	27%	38%
I recognize that world views and belief systems influence, but do not determine a person's or a group's identity	8%	0%	0%	8%	0%	6%	8%	28,5%	6%	38%	28,5%	44%	38%	43%	44%

Table 8. Results from pupils' self-assessment of certain aspects of IC.

5 Discussion

From investigating our first research question, an important finding we want to highlight is that the teachers seem to mostly focus on teaching big-C culture, which is only part of the subcategory of IC, knowledge, according to Byram (2021, p. 46). Evidence of this can be found in the teacher interviews when it is mentioned that the teachers are so used to working with big-C-related themes such as the empire and the colonial times instead of the culture term itself, which is experienced as something new. As presented in sections 2.2.4-2.2.8, IC consists of several subcategories. These include knowledge, attitudes, skills of discovery and interaction, skills of interpreting and relating, and critical cultural awareness. In order to help pupils develop IC properly, one needs to take into consideration not only the knowledge of cultural differences but also other subcategories of IC such as attitudes and skills (Byram, 2021, p. 62) when helping pupils to learn how to successfully interact with people from different cultural backgrounds.

However, three years ago, the teacher participants practiced the teaching of cultural content as promoted through LK06. Our findings suggest that the teachers' current focus on the teaching of IC by introducing knowledge of cultural content such as big-C culture can be explained by the previously familiar way of teaching and assessing it. Lund (2008) states that one of the most pressing challenges concerning IC teaching is ensuring that intercultural issues occur in the classroom, and our findings indicate that the teachers are working on finding a way to approach IC teaching. This becomes evident from the finding suggesting that the teachers are in the process of reorganizing their practice from LK06 to LK20, including their approach toward IC teaching. The teacher participants arguably try to include more content related to IC in their teaching through reorganizing cultural content in the English subject. In this process, they rely on collegial work as a zone of proximal development in an attempt to figure out how to approach IC. They seek for, nonetheless, more explicit guidelines and external recourses which might help them better understand how to approach IC teaching and the assessment of it. From our investigation of LK20 in connection to IC, it becomes clear that there are explicit but vague formulations of the term IC and unclear guidelines for assessing pupils' IC, which makes it even more challenging for the teachers to deal with despite their valued approach of collegial work, as seen in link to each other from figure 2 in section 3.8.

We have seen that IC teaching is experienced as complex and challenging for the teacher participants. Our findings concur with Byram (2020, p. 171), who stresses the possible challenges for current teachers when suddenly dealing with a term previously unfamiliar to them. Byram claims that teachers are not adequately trained to teach IC, and this is what we also observe from the interview with the teachers. This can be seen in their statements of IC being mentioned as fancy, which almost makes them reluctant to teach IC. Further findings of this can be found from the interviews when it is mentioned that the IC wording (in LK20) is for highly educated people. In addition, English textbooks seem to exclude IC elements (Byram, 2020, p. 170). If teachers do not have the proper training for teaching IC in their classrooms, and English textbook authors exclude relevant IC content from the coursebooks used in the English subject, it is no surprise that teachers might struggle with how they should teach IC. In other words, LK20 opens up for more explicit teaching of IC; however, the teachers must have the competence and resources to accomplish IC teaching in practice. If they do not receive proper training or resources, teaching and assessing IC may become a struggle.

We understand from our findings that, in particular, the assessment of pupils' IC is experienced as challenging by the teacher participants. This finding concurs with Hoff (2018, p. 84-85), who claims that assessment is a central issue when teaching IC. Our suggestion for approaching the need for assessment during the learning material design was to implement assessment through a pupil portfolio and include the self-assessment form promoted by the European Wergeland Center (Council of Europe, n.d.). From a research perspective, introducing the self-assessment form prior to and after the implementation of the learning material could maybe have contributed to more accurate data regarding pupils' experiences of IC learning. At the same time, from a theoretical perspective, IC learning is viewed as dynamic and not static (Hoff, 2018, pp. 79-81) and may have to be introduced several times (Hoff, 2018, p. 84). Therefore, we do not believe it is even in the pupils' best interest to rely on assessment based on a minor point in time, which we consider our research to be, as it may not be representative. This question of the validity of the self-assessment form approach is also present based on the findings in the article from Hagen (2021), who points out that pupils may not be aware or able to recognize their stereotypical or prejudiced processes of thoughts.

Hoff (2018, pp. 79-81) also addresses several issues in assessing IC, and one is that pupils may conceal their genuine beliefs and only state opinions they believe their teacher would like to hear. Hoff's statements may be helpful in understanding why the majority of pupils claim to use a variety of different sources. As stated by the teacher participants, they tend to advise the pupils to use more varied sources. In connection to our self-assessment approach, our data is questionable based on Hoff's critique of IC assessment. We have interpreted the self-assessment with skepticism, knowing that the data is likely unprecise. Although, it has been interesting to get an insight into where the pupils allegedly believe or present themselves on the IC scale we provided for them. Another thing we could have done differently with the self-assessment approach during our action research was to ask the pupils about the self-assessment criteria in the interviews of the pupils to gain more data. The responses from the interviews of the pupils could have indicated how and if the pupils experienced this way of assessing as meaningful. However, our findings indicate that using the self-assessment approach, as suggested by Fenner (2017, p. 214), may become inaccurate when assessing pupils' IC.

Due to our initial focus on pupil self-assessment, we could not create learning objectives in their OneNote that supported face validity, as we have previously mentioned as a suggestion from Byram (2020, p. 174) in section 2.5.2. Although we could not conduct the approach to assessment further, we do see possibilities in using Byram's (2021, pp. 134-141), and Lund's (2008) portfolio ideas for formative assessment. Knowing that the lower secondary school where we conducted the research already has a OneNote system for all subjects and subject topics, an idea could be to implement learning objectives on the subcategories that are said to be possible to assess, such as different skills and knowledge (see section 2.5.1) and then avoid spending time on assessing the subcategories that might not be relevant to assess. From the teacher interviews, it was said that pupils are in different stages in their maturing process, which makes it hard for them to understand some of the feedback they are receiving, and that could be an argument for why it is irrelevant to assess subcategories such as attitudes or critical cultural awareness, for example, because they might not be able to develop their attitudes or awareness during their time at lower secondary school. Nevertheless, it is important to work with all the subcategories to develop IC, but teachers need to come back to IC throughout the school year and maybe over the course of years.

