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What Even is Oracy?

A Mixed Methods Approach to Analysing Oracy and Communicative Competence within the English Subject Textbooks

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Summary

This study investigates how oracy and communicative competence is present in a selection of Year 4 textbooks from the English subject. The motivation for this study was to gain greater knowledge about evaluating and choosing learning materials in relation to oracy. Our research question is as follows:

> How are pupils in early primary education introduced to oracy through English subject textbooks, and in which ways do the tasks develop pupils' communicative competence?

To answer our research question, we have used an exploratory sequential design, which is a mixed methods approach. As we wanted to investigate *muntlighet* in early primary education, we discuss what terms are appropriate to use, and decided to make use of these: oracy, oral skills, and communicative competence. Through our analysis process, we adapted a model of communicative competence, which is central throughout our thesis. The adaptation is closely related to the English subject competence aims after Year 4 in LK20.

Our findings indicate that there are several textbook tasks and activities that focus on oracy. We discuss the quality of these tasks related to; in-depth learning, varied working methods, and what kinds of skills within communicative competence the tasks practises. Findings beyond the textbooks include the importance of the teachers' didactic competence, as well as the use of our adapted model as a didactic and analytical tool. Our findings show how important it is to be able to actively choose *if* and *when* to make use of the textbook based on subject-specific knowledge and didactic competence.

Sammendrag

Denne masteroppgaven undersøker hvordan muntlighet og kommunikativ kompetanse er til stede i et utvalg av engelske lærebøker for fjerdeklasse. Bakgrunnen for oppgaven var å øke kunnskapen om evaluering av valg av læringsmateriale knyttet til muntlighet. Vår problemstilling er som følger:

> Hvordan introduseres elever på småtrinnet for muntlighet gjennom engelske lærebøker, og på hvilke måter utvikler oppgavene elevenes kommunikative kompetanse?

For å svare på problemstillingen brukte vi et *exploratory sequential design,* som er en *mixed methods* tilnærming. Ettersom vi ville undersøke muntlighet på småtrinnet diskuterer vi hvilke begreper vi fant passende. Vi benyttet disse engelske begrepene: *oracy, oral skills* og *communicative competence.* Gjennom vår analyseprosess tilpasset vi en modell av kommunikativ kompetanse, som er sentral gjennom hele oppgaven. Tilpasningen er gjort på bakgrunn av kompetansemål i engelsk etter 4. trinn i LK20.

Våre funn indikerer at muntlighet forekommer i flere oppgaver og aktiviteter i lærebøkene. Vi diskuterer kvaliteten av oppgavene relatert til dybdelæring, varierte arbeidsmetoder og hvilke typer ferdigheter innenfor kommunikativ kompetanse oppgavene øver. Funn utenfor lærebøkene inkluderer viktigheten av lærernes didaktiske kompetanse, så vel som bruken av vår tilpassede modell som et didaktisk og analytisk verktøy. Våre funn indikerer viktigheten av å kunne aktivt velge om og når læreboka skal anvendes basert på fagkunnskap og didaktisk kompetanse.

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Malin Mauset & Agnes Katrine Teisnes

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CEFR – Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume (Council of Europe, 2020)

LK06 – Knowledge Promotion 2006 (*Læreplanverket for kunnskapsløftet 2006*)

LK20 – Knowledge Promotion 2020 (*Læreplanverket for kunnskapsløftet 2020*)

L1 – First language

MOER – Ministry of Education and Research (*Kunnskapsdepartementet*)

NDEAT – Norwegian Directorate of Education and Training (*Utdanningsdirektoratet*)

Note on language: In the same fashion as the curriculum, we use the denomination *Year* to refer to the specific level of pupils we are addressing.

1 Introduction

In this chapter we will present the background and our motivation for this thesis, our research question, and how our project contributes to the field of educational research focused on English didactics. Then, since our research is conducted on learning materials, we find it relevant to define learning materials and textbooks related to our project. Further we will go into the history of textbooks, their position in in school, and the Norwegian Directorate of Education and Training's (NDEAT) guidelines in choosing and evaluating learning materials. We will close this chapter with a section dedicated to the governing documents relevant to primary education.

1.1 Background and Motivation

Through our own education, English has always been our favourite subject, which made it obvious that our main subject during teacher education should be English. During our practice periods, we experienced that one of the main challenges was getting the pupils to participate orally in the English lessons, and often they would respond in Norwegian. Thus, we wanted this to be the focus of our thesis, with emphasis on the fact that this matter is something we will directly benefit from in our future teaching careers. When researching the combination of oracy, which is a term we will explain in detail later, and early primary education in the subject of English, we found few to no results at all. Studies regarding Norwegian as a first language (L1) and pupils' oral participation has to greater extent been carried out. Skaftun and Wagner (2019, p. 2) point to the fact that in Norwegian school contexts, oral communication in general has received much less attention than reading skills in the ten years preceding their article. They also bring attention to a ten-year-old study, while emphasising the fact that in absence of more recent work it is not outdated as a frame of reference. The study referred to is Hodgson et al. (2012), a final report in the evaluation of the *Knowledge Promotion 2006* (*Læreplanverket for kunnskapsløftet 2006* - LK06), which presents a large-scale study of Norwegian classroom practices. Hodgson et al. (2012, p. 63) problematise that even though there was a great deal of oracy in the classroom, there was a discouraging amount of depth in the interaction. In their small-scale Norwegian study "Conditions for oral participation in upper elementary school", Sæbø et al. (2021, p. 12) highlight the fact that the dominant form of conversation in whole class teaching in Year 5-7 is teacher-led, with 48% being monologue from teachers. This aligns with the conclusion from a study on a Year 1 classroom, where it is stated that there "is not much opportunity for student talk in the

primary-school classrooms we have observed" (Skaftun & Wagner, 2019, p. 17). While these studies centre around a more general context of Norwegian classrooms, and oracy in Norwegian, it is possible to generalise and be of the opinion that English subject classrooms probably see the same tendencies.

We are also under the impression that there has been a decline in the perceived importance of oral skills in society in general. We have evolved from a society where knowledge was mainly shared orally, to a norm where everything is written down and documented. In Norway there are national competence centres for both reading and writing, but none for oracy. Skaftun and Wagner (2019, p. 17) draw attention to a comparison of their research results and Hodgson et al. (2012) that might seem to indicate that the space for oracy in primary school classrooms has actually shrunk over the past ten years. Looking at the importance of oracy and communication, not only through the English subject, but also school in general and in society, we found it highly relevant to make this a main component in our thesis.

Another important aspect when deciding the theme of our master thesis, has been to research something we could directly benefit from in our own teaching careers. When predicting future challenges that we will face in the English subject as we enter our teaching career, choosing and evaluating textbooks was central. Even though we do not wish to rely heavily on textbooks, research shows a strong correlation between teachers' own planning and their use of textbooks (Gilje et al., 2016, p. 52). It is no secret that it requires knowledge, skills, and time to plan well-made lessons, and it is not manageable to re-invent the wheel every time. This indicates that it is important to know what content the textbooks have and to what extent they fulfil the requirements of the curriculum, when deciding if and what textbooks to use.

We have different experiences from the practice periods during our studies, but something we agree on is that teaching in early primary school has been the most enjoyable. A reoccurring challenge during our time at the university has been finding relevant research regarding the English subject in the early years of primary school. Therefore, we found it natural to centre our master thesis around this age group, thus we chose Year 4 as part of our research object. A lot of literature regarding English language teaching in the first years of primary present how teaching *should* be carried out, such as 'tips and tricks' (Munden & Myhre, 2020, pp. 44-62) in early primary education or the influence of practical activities, but not the actual state of how teaching is done.

All in all, our subject of analysis is motivated by three challenges we find relevant as we enter our teaching career: the challenges teachers face in getting the pupils to participate orally in class in order to develop and utilise their communicative competence, evaluating and choosing learning materials that facilitate oracy, and finally how both these aspects are not highly represented in research, especially not in early primary English education. Another aspect we want to highlight is that as we enter our teaching careers, we will likely be among those, if not the one, with the highest English didactic competence at our school, because few teachers in Years 1-7 have more than the minimum requirement of 30 credits of English in their degree. Additionally, with the ongoing implementation of the new curriculum the *Knowledge Promotion 2020* (*Læreplanverket for kunnskapsløftet* - LK20) and with the fact that new and revised versions of English subject textbooks have recently been published, it is not unlikely that we will be asked to assist in choosing which the schools should purchase.

1.2 Research Question

Based on the background and motivation presented, a research question came to mind. Our research question is as follows:

> How are pupils in early primary education introduced to oracy through English subject textbooks, and in which ways do the tasks develop pupils' communicative competence?

We wish to present some of the terms used, as a reassurance that we as researchers and you as the reader, have the same understanding of the most important parts of this thesis. When referring to early primary education throughout this thesis, we identify it as the first four years of primary school (*småtrinnet*). Textbooks and tasks refer to the data material which we have based our research on. *Textbooks* is used in two manners: to refer to two books, both the textbook and the companion workbook that are paired within a learning material, and to refer to the specific textbook in question. When addressing *tasks,* these are the specific tasks within the textbooks. Last, the overarching terms *oracy* and *communicative competence* are significant. These refer to spoken language, and will be thoroughly described, as well as utilised, in our master's thesis.

1.3 Contribution to the Field

Our wish is that we contribute to the educational research field in Primary and Lower Secondary Teacher Education for Years 1–7 (*Grunnskolelærer 1-7*). As showcased, there is a shortage in research regarding oracy and textbooks in the subject of English in early primary

education in a Norwegian context, and this thesis aims to contribute to filling that gap. The research project ARK&APP (Gilje et al., 2016) provides insight concerning learning materials in Norwegian schools, both in general and in English. While this covers some of the research gap, the participants in ARK&APP were from Year 5 to upper secondary school. Similarly, Sæbø et al. (2021) present research regarding oracy, but not related to the youngest pupils, nor in English. Skaftun and Wagner (2019) do present research from Year 1 classrooms with oracy as a focal point, but again not in English. The above studies show the small representation of relevant research. When combining the terms *early primary education, English subject*, *learning materials,* or *oracy,* or any possible combination of these containing three or more terms, we found few or no results. Regarding this narrow field of English didactics, there is a research gap. There could be several interesting ways to research oracy in education, but we found it relevant to dive into textbooks. In this way we hope to uncover some characteristics of oracy that are generalisable to Norwegian Year 4-classrooms in general. Thus, we hope our research can be of inspiration to individual teachers, schools, textbook authors, and other students.

There have been major changes regarding enhancement of competence among teachers in Norway, which this master thesis is a direct result of. In *Forskrift om rammeplan for grunnskolelærerutdanning for trinn 1-7* (2016) it is declared that starting from 2017 teacher education is a 5-year study programme providing specialised knowledge in your chosen subjects. Nevertheless, almost 6% of teachers do not meet the general criteria for employment in school (NDEAT, 2022). Likewise, the amount of teachers that do not fulfil the required qualifications in their subject is especially high for English in Year 1-7, with one in three lacking the required credits (NDEAT, 2022). While being a formally qualified English teacher does not automatically make you an excellent one, education does give a solid foundation for reflective and professional teaching. On several occasions in this thesis, we return to numbers regarding the use of textbooks in teaching. However, we can assume that teachers who do not meet the requirements for teaching, both the general and the subject-specific, to a higher degree are using the textbooks to the letter. All in all, our contribution is showing what the textbooks offer in terms of oracy and communicative competence. The emphasis is on what the pupils actually encounter, without influence from other factors.

1.4 Learning Materials

This thesis will focus on textbooks, which is part of the larger group of learning materials, that is defined in regulation §17-1 of the Norwegian Education Act as:

> The term teaching materials refers to all printed, non-printed and digital elements which have been developed specifically for educational purposes. These may include a single item or a unit, which cover the competence in the national curriculum. (Forskrift til opplæringslova, 2006, [our translation])

We find this definition too narrow in a typical classroom setting, as it disregards materials which have not been developed specifically for educational purposes, which Lund (2020, p. 344) points out to play a significant role in English language teaching. Some of these include authentic materials such as films, song lyrics, novels, news articles, dictionaries, and encyclopaedias. Additionally, we interpret that this definition includes learning materials created by teachers, such as presentations, worksheets, and other objects used in teaching. We have decided to not include this aspect in this thesis, as it heavily depends on the individual teacher and their competence, thus pupils will encounter this to varying degrees in the English subject. Although we are aware that these learning materials play an important role, the subject of our analysis will be what is defined as printed materials designed for educational purposes in an English second language classroom that are being used in schools. More specifically, we include textbooks and workbooks developed by major educational publishers such as *Fagbokforlaget, Cappelen Damm, Aschenhoug,* and *Gyldendal,* where the material is designed to cover the specific subject competence aims in the curriculum. We have chosen a narrow focus in order to go more in-depth with our research.

1.4.1 The History of Textbooks in the English Subject

Textbooks have a long tradition in Norwegian schools, and still play a significant role in Norwegian classrooms (Skjelbred, 2019). As textbooks are the object of our research, we find it interesting and relevant to further look into the history of textbooks to gain perspective on the role and position they have had in the English subject, and in Norwegian schools in general, and consequently how it has changed. We will be looking into both the position of textbooks in Norwegian schools in general and in the English subject, as there is a difference in the development.

The position of textbooks in Norwegian schools changed around the turn of the millennium. Before year 2000, textbooks that were used in schools had to be approved by the Norwegian Department of Education as a means of quality guarantee, as it was expressed in a regulation of the Education Act (Forskrift for godkjenning av lærebøker for grunnskole og videregående skole, 1984). As the regulation was repealed in 1999, the abolishment of the official certification system changed from government regulation to teacher autonomy. The background of the recission of this regulation was that the curriculum should guide the teaching, rather than the textbooks which should be used as means to reach the learning goals of each subject (Ot.prp. nr. 44 (1999-2000), pp. 27-30). However, this did not change the use of textbooks in schools, as a national survey from 2016 showed that they still play a prominent role in most Norwegian classrooms, with three out of four primary school teachers mainly using printed textbooks (Gilje et al., 2016, p. 23).

In the subject of English, the textbook is also considered an important source for learning, but its role has come to be less authoritative than previously. This is in line with the discontinuation of the ministry approval of textbooks in 2000 (Fenner & Ørevik, 2020, p. 347). Historically, education was more focused on rules, discipline, and knowledge from drill rather than understanding. This is also seen in older textbooks in English where grammar, structural exercises and drill, and insight into the English-speaking culture of the elite, was the intention of the subject (Fenner & Ørevik, 2020, pp. 340-344). However, from mid 1970s onwards, work carried out by the Council of Europe caused great changes in the views on foreign and second language learning (Fenner & Ørevik, 2020, p. 344). The change in the early 1970s elevated communicative competence as the aim of foreign language teaching. We further discuss this in section 2.1.1. English subject textbooks also changed around the turn of the millennium, where practising skills was no longer regarded as the main approach for reaching the learning aims. Hence, *meaningful communication* through authentic discourse, both spoken and written, was seen as the better alternative (Fenner & Ørevik, 2020, p. 346). All in all, we can see that there has been a significant change in the way English has been taught in school, with an increased focus on communication. This supports our choice of conducting an analysis on communication and oracy in textbooks.

1.4.2 The Position of Textbooks in School

The role and use of textbooks in schools is a matter that is continuously being discussed among educators. Teachers find that using a textbook in their teaching ensures the

competence aims are being covered, under the precondition that they have access to a high-quality textbook (Gilje et al., 2016, p. 27). This is due to the requirements the authors and publishers face when creating learning materials, where the curriculum must be used as a foundation. However, teachers acknowledge and account for the potential shortage in some areas of textbooks in terms of covering the curriculum. There are several reasons as to why there might be a shortage, including the aspect that there is always an element of interpretation when creating learning materials. As this interpretation is conducted by textbook authors and publishers, there will always be a risk of disagreement.

As presented, there has been a change in the content of textbooks over the years. This is a consequence of changes in society, and consequently changes in curricula. Relatively recently the new curriculum LK20 was implemented. While the main content of the subjects to some degree is unchanged, there have been adjustments as well. Some new focal areas include *in-depth learning, interdisciplinary topics, clarification of the basic skills*, and *the competence concept* (NDEAT, 2019b). As there are changes in the subjects, it is natural that there are published new or revised textbooks as well. This process might be both time consuming and costly for publishers and writers, as well as schools. When in need of new learning materials, the school must consider their economy and possibility for requisition of new textbooks. There is not always room in the school's budget to purchase new textbooks, which leads to schools using textbooks that are considered somewhat outdated.

It is the teacher's responsibility to ensure that pupils have the possibility to accomplish the competence aims set in every subject, as well as central topics. Textbooks are a resource that can be utilised, but working with textbooks tends to be done either individually or in pairs. This means that teachers must focus on oracy in the general teaching as well, not just while using the textbook. Hodgson et al. (2012, p. 49) reported that 53% of all teaching in Year 1-4 Norwegian L1 was carried out as whole class teaching, while 34% teaching sessions were individual work and 4% were groups or pairs. Therefore, using oracy as an opportunity to make pupils participate more, must be a focal point in whole class teaching and increased as the pupils work in pairs or groups.

1.4.3 Evaluating and Choosing Learning Materials

After the ending of the official textbook certification system, there was a need to make some guidelines for teachers and school owners when choosing and evaluating either existing or new learning materials. In 2012, the NDEAT announced a research commission to gain

insight on how schools evaluate and choose learning materials and how they are being used in teaching by teachers and pupils, in which Gilje et al. (2016) became responsible for conducting the research. Gilje et al. reported that the position of physical textbooks in Norwegian schools was prevalent, therefore, the Ministry of Education and Research (MOER) started developing the quality criteria for learning materials in mathematics in 2017. These guidelines have been developed based on the recommendations given in the white paper *Fag – Fordypning – Forståelse – En fornyelse av Kunnskapsløftet* (Meld. St. 28 (2015-2016)), which put forward the need for quality criteria for learning materials and guidance material for teachers in mathematics, and the learning material developers. This has later been extended to the English subject and Norwegian subject as well through the department's own guide published two years ago (NDEAT, 2021). The idea was that these criteria should give signals to publishers and textbook authors on what characterises good quality learning materials, in addition help teachers and school owners in their evaluating process. The process of developing this guide is based on the ambition to encompass all necessary categories for a complete evaluation of a learning material. This indicates the importance of not reviewing single aspects of learning materials and making decisions in a vacuum. Analysing oracy in textbooks is a constructed situation because oracy alone cannot direct the evaluation of a learning material. This thesis contributes with important knowledge regarding oracy and communicative competence, but choosing and evaluating learning materials should be a process in which numerous aspects are considered and included. As the use of textbooks in teaching is prevalent, it is apparent that there is need for support in choosing learning materials when there is no official quality control. Since our subject of analysis in this thesis is on textbooks as a learning material, we find it relevant to take a closer look and outline some of the points of the quality guidelines presented by the NDEAT. Additionally, as these are designed to help teachers evaluate and choose good quality learning materials, we make use of these criteria as we assess oracy in the textbooks in our findings and discussion.

In a learning situation in school, the learning materials are positioned in relation to three other components: the teacher, the pupils and learning content (NDEAT, 2021, p. 27). Therefore, the quality of the learning materials needs to be evaluated in relation to these components based on pedagogical, didactical, subject specific, and textual criteria. The concept of text aligns with the first of four quality criteria proposed by NDEAT to help evaluate and choose learning materials, thus making it relevant for our thesis when evaluating the textbooks in our discussion. The first one is linked to design and multimodality, as it is natural that learning

materials are multimodal (NDEAT, 2021, p. 28). There is an abundance of multimodal tools available when designing and developing learning materials, thus it is important that the appropriate modes are used to highlight the different knowledge contents. For instance, some content would benefit from visual representation through pictures, figures, and tables whilst other are more fittingly conveyed through writing. Another important mode is the use of paratext, which includes the layout, specifically the use of titles and subtitles in different sizes and colours, summaries after a text, using italics on important words, and the use of questions and word explanations in the margin (NDEAT, 2021, p. 29). To summarise, different modes work together in a purposeful manner and give the text good instructions on how it utilise the paratext to help pupils understand the intended meaning. However, there is research showing some challenges relating to how responsive the younger pupils are to the potential benefits of using paratext, thus the emphasis on meaning through paratext could be argued to be less important in early primary (NDEAT, 2021, p. 29). All in all, even though there are uncertainties on how effective the use of paratext is for the younger pupils, layout and design nevertheless contribute significantly to communicating a pleasing and playful approach to English.