The topics for IC have a great potential for interdisciplinary teaching, based on what several participants from the interviews have reported. By working on IC-related topics across different subjects, there may be a higher chance for pupils to understand difficult concepts related to IC and eventually develop competence in interacting with people from different cultural backgrounds by gaining a better understanding of cultural differences. This was seen from comments made by one of the teachers who reported that some pupils actively and more successfully use their knowledge interdisciplinary between subjects, and by one of the pupils who reported using cultural knowledge as an approach to understand the themes of stereotypes and prejudice. In other words, interdisciplinary teaching may lead to in-depth learning among pupils.

Our findings also demonstrate that in-depth learning may promote IC learning and that surface learning may prevent it. From working with stereotypes through an in-depth approach, many of the pupils' definitions or understandings appeared similar to the intended meaning of the terms. As seen in the findings, there were some differences between the younger and older pupils. The difference in understanding may come from the older pupils' previous work with stereotypes and prejudice, as mentioned by the participants. This finding complies with Hoff (2018, p. 84), who mentions the importance of returning to IC as it is complex and takes time to develop. Some teacher participants also mentioned the relevance and challenges of maturity levels. This may indicate that the maturing process is vital for the pupils' ability to develop intercultural competence. At the same time, one of the older pupils defined prejudice as "almost a survival instinct". Prejudice was not focused as much in our lessons but became rather second to the term stereotypes and can, as a result of this, be considered as approached through surface learning. Lund (2008) mentions that surface learning may create stereotypes, and this complies with our findings. If prejudice is believed to be a survival instinct, learners may use it as an excuse or provocation to utter racist remarks when feeling threatened. Based on our findings, it is essential to work with the theme of stereotypes and prejudice more than once through an in-depth approach.

Other findings suggest that pupils need learning materials and activities that can easily be related to their situations and experiences when dealing with concepts and activities within IC. Our findings made it clear that the activities and the final pupil work that appealed to the pupils the most were based on the "All that we share" video. This may be because it allowed the pupils to use experiences from their lives, as seen in some of their final work.

The learning material was also easy to relate to, as some participants mentioned. Our findings comply with what Lund and Villanueva (2020, pp. 150-151) say about the importance of always connecting the teaching material to the pupils' lives. The "All that we share" video is only one example of a learning material that can be introduced to pupils within a mixed age group.

However, our action research approach of revising learning material may indicate that pupils need sufficient scaffolding when learning abstract and complex concepts, and they need concrete modeling of what they are expected to do before engaging in activities using different communication styles. As Byram (2021, pp. 96-99) points out, the five subcategories are intertwined. This important fact may explain why pupils seemingly could not recognize traits of high context communication from the video "What if the president of South Korea came and folded your laundry with you?" (Dingo K-Drama, 2017) as we realize from revising the second lesson with the partner teacher, some pupils mentioned enjoying the communication styles as remodeled in lesson four and using the scaffolded script as a part of their learning of communication styles. As such, if pupils are able to understand the relevance of what they are learning about, they will be more motivated and engage more in the activities provided for them.

6 Conclusion

In our thesis, we have tried to provide an answer to the following thesis question: "How can teachers at a lower secondary school work with intercultural competence in the English subject focusing on stereotypes and prejudice?"

Based on our findings, research on the field of IC, and feedback from the partner teacher, our suggestion for how to teach IC is that one needs to start with learning material that is familiar and relatable for the pupils. In line with what the previous literature says in terms of assessment, we believe that teachers do not necessarily have to approach working with and assessing IC as one general term but rather as an umbrella term that consists of five different subcategories. Considering that IC should be an integrated part of the English subject in general and can function as an interdisciplinary topic within other subjects, the focus can shift between learning objectives linked to the five different subcategories. Working with IC can include many different pupil activities that are scaffolded and linked to their own lives.

Activities, such as some of those we have presented in the thesis, may also open up discussions or conversations where the pupils can be assessed on their oral skills, language, and written work. Their work can be submitted through a portfolio that may provide a more precise representation of the pupils' approach to IC learning during their three years in lower secondary school.

In some ways, it may feel unethical for a teacher to give the pupils an assessment in an age-mixed group based on their attitude or values when they might not even be mature enough to understand the IC content introduced or the feedback they get. Also, the teacher may have to emphasize the assessment of IC differently based on the pupils' grade level. In this assessment approach, more abstract elements such as critical cultural awareness and skills of discovery and interaction can wait to be assessed at a later stage when pupils are mature enough to process abstract thinking and have better reflective skills. Then again, that is, if one chooses to assess it at all. In addition, we suggest returning to different subcategories and themes related to IC more than once and also help pupils find evidence for learning where they may not be able to themselves.

We have only presented some suggestions for how to approach IC teaching, and our focus has mainly been directed towards a few teachers' IC teaching practices at a lower secondary school. At the same time, there are numerous reasons why intercultural competence is an important competence to possess. Developing IC can be justified on several levels, such as from a curriculum standpoint that emphasizes ideas and visions we in our present time aspire towards. Currently, we live in a time when independent countries are attacked, and chaotic demonstrations happen in the streets, both within Norway and our neighboring countries, as well as some Norwegians who think immigrants should strive to become as Norwegian as possible. This is also a time when many people cross borders, travel, and communicate with people from all over the globe. If people do not have any knowledge of how to communicate with people perceived as different from themselves, it is no surprise that conflict arises. Teaching intercultural competence, focusing on stereotypes and prejudices, which are crucial parts of IC, could therefore be a starting point for how we behave and communicate with others.

We will end this thesis with a poem. The poem is written for the purpose of neither stereotypes nor prejudice. However, it can say something about why pupils should develop intercultural competence, starting with the concepts such as stereotypes and prejudices.

Believe

Everyone believes.

Everyone fights for what they believe in.

Everyone knows that what they believe is right.

Everyone believes that what they know is the truth.

(Salole, 2018, p. 354, our translation)

Further research

After finishing this research project, it is clear that there are still many areas within the IC teaching field that need to be studied and researched. A starting point for continuing this research project would be to focus more explicitly on how to assess IC and find realistic possibilities for how to achieve it in the classroom, as this was an addressed issue by the teacher participant whom we were in contact with while conducting research for this master thesis. A suggestion could be to test out Byrns (2020) subcategories and portfolio approach.

Our research shows that self-assessment, which is both suggested and criticized by research, is not necessarily the best option for how to assess intercultural competence if one should assess IC at all. Since IC now has received a generous amount of room in LK20, explicitly and implicitly, an argument for spending time working with IC is that teachers should be able to use it for formative assessment purposes.

On a final note, we would like to encourage teachers and teachers students to promote IC-learning, as it is such an important competence to have in the world we live in today.

7 Literature list

Books and book chapters

Adler, P. A., & Adler, P. (1994). Observational techniques. In N.K. Denzin, & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 379-380). Thousand Oaks: Sage Publications, Inc.

Bjørndal, C.R.P. (2017). *Det vurderende øyet: Observasjon, vurdering og utvikling i praksis* (3rd ed.). Gyldendahl Akademisk.

Byram, M. (2020). Assessment of Intercultural competence and Intercultural Communicative Competence. In M. Dypedahl & R.E. Lund (Eds.), *Teaching and Learning English Interculturally* (pp. 164-185). Cappelen Damm Akademisk.

Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence: Revised* (2nd ed.). Multilingual Matters / Channel View Publications.

Christoffersen, L., & Johannessen, A. (2012). *Forskningsmetode for lærerutdanningene*. Abstrakt forlag.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.

Dypedahl, M. (2020). Culture studies for Intercultural learning. In M. Dypedahl & R.E. Lund (Eds.), *Teaching and Learning English Interculturally* (pp. 58-68). Cappelen Damm Akademisk.

Dypedahl, M., & Bøhn, H. (2017). *Veien til interkulturell kompetanse* (2nd ed.). Fagbokforlaget.

Dypedahl, M., & Bøhn, H. (2018). Intercultural Competence and Culture Pedagogy. In H. Bøhn, M. Dypedahl, & G-A. Myklevold (Eds.). *Teaching and learning English* (pp. 158-177). Cappelen Damm Akademisk

Dypedahl, M., & Lund, R. E. (2020). Intercultural Learning and Global Citizenship in the English Language Classroom. In M. Dypedahl & R.E. Lund (Eds.), *Teaching and Learning English Interculturally* (pp. 10-25). Cappelen Damm Akademisk.

Gleiss, M.S. & Sæther, E. (2021). *Forskningsmetode for lærerstudenter: å utvikle ny kunnskap i forskning og praksis*. Cappelen Damm akademisk.

Hoff, H. E. (2018). Intercultural competence. In A.-B. Fenner., & A.S. Skulstad (Eds.), *Teaching English in the 21st Century* (pp. 67-89). Fagbokforlaget.

Imsen, G. (2014). *Elevers verden: Innføring i pedagogisk psykologi* (5th ed.). Universitetsforlaget.

Kvale, S. & Brinkmann, K. (2015). *Det kvalitative forskningsintervju* (3rd ed.). Gyldendal Akademisk.

Lillejord, S. (2013). Læring som en praksis vi deltar i. In T. Nordahl., T. Helland., S. Lillejord., & T. Manger. (Eds.). *Livet i skolen: grunnbok i pedagogikk og elevkunnskap: 1* (2nd ed., pp. 177-208). Fagbokforlaget.

Lund, R.E. (2020). Language Learning and Intercultural Learning. In M. Dypedahl., & R.E. Lund (Eds.). *Teaching and Learning English Interculturally* (pp. 26-40). Cappelen Damm Akademisk.

Lund, R. E., & Villanueva, M.C. (2020). Intercultural Learning in the Classroom: Some General Principles. In M. Dypedahl., & R.E. Lund (Eds.). *Teaching and Learning English Interculturally* (pp. 150-163). Cappelen Damm Akademisk.

Nilsen, V. (2012). *Analyse i kvalitative studier: Den skrivende forsker*. Universitetsforlaget.

Nordberg, N. H., Eriksen, H. L., & Hustadbråten, S. (2021). *Vurdering uten prøver: fagfornyelsen fra en lektors ståsted*. Universitetsforlaget.

Postholm, M.B. (2010). *Kvalitativ metode: En innføring med fokus på fenomenologi, etnografi og kasusstudier* (2nd. ed.). Universitetsforlaget.

Salole, L. (2018). *Identitet og tilhørighet: Om ressurser og dilemmaer i en krysskulturell oppvektst* (2nd ed.). Gyldendal Akademisk.

Strauss, A., & Corbin, J. M. (1998). *Basics of qualitative research: techniques and procedures for developing grounded theory* (2nd ed.). Sage.

Internet sources

Demokratisk beredskap mot rasisme og antisemitisme. (2022). *Ressursbank*. Dembra.
<https://dembra.no/no/ressursbank/>

Dingo K-Drama. (2017, October 24th). What if the president of South Korea came and folded your laundry with you? ENG SUB • dingo kdrama [Video].
<https://www.youtube.com/watch?v=J9ysHMkB6ew&t=305s>

Fenner, A.-B. (2017). Cultural Awareness in the Foreign Language Classroom. In J. Cenoz, D. Gorter & S. May (Eds.), *Language Awareness and Multilingualism. Encyclopedia of Language and Education* (3rd ed. pp. 205-217). Cham: Springer.
<https://link-springer-com.mime.uit.no/content/pdf/10.1007/978-3-319-02240-6.pdf>

Hagen, F. S. (2021). Norske elevers konseptualisering av rasismebegrepet. *Nordisk tidsskrift for pedagogikk & kritikk*, 7, 147-162. <https://doi.org/10.23865/ntpk.v7.2269>

Kemmis, S. & M. Wilkinsom. (1998). Participatory action research and the study of practice. In B. Atweh., S. Kemmis., & P. Weeks (Eds.). *Action research in practice : partnership for social justice in education* (pp. 21-36). Routledge. <https://doi.org/10.4324/9780203024478>

King, M.L. Jr. (2008). Speech at St. Louis, March 22, 1964. In Knowles, E. (Ed.), *Oxford Dictionary of Modern Quotations*. Oxford University Press. <https://www-oxfordreference-com.mime.uit.no/view/10.1093/acref/9780199208951.001.0001/q-author-00005-00000996>.