The second criterion revolves around what kind of tasks and activities could be found in learning materials and how these facilitate learning and adapted teaching. Tasks could be found in the textbook, workbook, and digital learning materials. NDEAT (2021, p. 30) presents four different categories of tasks used in learning materials, the first being *testing* tasks where pupils are expected to retrieve information from a text, thus making it closed and focused on finding one answer. The second is *practice* tasks, where the aim is to practise a certain skill, such as grammar or comprehension. The third task category is *interpretation and reflection* tasks, which requires pupils to make use of several elements from the text and relate it to information outside the text. These tasks are open with several possible answers, and thus require pupils to be independent in their production. The last category is *doing* tasks in which the aim is for the pupils to move beyond the text, write an independent text, participate in oral activities, or discover sources, places, or experiences (NDEAT, 2021, p. 30). The basic skills should be incorporated in every subject and be the foundation in the learning materials, and it is through the tasks these are realised. Another important aspect relating to the quality of tasks is how they facilitate adapted learning through being varied and offer solutions on different levels. The choice of content in tasks gives the pupils an indication to which content is most relevant in each subject, thus guiding them to understand the core elements in the subject.

The third criterion is *adaptation of verbal language (verbalspråklig tilrettelegging)* and is based on how learning materials must adapt the written language to the presumed average pupil's language level. This is a challenging task for the authors as there is no such thing as an average pupil (NDEAT, 2021, p. 33). The consequence of not facilitating for these differences could make some pupils struggle whilst others are not being sufficiently challenged. Therefore, the learning materials need to use terminology from the field, whilst still utilising everyday language that the pupils are familiar with (NDEAT, 2021, p. 34). An example of this is how new subject-related vocabulary is introduced and explained, and if and how they are further being used through the text. The fourth criterion is linked to the third criterion as it focuses on how language can be used as a tool in differentiating the difficulty level of a text. There is no clear set of criteria that decides if a sentence or text can be defined as difficult, as it highly depends on the reader. However, it is important that the use of short sentences with shorter words is not equivalent to an easy sentence as it eliminates causal conjunctions, thus requiring the reader to read between the lines (NDEAT, 2021, p. 35). Therefore, the language used in learning materials should be correct, clear, and good. In the following, these guiding quality criteria will be used as a tool in the discussion.

1.5 Governing Documents

This section outlines where we place our research in relation to the governing documents teachers must follow in the everyday work. We begin with the Education Act that directs everything that goes on and are implemented in schools, including the Core Curriculum and the principles for teaching, and the subject curricula. Next, we go into the new interdisciplinary topics and how they are relevant in our thesis with focus on communicative competence. Lastly, we explain how the notion of oral skills correlates to the term oracy, used in our thesis question.

1.5.1 Curriculum

The Education Act (1998) is the foundation upon which the curriculum and the educational system is built. It is clearly stated in section 1-1 *The objectives of education and training* that: "Education and training in schools and training establishments must […] open doors to the world and give the pupils […] insight into and a firm foundation in history and culture" (The Education Act, 1998). Further, there is an emphasis on aspects that correlate to the English subject: common international cultural traditions, cultural diversity, show respect for the individual's convictions, developing knowledge, skills, and attitudes to master their lives and

take part in life and society. These aspects are closely linked to many of the focal areas in our thesis, especially communicative competence.

The Core Curriculum consists of five principles for the school's practice, of which some are directly relevant to the use of learning materials. One central principle is *Teaching and differentiated instruction*, which specifically mentions learning materials as one of the tools available to schools as a mean to "[…] organise the teaching and by working with the learning environment, subject curricula and assessment" (MOER, 2017, p. 20). As the task of differentiating teaching to a diverse pupil group is challenging, it is important that teachers have learning materials that offer support in this work. Every pupil should encounter learning materials with contents and tasks they can master, while still challenging both those who struggle and those with a great learning potential (NDEAT, 2021, p. 15). Therefore, it is important that there is a variety in both closed and open tasks so that all pupils can experience mastery. This principle of differentiation is directly linked to the principle of *an inclusive learning environment*, which aims to "[…] develop an inclusive environment that promotes health, well-being and learning for all" (MOER, 2017, p. 18). We argue that this is central in an English subject classroom as many pupils find it challenging to speak a foreign language. This will be further discussed in section 2.4.

We have already presented how there has been a change from the previous curriculum to the current one with the implementation of interdisciplinary topics. These are: *health and life skills, democracy and citizenship,* and *sustainable development*. In result, these give direction to the contents of learning materials. Through being highlighted in the Core Curriculum, as opposed to the previous smaller position in LK06, they are expected to be implemented in every subject as part of everyday classroom practices. However, there are some exceptions, as the English subject curriculum does not include the interdisciplinary topic *sustainable development.* It can be included in the English subject, but learners are not required to engage with this topic. Since these topics are to be incorporated into every subject and interdisciplinary across subjects, it requires more from learning materials. In the English subject, the learning materials should include texts that can concretise and actualise these topics in a way that contribute to working creatively and critically with the different elements.

Communication and social competence is essential in people's well-being, happiness in life, resilience to stress and psychological problems, as well as performing in both academic and working life (Hargie, 2006a, p. 1). More specifically relevant to the English subject is the

focus on developing the ability to express ideas, feelings, experiences, and opinions. The two interdisciplinary topics *health and life skills* and *democracy and citizenship* are highly relevant in working with oracy and communication. Incorporated in both topics, and in close correlation to the *objectives of education and training,* is the continued focus on developing curiosity about and respect for cultural diversity. Thus, the pupils should be empowered to value and take part in a democratic society and develop an awareness in which they can see themselves from the outside and their cultural identity. All in all, these interdisciplinary topics are highly relevant in working with communicative competence, thus we argue the importance of working actively with this competence across all subjects.

1.5.2 Basic Skills: Oral Skills

The choice to centre the focus in this thesis on oral skills, can be justified through the framework for basic skills (NDEAT, 2017). The national curriculum defines five basic skills, of which oral skills is one. It is emphasised that these skills are part of the competence in the subjects and necessary tools for learning and understanding them, while also being important for each pupil in regards of identity, education, work, and societal life (MOER, 2017, s. 13).

When we started writing this thesis, we encountered a challenge regarding how we should address the oral theme. There is an abundance of words that could be used as a translation of the Norwegian word *muntlighet*, but we struggled to decide on a term in English that is as broad and suitable. We considered *literacy,* as in a Norwegian context it is often used broadly to include skills such as reading, writing, and of course oral. While the white paper *Kultur for læring* (St.meld. nr. 030 (2003-2004), p. 33) suggests that *literacy* corresponds to the five basic skills, it explicitly mentions only four: numeracy, writing, reading, and digital skills, thus disregarding oral skills. When we interpret what is written in the white paper, we find traces of oral skills listed as “to interpret, to create and to communicate”. While researching, we came across the word *oracy*, which shows that our struggle is not a unique event. In 1965, the word oracy was coined in relation to research on speech in the educational field (Wilkinson, 1968, p. 743). When justifying the need for this new word, Wilkinson stated:

> It was felt necessary to have a term for the skills of listening and speaking which would be parallel to “literacy” for the skill of reading and writing. Indeed, it was indicative of the unimportant part played by the “orate” skills in thinking about education in the past that no such term existed. That the word has come into use so

> quickly suggests that it is filling a genuine gap in our vocabulary. (Wilkinson, 1968, p. 743)

Though this quotation indicates that oracy has come into use, it is not a term we were familiar with. This could be ascribed to an experienced cultural difference between Norway and England, as seen in the white paper *Kultur for læring* (St.meld. nr. 030 (2003-2004), p. 33) where literacy is used as a general term in Norway, while oracy seem to be an acknowledged term in the UK. We consider oracy to be closely related to *muntlighet,* and as such have reached a decision to use oracy as a term throughout this thesis.

1.6 Outline

This thesis consists of seven main chapters, with associated sections. In chapter 1, we presented a thorough introduction of the background for our thesis. As our research is conducted on textbooks, we presented relevant literature related to learning materials, as well as justifying our thesis according to the curriculum, which is one of the most important governing documents teachers answer to in school. In chapter 2 we present relevant theory regarding both the communicative and theoretical aspect of language. Through this chapter we have utilised the terms *communication, oracy, oral skills,* and *communicative competence*, of which we will sort out the similarities, differences, and crossovers. We also present our adapted model of communicative competence, which we use as the basis for our analysis. In chapter 3 we present relevant methodology. This thesis utilises a mixed method with an exploratory sequential design, in which we initially did a qualitative analysis, and employed the results from this to prepare for our quantitative analysis. To conclude chapter 3, we discuss the validity and reliability connected to this thesis, with particular attention to the fact that we have been two researchers. Chapter 4 builds upon the previous chapter and presents in practical detail how we conducted our research. This is where our data selection is presented. We also present some predictions we made early in the process, where we predicted what the textbooks would contain based on the English subject curriculum. In chapter 5 we present results from the analysis and our findings. As our research is abductive, this chapter is a combination of both explaining how we discovered the different findings, and an explanation of what the findings are and what they contain. Further, we present a thorough discussion in chapter 6, where we discuss both the specific findings from the previous chapter as well as some overarching themes related to this thesis as a whole. This forms the basis of chapter 7,

where we conclude our research question and consider other aspects that could be interesting to research further.

2 Theoretical Framework

Our theoretical framework is focused on the position of communication in society, and in the classroom, and how it relates to competence and skills. This will be further illustrated through a model on communicative competence, which we developed into an analysing tool to gain insight on how tasks in the textbooks develop pupil's communicative competence. The terms skills, oral skills, and the competence concept will be defined and discussed.

2.1 Communication

We live in a society where the status of the English language both globally and in Norway has changed, especially the role it plays in the lives of the young. This affects what learners need to communicate effectively, both in and out of the classroom as they encounter different types of media and sources. With the level of digital technology and the global world of business still rising, the need to acquire a certain level of proficiency in communication has never been greater. Further, in an educational context, communication is the main goal for English language learners in the Norwegian education system. The main goal when communicating is getting our messages to be understood as they are intended. As we communicate, we have all kinds of means at our disposal, not just linguistic ones. Through body language, such as a smile or an angry look, our message could be conveyed better than any word could. However, our focus will be on oral verbal communication, with special emphasis on the oral aspect of communicative competence and oral skills in English education in Norway.

There are different perspectives regarding what is recognised as an oral text. Penne et al. (2020, p. 42) point out that if we limit oral text to be defined as only those texts that occur in oral communicational situations and that are spoken, then there are barely any oral texts left in Western society. Today, almost all traditionally oral texts are written down; giving a speech rarely occurs without a script, fairy tales and folklore are collected and written down in books, and a lot of our daily correspondence with friends and acquaintances is carried out in writing through text messages and emails. A different perspective is the one that links oracy to the communicational situation itself, thus, what is communicated orally is per definition an oral text, even though it emerges from written text (Penne et al., 2020, p. 42). This perspective emphasises that the communicational situation should make use of language features that differs from written text. These language features include words and sounds that only occur naturally in speech, such as "um" and short thinking breaks. Additionally, one must accept disruptions and self-corrections, thus eliminating the use of long and complex sentences,

which is less natural in oral speech and conversation. This correlates to one of the elementary aspects of communicative competence, where the use of short and incomplete sentences is a natural part of conversation (Penne et al., 2020, p. 42). An example of this is the use of short sentences when answering a question. When asked the question "Did you have a nice holiday?", the natural answer would not be "Yes, thank you, I have had a nice holiday", as this reply would be considered quite formal outside the classroom. The way we read these perspectives, is that if we limit our definition of oral texts only to genuine spontaneous and face-to-face correspondence, then there is little to no agency for oracy in the English language classroom. Therefore, our understanding in this thesis is based on the second perspective where the emphasis is on communicational situations and how written text could be used as a tool for oral participation.

When assessing how oracy is used in the classroom, a starting point is to differentiate between an indirect approach using oral language as a tool for learning and a direct approach where the teaching aims to develop oracy through specific language strategies (Penne et al., 2020, p. 43). The indirect approach occurs daily in classroom context, as classroom conversation is an example of how this approach works in practice. It is also connected to the teaching practice for communicative language teaching used in the late 1970s and 1980s (Celce-Murcia et al., 1997, p. 141). The idea is that learners should experience realistic communicative situations through activities such as staged role plays, problem-solving tasks, or information-gap activities. These result in learners' acquisition of communicative skills implicitly as the focus is not explicit teaching of strategies. Therefore, they are expected to work out these strategies through extensive communicative engagement (Celce-Murcia et al., 1997, p. 141). Furthermore, this corresponds to the idea of implicit language learning through exposure; by hearing language in use pupils are encouraged to imitate and use the language themselves (Munden & Myhre, 2020, p. 41). We will be discussing how this is relevant in our thesis and to what degree this is possible in the English subject classroom in section 2.3.1.

The direct approach, in which oracy is the aim rather than a tool used in teaching, provides focused instruction on the different rules and aspects of communicative competence (Celce-Murcia et al., 1997, pp. 141-142). Some of these include "pragmatic regularities and politeness strategies, communication strategies, and various elements of conversational structure such as openings, closings, and the turn-taking system" (Celce-Murcia et al., 1997, p. 142). Through a systematic approach to teaching about oracy the learners should develop their linguistic awareness on the different roles and functions of language.

In the process of communicating, there is a need to consider which words and phrases to use and what effect they have on the people we are communicating with. Our utterances must be precise, appropriate, and accurate (Flognfeldt & Lund, 2016, p. 21). Through utilising these, the aim is to create a communicational situation where the listener understands what we want to convey, whilst fitting the context and the situation. Being accurate depends on the situation and who the conversation partner or receiver is; the need for accuracy is greater if you try to persuade your boss to go for your idea than if you are talking to your colleague during lunch (Flognfeldt & Lund, 2016, p. 21). These aspects are important both in everyday life and in a business and an educational context, thus, it is important that teachers facilitate for pupils' language production and learning strategies needed to communicate effectively.

The importance of communication is additionally showcased through the English subject curriculum. It being one of three core elements, alongside language learning and textual encounters, clearly show how central it is. The core elements in the curriculum are a tool used to emphasise the main contents, terms, methods, ways of thinking, areas of knowledge and ways of expression in one subject, thus illustrating what the pupils must learn to master and apply the subject content in their everyday life (NDEAT, n.d). The core element *communication* describes how pupils should create meaning through language and the ability to use the language in both formal and informal settings (MOER, 2019, p. 2). It is considered the foundation and overall ambition for English language learning. Therefore, through the English subject, we want learners to be able to express themselves as effectively as possible, getting their message across. We therefore argue this shows the importance of our research regarding oracy and communicative competence, both relating to an educational context and everyday life.

2.1.1 English Language Teaching: A Change of Methods

Throughout the years, English language teaching has seen various methods and approaches to teaching. The focus on oracy and communication has been included to various extents. Up until the 1960s, the grammar-translation method was the standard practice in foreign language teaching in Norway (Drew & Sørheim, 2009, p. 23). This method involved learning vocabulary, doing grammar exercises, and translating to and from English, but generally just in written form. Drew and Sørheim (2009, p. 24) explain that while most teachers in Norway used the grammar-translation method, the Natural Method was also in use in the early 1900s. This method focused heavily on oral language, but the use of the mother tongue was

forbidden. Even so, Norwegian teachers of English were generally educated at the universities, where they learned that communicative skills were less important than reading and writing (Drew & Sørheim, 2009, p. 24). Succeeding these methods was the audio-lingual method, which was about listening to a language and imitating it in speech (Drew & Sørheim, 2009, p. 25). This method provided little space for the learners to produce their own language. As teachers were becoming dissatisfied with the structure of routine repetition and exercises, they turned to other sources for inspiration (Drew & Sørheim, 2009, p. 25). Drew and Sørheim further explain that the communicative methods were a great influence on English educators. The communicative paradigm was triggered by Dell Hymes' introduction of the term *communicative competence* (Hymes, 1972). Skulstad (2012) emphasises the fact that historically foreign language didactics has been influenced by changing methods, while today it is more precise to characterise our time as *post-methodical.* As we understand Skulstad, she is saying that foreign language didactics find itself in a shift where language teaching *methods*, largely based on a single learning theory, are cast away in favour of an abundance of approaches. This could be directly linked to communicative language teaching, which is described as "a set of approaches" (Skulstad, 2012). This perspective paves the way for a varied teaching where the teacher's autonomy is of great value. Even so, our research is not fit to describe teacher autonomy, as we have not conducted it in classrooms and our focus turn towards the theoretical field. Because of this, our thesis focuses on what is presented through the textbooks, and their potential for oracy.

When discussing what paradigm English language teaching falls within today, different voices have different opinions. However, the introduction of new technology and new ways of communication has led to some professionals expressing the belief that there has been a second paradigm shift regarding communication (Skulstad, 2012). Skulstad concludes with the statement that we need a discussion of how this paradigm shift should be expressed in the individual English teaching classrooms, as well as a debate of how this shift relate to the communicative paradigm shift from the 1970s. As we understand Skulstad, she presents the idea of a new paradigm not separated from the earlier, but as an extension to the idea of Dell Hymes' *communicative competence* and the following era of communicative paradigm.

2.2 Competence and Skills

We have previously explained how communication is key in the pupils' personal, educational, and working life. In this section, we explain and reflect upon terms that we find useful in an

educational context relating to communication. These include *competence, communicative competence, oral skills*, and *oracy*. Further, we reflect on the two terms *competence* and *skills*, and how they relate to each other.

2.2.1 The Competence Concept and In-depth Learning

It is expressed in the Core Curriculum that learning subject content is central in the educational and all-round development the pupils are expected to go through in their time in school. The content of each subject is expressed in the subject curricula, which is built on the competence concept defined as: "competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically" (MOER, 2017, p. 12).

In a general sense, when using the term *competence,* it is often linked to how we experience and evaluate a person as competent when she or he can solve certain tasks or meet certain requirements. Weinert (2001) defines competence as "the cognitive abilities and skills available to individuals or learnable by them to solve certain problems, as well as the associated motivational, volitional, and social readiness and ability to use problem-solving in variable situations successfully and responsibly". These definitions build upon the same principles that competence is expressed through acquiring and utilising abilities, knowledge, and skills to solve problems. It is this understanding that forms the foundation for the competence aims in each subject.

Another key concept that has been introduced in the new curriculum is *in-depth learning*, which is closely linked to the competence concept (NDEAT, 2018). It is stated in the Core Curriculum that "school must provide room for in-depth learning so that the pupils develop understanding of key elements and relationships in a subject, and so they can learn to apply subject knowledge and skills in familiar and unfamiliar contexts" (MOER, 2017, p. 13). The competence concept and in-depth learning has elements that correspond and overlap with each other. Both terms highlight *understanding*, which goes beyond reciting facts and conduct actions mechanically. Being able to use knowledge and skills in both known and unknown situations is central. Further, it is important to be able to think creatively and create new ideas by understanding how skills in one subject can be transferred to other areas as well. The terms *learning to learn* and *reflecting on one's own learning* are clearly defined by both concepts. Pupils must understand where they are in their learning, where they are going, and the best

approach to get there. In-depth learning is about understanding these processes that lead to learning, whilst the competence concept is about what the end goal of the learning is, thus being more result oriented (NDEAT, 2018). To conclude, we read in-depth learning to be a prerequisite to achieve competence.

Since the implementation of the new term in-depth learning in the curriculum, its position in the curriculum has been evaluated and assessed through a report commissioned from the NDEAT (Karseth et al., 2022). According to this report, it is apparent that in-depth learning has been implemented in individual subjects, whereas there is a lack of emphasis on the cross-curricular aspect of the term. Karseth et al. (2022, p. 89) argue that this is due to the emphasis in the curriculum on "in-depth learning in each subject", which in turn creates a focus which is too narrow in an educational and societal context. Our thesis is linked to communicative competence, which is central in both the English subject and in an interdisciplinary context, where being able to communicate with others across cultures and country boundaries is important. Therefore, we argue that our project is relevant in terms of in-depth learning, the competence concept, and the overarching goal to make the pupils ready to participate in society.

2.2.2 Communicative Competence

While the term *communicative competence* is generally attributed to Dell Hymes (1972), the term has inspired and been deliberated upon by others too. Canale and Swain (1980, p. 28) propose a theoretical framework of communicative competence, which includes the three competencies of grammatical, sociolinguistic, and strategic competence. These could respectively be described as knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology; sociocultural rules of use and rules of discourse; and verbal and non-verbal communication strategies (Canale & Swain, 1980, pp. 29-30). Similarly, the Council of Europe (2020, p. 129) presents communicative language competence in their published work *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume* (CEFR).