Lund, R. E. (2008). Intercultural competence - an aim for the teaching of English in Norway? *Acta Didactica Norge*, 2 (1). <https://doi.org/10.5617/adno.1025>

Ministry for Education and Research. (2013). *English subject curriculum (ENG1-03)*. <http://data.udir.no/kl06/ENG1-03.pdf?lang=http://data.udir.no/kl06/eng>

Ministry of Education and Research. (2019). *Curriculum in English (ENG01-04)*. Established as a Regulation. The National curriculum for the Knowledge Promotion 2020. <https://data.udir.no/kl06/v201906/laereplaner-lk20/ENG01-04.pdf?lang=eng>

Myrebøe, T. (2021). Nedsettende – og innafor? Læreres erfaringer med elevers bruk av stereotypier og fordomsuttrykk i klasserommet. *Nordisk tidsskrift for pedagogikk & kritikk*, 7. <https://doi.org/10.238>

Norges Tekniske Naturvitenskapelige Universitet. (2019) *LAB-Ted: Learning, Assessment and Boundary crossing in Teacher education*. NTNU. <https://www.ntnu.edu/ilu/lab-ted>

Norwegian Directorate of Education and Training. (2017). *Core curriculum – values and principles for primary and secondary education*. Established as a Regulation by Royal Resolution. Læreplanverket for Kunnskapsløftet 2020. <https://www.udir.no/lk20/overordnet-del/?lang=eng>

Norwegian Directorate of Education and Training. (2020, June 29th). *Kjennetegn på måloppnåelse – engelsk 10. trinn*. UDIR. <https://www.udir.no/laring-og-trivsel/lareplanverket/kjennetegn/kjennetegn-pa-maloppnaelse--engelsk-10.-trinn/>

Statistisk Sentralbyrå. (2021, Dec 14th). *Holdninger til innvandrere og innvandring*. Statistisk Sentralbyrå. <https://www.ssb.no/befolkning/innvandrere/statistikk/holdninger-til-innvandrere-og-innvandring>

TEDGlobal. (2009, July). *The Danger of a single story* [Video]. TEDGlobal. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story#t-383101

Tedx Talks. (2014, October 21st). *Accepted and familiar* [Video]. Youtube.

<https://www.youtube.com/watch?v=YMyofREc5Jk&t=154s>

Thagaard. T. (2013). *Systematikk og innlevelse : en innføring i kvalitativ metode* (4. ed.). Fagbokforlaget.

The Council of Europe. (n.d.). Intercultural matters: Recognising Intercultural Competence. <https://www.coe.int/en/web/pestalozzi/intercultural-matters>

The Council of Europe. (2022). Who we are. <https://www.coe.int/en/web/about-us/who-we-are>

The European Wergeland Center. (n.d.). About us. <https://theewc.org/about-us/>

TV2 Play. (2017, January 27th). All that we share [Video]. Youtube.

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Appendix

Appendix 1- Lesson plans, full descriptions

Lesson 1

The first lesson sought to introduce the concept of the terms *culture*, *stereotype*, and *prejudice*. The learning objective was: *To gain an understanding of the terms stereotype and prejudice*. The lesson started with a pupil activity where the pupils were instructed to create an online word cloud about their perception of the Norwegian culture. The result of their contribution, which was briefly discussed in the classroom afterward, can be seen in appendix 2. Afterwards, some time was spent talking about what the terms stereotype and prejudice means. The pupils were then introduced to a video clip from a video called "All that we share" (inspired by Dembra) which deals with how humans are put into boxes based on appearances, but if they are able to look beyond that, they might realize that we have much more in common than expected (TV2 Play, 2017). After watching the video, the pupils were asked to form a pupil circle and to participate in an activity similar to the one shown in the video. They were presented with a list of «I» statements (e..g, I like cross-country skiing, I like pineapple on my pizza) and whenever an "I" statement came which they agreed with, they had to walk to a different place in the circle. This activity was implemented to show the pupils that they might have more in common than what they might believe. By the end of the lesson, the pupils answered some reflection questions about their thoughts about prejudices (see appendix 3).

Lesson 2

The second lesson focused on introducing communication styles (Dypedahl & Bøhn, 2017; Lund, 2020), and different subject literature was used as an inspiration for this lesson. The learning objective for this lesson was: *Reflect on your own communication style(s) and how it may differ from others*. The teacher started the lesson by presenting models for different communication styles. We introduced all the communication styles mentioned in section 2.4.2. In order to help pupils better understand different communication styles across different cultures, some examples such as high context and low context were introduced through a Youtube-Video named "What if the president of South Korea came and folded your laundry with you?" (Dingo K-Drama, 2017). This video shows a South Korean student who meets the president of South Korea and how they communicate in relation to each other.

The pupils were then handed out instructions for a role-play where they were encouraged to make use of the knowledge concerning communication styles. They were instructed to fill out the necessary roles and conduct a minor role play. In their hand-outs, general frames for instruction were added, such as: "You are at a formal meeting, but you speak informally" or "There is an issue regarding office disturbances. Possible disturbances are too much chatter, too cold work temperatures, or the clacking of keyboard buttons being too loud. Address these problems indirectly." Reflection questions were presented afterward, and the pupils were then asked to formulate two text messages: One text message to a friend and one to their grandparents. The pupils were asked to comment on the differences in the language used in two different text messages (based on Lund, 2020). During the implementation of the second lesson, it became clear that the approach toward different communication styles was too poorly scaffolded. The content of the lesson was revised following the steps in the ADDIE model, and another lesson, lesson four, was created and implemented based on the experience gained from the second lesson.

Lesson 3

The third lesson focused on cultural differences in which the learning objective was retrieved from The European Wergeland Center: *I show awareness of the fact that other people might think, behave, and feel differently* (The Council of Europe, n.d.). The teacher started by talking about general aspects of culture. The pupils were then introduced to a three-minute-long excerpt of a Tedx Talk by Pellegrino called "Accepted and familiar" (Tedx Talk, 2014). This purpose of presenting this video was to show the pupils how easy it is to attribute people stereotypical (and prejudice) traits based on a lack of knowledge. As a post-video activity, the teacher asked the pupils to reflect upon what they had seen in the video excerpt in pairs. The iceberg model (see pp. 10-11) was then presented through a pupil activity - working more in-depth with the over-and underlying perspectives associated with culture. The pupils then chose three terms above and below the iceberg model which they could identify with (to some degree) and compared their model to the model of one of their classmates. Afterwards, they were shown a few videos of different dances that, from an outsider perspective, seem to represent one thing, but with more knowledge about the culture, one learns that they represent something more. This was to give the pupils a concrete example of what the iceberg model represents. The pupils then preceded to discuss the message of the video, before answering some reflection questions, individually, at the end of the lesson.

Lesson 4

For the fourth lesson, the learning objective was *to reflect on your own communication style(s) and how it may differ from others*. Communication styles (based on Dypedahl & Bøhn, 2017; Lund, 2020) were revisited where the pupils acted out some everyday situations in the form of conversation (based on Lund & Villanueva, 2020). The learning objective was focused on communication styles, as we considered it to be important to spend some extra time on this matter for the pupils to better understand it, compared to the second lesson. However, we planned on doing other activities as well but did not include that as a part of the learning objective. In contrast to the second session, the pupils were not asked to do a role-play freely; instead, they were handed out a script with different conversations. Some conversations, such as "hotel reservation 1" and "hotel conversation 2," (see appendix 4) in which different communication styles (e.g., either informal or formal) were to be tried out. The pupils were then asked to perform each conversation and point out and reflect on any potential differences in communication styles.

Later in the lesson, an excerpt of the Ted Talk "The danger of a single story" (TEDGlobal, 2009) was introduced. This video addresses the issue of only being presented with one story of, for example, Africa, and that stereotypes are created when we are not presented with several stories which bring perspectives (see pp. 17-18 for further video details). As a post-video activity, the pupils were asked to discuss the message of the video. The last activity of the lesson was a circle game where the pupils had to take a stand toward eight different statements relating to IC. The statements were retrieved from The European Wergeland Center (The Council of Europe, n.d.), and the same statements would later be handed out as a self-assessment form. This circle game became a continuation of the circle game introduced in the first lesson. Presenting statements during the circle game in this lesson was intended to introduce the pupils to the language and terms used in the self-assessment form introduced in lesson seven. From the category of knowledge, one question was: "I take into consideration both verbal and non-verbal messages." One question was from the category of attitudes: "I show a friendly interest in people and things I encounter." From the category of skills, one question was: "I look for information in a variety of sources."

Lesson 5

The fifth lesson introduced the pupils' final assignment. The learning objective for this lesson was: Choose an in-depth project that interests you (the pupil) and investigate it further. The pupils could choose between the three different videos we had worked with "All that we share" (TV 2 Play, 2017), "Accepted and familiar" (Tedx Talks, 2014), and "The danger of a single story" (TEDGlobal, 2009), which they were supposed to watch. The three videos came with two to three reflection questions that the pupils had to answer. One example of a reflection question was (from the "All that we share video") "Have you ever experienced a situation in which someone you thought was different from you turned out to have something in common with you?". We also made an extra assignment for pupils who finished early or needed an extra challenge. This task required the pupils to choose a country and compare it to Norway in terms of cultural differences.

In their main assignment, the pupils had to make a digital poster or a paper poster to be able to present their work visually. The intention of the poster was to present their chosen in-depth project to a group of pupils, divided into the same age groups, in a cafe dialogue, which we will describe further (see lesson 7). The entire lesson was spent working with the poster and preparing for the presentation. They were given two lessons (50 minutes each) to finish their assignments.

Lesson 6

In the sixth lesson, the pupils continued to work with their posters and prepare for their presentations for the next lesson, with the same learning objective as the previous lesson.

Lesson 7

In the seventh lesson, the pupils received ten minutes to prepare for the presentation of their posters (see appendix 5 for examples of the posters). The posters were presented through a cafe dialogue where pupils sat around a table with a smaller group and presented their work. A cafe dialogue approach was used as a more efficient way of presenting the poster for several reasons. Firstly, it made it less scary for the pupils to present their work for a smaller amount of the pupil group within their same age group (this has been confirmed by several pupils in field conversations). Secondly, the cafe dialogue provided the opportunity to finish all the presentations in one lesson. This is something we could take advantage of since there were several teachers and student teachers present to listen to the different groups.

Also, this gave the teacher participants the opportunity to use the pupils' oral activity as grounds for assessment. During the poster presentations, the pupils were encouraged to give feedback and ask questions about each other's posters. After finishing the presentations of the posters, all the pupils' were asked to assess their own intercultural competence based on eight statements from The European Wergeland Center (n.d.). The eight statements reflected various areas of knowledge, skills, and attitudes and were chosen in parallel to the previous lessons' learning objectives. Examples of statements were: "I recognize that world views and belief systems influence, but do not determine a person's or a group's identity" and "I show a friendly interest in people and things I encounter."

Appendix 3: Reflection questions

By the end of most lessons, the pupils were given reflection questions to answer. Here are an example of reflection questions.

Research suggests that we all judge people by their appearance and language, which is natural. Therefore, it is important to be aware of this and positively use this awareness of stereotypes when meeting and interacting with other people.

Reflect on these questions:

- 1) *Have you ever judged someone based on their appearance?*
- 2) *Have you ever felt judged?*
- 3) *Is being judged a bad thing?*

To which one pupil answered:

Share your wisdom here

1) I used to judge people by their looks and how they acted. But in the meantime have I learned that people aren't always what they seem to be. Some people I thought was weird, were actually kind of funny. So I think before you judge someone by their appearance, you should get to know them first.

2) I have actually never felt judged. I'm sure people have judged me by looking at me, but I have never felt that someone has judged me. I wouldn't really care if I noticed it, because they got to know me before they can judge.

3) I don't think that to judge someone is always a bad thing. If you imagine you're lost in a city and see some scary looking dudes in a dark corner. I wouldn't ask them for directions if I was you, they would probably rob you or something like that. Therefore I think that you got to decide for yourself if you are going to judge someone or not.

Appendix 4: The scripted hotel conversations used in lesson 4.

In pairs of two:

Declare the roles of the hotel manager and the guest between you and your partner.

The guest's lines are written in *italics*.

In pairs, compare the two conversations against each other and reflect on their content.

Hotel reservation #1

Yo! Can I speak to the man in charge?

Speaking. How may I help you?

Me and some friends are going to a festival! Can you hit us up with two rooms?

No problem (Sir/Miss). For how long would you like to stay?

Three days, maybe five – we don't know.

Splendid (Sir/Miss)! I will write you up for five nights. Would you like double beds or single beds?

We need two single beds in each room, fam. And breakfast?

Excellent question (Sir/Miss). Our breakfast package is included for £10 per person and is served between 6 AM and 9 AM

Darn, that's expensive. And early!

Of course (Sir/Miss), I understand. We have a wide selection of grocery stores and restaurants nearby.

Nice.

All right (Sir/Miss); that will be five nights, breakfast excluded; it amounts to £100. How would you like to pay?

Cash, of course?

No problem, Sir. We are looking forward to your visit next week. Goodbye.

Bye.

Hotel reservation #2

Good evening, may I speak to the hotel manager, please?

Speaking, how can I help you?

Hello. I would like to book two rooms for four nights starting next Monday, please.

No problem (Sir/Miss), would you like double beds or single beds?

Two single beds in each room are lovely, thank you. Is breakfast included in the price?