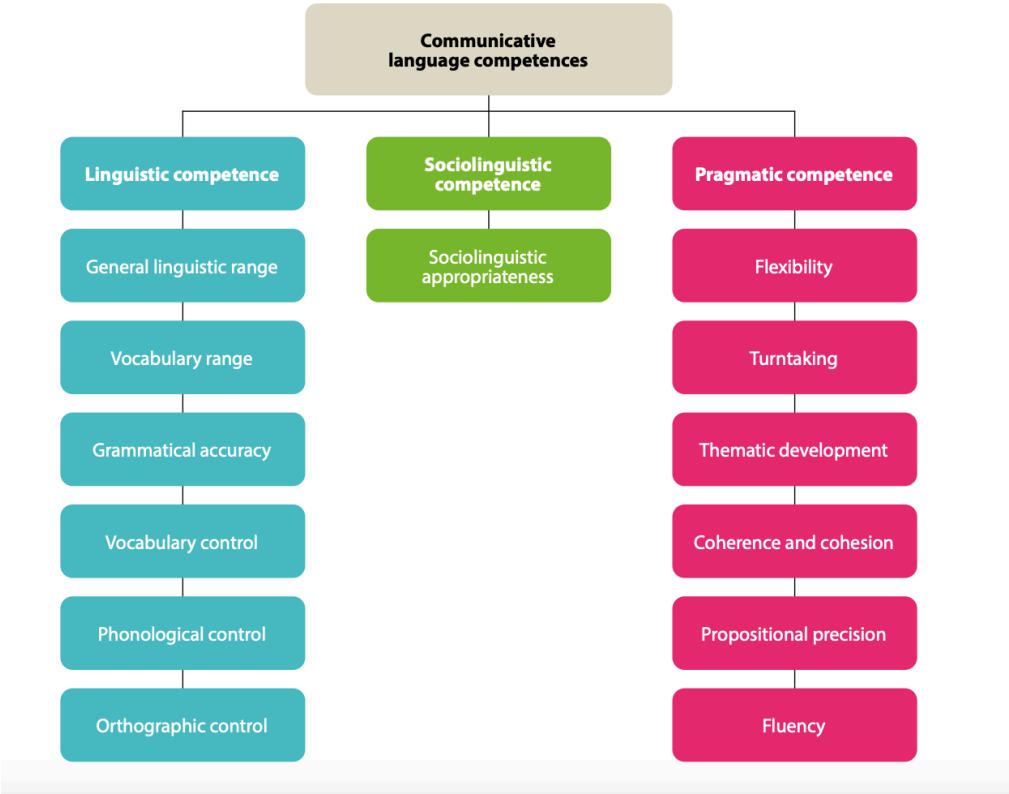


Figure 1 - Communicative language competence – Council of Europe, 2020, p. 129

As seen in figure 1, communicative competence is divided into three competencies according to CEFR, similarly as in Canale and Swain's theoretical framework. The competencies do not hold the same names, but we can trace interchangeable ideas of what makes up communicative competence. Where Canale and Swain referred to grammatical competence, CEFR utilises the term linguistic competence, and the ideas of Canale and Swain's strategic competence can also be found in CEFR's pragmatic competence, which also describes various categories for verbal and non-verbal communication. Possessing a high degree of communicative competence must then be understood as having knowledge about, and the skills to use the language in known and unknown situations in an appropriate way.

2.2.3 Adapted Model of Communicative Competence

Since CEFR's model of communicative competence is a language neutral model, we have adapted it to the context of the Norwegian English subject curriculum in order to incorporate it in our thesis. In this section, we will describe how we have adapted the model on communicative competence to fit our age group based on the competence aims after Year 4, and the definitions of each sub-category. Displayed is our adapted version of the model:

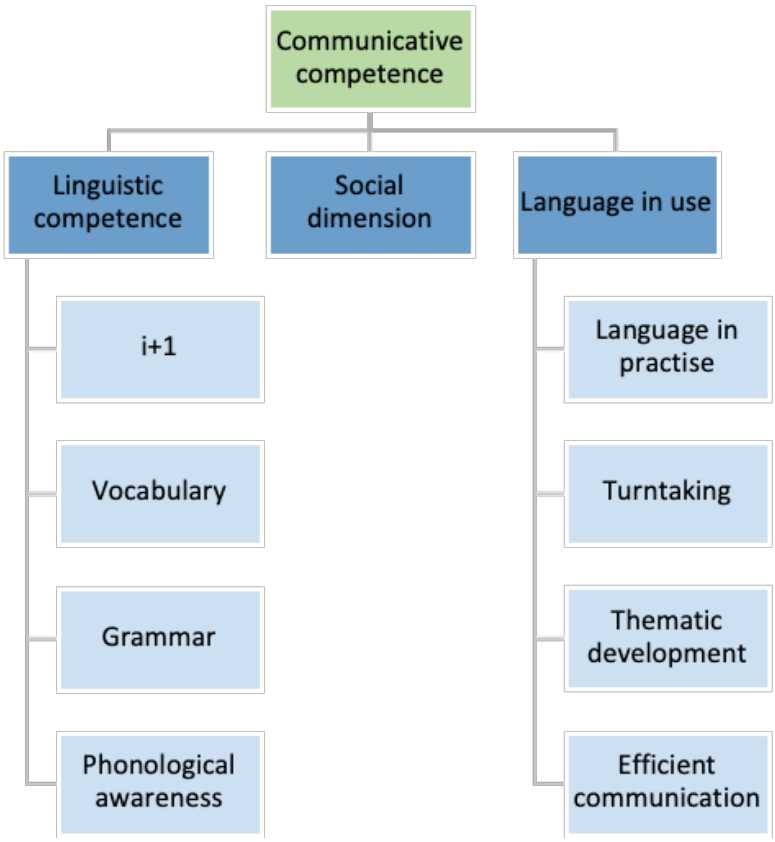


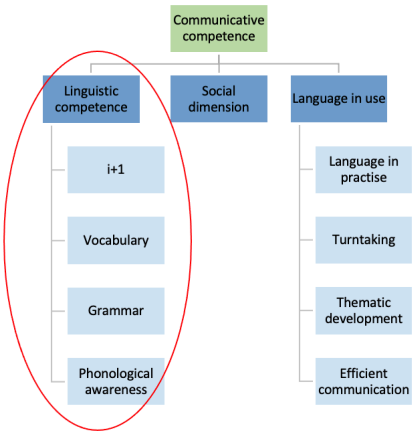
Figure 2 - Adapted model of communicative competence

As can be seen from our model, we have simplified and modified CEFR's model, and adapted it to our research focus. CEFR is a language neutral European framework that depict pupils' language skills into three category groups depending on their level: A, B, and C. In each of these three levels, there are operationalised goals within each of the categories and sub-categories in their communicative competence model. Hasselgreen (2005) have used these language levels as a base to pinpoint the English proficiency of Norwegian pupils according to their Year. She presents that at the end of Year 4, the pupils should be in the range A1 to A2 in communication. Since our focus is on Year 4, we decided to remove and change some of the sub-categories of the CEFR model for it to be suitable for the age group. Some of the categories were not relevant while others required a level that was too advanced. It was a step-by-step process, which is further explained in section 4.3.4. Now, we will explain and define the sub-categories in our developed model and how CEFR has operationalised the key concepts according to levels A1-A2. We will further use competence aims from the English subject curriculum after Year 4 that we have categorised as working with oracy and place them within the relevant sub-competencies. To summarise, in our process of adapting CEFR's model and deciding which sub-categories were relevant to our thesis, we combined the pupils'

expected language level to the curricular aims to make figure 2. These categories and sub-categories will be further explained in the following sections.

Linguistic Competence

The first category in our adapted model is called *linguistic competence,* and is concerned with the correct use of language through knowledge of language as a system, thus the focus is on the complexity of the language used rather than just registering mistakes (Council of Europe, 2020, p. 130). *Linguistic competence* comprises four sub-categories: *i+1, vocabulary, grammar,* and *phonological awareness,* which we will proceed to outline.



We named the first sub-category *i+1*, after Krashen's input hypothesis, of which we found more suitable than CEFR's name *general linguistic range*. Even so, we found that *i+1* correlated to CEFR's sub-category which emphasises the importance of learners using their range of language and attempting to use more complex language, taking risks, and moving beyond one's comfort zone as an essential part of language learning (Council of Europe, 2020, p. 130). An important part of this learning process is being comfortable with having less control of own language and recently learned morphology and syntax. During our adaptation of this model, we found that the sub-category could be linked to the acknowledged language theorists Vygotsky's (1978, p. 86) proximal development zone and Krashen's (1981, p. 103) input hypothesis. These theories will be explained further in section 2.3.2. The oral competence aims from the English subject curriculum that we categorised relevant to this sub-category is "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" and "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" (MOER, 2019, p. 6). We chose to place these within *i+1* as they require the learners to make use of their linguistic range as well as challenging themselves, which is expressed through the use of action verbs such as "use", "discover", and "play". Additionally, the concept of "obtain help to understand and be understood" requires the pupils to make use of strategies to make themselves understood in challenging situations, thus require they go out of

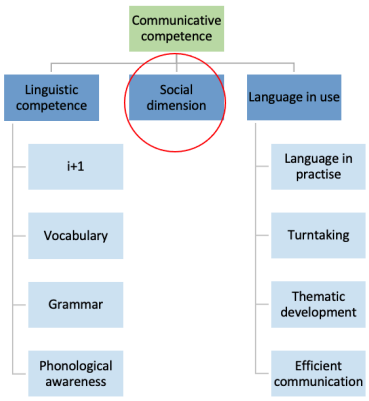
their comfort zone. We found that these two competence aims could be applied to the following sub-category as well.

The second sub-competence is *vocabulary,* which combines the two terms *range* and *control*. Range applies to both reception and production and concerns the breadth and variety of expressions used, and is generally acquired through reading widely (Council of Europe, 2020, p. 131). The aspect of vocabulary control concerns the learner's ability to choose an appropriate expression from their repertoire with familiarity of topics and degree of control (Council of Europe, 2020, p. 132). Due to our focus on learners in Year 4, who are within the level of basic to independent user, we found it useful to merge vocabulary range and control into one as the pupils are not expected to have a high level of either. As previously mentioned, we found that the two previous competence aims "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" and "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" (MOER, 2019, p. 6), could be applied to both *i+1* and *vocabulary*. We have aligned these competence aims within the sub-category *vocabulary* as they require the pupils to use their vocabulary range when obtaining help to understand and be understood. Additionally, in the latter competence aim, pupils are required to use both their range and control as they discover and play with words and expressions common to English and other languages the pupils are familiar with. The way we interpret this category in relation to the pupils' language level and the competence aims is that the emphasis is not on having a high level of range and control, but on the pupils discovering and playing with words and expressions.

The third sub-category is *grammar*, which concerns the pupils' ability to recall *chunks*, which refers to words that very often occur together (Munden & Myhre, 2020, p. 53) correctly and the capacity to focus on grammatical forms while articulating thought (Council of Europe, 2020, p. 132). There is often a drop in accuracy as pupils try to formulate thoughts or when they attempt to perform more demanding tasks. When the pupils are at a Year 4 level, they are not expected to show extensive control of grammatical structures, as making mistakes is part of their learning process. It is not until they approach a B1 independent user that they are expected to communicate with "reasonable accuracy in familiar contexts" (Council of Europe, 2020, p. 132). However, the focus on grammar is expressed in the curricular aims connected to writing and reading, thus outside our focus on oral communicative competence.

The last sub-category in *linguistic competence* is *phonological awareness*, which we decided to change from CEFR's term phonological *control* to *awareness*. This is because we find that having phonological control is too advanced for pupils at a basic user level; it is not expected until they are at an independent or proficient user level. We found phonological awareness to be more appropriate for a Year 4 language level as it is correlates to the curricular aim "explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities" (MOER, 2019, p. 6). With emphasis on *explore* and *use*, we argue that this shows the focus is on becoming familiar with and trying out pronunciation, thus working on their phonological awareness.

Social dimension



While the CEFR model refers to the second category as *sociolinguistic competence,* with *sociolinguistic appropriateness* as the only sub-category. We decided to use the term *social dimension*, as we understand the content of this category to relate to the *social dimension* of language, thus found this to be a more descriptive name. This category could be defined as "concerned with the knowledge and skills required to deal with the social dimension of language" (Council of Europe, 2020, p. 136). It is also emphasised that language is a sociocultural phenomenon, which makes this category important when dealing with linguistic markers of social relations, politeness conventions, register differences, and dialect and accent. Key concepts operationalised are using polite forms, awareness of politeness conventions, performing language in an appropriate way, recognising sociocultural cues, and adopting an appropriate register. Initially, we made a choice to use three sub-categories which were *intercultural competence, polite forms* and *adapt language to conversation partner.* As we progressed with the qualitative analysis, we experienced that there were few examples of oral tasks that could be placed within this category. *Intercultural competence* was the only sub-category we used. This could be explained by the fact that Year 4 pupils are not mature enough to fully grasp the polite forms, or the fact that we have narrowed down the perspective to a focus on only oracy.

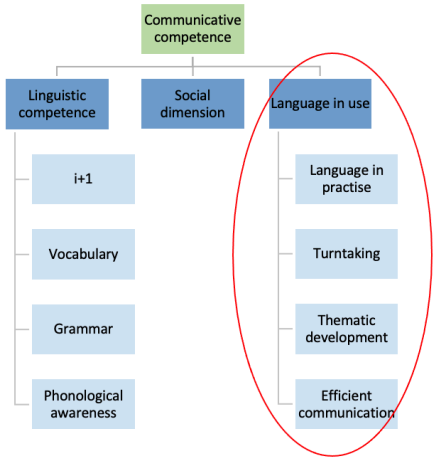
As it turned out in our abductive research that some of the sub-categories were left untouched, we decided to combine them again, which is why the final adapted model only displays the

one category *social dimension*. This could also be supported by reviewing what relevant competence aims from LK20 (MOER, 2019, p. 6) we had paired with the different sub-categories. We considered the competence aim "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules" to match well with both *polite forms* and *adapt language to conversation partner*. In the same way, we considered "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" and "talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway" to fit both *polite forms* and *intercultural competence*, while the competence aim "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" was most relevant to only *intercultural competence*.

We believe that because of the pupils' age and cognitive level, the correct adaptation of the model was to display *social dimension* as a single category, without any sub-categories. However, we consider *intercultural competence* to be of such great importance that it deserves to be commented on its own. Displaying intercultural competence could be described as understanding and respecting people from all cultures, and it goes beyond just language competence. For instance, in a Year 4 classroom it could be displayed as having tolerance for and curiosity about the pronunciation of different names. Most societies have an increasing number of cultures and languages represented, thus the importance of *intercultural competence* increases. This is expressed through the English subject curriculum, where in the section *relevance and central values* it is stated that "English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns" (MOER, 2019, p. 2),while the core element *working with texts in English* reads "[…]the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns" (MOER, 2019, p. 3). Another aspect that strengthens the belief that intercultural competence is an important part of children's education, is that our own teacher training has highlighted its importance. While this sub-category was not the most represented during our analysis, we hope and believe that this aspect is incorporated in multiple subjects and ways of working in school.

Language in use

In our adapted model of communicative competence, the last sub-category is *language in use*, which is directed towards the more practical sides of communicating. While CEFR refer to their sub-category as *pragmatic competence,* which they explain "is concerned with actual language use in the (co-) construction of text" (Council of Europe, 2020, p. 137). This is opposed to *linguistic competence*, which is concerned with the correct usage. In the process of adapting the CEFR model to cater the needs of this thesis, we found pragmatic competence to be a term too theorised, while we wanted to use a more descriptive name for the section. Therefore, it was natural to use the name *language in use*, as that is the focal point of this section. It contains four sub-competencies, these being *language in practise, turntaking, thematic development,* and *efficient communication.*



In the adapted model, the first sub-competence is *language in practise*, which in our interpretation is concerned with the actual practice of using the language you know. It is the ability to recall what is learnt and use it in new situations. We based this sub-competence on CEFR's sub-competence *flexibility*, but as they provide no descriptors before level A2, we found the category to be too advanced for a Year 4 level. Even so, key concepts can be operationalised as "recombining learnt elements creatively" and "adapting language to the situation and to changes of direction in conversation and discussion", while CEFR's overall description of flexibility is "the ability to adapt language to new situations and to formulate thoughts in different ways" (Council of Europe, 2020, p. 138). We found this description to match the concept of at a level where flexibility in language could be hard to achieve. In the process of linking this sub-category to competence aims after Year 4 (MOER, 2019, p. 6), we found two to be especially relevant. "Use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood", which uses learnt words as the basis of being able to communicate. The other relevant competence aim is "read and talk about the content of various types of texts, including picture books", where the ability to adapt the language you already know in a new and creative way is crucial to being able to talk about the content in a text.

The next sub-category is *turntaking*, which is concerned with the ability to take the discourse initiative by initiating, maintaining, and ending conversation, while also being able to intervene in an existing conversation, often using a prefabricated expression (Council of Europe, 2020, p. 139). This sub-category too does not offer descriptors before level A2, but in our process of adapting the model of communicative competence, we found this category to be highly relevant in the context of a Year 4 classroom. While there were just a few examples in the textbooks of this skill being practised freely, there was an abundance of it being practised with guidance, such as prefabricated dialogues. This is a vital competence when deciphering the rules of conversation and how or when to participate, which could also be recognised in the competence aim "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules" (MOER, 2019, p. 6).

Sub-category three in this section is *thematic development,* which is concerned with the way in which ideas are logically presented in a text and related to each other in a clear rhetorical structure, while also following relevant discourse conventions (Council of Europe, 2020, pp. 139-140). Initially, this sub-competence seem less oracy oriented, but the first operationalised key concept is "telling a story/relating a narrative" (Council of Europe, 2020, p. 139). Further, it is apparent that this sub-category progresses from mainly being oracy oriented, towards writing at the higher levels. With this in mind, we believe that the adaptation towards our model should focus on thematic development as the ability to create a narrative and tell a story with logical structure, which coincide with the competence aim "read and talk about the content of various types of texts, including picture books" (MOER, 2019, p. 6).

While CEFR's model provides three more sub-competencies, our adapted model only has one more. When reviewing CEFR's model we found these three sub-categories to be too advanced for a second language classroom in our intendent age group, while also not wanting to disregard them completely as they provide valuable skills. Therefore, we have chosen to gather them into the sub-competence *efficient communication*, which we define as being able to communicate what you want in a simple way. This includes the ability to link sentences with conjunctions and using chunks and learnt language to increase fluency in sentences. When pairing this sub-competency with the competence aims, we found the most suitable to be "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" (MOER, 2019, p. 6), which we believe embodies the ability of communicating what you want, or need, in a simple way. As displayed, multiple competence aims fits the purpose of several of the sub-categories. This is

to be expected as all categories are subordinate, which are all part of the overarching communicative competence.

2.2.4 Skills

We have defined and explained the term *competence* and the *competence concept* from the curriculum, and how these are relevant to communicative competence and our project. To properly understand the difference between *skills* and *competence,* it is important to know the definition of skills as well. Collins dictionary defines that "a skill is a type of work or activity which requires special training and knowledge" (Skill, n.d.). Hargie (2006b, p. 9) explains how a skill can be learned, where understanding and behaviour are built up step by step through repeated experience. He further explains how a skill is also serial, in which there is an order and coordination of different processes and activities in a sequence. The term *skills* is operationalised through the five basic skills across all subjects in the curriculum: writing skills, reading skills, numeracy, digital skills, and oral skills, which is the focus in our thesis.

2.2.5 Oral Skills or Communicative Competence?

When bringing together the ideas of competence and skills, one could define communicative competence as the ability to successfully communicate in a socially appropriate manner that is organised and goal-oriented. By selecting and applying skills that are appropriate and effective in certain contexts, one is displaying competence. These include both verbal and non-verbal behaviour, which are influenced by both parties in communication. Communicative competence can be acquired through using the necessary skills, building up step by step through repetition, reflected practice and experience.

As we are conducting our research on oracy in textbooks, it is important to identify what is defined as *oral skills*. In the English subject curriculum, oral skills is referred to as "creating meaning through listening, talking, and engaging in conversation. This means presenting information, adapting the language to the purpose, the receiver and the situation and choosing suitable strategies" (MOER, 2019, p. 4). Easily said, the curriculum defines oral skills as being able to listen, talk and communicate. This is a broad definition, which do not give specific description of what should be included. Of course, this is operationalised through the competence aims, but for now we restrict our focus to the definition. It could be debated that in order to display oral skills, there must be individual production of language. On the other hand, it could be asserted that whatever is being conveyed orally is considered an exhibition of oral skills, of which is presented in section 2.2.6.