Yes, it is, that will be £100 altogether. How would you like to pay?

I will pay in cash when we arrive. Many thanks for your help.

It is always my pleasure, (Sir/Miss). We are looking forward to your visit next week. Good Bye.

Appendix 5 - Posters made by pupils

As a final assignment, the pupils were asked to make a poster to present their answers to their chosen assignment. Below are the results from 8th, 9th, and 10th graders who chose to focus on the video “All that we share”.



Poster 1: Jenny’s assignment poster (8th-grade).

KIM

OPG 1: ALL THAT WE SHARE

SHOULD WE CATEGORIZE PEOPLE INTO DIFFERENT CLASSES?

I don't think we should do that, because getting to know the person is smarter than just categorize them. You never know for sure how a person really is before you get to know them.

HAVE YOU EXPERIENCED A SITUATION IN WHICH SOMEONE YOU THOUGHT WAS DIFFERENT FROM YOU TURNED OUT TO HAVE SOMETHING IN COMMON?

ONCE A CUPL E YEARS BACK I MET A GUY THAT LOOKED REALLY NERDY. HE HAD GLASSES, ALL HE DID WAS READING BOOKS AND PLAYED FANTASYGAMES ON HIS FREETIME. HE SOMETIMES ACTED LIKE A CHILD. THEN, WHEN WE HAD A SCHOOL PROJECT, I WAS PALCED ON THE SAME GROOP AS THAT BOY. I THOUGHT THAT IT WAS GONING TO BE A BORING PROJECT WITH HIM, BUT IT TURNED OUT WE HAD THE SAME HUMOUR. I HAD "WOW, I DIDN'T REALLY EXPECT THAT" MOMENT RIGHT THERE, AND FROM THERE I DECIDED TO NEVER JUDGE SOMEONE BEFORE I GOT TO KNOW THEM.



Poster 2: Kim's assignment poster (8th-grade).

All that we share

Have I ever experienced a situation on where I thought someone


- I don't feel like I have met someone that is very different from me, but if it happens, I think that we don't speak to each other much.

- Do you think we should not categorize people in different classes?


- I think that humans do this automatically, but it does not mean that some people should be less respected, but sometimes you can see who a person are by looking at them



Poster 3: Oscars assignment poster (9th-grade).



ALL THAT WE SHARE



Have you experienced a situation in which someone you thought was different from you turned out to have something in common? If your answer is no, reflect on how our mindset affect the way you see people.

When I play football matches, I may judge people. But when I get to know them outside of football, we have a lot in common and get along well. Everyone has thoughts about people before you get to know them. It is something we do without thinking about it. I don't know why, but I think it is to protect us. Protect us from what is dangerous or scary. Protect us from people we don't know or know anything about

Do you think we should not categorize people into different classes? Why or why not? Explain your answer.

Categorizing people into different groups can be both negative and positive. The positive side is that everyone may belong to one group, because everyone has something in common. The negative side is that we have prejudices about people before we get to know them and that make us dislike someone before we get to know them.

Poster 4: Tim's assignment poster (10th-grade)

Appendix 6 - Interview Guide teachers

Om informanten

1. Hvor lenge har du jobbet som engelsklærer?

Engelskundervisning og kulturelt innhold

1. Hvor lenge har du jobbet med læreplanen Fagfornyelsen fra 2020?
2. Hvordan foregår planlegging av undervisningen i engelskfaget ved skolen?
—> Jobber skolen sammen i team?
1. Hva vektlegger dere i gjennomføring av engelskundervisning med kulturelt innhold?

Interkulturell kompetanse: begrep, fagfornyelsen og praktisering i undervisning?

1. Interkulturell kompetanse er nedfelt i flere deler av Fagfornyelsen. Hvordan oppfatter dere dette begrepet i engelskfaget, og i andre fag?
2. En endring fra LK06 til LK20 er felles karakter i faget fremfor en skriftlig og en muntlig karakter. Hvordan har tilnærmingen endret seg? Tilpasses undervisningen?
3. Blir interkulturell kompetanse tatt i betraktning når litteratur skal velges?
4. Hvordan opplever dere elevene sin deltakelse i undervisning med kulturelt innhold?

Interkulturell kompetanse og vurdering

1. Hva tenker dere om begrepet interkulturell kompetanse i forhold til vurdering?

Elevene sin deltakelse i undervisning med kulturelt innhold og deres holdninger til kulturelt mangfold?

1. Hvilke erfaringer har dere med elever sine refleksjoner av mennesker med andre levesett enn dem selv?
2. Hva anser du som tegn på god og dårlig interkulturell kompetanse? Har du eksempler/ erfaringer du kan dele?
3. Opplever dere at elevene tar i bruk negative stereotypiske eller fordomsfulle uttrykk i løpet av skoledagen?

Dersom ja: Hvordan forholder lærerne seg til disse uttalelsene?

1. Er det noe annet knyttet til deres opplevelse av interkulturell kompetanse som dere føler vi har utelatt å prate om?

Appendix 7 - Interview Guide pupils

Om informantene:

1. Hvilket klassetrinn går du i?
2. Hvordan er det å være elev ved denne skolen? Kan dere beskrive miljøet, hvorfor trives dere?
3. Sånn til vanlig, når vi studentene ikke er her, kan dere beskrive hva dere pleier å gjøre i engelsk undervisningen på skolen?

Elevs forståelse av IK

1. Vet dere hva interkulturell kompetanse er? Evt, hva tror dere det handler om?
2. Stereotypi og fordommer er to begreper som blant annet blir brukt i engelskfaget. Hvordan forstår dere disse begrepene?
3. Trenger man kunnskap om disse begrepene når man møter andre mennesker, hvorfor/hvorfor ikke?

Elevs opplevelse av undervisningen

1. Kan dere bruke noen sekunder til å tenke over hva er kultur for dere, også diskutere det med hverandre?
2. Har dere tidligere hatt undervisning som omhandler kultur i engelsk eller andre fag? Enn stereotypier og fordommer?
1. Hvordan har dere opplevd å ta del i undervisningsøkter i engelskfaget de siste fire ukene hvor fokuset har vært på stereotypier og fordommer?
→ Er det noen av øktene dere husker bedre enn andre?
1. Har dere noe kjennskap til "Show me a little piece of..?"
Oppfølgingsspørsmål: Hvordan oppleves det å delta på "Show me a little piece of..?"
1. Var det noen av læringsaktivitetene dere skulle ønske vi jobbet mer eller mindre med?
Oppfølgingsspørsmål: Hvorfor/Hvorfor ikke?