The way we read the curriculum; it often uses the term *skill* where *competence* would really be more appropriate. This could cause confusion when doing in-depth readings and analyses. Because the curriculum defines oral skills in such a broad fashion, it could be difficult for teachers to operationalise the learning aims connected to oral skills. The definition of oral skills in the curriculum is to a greater degree in conformity to the competence concept rather than the definition of skills. As Hargie (2006b, p. 9) explains, a skill can be learned, built step by step. This contrasts with NDEAT's (2019a) description of competence as the ability to acquire and utilise knowledge and skill to master challenges and face them in known and unknown situations. Therefore, we interpret that a skill is the basis needed for a person being able to face situations, and creatively make use of various skills and knowledge to solve them, or to rephrase: possess a competence. It is to a lesser degree dependent on being organised and practised. Which is why we argue that MOER's definition of oral skills to *create* meaning, *engage* in conversation, *adapt* the language to the purpose, receiver, and situation, and *choose* suitable strategies, is really the definition of oral, or communicative, competence. We find that the verbs italicised correspond to the competence concept. While this is the case, we will continue to use oral skills as a term. This makes sense, as the curriculum use *oral skills* and *communication* as alternate terms. The National curriculum documents in Norway do not use the term *communicative competence* in order to simplify the language to make the curriculum comprehensible for parents and pupils (Skulstad, 2020, p. 58).

2.2.6 Our Definition of Oral Skills

When defining oral skills for the purpose of the investigations in this thesis, we would also like to use a broad definition, but at the same time it needs to be specific enough that it is possible to have a fruitful discussion and conclusion. Because of this our research on oral skills will be narrowed down to focus on production, rather than reception. Production in the sense of oracy is speaking, while reception is listening (Wilkinson, 1968, p. 744). Listening is a vital part of the English subject in school. Even so, our focus is mainly on the productive skill of oracy, and consequently we have decided to exclude passive listening. We decided to merely include listening in the sense of *active* listening while being in a dialogue which requires active participation. To divide input and output in this way is not unproblematic, as they are so closely connected. It is well known that in order to learn language, exposure is needed. As shown through the changing methods in foreign language teaching, a composed approach with elements from writing, speaking, and listening, is beneficial when learning languages. Knowing well that input and output is closely connected, we have still chosen to

focus on the output. As stated, this is because we wish to define oral skills specifically enough that it is possible to discuss in depth and thoroughly in this thesis. As such, the definition composed for the purpose of this thesis is: *being able to use English as a language to talk, converse and communicate,* in which we find listening to be incorporated through the part about conversing. We also believe that what is being conveyed orally should be included, especially when taking into consideration what level of complexity can be expected for young learners of English as a second language in school. This means that single-word-replies to questions would also be considered as exhibiting oral skills, as this requires an active participation in listening as well as producing an answer.

2.3 Language Theory

In this section we present theory relevant to our research regarding the theoretical aspect of language. We shortly present theory about how children learn English, as it is important that we are aware of how to utilise the limited amount of teaching hours efficiently. In our research we needed this as a basis for analysing oracy and communicative competence within textbooks, to properly understand the theory behind language learning and be able to retrieve the knowledge in our discussion. We also present two important theories regarding how children learn language, namely Krashen's *i+1* and Vygotsky's *zone of proximal development*. It is important to be aware of these as they influence teachers' didactic choices.

2.3.1 How Children Learn

Since the number of teaching hours in English in early primary is fairly limited, it is important for teachers to have knowledge about how children learn English as a second language, to make use of the time efficiently. Munden and Myhre (2020, p. 45) explain that in the early years of English language learning, it is best taught in small doses of five to ten minutes, which is reflected in the set teaching hours. Through implementing English now and then, pupils get more exposure throughout the week. This can be facilitated through oral activities such as songs, the weather chart, birthday songs, goodbye rhymes, dipping rhymes when organising pupil activities, games in the playground, or having short chats in English in other subjects (Munden & Myhre, 2020, p. 45). We found these kinds of activities encouraged in several of the analysed textbooks through weather charts and morning activities, either in the beginning of the book or as copying originals in the teacher's guide.

Munden and Myhre (2020, p. 45) explain the importance of teaching English through English by limiting the use of Norwegian for communication in the English lessons. By being a good

language model for the pupils, they are encouraged to speak English themselves. When working with oral tasks in the textbooks, it is important that the teacher makes sure pupils are utilising their English language even though they do not know every word. A learner needs to have many meaningful encounters with a new word before it gets established in memory, and even more encounters are needed before they can retrieve the word in fluent speech or automatically understand the word when it occurs in a new context (Lightbown & Spada, 2021, p. 64). This is where the choice of working methods become important, as it is ideal if the oral activity gives the pupils language exposure whilst they feel safe to participate and test new vocabulary. There are several activities that could support this, and among them are the use of songs. Munden and Myhre (2020, p. 103) bring attention to children enjoying singing and chanting as it is part of their culture, and using these when teaching English will help tone down the uneasiness some children may feel around the new language. They also emphasise that there is safety in numbers, so joining everybody else in songs and rhymes can help children overcome the silent period. Another reason for using working methods that are linked to learning through playing, is that dealing with a pupil group is complex. As Skulstad (2020, p. 45) points out, communication often take place under limiting conditions such as distractions, tiredness, shyness, awkwardness, nervousness, and memory constraints. Thus, with the conditions not always being ideal for learning, it is important that the pupils meet varied working methods that is built on play and fun.

Since we are basing our thesis on oracy and communicative competence, we find it relevant to further address how they relate to multilingualism. This is a term defined as “a societal phenomenon when languages coexist within a community” (Krulatz et al., 2018, p. 11), thus it is highly relevant to explore within an educational context. Krulatz et al. further explain how multilingualism is beneficial to both societies and individuals, where the benefits are multiple: in education, travel, and career prospects, and it may have positive consequences for cultural sensitivity and cross-cultural understanding, in addition to the many studies indicating it may have certain cognitive benefits. We find this emphasises the special responsibility teachers, especially language teachers, find themselves in as the multilingual and multicultural population keeps growing. With English being the school subject that is most linked to the global society, it is essential that the pupils through this subject get to experience how diversity in language and culture is a resource. This idea is operationalised in the relevance and central values in the English subject curriculum, which states that it is important regarding cultural understanding, communication, all-round education, and identity

development. This implies that English is of great importance for the foundation to communicate with others, both locally and globally, regardless of background (MOER, 2019, p. 2). In a classroom setting, this could include conversing about different languages, exposing the pupils to languages they do not know, and finding the differences and similarities to Norwegian, English, and other languages the pupils know. This is one of the changes done in the new curriculum, from the competence aim in LK06 "find similarities between words and expressions in English and his/her own native language"(MOER, 2013, p. 5) to the one in LK20 "discover and play with words and expressions that are common to both English and other languages with which the pupils is familiar" (MOER, 2019, p. 6). Additionally, learning about minority languages within both English-speaking countries and Scandinavia opens for cultural acceptance, and is especially important given the hardships throughout history these minority languages, such as Sami in Norway, has faced.

2.3.2 Language Learning

When teaching a second language, there are widely known theories that can be used as support for the choice of methods. An example is Krashen's *input hypothesis* (Krashen, 1981, p. 103), in which it is stated that language acquisition occurs when one is exposed to comprehensible language, while also being introduced to language that is just above the learners level. While this idea is easily implemented in reading and listening, it could be harder to make use of while practicing oral skills. We cannot expect the pupils to independently produce spoken language that is beyond their level of comprehension. When implementing Krashen's theory directed towards teaching oracy, it is vital that the pupils are introduced to aids that can support them towards a higher level of language. Examples of aids that could be helpful are prefabricated dialogues, sentence starters or glossaries, with content that are just above the learner's level, or i+1 according to Krashen's theory (Krashen, 1981, p. 103).

Considering the fact that pupils can reach a higher level of language learning with assistance, we find there is an apparent relation between Krashen's *input hypothesis* and Vygotsky's *zone of proximal development.* The zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). As we see it, the correlation between these two theories, is the supply of aids to help pupils reach their full potential in

language learning. This support can take several forms, such as actions by the teacher, support from peers, support sheets with text or sentence starters, glossary, or textbook tasks.

2.4 Learning environment

Even though we focus on textbooks, we find it relevant to include some thoughts on learning environment. We argue that it is of great importance regarding oracy as the learning environment often forms the basis for how much oral participation can be expected in the classroom. Many pupils struggle with speaking out loud in the classroom, and speaking English can be a frightening task due to the demand to perform and produce (Tishakov, 2020, p. 109). A way to counteract this, is to ensure there being a learning environment in which pupils dare to explore the language, support each other's attempts at speaking, and are comfortable in participating orally. A way of creating this type of learning environment is through the use of low-stress and low-risk speaking activities, providing pre-speaking preparation and support, allowing time to practise, and providing supportive, constructive feedback on speaking activities (Tishakov, 2020, p. 109). As we centre our research on textbooks, the two first points are the most central ones. Dialogue in the textbooks can be considered both low-risk and a support in speaking. This support takes the form of both written support and the delegation of clearly defined roles. Penne et al. (2020, p. 131) clarify that when pupils dare to unfold within clearly defined roles, it is because the roles provide safety and room for actions, where the pupils know how to perform because they are familiar with the rules that are required in a dialogue.

Krashen's *affective filter* hypothesis describes how, even when appropriate input is present, little to no acquisition will ever take place if the learner is anxious (Krashen, 1981, p. 110). When the affective filter is "up" or high, the learner will struggle to comprehend and internalise the language. *Affect* refers to the negative feelings that may influence language learning, such as anxiety being proposed to be a very potent influence of the affective filter (Krashen, 1981, p. 29). This emphasises that the learning environment is of great importance for pupils to be able to learn and internalise language, which in turn is important when they start voicing their own thoughts and producing language.

Another theory that can be relevant when considering what may put a spoke in the wheel for oracy in the classroom, is the Matthew effect. In educational context, the Matthew effect refers to excelled readers experiencing a rich-get-richer effect, while less skilled readers risk a poor-get-poorer situation (Stanovich, 1986, p. 382). This came from the biblical saying in

Matthew (13:12) “Whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them”. When interpreting this in an educational setting regarding oracy, it can be said that the pupils that excel in oracy are able to mark their strength and confidence, while the others experience confirmation of their lack thereof. In other words, pupils who have no problem participating orally will be eager to answer questions and participate orally, while pupils who find oracy difficult may be silent. A supporting and healthy learning environment can be the determining factor of someone daring to “break” the silence and overcome the self-fulfilling prophecy of the Matthew effect. In The Education Act (1998, § 9 A-2) the right to a good physical and psychosocial school environment is stated, meaning that teachers are bound by law to do their best to accomplish this.

3 Methodology

In this chapter we will outline and give reasons for the methodological choices we have made. By looking at our research question, it gives an indication towards which approaches have been used.

> How are pupils in early primary education introduced to oracy through English subject textbooks, and in which ways do the tasks develop pupils' communicative competence?

This research question is a two-part investigation; thus, it has different methodical consequences. We chose to conduct a combined qualitative and quantitative approach, which have resulted in a mixed method approach. Further, this mixed methods approach is used in inquiry collecting both kinds of data, thus integrating the two forms and allowing additional insight beyond information provided by either data alone (Creswell & Creswell, 2018, p. 4). First, we present how we conducted the qualitative research, as it is an inductive approach for exploring and understanding "the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018, p. 4). Then, we explain how we applied a quantitative approach, which can be defined as an approach "for testing objective theories by examining the relationship among variables" (Creswell & Creswell, 2018, p. 4). In a mixed methods approach, the research methods and stages are driven by the research question, with "fitness for purpose" as a guiding principle (Cohen et al., 2018, p. 38). This could mean that utilising a mixed methods approach is a case of 'choosing from the top shelf' regarding what methods we find appropriate. Cohen et al. (2018, p. 31) points to the fact that mixed method research is, similarly to the world itself, not exclusively quantitative or qualitative. It is not an either/or world, and they further state that some data is best presented in a quantitative fashion, while some are best presented through qualitative data.

3.1 Mixed methods

With the freedom of choice regarding methods, we thought it interesting to analyse one textbook with a qualitative approach, as this allows for flexibility where the research could change if we discover new, interesting aspects (Gleiss & Sæther, 2021, p. 139). The idea of flexibility in a qualitative approach is consistent with the main idea and is one of the benefits of thematic analysis (Braun & Clarke, 2006), which is explained further at a later point. With the qualitative approach, we decided to make use of the thematic analysis method to create

categories. In contrast to a qualitative method, a quantitative approach presupposes established categories and codes that are used for analysing data (Gleiss & Sæther, 2021, p. 139). The codes that were generated through our qualitative process, will therefore be applied quantitatively as well. This requires a new collection of data, as the material must be broader than a single textbook to see if a general pattern of oracy and communicative competence can be located through the textbooks that pupils and teachers in primary education could use.

This type of method, in which qualitative data is collected prior to quantitative data from a larger sample is used to generalise the findings is called an exploratory sequential design (Cohen et al., 2018, p. 39).

Figure 3 - Exploratory sequential design

The primary intent of this design is to develop and apply a quantitative method that is grounded in the qualitative data (Creswell & Plano Clark, 2018, p. 84). When utilising an exploratory sequential design, we will potentially uncover whether our findings are representative for other textbooks in the English subject as well. Creswell and Creswell (2018, p. 237) recommend an exploratory sequential design for developing better measurement instruments for a sample of a population. This idea could be generalised to a 'population' of textbooks for a specific age group, in our case Year 4. Our adapted model of communicative competence can be said to be a new analytic instrument when investigating the occurrence of oracy and communicative competence in textbooks directed at the English subject.

3.2 Methods for Analysis

We touch upon both inductive, deductive, and abductive approaches for analysis through our research. Our unit of analysis in the qualitative analysis is oral tasks in one selected textbook which has been written after LK20. This qualitative thematic analysis is initially conducted in an inductive fashion, basing the generating of codes and categories off of the data material (Gleiss & Sæther, 2021, p. 171). At one point in the analysis, we understood that we were investigating only the working methods used, which we found to be a too narrow focus. We

decided that we needed to consult research and literature, which is characteristic of an abductive method. In fact, thematic analysis is often considered abductive (Gleiss & Sæther, 2021). The codes generated through thematic analysis, will be used to quantify the results by consulting tasks from other English subject textbooks as well. This is in contrast to the prior stage, as the analysis is conducted in a deductive fashion, meaning that the categories for analysis are predetermined (Gleiss & Sæther, 2021, p. 171). Combining these, while also keeping in mind that writing predictions (see section 4.2) provides background and subjectivity, makes the overall method abductive (Gleiss & Sæther, 2021, p. 171).

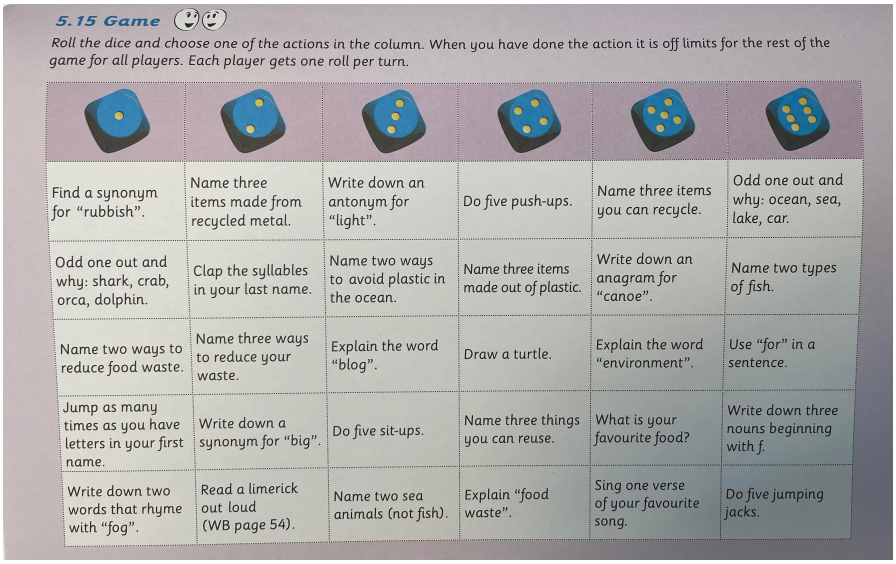
As we use textbooks as the source of data, it is implied that the research is within the field of document analysis. There are different fields of research within document analysis, but our research approach falls within a variety of content analysis. Content analysis is the process of summarising and reporting written data, and it is used as a device for extracting numerical data from word-based data (Cohen et al., 2018, pp. 674-675). In our analysis, we researched the technical side of content, exploring what type of oracy and communicative competence that can be seen throughout the textbooks. We do not say anything specific regarding other types of content, such as themes within the tasks. When conducting content analysis, there are no strong, pre-determined guidelines to adjust to (Gleiss & Sæther, 2021, p. 169). As our analysis is a mixed methods approach, we can find support from both qualitative and quantitative analysis methods. The qualitative analysis was conducted as a thematic analysis, followed by a quantitative analysis which utilises the framework adapted in the preliminary analysis.

3.2.1 Thematic analysis

We use thematic analysis, which is a method where you search for repeated or overarching patterns within your selected data material. Braun and Clarke (2006, p. 79) explain it as "identifying, analysing and reporting patterns (themes) within data". Further, they present a step-by-step guide for doing thematic analysis, which consists of six phases, namely *familiarising yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes,* and *producing the report* (Braun & Clarke, 2006, p. 87). It is important, however, to bear in mind that these phases are not rules but guidelines, as thematic analysis provides a flexible and useful research tool (Braun & Clarke, 2006, p. 78).

The first phase of familiarising yourself with your data, involves immersion in the data to the extent that you are familiar with the depth and breadth of the content, which typically includes repeated reading (Braun & Clarke, 2006, p. 87). To read and re-read data is time consuming, and Braun and Clarke (2006, p. 87) bring attention to the importance of not skipping this phase, or being selective, as it provides the bedrock for the rest of the analysis. What ideas and initial codes that comes to mind in this phase could prove to be important in later phases. As our data is gathered through already written and published documents, we did not have the benefit of familiarising through transcription, but we thoroughly read and re-read the textbook and workbook that we used for the qualitative analysis, where the basis for our adapted model also was formed. It was a smooth transition to phase two, as we started coding while reading the textbooks.

Phase two is generating initial codes, which involves identifying a feature of the data that appears interesting to the analyst (Braun & Clarke, 2006, p. 88). The coding depends on whether the themes are more 'data-driven' or 'theory-driven', where the distinction is whether the themes will depend on the data, or if you approach the data with specific questions in mind that you wish to code around (Braun & Clarke, 2006, p. 89). In the case of this thesis, the coding could be seen as a blend of the two "drives", which is an abductive approach. On one hand, we did the analysis and coding with the very specific aim of oracy in textbooks. On the other hand, we strived to allow the data to "speak for itself", and the codes surfaced based on the written data from the textbooks. Braun and Clarke (2006, p. 88) demonstrate the coding process through an example, where the codes say something about both the data extract and the context. They use the code "too much hassle to change name", which seems to be an interpretation, as the interview object states: "it's too much like hard work I mean how



5.15 Game

Roll the dice and choose one of the actions in the column. When you have done the action it is off limits for the rest of the game for all players. Each player gets one roll per turn.

Find a synonym for "rubbish".	Name three items made from recycled metal.	Write down an antonym for "light".	Do five push-ups.	Name three items you can recycle.	Odd one out and why: ocean, sea, lake, car.
Odd one out and why: shark, crab, orca, dolphin.	Clap the syllables in your last name.	Name two ways to avoid plastic in the ocean.	Name three items made out of plastic.	Write down an anagram for "canoe".	Name two types of fish.
Name two ways to reduce food waste.	Name three ways to reduce your waste.	Explain the word "blog".	Draw a turtle.	Explain the word "environment".	Use "for" in a sentence.
Jump as many times as you have letters in your first name.	Write down a synonym for "big".	Do five sit-ups.	Name three things you can reuse.	What is your favourite food?	Write down three nouns beginning with *f*.
Write down two words that rhyme with "fog".	Read a limerick out loud (WB page 54).	Name two sea animals (not fish).	Explain "food waste".	Sing one verse of your favourite song.	Do five jumping jacks.

p. 57	5.15 - Explicit “talkingheads” - Playing together	Learning environment - “fun” Vocabulary Independent production (while still providing availability to pupils in need of more support -> repetition) “oracy in teaching” -> using the language for an activity Variation in the activity, which facilitates mastering on multiple levels.

Figure 4 - Example of initial codes

much paper have you got to sign to change a flippin’ name […]”. When we started our analysis, we had the idea that our coding would proceed in a similar manner but found this difficult. As our data material consist of already written and quite precise language, it was not necessary to interpret the meaning or idea of what was written. Instead, our initial coding consisted of an explanation of what could be observed of oracy in the textbook, while also describing skills that were needed to do the activity, and what the activities offer as support. See figure 4 for an example of our initial coding.

Phase three involves searching for themes. Braun and Clarke (2006, p. 89) clarify that this phase is initiated when the data have been initially coded and collated, and the researcher has a long list of different codes identified across the data set. In our case specifically, the list of different codes was somewhat shorter, which we believe to be caused by the already written and precise language as presented in the last phase. As we searched for themes, we found the initial coding to be too revolved around working methods, which we considered too narrow. We had to decide how to categorise what type of oracy that was found in the textbook and decided to adapt CEFR’s model of communicative competence. CEFR’s model is presented in section 2.2.2, while the process is thoroughly described in section 2.2.3. In this phase we prepared the preliminary adapted model (figure 9 in section 4.3.4), which corresponds to Braun and Clarke’s (2006, p. 89) description of “analyse your codes, and consider how different codes may combine to form an overarching theme”. Through this phase some of the initial codes may go in to form main themes, whereas others may form sub-themes, others still may be discarded, and some seem to not belong anywhere (Braun & Clarke, 2006, p. 90). *Vocabulary* in our initial coding, seen in figure 4, is an example of a code that ended up forming a sub-theme, or sub-category as named in this thesis. We did also encounter content that we struggled to place within a category in the adapted model of communicative competence, which was placed in a “non-theme” category until the very end of the analysis. These were examples of what NDEAT refer to as *testing tasks*, which is described in section 1.4.3.

Through phase four *reviewing themes*, we finalised the adapted the model of communicative competence, which is presented in 2.2.3. The process of some themes "collapsing" into others, correlate with Braun and Clarke's description in this phase "some candidate themes are not really themes, while others might collapse into each other. Other themes might need to be broken down into separate themes" (2006, p. 91). Initially, we broke down the category *social dimension* into three sub-categories: *intercultural competence, polite forms* and *adapt language to conversation partner*, but as the analysis progressed, we found this to be too specific for the oracy focus in Year 4 pupils' textbooks. Thus, we decided to collapse these into one category again. Similarly, the three sub-categories in *language in use: coherence and cohesion, efficient communication,* and *fluency*, were gathered into one: *efficient communication*. This was due to the lack of data to support upholding three individual categories. A theme must have enough data to support it, while the data within it cannot be too diverse (Braun & Clarke, 2006, p. 91). Phase four involves two levels, where the researcher first has to review the themes at the level of the coded data extracts, and second in relation to the entire data set (Braun & Clarke, 2006, p. 91). The researcher has to read all the collated extracts for each theme, and consider whether they appear to form a coherent pattern (Braun & Clarke, 2006, p. 91). If so, the researcher can move on to the second level, where you have to consider the validity of individual themes in relation to the data set, but also whether the themes reflect the meanings evident in the data set as a whole (Braun & Clarke, 2006, p. 91). Braun and Clarke (2006, p. 91) present two purposes for re-reading your entire data set in this phase: "to ascertain whether the themes 'work' in relation to the data set", and "to code any additional data within themes that has been missed in earlier coding stages". When undergoing this phase, we reviewed our initial codes and categorised all as tasks according to what aspects of communicative competence they trained.

Phase five is about defining and naming themes. At this point the researcher should define and refine the themes that should be presented through the analysis. Braun and Clarke (2006, p. 92) explain 'define and refine' as identifying the 'essence' of what each theme is about and determining what aspect of the data each theme captures. They also suggest that you need to conduct and write a detailed analysis for each individual theme, in relation to both the 'story' each theme tells and the 'story' you tell about the broader overall data, as well as in relation to the research question. As our process has been abductive, where we have conducted the thematic analysis while also consulting theory when natural, our phase five has been a bit different. Because we adapted a model of communicative competence from CEFR, our

categories were already somewhat set and named. Through phase three and four we refined and reviewed CEFR's original model and adapted it to the setting of a Year 4 group with English as a second language, leaving few needs for re-naming in this phase. However, through this phase we did write a detailed analysis, or description, for each individual category, which is found in section 2.2.3. The 'story' of each category is written with regards to the content of each individual sub-competence, while also contributing to the overall 'story' of oracy and education through linking them to the English subject curriculum.

Phase six *producing the report*, begins when you have a set of fully worked-out themes, and it involves the final analysis and write-up of the report (Braun & Clarke, 2006, p. 93). Writing this thesis is the embodiment of phase six, in which we need to assure the reader that our research is valid and this thesis is "[…] concise, coherent, logical, non-repetitive, and [an] interesting account of the story the data tell" (Braun & Clarke, 2006, p. 93). This process is particularly visible through chapter 5 and 6, where we present figures showing part of our data extracts, while analysing and discussing the relevant extracts. In the appendix, we have provided elaborate tables showing the categorisation of all the tasks from both the textbooks and workbooks *Link 4, Explore 4, Engelsk 4,* and *Quest 4* (all presented with correct reference in section 4.1 Data selection). Braun and Clarke (2006, p. 93) express the significance of not only showing data extracts but doing *more* than just provide data. Emphasised is the importance of the write-up being embedded within an analytic narrative that compellingly illustrates the story being told about the data, while also going *beyond* mere description, and make an *argument* in relation to the research question.

3.2.2 Quantitative

We aim to present a broad and thorough examination of our research question, where it is fitting to use a quantitative method. To be able to gain a broad understanding of oracy in textbooks for the general group of Year 4 pupils in school, we needed to analyse a selection broader than merely one textbook and workbook. Through the qualitative thematic analysis, we adapted a framework that is applicable to examine the presence of oracy and communicative competence in textbooks in general, which in turn formed the basis for our quantitative analysis. Essentially, this analysis was similar to the qualitative one, only in a greater scope. As we already had the framework, the method for analysis is considered more in direction of deductive practice, where the categories are pre-determined (Gleiss & Sæther, 2021, p. 171). While conducting the quantitative analysis, we encountered a greater deal of

tasks seemingly lacking depth in the complexity of oracy. Thus, we had to revisit the qualitative analysis again and further investigate the perspective of in-depth learning, which is described in our findings. Because of this we argue that the overall method throughout our analyses and this thesis is abductive, where we are able to go back and forth in our data material, while consulting theory and research when necessary (Gleiss & Sæther, 2021, p. 171).

3.3 Reliability, Validity, and Research Ethics

Because the data for this thesis are based upon public documents, it has not been obvious how we should relate to research ethics in our analysis and writing, but validity and reliability is central in all research. From the start of this project, we were aware of the risk of our own subjectivity when analysing, thus this has been important throughout the project, giving way for many discussions. It has been important to keep this in mind when analysing and interpreting the curriculum and textbooks. It is not given that others will interpret in the same way as us, which is why we have strived to keep the process transparent and visible through the writing of this thesis. It is not endangering to the quality of an analysis that interpretation is subjective, it is rather an opportunity for comparison and discussion, which in turn will contribute to increased knowledge (Gleiss & Sæther, 2021, p. 140).

When discussing subjectivity in research we move into the field of reliability, which could be described as the research being 'trustworthy' or believable (Cohen et al., 2018, p. 268). Gleiss and Sæther (2021, p. 202) verify reliability as how data have been influenced through the sampling process, and if the results are replicable. As we use already written and published data, we do not have to consider the possibility of us influencing the production of the textbooks. However, we must be aware of our position and background, especially when conducting the qualitative analysis of the first textbook. Using document analysis also supports reliability, as the data are in a permanent form, making verification through re-analysis and replication possible (Cohen et al., 2018, p. 674). What stands out regarding the reliability of our research, is the analysis process itself. As it has been a lengthy process, some time passed between the qualitative and quantitative analysis. We started the qualitative analysis in an inductive fashion, with little influence. In the time leading up to the quantitative analysis, we have increased our knowledge through extensive reading, as well as gained experience based on the first analysis. This will of course influence the quantitative analysis, but by merely being aware of this influence, we have taken means counteract it. Another step

we did to prevent too much influence, was to write predictions about oracy based on the English subject curriculum. The idea was that this would be helpful in resetting our minds between the two analyses, ensuring that both were done with the curriculum as a frame of reference. This process is further described in the section about predictions that appear later. Another step we did, was analysing in pair in the beginning. Tjora (2017, pp. 251-252) emphasises that the process of analysing in groups can be a strategy to handle confusion, while strengthening the quality of the analysis. By doing this we wanted to assure that we had a similar understanding and basis before conducting the rest of the analysis separately. We initially coded two chapters of the textbook in the qualitative analysis by ourselves, before comparing the results. This was to ensure that we had high *inter-rater reliability*, which expresses if the researchers enters data based on the same criteria (Cohen et al., 2018, p. 269). This process is further described in section 4.3.2, in which we concretise some of our differences and how we progressed with the analysis after. While we did conduct the remaining analysis separately, we collaborated closely and cooperated if there were any uncertainty when categorising the tasks.

Another aspect we have strived to accomplish, is keeping our research process transparent and visible throughout our master thesis. This falls within the field of validity. Validity is described as the research being coherent and logical, and how well all parts of the research is connected (Gleiss & Sæther, 2021, p. 204). Using an exploratory mixed methods design could strengthen the validity, as what we find during the first analysis is the basis for the next analysis, ensuring a strong connection. As we utilise a mixed method, it is possible to consider the validity regarding both the qualitative and quantitative perspective. Even though the second analysis is done in a quantitative manner, it is still rich in description. This can be read in both the finding about 5.4, but also in the appendix *Quantitative categorisation of communicative competence*. Postholm and Jacobsen (2018, p. 230) exemplify that when considering the validity of qualitative research, it is appropriate to let the reader *see* the reality in the same manner as the researcher did. This is in order to judge if the terms used are meaningful regarding the abstractions of the empiricism. To achieve this, the researcher can use rich descriptions of the data material, the process of codes “emerging” or being discovered, and the reasons for interpreting the way they have. This will show that descriptions, analyses, and interpretations are rooted in the data material (Postholm & Jacobsen, 2018, p. 230). Through our adapted model of communicative competence, it is possible to trace the analytical process, which in turn strengthens the validity of this whole

thesis. The background for using CEFR's model as a basis, as well as how and why we adapted it is thoroughly described in the theoretical framework. Further, the process coincides with our choice of method, and it is again accounted for in the section about thematic analysis. In the remaining part of this thesis, the adapted model will be prevalent through the specifics of how we used it, what findings this led to, and a thorough discussion on the model as a didactic and analytical tool in education. We argue that the adapted model and the categorisation of tasks showcase how description, analysis, and interpretations are rooted in the data material itself.

One of the most important parts of research, is the ethics behind it. It should be present and visible in all parts of a master's thesis. There are ethical considerations that must be evaluated before collecting data such as interviews, observations, and questionnaires. However, as our research is based on textbooks and the English subject curriculum, which are public documents, there is no need for a lot of the ethical considerations, such as obtaining consent when collecting data. In fact, we have consulted numerous publications of methodology, but have had no luck in finding anything specific regarding ethical considerations in research conducted with public documents as the data selection. What we believe has been of great importance when presenting our research, is that we do not wish to rank any textbooks, and subsequently textbook writers, as better or worse than others. We wish to present the standpoint of oracy in the English subject textbooks and our findings cannot be used to judge or measure the overall quality of the textbooks. In addition to the formal criteria when researching, such as being truthful and not plagiarise, our responsibility to the textbooks writers has probably been the ethical consideration of most relevance to us. Just as the principle of *do not harm* (Cohen et al., 2018, p. 127) applies to participants, it can be generalised to apply in this situation as well.

4 Methods

This chapter starts by outlining our data selection, which is similar for both our qualitative and quantitative analysis. Further, we present predictions which we made based on the English subject curriculum. After this, we divide the rest of the chapter into a qualitative and a quantitative part for analysis. Respectively in these sections, we present sampling of textbooks and tasks. As we conducted the qualitative part of our research first, this section is more thoroughly described, and we present reasons for not including the teacher's guide. We also present the stages in the analysis.

4.1 Data Selection

As expressed in our research question, our subject of analysis is textbooks in the English subject for early primary education. There are several reasons as to why we found this age group to be interesting, one of them being our interest in the early primary years and how there is a lack of research on this age group related to the English subject, which was described in the introduction. Our initial idea was to focus on the entire early primary level; however, we decided it was too vast. We found it relevant to focus on the last year of early primary as it gives a representation of where the textbook authors expect the pupils to be at the end of the first phase of their basic education. This expectation is based on their interpretation based on the curricular goals. Furthermore, this age group is in the middle of our range of didactic competence, thus we have knowledge on the students' progression; where they have been, where they are expected to be at, and where they are going relating to their English language competence. Another reason for choosing Year 4 and not the earlier years of primary school is that the time allocated each year for the subject is limited. Thus, we argue that the extent of English used through a week is dependent on the teacher using it "now and then" (Munden & Myhre, 2020, pp. 45-46), in all likelihood making textbooks less prevalent in lessons, and thus outside what could be included in our analysis of what the pupils encounter.

When referring to textbooks, we include the companion workbook in our definition, as the term *learning material* is too broad when referring to the specific textbooks and workbooks used in our analysis. Most textbooks made and used with the current curriculum include digital learning materials in addition to the physical books. However, we do not include these in our thesis. This is due to the vast extent of available digital learning materials, in addition to these traditionally being considered a supplement to ordinary teaching. This also applies to

the teacher's guide, which is further explained in section 4.3.3. Therefore, our analysis is limited to textbooks and workbooks.

When choosing which textbooks to analyse we applied criteria in the selection process. First and foremost, it was important that the textbooks should be in use at schools, which indicate that they must be relatively updated. Ideally, textbooks used in the English language classroom should be updated and revised on a regular basis, but this requires time and money, as well as a budget to acquire them at the individual schools. In Norwegian education there have been two major recent curricular changes: when the 2006 curriculum (revised in 2013) was implemented and when the 2020 curriculum was implemented. As we started researching for our master's thesis, we visited the university library, which had physical copies of three different Year 4 textbooks. In addition to this, we researched online and were able to find two textbooks that has been updated after the implementation of LK20. We found *Link 4* (Mezzetti et al., 2020), a newly written textbook, and *Engelsk 4* (Haegi et al., 2021), built upon the "success factors of the previously published Stairs" (Haegi et al., 2021, cover). We further decided that we wanted to include textbooks that were written or revised after the LK06 revision in 2013 and were therefore left with *Explore 4* (Edwards et al., 2015), and *Quest 4* (Hansen et al., 2013). As our analysis progressed, we became aware that there has recently been published second editions of both *Explore 4* and *Quest 4*, but these were not available to us when we started our research.

Beginning the research process, we needed a method to assess which tasks in the textbooks were oral, both explicitly and implicitly. When we started this process some questions occurred, both regarding what could be defined as a task in general and how much oracy needed to be present for a task to be defined as oral. We saw that the textbooks did not have clear and pre-divided tasks, thus we had to make use of the different sections as guidance where we found it relevant, both to count oral and non-oral sections. Some examples of oral tasks are visualised sections where the pupils are required to reflect, discuss, and dialogues that are both short and expand across several pages. This is illustrated in figure 5, where we defined three different tasks on the same page: a continuation of dialogue from a previous

page, a word play/pun, and a section dedicated to working with a learning partner. Further, we have used the headlines as a guide to define a task; even though there are several headlines on one page or one headline with a task continuation over several pages, they are all counted as one task. The workbooks naturally have clearer distinctions of tasks; therefore, we counted a task with belonging sub-tasks as one task, which is illustrated by example in figure 6. This figure further shows an example of an explicitly oral task that supplement an existing task, which makes the total amount of tasks on this page two. To summarise, we used headlines and visual tools to separate and define tasks, which are illustrated in both figures shown.

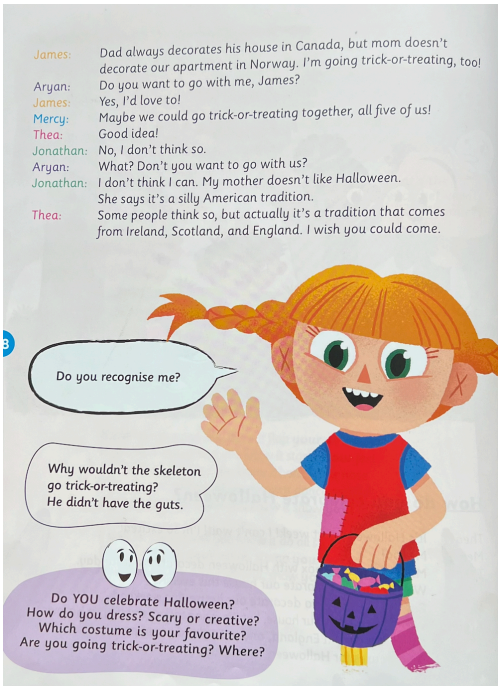


Figure 5 - Example showing several tasks on one page, Link 4 textbook, p. 38

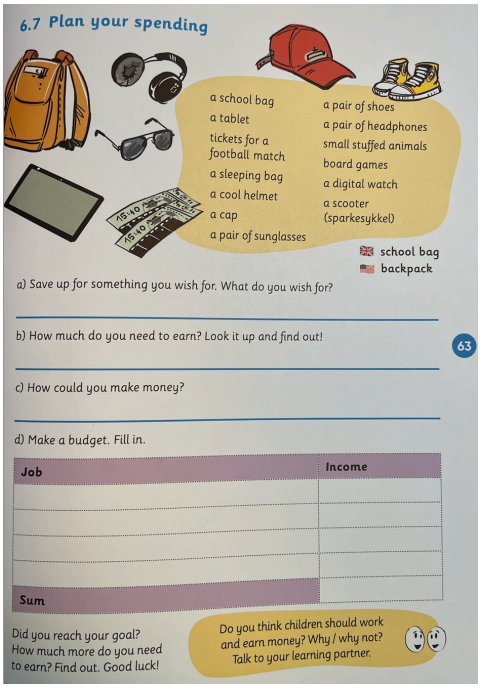


Figure 6 - Example illustrating one task with several sub-tasks, Link 4 workbook, p. 63

Common among all the textbooks used in the language learning classroom is the use of double spreads to mark the start of a new chapter. These usually include learning aims for the chapter, illustrations used in a *myldrebilde* (graphic illustration with a theme, often with many illustrations of different situations in one picture. Often referred to as the German term *vrimmelbild*), relevant chunks, and vocabulary. These spreads are designed to be used in plenary sessions with the whole class, with many opportunities for oracy. However, we have decided to not include them in our analysis since it is difficult to place them relating to the other tasks since they do not provide any clear instruction. Thus, how they are used is highly dependent on the didactic choices of the teacher. Similarly, several of the textbooks use "pre-chapters" with things that are often used on the classroom walls as part of the teaching environment: a weather chart, days of the week, months, seasons, time stamps on the clock -

typical “English every day” activities. Even though the “pre-chapters” and spreads go beyond what is included in our analysis, we do not disregard the value and potential they have in facilitating for oracy in the English subject classroom.

4.2 Predictions Based on the English Subject Curriculum

We entered our research project with the idea that we did not want to close any doors. Some choices made will have consequences, for example extensive reading about a theme or theory means that a pure inductive design is eliminated. One of the steps we undertook to ensure we could analyse the textbooks as objectively as possible, was to do an in-dept exploration of the English subject curriculum. As the curriculum is the basis for all teaching, as well as with textbooks, this was a natural first step to ensure that we base our statements on facts, being aware about the content of the curricula, and not be too influenced by what the textbooks presents. While an analysis like this will bear traces of us as researchers and student teachers with different experiences, we believed that making predictions based on the English subject curriculum would ensure the analysis to be as fair as possible, while still preserving the abductive approach where the method is both a top-down (theory-driven) and a bottom-up (data-driven) approach (Gleiss & Sæther, 2021, p. 174) (described in section 3.3).