Elevs opplevelse av lærer som fagperson

1. Hva mener dere er viktig for en lærer å huske på når man underviser om stereotypier og fordommer?
2. (Opplever dere noen gang lærerne som fordomsfulle?)
3. Er det noe dere vil legge til dette gruppeintervjuet dere føler vi har utelatt å prate om?

Appendix 8 - NSD

821529

Prosjekttittel

Mastergradsprosjekt: Hvordan kan en jobbe med interkulturell kompetanse på en ungdomsskole med fokus på stereotypier og fordomme

Behandlingsansvarlig institusjon

UIT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Institutt for lærerutdanning og pedagog

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Minjeong Son, minjeong.son@uit.no, tlf: +4777660727

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Anniken Isaksen, ais033@uit.no, tlf: 99518511

Prosjektperiode

06.12.2021 - 15.05.2022

Vurdering (2)

08.02.2022 - Vurdert

Vi noterer at det ikke er registrert noen endringer som påvirker vurderingen.

OPPFØLGING AV PROSJEKTET

NSD vil følge ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet i tråd med den behandlingen som dokumentert.

Kontaktperson hos NSD: Olav Rosness

Lykke til videre med prosjektet!

08.12.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gje med det som er dokumentert i meldeskjemaet med vedlegg 08.12.2021. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 b

LOVLIG GRUNNLAG FOR UTVALG 2

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om elever alder 13-16 år. Vår vurdering er at prosjektet vil innhente samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 b

Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

LOVLIG GRUNNLAG FOR TREDJEPERSON

Under datainnsamlingen kan det fremkomme personopplysninger om lærere under intervju av deres elever. Det skal bare registreres alminnelige kategorier av personopplysninger om tredjeperson og disse skal anonymiseres fortløpende. Tredjepersoner har samtykket og er informert om behandlingen. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke for til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lenger enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 1

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), tilsyn og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 e) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema> Du må vente på endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet i tråd med den behandlingen som dokumentert.

Kontaktperson hos NSD: Olav Rosness, rådgiver.

Lykke til med prosjektet!

Appendix 9

Informasjonsskriv til elever og foresatte

Vil du delta i forskningsprosjektet

Hvordan opplever elever undervisningen om stereotypier og fordommer?

Formål

Vi er to studenter, Anniken Isaksen og Vebjørn Seljestad, som skriver master i Engelsk på Grunnskolelærerutdanningen 5.-10.trinn. I den forbindelse ønsker vi å komme i kontakt med noen elever som deltar i engelskundervisning, og som kunne tenkt seg å delta på observasjon, feltsamtaler og et gruppeintervju. Hensikten med forskningsprosjektet vårt er å undersøke hvordan elever opplever undervisning om stereotypier og fordommer. Vi kommer til å bruke opplysninger gitt fra elevene som bakgrunn for vårt mastergradsprosjekt «Hvordan kan man arbeide med interkulturell kompetanse med fokus på stereotypier og fordommer». Alt av informasjon vi samler inn vil bli behandlet med forsiktighet, konfidensielt og anonymisert.

Hvem er ansvarlig for prosjektet?

Norges arktiske universitet (UiT) er ansvarlig for prosjektet. Vår veileder fra universitetet er Minjeong Son ved institutt for lærerutdanning og pedagogikk.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta sammen med 5 andre elever fordi vi skal gjennomføre et aksjonsforskningsprosjekt i en skoleklasse der du deltar som elev. I samråd med din engelsklærer har vi valgt å spørre deg om din deltakelse som informant i vårt gruppeintervju. Vi anser dine innspill som relevant og din evne til å formidle egne meninger og synspunkt om stereotypier og fordommer som viktig for vårt prosjekt.

Hva innebærer det for deg å delta?

Dersom du ønsker å delta i prosjektet vårt vil informasjonen bli samlet inn gjennom en undervisningsperiode på ca. 4 uker. Vi studenter vil gjennomføre observasjon og feltsamtaler av deg og andre elever som deltar i engelskundervisningen i denne perioden. Feltsamtalene anslår vi vil vare i 1-5 minutter og vil dreie seg om observasjoner gjort underveis i undervisningen. Mot slutten av undervisningsperioden gjennomfører vi et gruppeintervju. Gruppeintervjuet gjennomføres på skolen og vi anslår at gruppeintervjuet varer i omtrent 25-30 minutter. Vi spør om elevenes opplevelse av undervisningsperioden og erfaringer knyttet til stereotypier og fordommer. Vi bruker også skriftlige elevtekster som blir produsert mens forskningsprosjektet foregår for å få større innsikt i elevenes opplevelse av undervisningen. Opplysninger som kommer frem under undervisningsperioden og vår tolkning av opplysningene, er hva som ligger til grunn for å svare på oppgaven vår. Det er kun vi studenter som blir å gjennomføre observasjon, feltsamtale og gruppeintervjuet. Alle opplysninger som fremkommer blir anonymisert. Dersom det er ønskelig kan foresatte på forhånd få innsyn i intervjuguiden med oversikt over spørsmålene til intervjuet eller stille andre spørsmål om prosjektet. Foresatte kan da henvende seg til studentene eller veileder Minjeong Son.

Det er frivillig å delta

Det er frivillig å delta i vårt prosjekt. Du kan når som helst trekke din deltakelse fra prosjektet uten å oppgi årsak. Alle opplysninger du har bidratt med vil da bli slettet. Å trekke seg fra vårt prosjekt vil ikke påvirke ditt forhold til skolen, relasjonen til dine lærere, forholdet ditt til

oss studenter eller Universitet i Tromsø. Dersom du ønsker å trekke deg fra prosjektet vårt kan du henvende deg til en av oss studenter eller vår veileder.

Ditt personvern - hvordan vi oppbevarer og bruker dine opplysninger?

Vi vil kun bruke opplysningene som blir gitt fra deg i arbeidet med vår oppgave som informert om i dette skrivet. Det er bare Anniken Isaksen, Vebjørn Seljestad (studenter), og vår veileder Minjeong Son fra Universitet i Tromsø, som vil ha tilgang på opplysninger som fremkommer. Vi kommer til å ha lydopptakeren som blir brukt under intervjuet innelåst i et skap når den ikke brukes. Vi vil også benytte oss av passordbeskyttelse på dokumenter som inneholder opplysninger oppgitt av forskningsdeltakerne. I tillegg vil alt av datamateriale anonymiseres i arbeidet med masteroppgaven. På denne måten kan ingen av deltakerne identifiseres av hverken lærere eller andre utenforstående som leser oppgaven vår.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Planlagt prosjektslutt er 15.05.2022. Det innsamlede datamaterialet og personvernopplysninger brukt i oppgaven vil da slettes.