Based on the English subject curriculum, we made six predictions of what we believed the textbooks would include of oracy. First, we believed there would be a skewed distribution between oral and written skills. This is based on the amount of competence aims we marked as oral from Year 2, 4 and 7, and from Year 2 to Year 4 we were under the impression that the focus on *exploring* the oral language decreased, while focus on the written language increased. There did not seem to be less focus on oral activity, but on the exploration. After Year 2 the competence aims seemed more split between competencies, while the older pupils’ competence aims were more compound, so the focus is both oral and written within the same aim. This was also basis for another prediction, which was that the oral content would often be combined with content requiring other basic skills. In the parts about formative assessment (MOER, 2019, pp. 6-7) oral skills is not mentioned alone; it is either paired up as *oral and writing* skills, or *oral and digital* skills. This is in contrast to *reading* and *writing* skills, which stands alone. The third prediction was that practical activities would be frequent, both for repetition, shared activities such as songs, and games which includes dice or activities as an example. This is based on verbs used in the curriculum, namely *playing* and *singing*, and language-learning activities with focus on the English alphabet and pronunciation patterns

(MOER, 2019, p. 6). Similarly, another practical prediction, was that the pupils would be given specifics on how to converse, focusing on communication, dialogue, and conversation rules, which can be seen in the Year 4 competence aim "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules" (MOER, 2019, p. 6). Further, we believed that the perspective of intercultural competence would be prevalent. This is based both on our own experiences and the curriculum, as we described in section 2.2.3 where we presented our adapted model of communicative competence. When reading the English subject curriculum, the thought was that intercultural competence would be included in the textbooks through multiple languages being represented, and through the pupils' exploration of various languages, ways of living, traditions, and customs in the world (MOER, 2019, p. 6). The last prediction we made was that there would be a higher degree of written perspective and reading comprehension, than the oracy perspective. There could potentially be oral activities, such as role playing, but it might depend on the didactic skills of the teacher, or the teacher's guide.

As our analysis was conducted in several stages, we also considered making prediction to be a smart choice. We were aware that it was possible to do the qualitative analysis first, while the quantitative could be done months after. A consequence could be that the qualitative analysis would impact the quantitative to a greater extent than we intended. The intention of this thesis is not for it to be an investigation of to what degree other textbooks conform to *Link 4*, but to what degree textbooks in general conform to the curriculum. Therefore, writing predictions could help us reset between the different textbooks, making the different analyses as objective and independent as possible. The nature of an exploratory sequential design implies that the qualitative analysis of *Link 4* does impact the quantitative analysis. This is natural as the abductive approach allowed us to start the analysis relatively freely, while consulting research as it progressed. As a result of this, the adapted model which forms the foundation of the quantitative analysis, was introduced in stage three of our qualitative analysis. This would mean that there is influence to some extent, but by simply being aware of this possible source of error, we can counteract it. Our intent is that the qualitative analysis of *Link 4* should be a steppingstone in the research process and not the main purpose.

4.3 Qualitative study

4.3.1 Sampling: Textbook

We contacted the four different textbook publishers to request copies for our analysis. Only the publisher of *Link 4* had opportunity to send physical copies of the textbook and workbook. When deciding on which textbook that should be the basis of our qualitative study, *Link 4* appeared to be the obvious choice as it is both newly written and we could make use of the physical copy when thoroughly analysing it. This choice could be said to be both purposive and convenience sampling (Cohen et al., 2018, p. 218), as the textbook both meets our required criteria, and it is of most convenience for us to make use of a book where we have physical copies available. In purposive sampling, researchers handpick what objects to include in the sample based on their judgement of the objects possession of what characteristics that fit the named criteria (Cohen et al., 2018, p. 218). In this specific case, the named criteria are textbooks written after LK20 that are likely in use at schools today, of which we can assume Link is as it is written and published after LK20.

4.3.2 Sampling: Tasks

We decided to limit this thesis' focus to what is being conveyed explicitly or implicitly as oral through the textbooks, and disregard for the sake of manageability the didactic potential different tasks have outside oracy. Based on this decision, we also decided to not include the teacher's guide in our analysis, but as seen in the next section, we did a short comparison before excluding teacher's guides completely.

Initially, we decided that both of us should code two out of eight chapters in *Link 4* textbook and workbook, which we would then compare to ensure that we coded similarly without being influenced by each other. The chapters were randomly selected and ended up being chapters three and eight. After working separately, we compared our coding but experienced that we had widely different perceptions regarding what tasks were oral tasks. Where one of us had marked similarly to our final coding, the other one had marked the strictly explicit tasks using action verbs. Thus, it was necessary to discuss to ensure a shared basis for the analysis. We decided that we needed to do the analysis in four stages, as described in section 4.3.4. While this preliminary coding and comparison is not shown in the results, it was an important discovery for progressing forward. This process resulted in a new separate coding of chapter eight, before comparing again. This time we coded nearly everything in the same way, which testifies to a high degree of inter-rater reliability, as described in section 3.3. The

only page we did not code equally was page 114 in the textbook, where one of us marked it as non-oral due to the lack of visual symbols for learning partner, while the other marked it as explicitly oral because of the persuasive language *let's read.* Through discussion we decided that the persuasive language was indeed an encouragement to read aloud, as well as when using rhyme and rhythm, the reading works better aloud than as silent reading. Although deciding that this is an oral task, we did mark it as implicitly oral, as there are no specific instructions that it must be done orally.

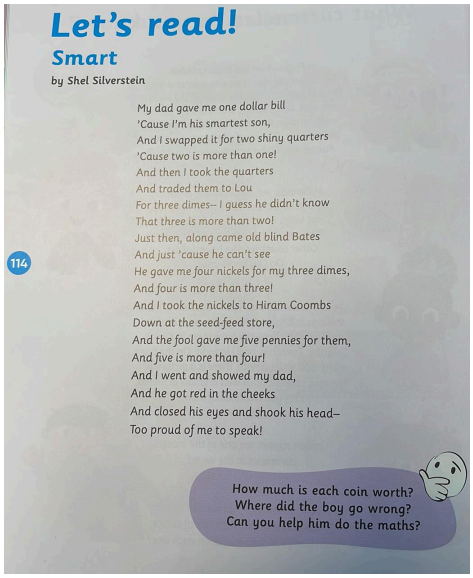


Figure 7 - Example showing where we coded differently, Link 4 textbook, p. 114

4.3.3 Teacher's Guide

Most learning materials created for educational purposes include a teacher's guide as supplement to the textbook and workbook. Gilje et al. (2016, p. 25) report that approximately 40% of primary school teachers "completely agreed" that the teacher's guide was important in their preparation for teaching, whilst an additional approximately 30% did to "some degree agree" to the same question. This comes to show that about 70% of teachers make use of the teacher's guide when preparing for their teaching.

Link 4's teacher's guide is designed to be a resource for the teacher when working with the textbook and workbook and includes three different sections. First, a general section with background, approaches to language, practical tips, sight words, and learning aims. These learning aims are based on the LK20 curricular goals and CEFR's language levels. Second, a review of all the chapters with a focus on each spread (double page) from the textbook. Third, a selection of copying originals linked to the chapters.

After conducting our analysis on the oral tasks in *Link 4* and the different working methods and which communicative competence these practises, we decided to do a short analysis of the teacher's guide in order to investigate to what extent our initial analysis correlated to the instructions given in the teacher's guide. We found that the teacher's guide had similar instruction on oracy as our analysis, thus supporting our findings. However, we find it relevant to mention that the teacher's guide to some degree had a larger focus on oracy, such as points on pronunciation, high-frequency words, and extra activities. Furthermore, the focus points and guiding are quite extensive, thus we concluded that it is unrealistic for teachers to

utilise all of them in a classroom setting. Based on this, we argue that the teacher's guide is meant to inspire and recommend different approaches to using the books in teaching, thus it depends on the teacher what to applicate into their own teaching. Therefore, the teacher's guide will not be a subject of analysis as it is limited to a didactic potential. Additionally, it does not give a clear picture of what the pupils generally will encounter in terms of oracy in the English subject classroom. There will always be elements from the classroom that goes beyond what can be included in our analysis.

4.3.4 Stages in The Analysis

As we were analysing *Link 4*, we concluded that we had to conduct the analysis process in different stages. We utilised an abductive approach, which is identified by combining the inductive and deductive way of working. This means to both uncover categories in the data material while also utilising categories developed on the basis of theory and research literature (Gleiss & Sæther, 2021, p. 171). The stages in our analysis form a good example of an abductive method, where stages one and two consist of uncovering categories in the data material. Stage three and four utilise the categories of communicative competence presented by the Council of Europe (2020, p. 129), with inspiration from Canale and Swain's (1980, p. 28) theoretical framework as well, as a basis for our adapted model of communicative competence.

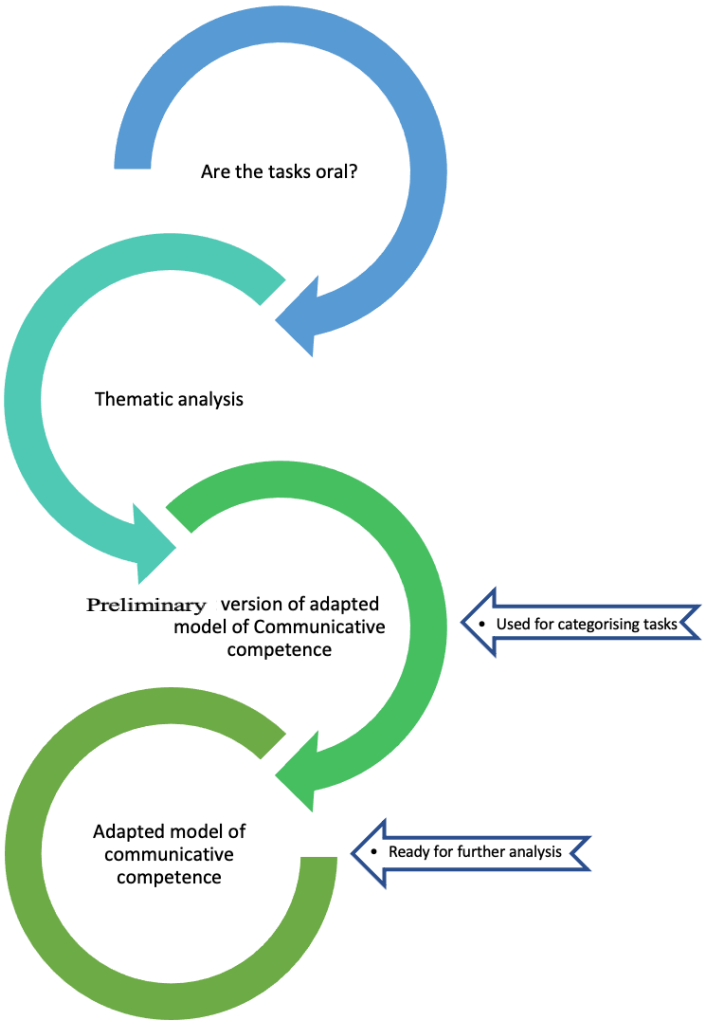


Figure 8 - Stages in the qualitative analysis

These categories were based on our research question "How are pupils in early primary education introduced to oracy through English subject textbooks, and to what degree is communicative competence present?" and enable us to do a first course classification. As visualised, the very first stage was to determine whether the tasks in the textbook could be categorised as non-oral, implicitly oral, or explicitly oral. The working document with tallies of these three types of tasks, with all four textbooks, are appended. Afterwards we could initiate stage two, which consisted of the thematic analysis described in section 3.2.1. Initially, the thematic analysis revolved around working methods in the textbook, but we found this approach too narrow. Therefore, stage three involved the action of categorising all oral tasks regarding what type of oracy they practise. This stage resulted in the preliminary adapted model of communicative competence (figure 9), as it became apparent that we would benefit from using a model as support when conducting the analysis.

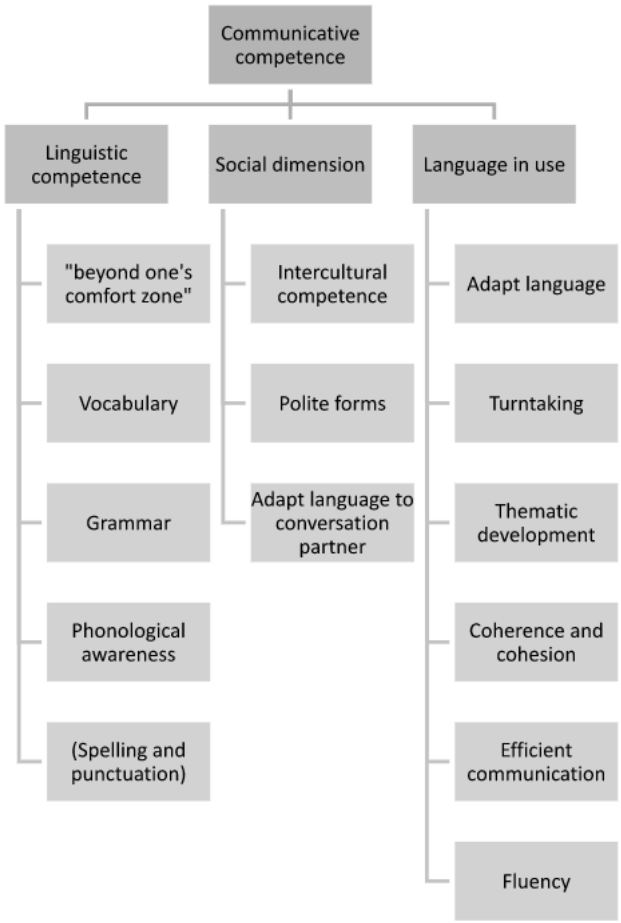


Figure 9 - Preliminary version of the adapted model of communicative competence

In the process from stage three to four, we found that some of these sub-categories were not fitting as we tried to categorise the oral tasks. Some of them were not represented in our categorisation, which is why we needed to further adapt the model. Therefore, we ended up with our adapted model of communicative competence, as presented in section 2.2.3. This coincides with stage four in our qualitative analysis. At this point, we had a new analysing tool ready for the quantitative part of our analysis.

4.4 Quantitative study

The data selection process is thoroughly described in section 4.1, thus a brief repetition will be given here. There were four relevant textbooks for our research, namely *Link 4, Engelsk 4, Explore 4,* and *Quest 4.* These were found to fit the given criteria, which first and foremost were textbooks that the pupils may use in their lessons today. This indicates that the textbooks must be relatively recently updated, and we decided to include those that were published after the revision of LK06 in 2013, and after the implementation of LK20. As *Link 4* were the object of the qualitative analysis, we used the remaining three for the quantitative analysis.

In the same manner as the qualitative analysis, we started by defining whether the tasks were implicitly, explicitly, or non-oral. Afterwards we used the adapted model of communicative competence as an analytic tool to categorise all oral tasks from *Engelsk 4, Explore 4,* and *Quest 4.* This part of analysis can be compared to stage four in the qualitative analysis, as the categories were already set. This coincides with a deductive method using predetermined categories (Gleiss & Sæther, 2021, p. 171). While this is the case, we also consulted theory and made changes to the qualitative analysis when discovering interesting findings, resulting in this being an abductive process as well.

5 Analysis and Findings

In this section, our findings in the analysed textbooks will be presented. We will be presenting the different categories from our qualitative analysis with examples from *Link 4,* and *Engelsk 4, Explore 4* and *Quest 4* from our quantitative analysis. These categories will be based on the tasks we classified as implicitly or explicitly oral. The relationship between the number of non-oral, explicitly oral, and implicitly oral tasks will be illustrated as pie charts. As a means of clearly illustrating where the specific examples on the page are located, we have made red circles or squares in some of the figures. We have appended the relevant working documents from our analysis, namely: *Tallies of the three types of tasks, Tables and pie charts visualising the amount of oral tasks in percentage, Qualitative categorisation of communicative competence,* and *Quantitative categorisation of communicative competence.*

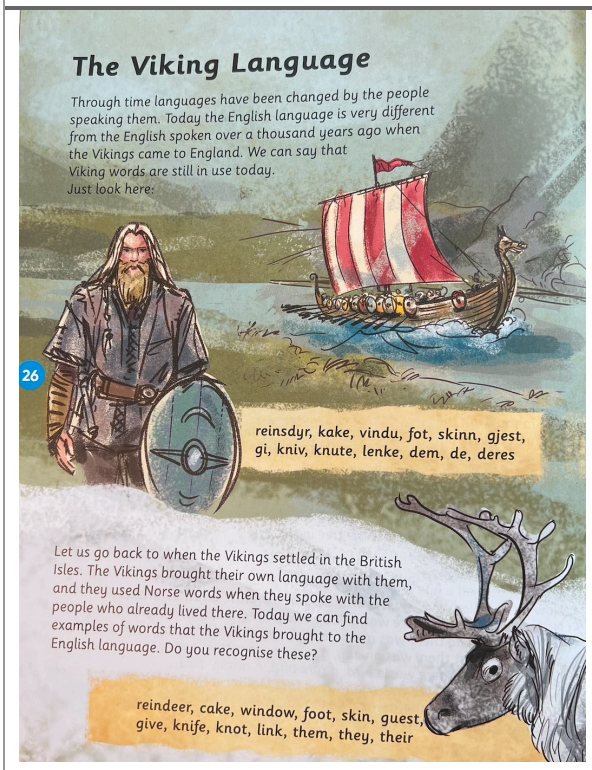
5.1 Findings on Categorising Tasks as Non-Oral, Implicitly Oral, or Explicitly Oral

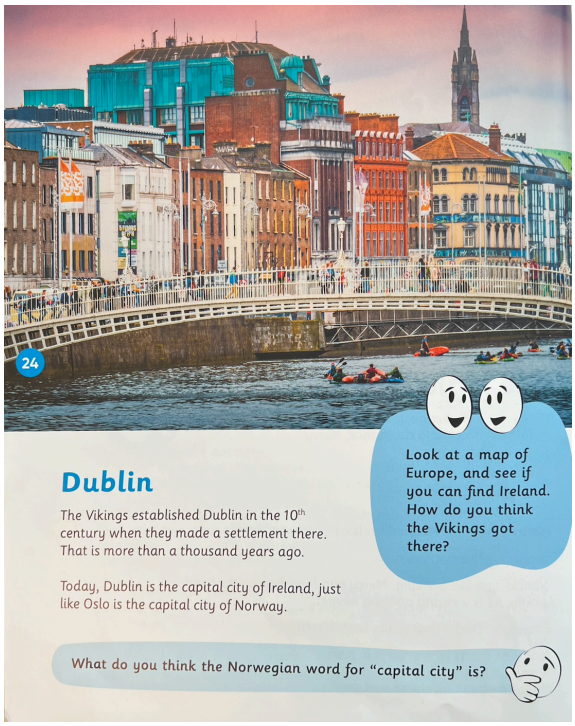
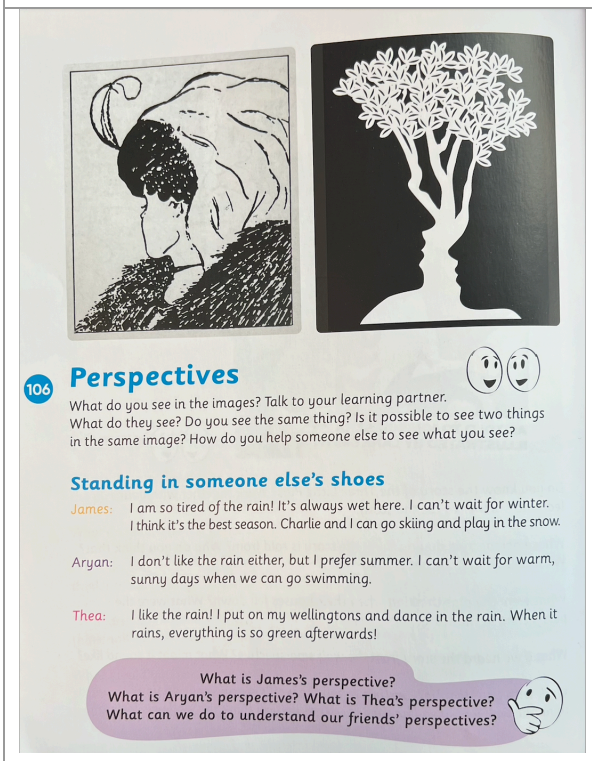
5.1.1 From Qualitative Analysis on *Link 4*

After choosing *Link 4* as the textbook we wanted to use as data in our qualitative analysis, we needed to create a method in which we could use to categorise the oral tasks. This was the first stage in our analysis (see section 4.3.4). We started the process by making the criteria that needed to be present for the tasks to be categorised as oral. Thus, if these criteria were not present, the tasks were placed within the non-oral category. One criterium includes the use of action verbs, which convey doing, being present in the task: explain, sing, discuss, talk, and describe. Since these verbs gave clear instructions to solving the task in an oral manner, we found that we needed a category in which we could put these. This would also often include tasks that gives instructions to work with a learning partner, in which is illustrated by two heads talking in *Link 4* (see in example of explicitly oral task in table 1). Therefore, we put these tasks in the category called explicitly oral. From this category we created another category called implicitly oral, in which tasks that did not contain the oral verbs could be placed. We found that these tasks had oral elements attached, thus the criterium was that they should imply they should be solved orally, often in combination with a written element. Examples of tasks that we categorised as implicitly oral are dialogues, puns and riddles, rhymes and poems, speech bubbles, and thinking bubbles. Additionally, we found that the use of "let's" before the verb "read" could be seen as an active invitation for the pupils to participate orally in a plenary reading the text out loud session.

The following table illustrates through examples from *Link 4* textbook how we have decided to categorise the tasks according to the three categories. The page number is visible in the pictures.

Table 1 - Examples of non-oral, explicitly oral, and implicitly oral tasks in Link 4 textbook

Example from *Link 4*	**Category**	**Explanation**
	Non-oral	This example shows tasks which have been categorised as non-oral, as it consists of factual texts, with some additional vocabulary, that does not require the pupils to participate orally.

	Explicitly oral	This example shows two tasks: the text about Dublin with the attached thinking bubble is non-oral, while the section with the two talking heads give instruction that the pupils have to work together, thus making it explicitly oral.
	Implicitly oral	This example illustrates how there could be both explicitly and implicitly oral tasks present. The first task is explicit due to the two talking heads, while the dialogue is implicitly oral. This is due to the clear roles of who is talking, thus indicating that the pupils could practise turntaking by assigning each character to the pupils, so that they could read or act out the lines. Additionally, we categorised the thinking

		bubble as implicitly oral as it is connected to the dialogue.

After categorising and counting all the tasks in any of the three categories non-oral, explicitly oral, or implicitly oral, we applied these numbers to make visual pie charts that would be used to both visualise the representation of oral tasks in the textbook and workbook, and to compare to the other textbooks and workbooks from the quantitative analysis. When viewing the textbook and the workbook together, the oral tasks make up 35.5% of the total tasks in the books. As seen in figure 10, this is divided into 20.1% of explicitly oral tasks and 15.4% implicitly oral.

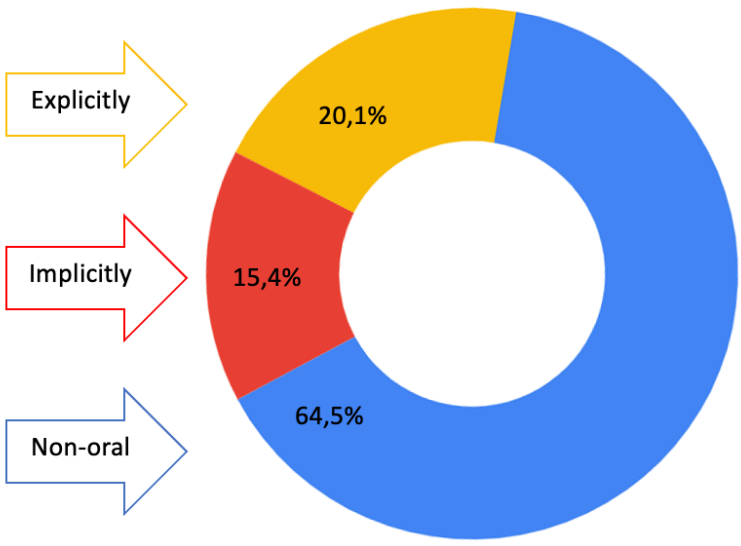


Figure 10 - The total number of oral tasks in Link 4

In *Link 4* textbook there was a greater occurrence of oral tasks (figure 11), which made up 51.8% in total. This consist of 23.6% explicitly oral tasks, while there were 28.2% implicitly oral. Figure 12 shows the number of oral tasks in *Link 4* workbook, which adds up to 18.3% oral tasks in total. This is 16.4% of explicitly oral tasks, while 1.9% of implicitly oral. All in all, only one-fifth of the tasks we found in the textbook and workbook combined were explicitly oral tasks.

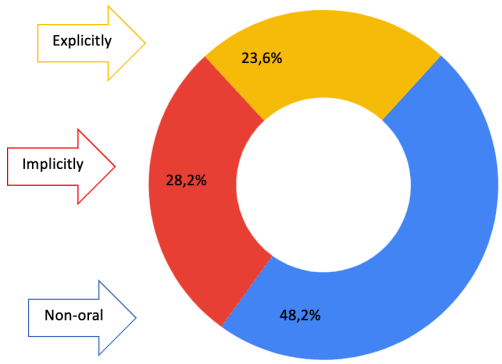


Figure 11 - Number of oral tasks in Link 4 textbook

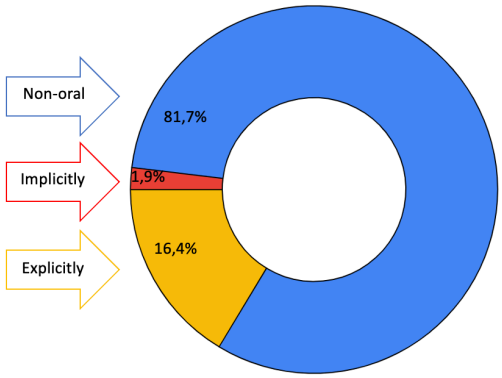


Figure 12 - Number of oral tasks in Link 4 workbook

5.1.2 From Quantitative Analysis on the Other Textbooks

In the quantitative analysis we have categorised oral tasks from three different textbooks, with companion workbooks: *Engelsk 4, Explore 4* and *Quest 4*. We started the process of this analysis by applying the same first stage as in our qualitative analysis: categorising the tasks into non-oral, explicitly oral, or implicitly oral.

In the quantitative analysis, the oral tasks make up 27.6% of the total amount of tasks when reviewing the textbooks and workbooks together (figure 13). This total consists of 19.3% explicitly oral tasks, while 8.3% are implicitly oral.

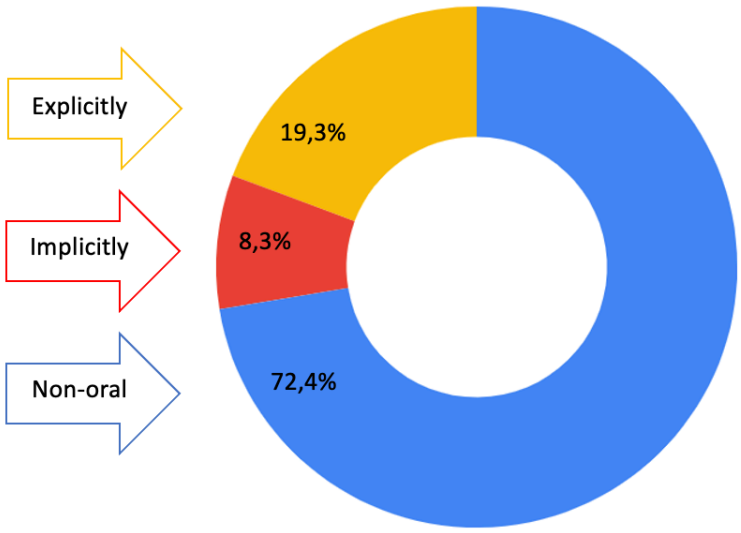


Figure 13 - The total number of oral tasks in the quantitative analysis

Looking at the textbooks and workbooks separately, these numbers of oral tasks are made up of 45.1% in the textbooks and 15.5% in the workbooks. In the textbooks these 45.1% is split in 27.3% of explicitly oral tasks and 17.8% of implicitly oral (figure 14). In the workbook the 15.5% of oral tasks is split into 14.7% of explicitly ones, while 0.8% are implicit (figure 15). The most important finding from the quantitative analysis is the difference in the amount of oral tasks, especially implicitly oral. These will be further addressed in section 6.1 about oracy in the textbooks.

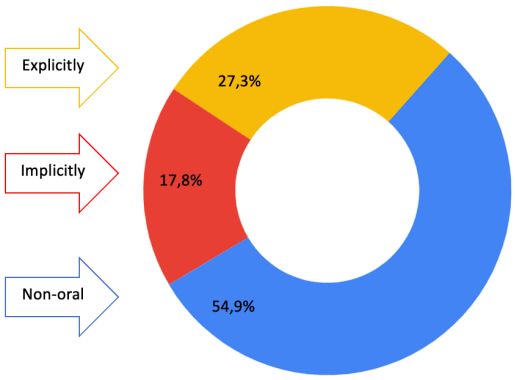


Figure 14 - Number of oral tasks in textbooks in the quantitative analysis

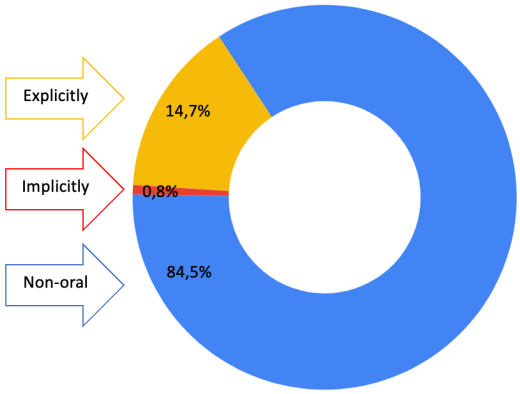


Figure 15 - Number of oral tasks in workbooks in the quantitative analysis

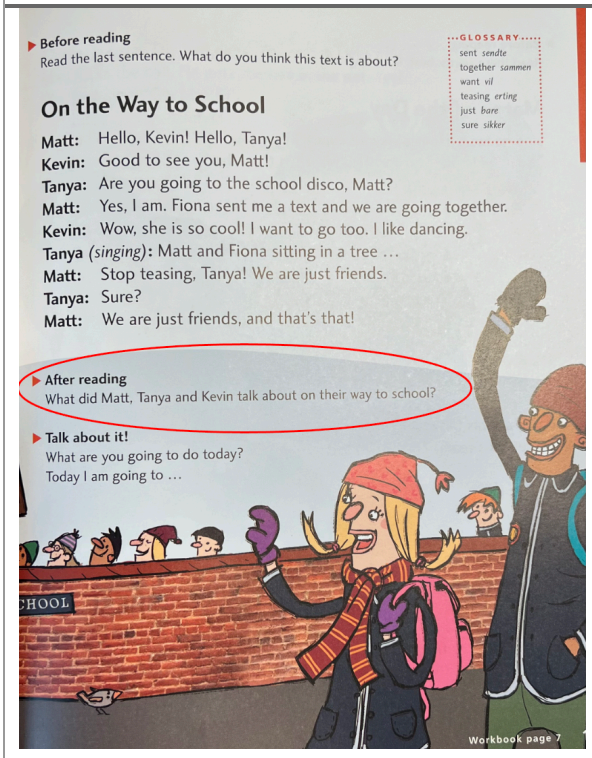
5.2 Finding on Depth in Oracy

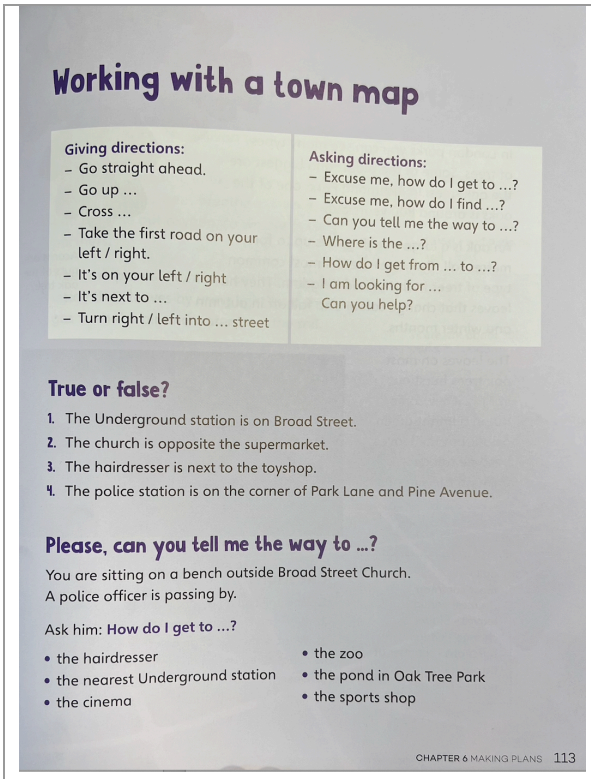
During our quantitative analysis we found that there were many of the explicitly oral tasks that did not require much independent production, thus we found the depth in terms of oracy and communicative competence limited in several tasks. As previously presented, there is a new emphasis on in-depth learning in the new curriculum. This term highlights aspects such as understanding, using knowledge and skills in known and unknown situations, creativity across subjects, learning to learn, and reflecting on one's own learning. Therefore, we will be looking at how in-depth learning related to our adapted model of communicative competence is facilitated through the textbooks. However, we find it necessary to specify that the subject of our analysis is the oral aspect of the tasks, thus disregarding the potential competencies and skills the task practise in terms of the other basic skills.

Tasks with lack of depth were typically with a learning partner with instruction to read sentences they had written out loud, "think and talk" tasks where they would answer related to a text they had just read. This correlates to the *testing task* category (see section 1.4.3), which is one of four categories of tasks in learning materials defined by NDEAT (2021, p. 30). Furthermore, these testing tasks are considered closed tasks as the requirements of the pupils are limited to retrieving information and an answer from a text. Some of these tasks are placed within a "non-theme" category, as they were not possible to place within our adapted model. We additionally found many "before you read"-tasks where the questions were aimed to activate prior knowledge. Some of these tasks also come under the second category, *practise tasks,* which is designed to practise a certain skill, such as grammar or reading comprehension (NDEAT, 2021, p. 30). As these shorter, and less complex, tasks were quite

prevalent in the quantitative analysis, we found that the number of explicitly oral tasks were higher than in the qualitative analysis (see section 5.1). We have an abductive approach to our analysis, meaning we can go back and forth in our categories, and change them if we uncover new categories (Gleiss & Sæther, 2021, p. 171), thus we found it necessary in this instance to go back to our data material from *Link 4*. Since we did not find it relevant to comment on the lack of depth in our initial analysis, we wanted to go back to make another evaluation. This is where our finding relating to the depth, or lack thereof, in the oral tasks emerged.

Table 2 - Examples showing a testing task and a practice task

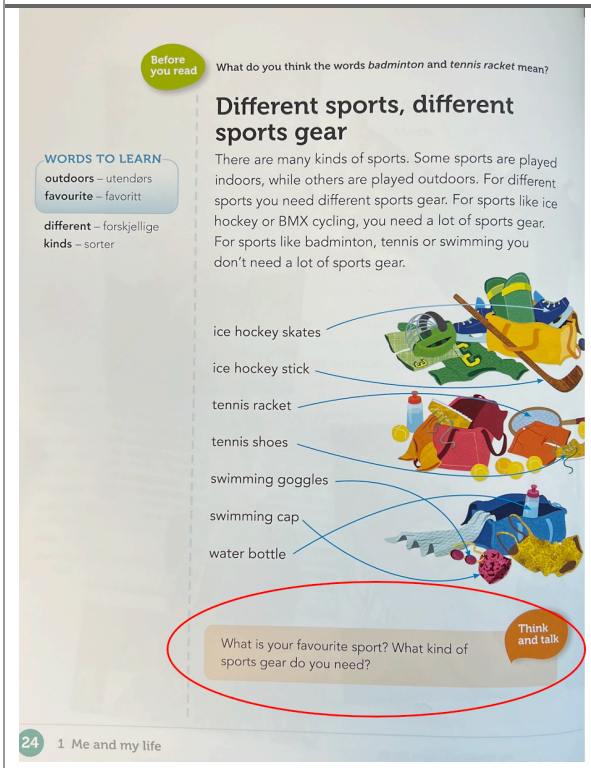
Examples	**Task category**	**Explanation**
 *Quest 4* textbook, p. 13	Testing task	This example shows a testing task where the pupils are required to answer a question where the answer could be found in the text.

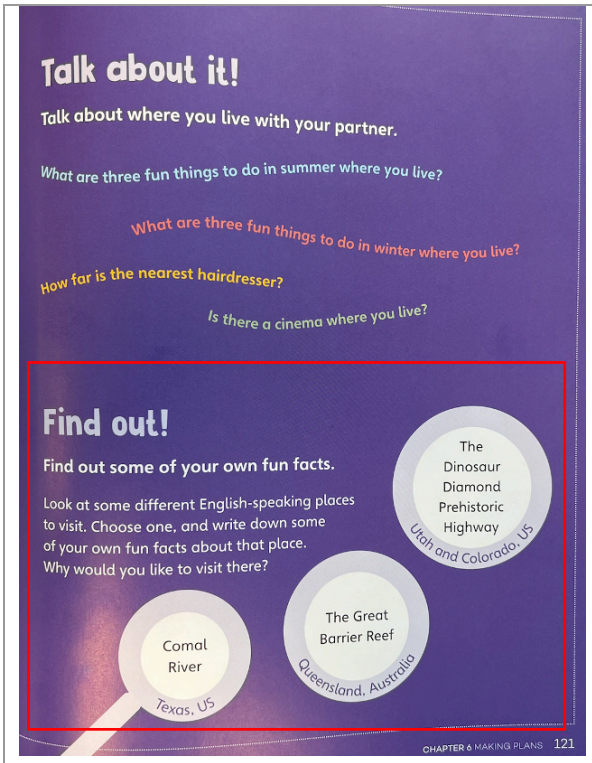
 **Working with a town map** **Giving directions:** – Go straight ahead. – Go up … – Cross … – Take the first road on your left / right. – It's on your left / right – It's next to … – Turn right / left into … street **Asking directions:** – Excuse me, how do I get to …? – Excuse me, how do I find …? – Can you tell me the way to …? – Where is the …? – How do I get from … to …? – I am looking for … Can you help? **True or false?** 1. The Underground station is on Broad Street. 2. The church is opposite the supermarket. 3. The hairdresser is next to the toyshop. 4. The police station is on the corner of Park Lane and Pine Avenue. **Please, can you tell me the way to …?** You are sitting on a bench outside Broad Street Church. A police officer is passing by. Ask him: How do I get to …? • the hairdresser • the nearest Underground station • the cinema • the zoo • the pond in Oak Tree Park • the sports shop CHAPTER 6 MAKING PLANS 113 *Engelsk 4* textbook, p. 113	Practice task	This example shows an implicitly oral practice task. The task is designed to practise the skill of effective communication through learning chunks. We have further categorised this task within *grammar, vocabulary, turntaking,* and *language in practise*.

When we went back to take a closer look at the explicitly oral tasks in our qualitative analysis, we found that many of the explicitly oral tasks worked more towards in-depth learning. This was due to the categories we had placed these tasks within: *i+1, language in practise*, and *social dimension* (explained in section 2.2.3). We found that these correspond to the two remaining task categories that focus on more open tasks. *Interpretation and reflection tasks* (NDEAT, 2021, p. 30) require the pupils to make use of several elements from the text and relate them to information outside the text, making them open and require independent production from the pupils. This is especially relevant in our *language in practise* category, which emphasises being able to adapt learnt language to new situations, thus recombining elements creatively to formulate thoughts (illustrated by example in table 3 below). Lastly, the last task category *doing* is linked to the sub-category *i+1* from our adapted model as they both aim for the pupils to move beyond the text, with emphasis on oral activities, discovering sources, places, or experiences. As previously mentioned, we have categorised some of the explicitly oral tasks within the *social dimension*, where the pupils are typically instructed to research information on other cultures and countries, thus making them closely connected to

the latter task category. These open and more complex tasks are important in the perspective of adapted learning as they are varied and can be solved on different levels.

Table 3 - Examples showing interpretation and reflection tasks, and doing tasks

Examples	**Task category and category in adapted model**	**Explanation**
 Before you read What do you think the words *badminton* and *tennis racket* mean? Different sports, different sports gear There are many kinds of sports. Some sports are played indoors, while others are played outdoors. For different sports you need different sports gear. For sports like ice hockey or BMX cycling, you need a lot of sports gear. For sports like badminton, tennis or swimming you don't need a lot of sports gear. WORDS TO LEARN outdoors – utendørs favourite – favoritt different – forskjellige kinds – sorter ice hockey skates ice hockey stick tennis racket tennis shoes swimming goggles swimming cap water bottle Think and talk What is your favourite sport? What kind of sports gear do you need? 24 1 Me and my life *Explore 4* textbook, p. 24	Interpretation and reflection task, and *language in practise*	This example shows how a post-reading activity could be used as a reflection task as the questions are built on the text and further related outside the text to the pupils' lives. Furthermore, the questions are open and require independent production.