Hva gir oss rett til å behandle opplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke. På oppdrag fra *UiT - Norges Arktiske Universitet* har NSD - Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

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

Hvor kan jeg finne ut mer?

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

- UiT- Norges arktiske universitet avd. Tromsø ved student Vebjørn Seljestad, mail: vse021@post.uit.no eller Anniken Isaksen, mail: ais033@post.uit.no eller veileder Minjeong Son, mail: minjeong.son@uit.no
- Vårt personvernombud: Joakim Bakkevold, mail: personvernombudet@uit.no eller tlf: 77 64 63 22 og 97 69 15 78.
- NSD - Norsk senter for forskningsdata AS, på epost (personvertjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

Student

Student

Minjeong Son

Anniken Isaksen

Vebjørn Seljestad

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet “*Hvordan opplever elever undervisningen om stereotypier og fordommer?*”, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- å bli observert
- å gjennomføre feltsamtaler ved behov
- til at studentene kan ta i bruk mitt engelsk skriftlige arbeid fra skolen i perioden 04.01.2022 -04.02.2022

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet den 15.05.2022

(Signert av prosjektdeltaker, dato)

(Signert av foresatt, dato)

Appendix 10

Informasjonsskriv til lærere

Vil du delta i forskningsprosjektet

Hvordan har engelsklærere på en ungdomsskole arbeidet med interkulturell kompetanse etter innføringen av Fagfornyelsen 2020?

Formål

Vi er to studenter, Vebjørn Seljestad og Anniken Isaksen, som skriver master i Engelsk på Grunnskolelærerutdanningen 5-10. I den forbindelse ønsker vi å komme i kontakt med lærere som underviser i engelsk og som kan delta på et intervju med fokus på undervisning av interkulturell kompetanse. Hensikten med forskningsprosjektet vårt er å undersøke hvordan lærere har arbeidet med interkulturell kompetanse på en ungdomsskole etter innføringen av Fagfornyelsen 2020. Vi bruker dette intervjuet som en del av vårt mastergradsprosjekt «Hvordan kan man arbeide med interkulturell kompetanse med fokus på stereotypier og fordommer». Alt av informasjon vi samler inn vil bli behandlet med forsiktighet, konfidensielt og anonymisert.

Hvem er ansvarlig for prosjektet?

Norges arktiske universitet (UiT) er ansvarlig for prosjektet, og vår veileder er Minjeong Son ved institutt for lærerutdanning og pedagogikk.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta fordi vi skal gjennomføre et aksjonsforskningsprosjekt i en skoleklasse der du underviser som englesklærer. Vi anser din tidligere erfaring som englesklærer som aktuelt for vår oppgave.

Hva innebærer det for deg å delta?

Dersom du ønsker å delta i prosjektet vårt vil informasjonen bli samlet inn gjennom et gruppeintervju bestående av deg selv og 1-2 kollega(er). Intervjuet omhandler din og dine kolleger sine erfaringer med undervisning av interkulturell kompetanse. Intervjuet vil gjennomføres på arbeidsplassen din og vil ta omtrent 25-30 minutter å gjennomføre. Dersom du samtykker til deltakelse innebærer det tillatelse for oss studenter til å gjennomføre et intervju av deg ved bruk av lydopptaker. Du kan også bli benevnt i gruppeintervjuet med elevene angående deres opplevelser av undervisningsperioden. Opplysninger som fremkommer under intervjuet, og vår tolkning av opplysningene, er hva som ligger til grunn for oppgaven vår. Alle opplysninger som fremkommer fra intervjuet av lærerne og benevnelser av deg fra intervjuet med elevene anonymiseres.

Det er frivillig å delta

Det er frivillig å delta i vårt prosjekt. Du kan når som helst trekke din deltakelse fra prosjektet uten å oppgi årsak. Alle opplysninger du har bidratt med og referanser fra elevene som omhandler deg vil da bli slettet. Å trekke seg fra vårt prosjekt vil ikke påvirke jobben din, ditt privatliv, forholdet ditt til oss studenter eller Universitet i Tromsø. Dersom du ønsker å trekke deg fra prosjektet vårt kan du henvende deg til en av oss studenter eller vår universitetsveileder.

Ditt personvern - hvordan vi oppbevarer og bruker dine opplysninger?

Vi vil bruke opplysningene som blir gitt til det formålet som vi har informert om i dette skrevet. Det er kun Anniken Isaksen, Vebjørn Seljestad (studenter) og veileder Minjeong Son som vil ha tilgang på opplysningene. Vi kommer til å ha lydopptaker innelåst i et skap slik at ingen sensitiv blir tilgjengelig for andre, og vi vil benytte oss av passordbeskyttelse på dokumenter som inneholder opplysninger oppgitt av forskningsdeltakerne. I tillegg vil alt av datamaterialet anonymiseres etter endt datainnsamling slik at ingen av deltakerne kan identifiseres i mastergradsavhandlingen.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Planlagt prosjektslutt er 15.05.2022. Det innsamlede datamaterialet og personvernopplysninger vil bli slettet ved prosjektslutt.

Hva gir oss rett til å behandle opplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke. På oppdrag fra *UiT - Norges Arktiske Universitet* har NSD - Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg, og få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg som er feil eller misvisende,
- å få slettet personopplysninger om deg, og

- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hvor kan jeg finne ut mer?

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

- UiT- Norges arktiske universitet avd. Tromsø ved student Vebjørn Seljestad, mail: vse021@post.uit.no eller Anniken Isaksen, mail: ais033@post.uit.no eller veileder Minjeong Son, mail: minjeong.son@uit.no
- Vårt personvernombud: Joakim Bakkevold, mail: personvernombudet@uit.no eller tlf: 77 64 63 22 og 97 69 15 78.
- NSD - Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

Student

Student

Minjeong Son

Anniken Isaksen

Vebjørn Seljestad

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Hvordan har engelsklærere på en ungdomsskole arbeidet med interkulturell kompetanse etter innføringen av Fagfornyelsen 2020?*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i gruppeintervju
- å bli nevnt som tredjepart i gruppeintervju av elever

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

(Signert av prosjektdeltaker, dato)