 *Engelsk 4* textbook, p. 121	Doing task and *social dimension*	Even though this task does not give specific instructions to be solved orally, we have categorised this example as implicitly oral as it is a continuation of an explicitly oral task. This is an example of a doing task where the pupils are instructed to find out some of their own fun facts, however without any further instructions as to which sources they should use. Therefore, this task encourages the pupils to be independent and discover new sources and places. Additionally, with the focus being on discovering and involving other English-speaking countries, we have categorised this within the *social dimension*.

5.3 Finding on Working Methods

In the core element *communication* of the English subject curriculum, we find the quotation "the pupils shall experience, use and explore the language from the very start" (MOER, 2019, p. 2). In the translation from Norwegian to English there has been a minor change, that we wish to bring forward as an important one. In the Norwegian version it says that the pupils should *get* to experience, use, and explore the language (*elevene skal få oppleve […]*). While these two quotations are nearly identical in connotation, we believe that the Norwegian one to

a greater degree make publishers, textbook-writers, and teachers accountable to the pupils. It emphasises that it is not enough to facilitate for varied ways for the pupils to engage in learning English, they have the responsibility to actually present a variety of ways to work with language learning. Some of this variety can be presented through "the fun-aspect", which we will describe further in the next paragraph. It is no secret that people in general, and young people especially, are drawn towards fun and enjoyable content. Halliwell (1992, p. 4) states that language learning occurs naturally when the need to communicate has been temporarily intensified by activities which generate real interaction or call on the imagination. She further exemplifies that games are useful and important, as the fun element creates a desire to communicate. Through our analyses we found that the textbooks presented a variety of ways to work with language learning, giving the pupils the opportunity to immerse themselves in the English language through exploration and play. The competence aims from the whole of primary school encourage to use playing, singing, and activities in exploring the English alphabet and pronunciation patterns (MOER, 2019, pp. 5-8), while competence aims after Year 4 also use the word *play* in relation to words and expressions that are common to both English and other languages with which the pupil is familiar (MOER, 2019, p. 6). Through the analysis we took note of varied working methods, which we present in the next sections.

"The Fun-Aspect"

"The fun-aspect" is something we have marked in all the books from our analyses. As we did the qualitative analysis, we became aware that some of the tasks were written in a way that does not only practise communicative competence through the various categories we have presented in section 2.2.3. Some of the tasks were presented in a way that offers a meaningful and low-threshold entrance to use the English language, while also contributing positively to the learning environment. These include songs, games, role plays, word plays, and playing in general, also including the visual presentation in the books. Some of these tasks are also examples of varied working methods, which is natural as variation is a fun and motivating way to approach teaching and language learning.

Some of the tasks categorised within "the fun-aspect" overlap with other sections in this thesis. As such, we just present them briefly here. Examples of games can be seen in figures 19-21, songs in figures 24-27, and role plays are explained later.

There is a clear connection between word plays, puns, tongue twisters and jokes and oral language, as we know; jokes seldom play out well written on paper. Playing with language

this way is helpful in developing language skills, vocabulary, and phonological awareness. A competence aim after year 4 sounds: "explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities" (MOER, 2019, p. 6), where the verb *explore* fits like a glove to the textbooks' use of puns, riddles, jokes, and tongue twisters.

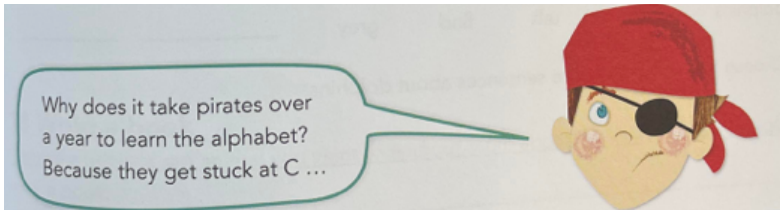


Figure 16 - Example of riddle which practice phonological awareness, Explore 4 workbook, p. 101

When children are able to understand and make use of jokes playing with homonymy, meaning that words/sounds have two meanings, they possess a fair amount of language awareness (Traavik, 2014, p. 89). An example of homonymy can be seen in figure 17.

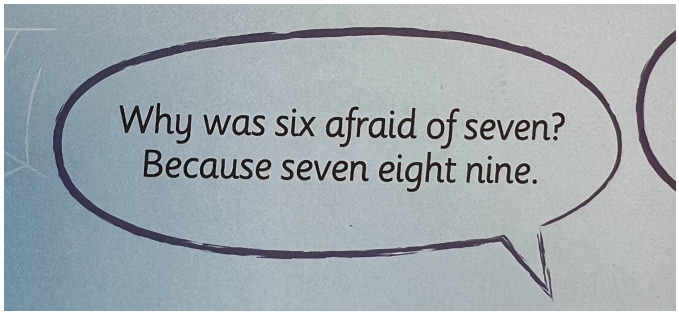


Figure 17 - Example of a riddle practising homonymy, Link 4 textbook, p. 38

We have marked most of the word plays as implicitly oral tasks, as they do not explicitly ask for the pupils to participate orally with verbs urging for participation or any visual signs, such as the learning partner symbols. At the same time, we believe that the pupils will experience these types of tasks as relevant to their everyday life and enjoy being able to retell them to each other. Word plays are present in all the textbooks, to a varying degree. *Link 4* has the most examples of it, but it is present in the others as well.

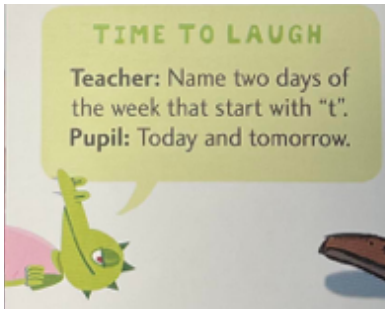
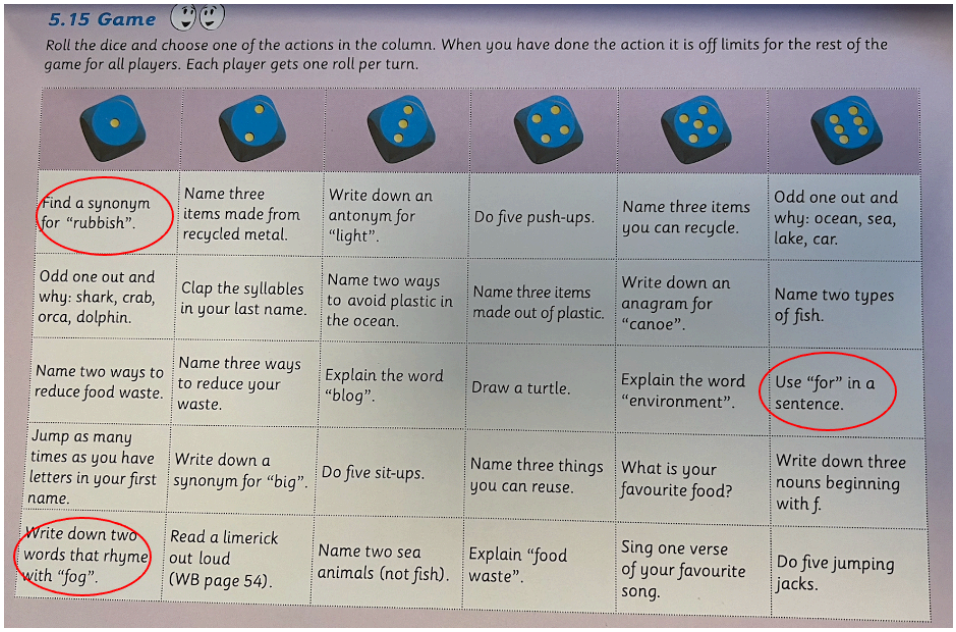


Figure 18 - Example of a riddle practising vocabulary, Quest 4 textbook, p. 14

As illustrated through the example figures attached, the different textbooks and workbooks have a focus on visual presentation through both multimodality and paratext. This was presented in section 1.4.3, which explains that NDEAT proposes four quality criteria for learning materials, in which the first one is linked to design and multimodality (NDEAT, 2021, p. 28). Content can be presented through pictures, figures, tables, or plain text. These representations can be found in all the textbooks. The use of paratext is also visible, which can be seen through using different size text, summaries, italics, or glossary in the margin. In table 2 there are two examples of glossary in the margin, from *Explore 4* and *Engelsk 4*. *Quest 4* also used glossary, while *Link 4* did not.

Content-Rich Tasks

We found some of the most content-rich tasks from the textbooks to be tasks that included games, especially dice games. These incorporate multiple of the aspects from communicative competence in clever ways. In *Link 4* we found the most content-rich task to be on page 57 in the workbook (figure 19). As indicated by the learning partner-symbol the task is explicitly oral, and it is a dice game where the pupils choose one of the actions for their turn. In terms of our adapted model of communicative competence, we categorised the game as *i+1* because the pupils would have to use their linguistic range for several of the actions, while still challenging themselves by using recently learned morphology and syntax. It also fits into the sub-category of *language in practise*, as the pupils need to creatively recombine learnt language and formulate their thoughts in different ways to participate in the game. It further offers a playful approach to practise their *vocabulary* (such as: find a synonym), *grammar* (such as: use "for" in a sentence), *phonological awareness* (such as: words that rhyme), and *turntaking* as it practises the ability to participate and intervene in a conversation.



5.15 Game

Roll the dice and choose one of the actions in the column. When you have done the action it is off limits for the rest of the game for all players. Each player gets one roll per turn.

Find a synonym for "rubbish".	Name three items made from recycled metal.	Write down an antonym for "light".	Do five push-ups.	Name three items you can recycle.	Odd one out and why: ocean, sea, lake, car.
Odd one out and why: shark, crab, orca, dolphin.	Clap the syllables in your last name.	Name two ways to avoid plastic in the ocean.	Name three items made out of plastic.	Write down an anagram for "canoe".	Name two types of fish.
Name two ways to reduce food waste.	Name three ways to reduce your waste.	Explain the word "blog".	Draw a turtle.	Explain the word "environment".	Use "for" in a sentence.
Jump as many times as you have letters in your first name.	Write down a synonym for "big".	Do five sit-ups.	Name three things you can reuse.	What is your favourite food?	Write down three nouns beginning with *f*.
Write down two words that rhyme with "fog".	Read a limerick out loud (WB page 54).	Name two sea animals (not fish).	Explain "food waste".	Sing one verse of your favourite song.	Do five jumping jacks.

Figure 19 - Example of content-rich task in Link 4 workbook

In *Quest 4* we found the most content-rich task, practicing several of the communicative competencies, was in the workbook on page 64 (figure 20). We placed this task within the sub-categories *i+1, turntaking,* and *language in practise*, with the same justification as the game in *Link 4*. In relation to *i+1*, it could also be beyond one's comfort zone to be challenged to perform the actions in the game. We also marked this task as within the sub-category of *vocabulary* as it challenges the pupils' knowledge of words and synonyms.

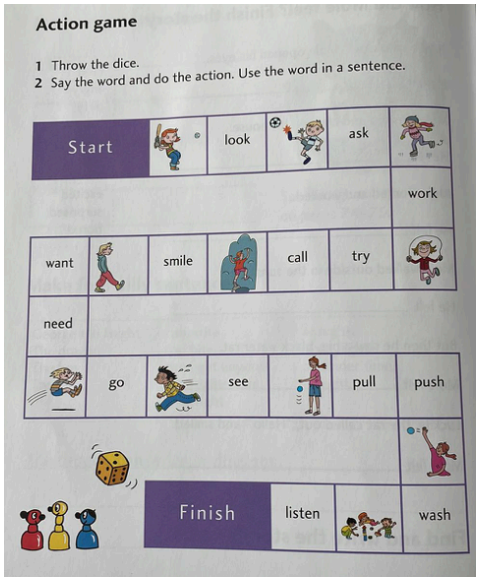


Figure 20 - Example of content-rich task in Quest 4 workbook

We find the most content-rich task in *Engelsk 4* to be on page 82-83 in the textbook (figure 21). While there are more than one task displayed, we have marked them as a, b, and c, as they are all placed under the same headline "Verbs". When viewing these are a whole, we have placed the task within the sub-categories of *i+1, language in practise,* and *turntaking*, with the same reasoning as the previous examples. As displayed in the figure, these games also have a high focus on *vocabulary* and *grammar.* This is both through the vocabulary box, as well as in the games with specific instructions such as "verbs that can happen in the shop". The grammatical focus is apparent through games with the word class verbs as basis.

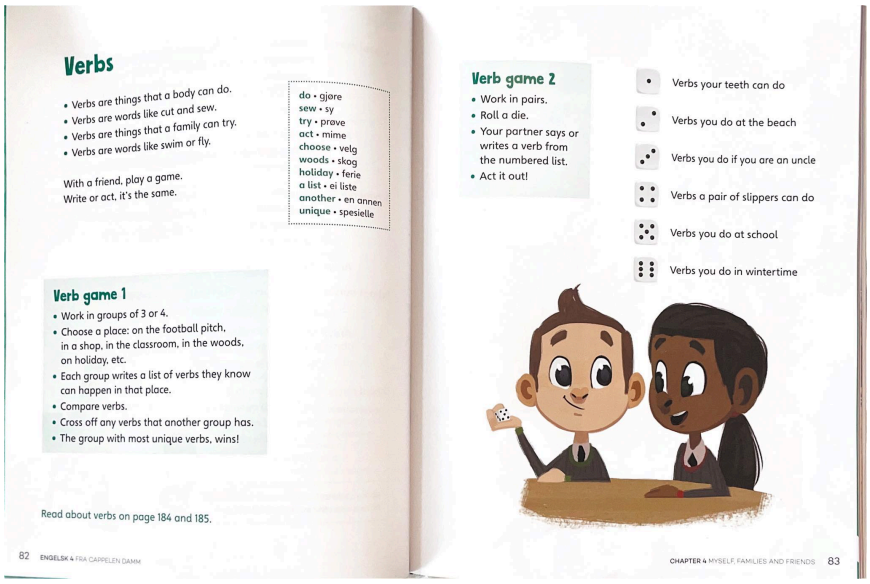


Figure 21 - Example of content-rich task in Engelsk 4 textbook

In *Explore 4* we have marked textbook page 74, with the visual support on page 75, as the most content-rich task (figure 22). Within all three tasks of "let's talk!", "let's write!", and "let's explore!", there are verbs that call for oracy. The task with "let's write" practise *phonological awareness*, as the pupils are expected to sound out the letter sounds, and listen to and interpret them. Otherwise, we marked the task within the sub-categories of *turntaking, language in practise, i+1,* and *vocabulary.* These are to a great degree in conformity with the explanation of the earlier examples of content-rich tasks.

Figure 22 - Example of content-rich task in Explore 4 textbook

Working Methods

All the textbooks offer the possibility to practise oracy through dialogue. As mentioned in section 2.2.3, prefabricated dialogues are an excellent way to practise the skill of *turntaking*, by demonstrating the rules of conversation and how and when to participate. The dialogues have clear role distributions the pupils can step into, possibly giving them the courage to participate to a greater degree, as it could be more comfortable for pupils to present someone else's thoughts and not their own.

In most of the textbooks there are clear symbols that encourage the pupils to practise oracy with a learning partner. *Link 4* and *Quest 4* uses two heads talking together, while *Engelsk 4* gives directions to use conversation cards with a learning partner (Haegi et al., 2021, p. 2). These conversation cards are presented with the tags "pupil A" and "pupil B". In *Explore 4* there are no symbols urging for collaboration. There is an even distribution of written examples of collaboration, such as the phrase "tell a friend", but no visual symbols.

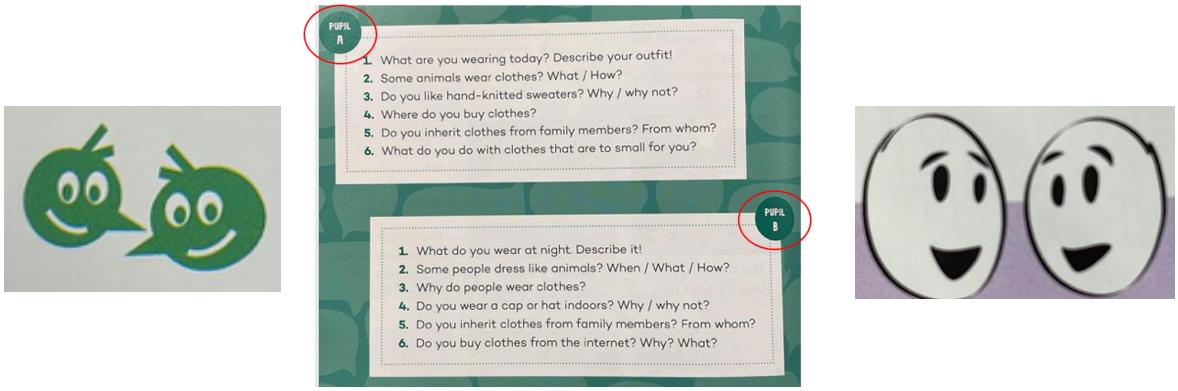


Figure 23 - Examples of visual representation "Learning Partner"

In section 2.3.1 we present songs as a motivational factor in teaching. This corresponds to the curricular aim after Year 4 "explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities". To some degree, songs as a

way of practising oracy is also represented through all the textbooks. In *Link 4* songs are represented in more than half of the chapters, with the explicit message "let's sing!".

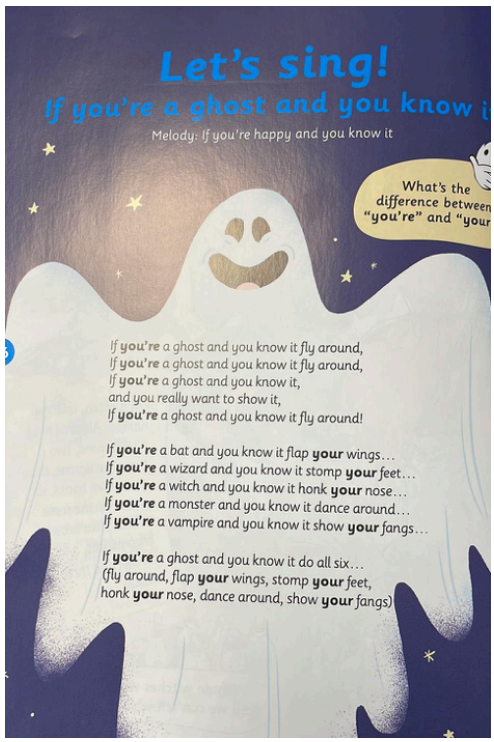


Figure 24 - Example of a song, Link 4 textbook, p. 36

In the other textbooks the songs are not as rich in number and not as explicitly presented. *Quest 4* display songs with the songwriters and composers presented below, while *Explore 4* has included only two songs, with the headline "let's dance" as the only hint that they are songs. These songs seem to be mainly for the pupils to dance and perhaps repeat vocabulary.

Figure 25 - Example of a song, Quest 4 textbook, p. 20

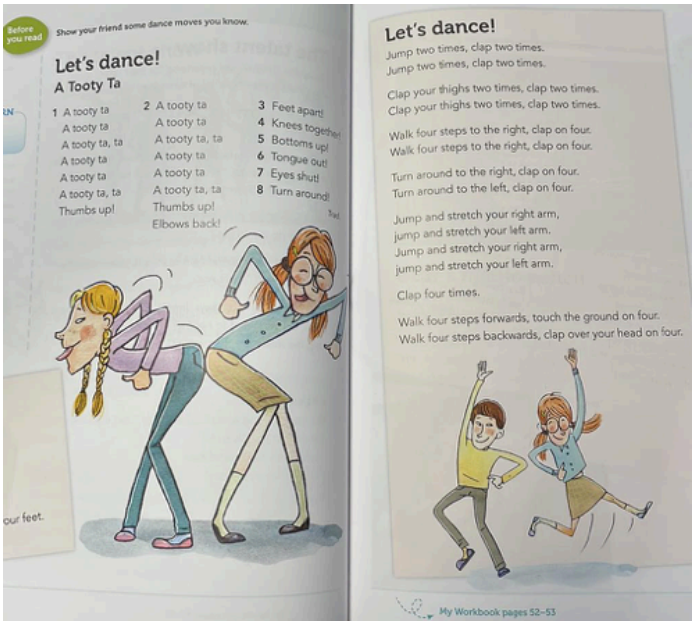


Figure 26 - Example of songs, Explore 4 textbook, pp. 52-53

Engelsk 4 use a note symbol as visual representation to indicate a song, as illustrated in figure 27, page 11. However, on page 49 you would have to know that "The Hokey Pokey" is a song, to know that "The Witches' Hokey Pokey" is a song, which is not otherwise clear to the reader due to the lack of a note symbol.

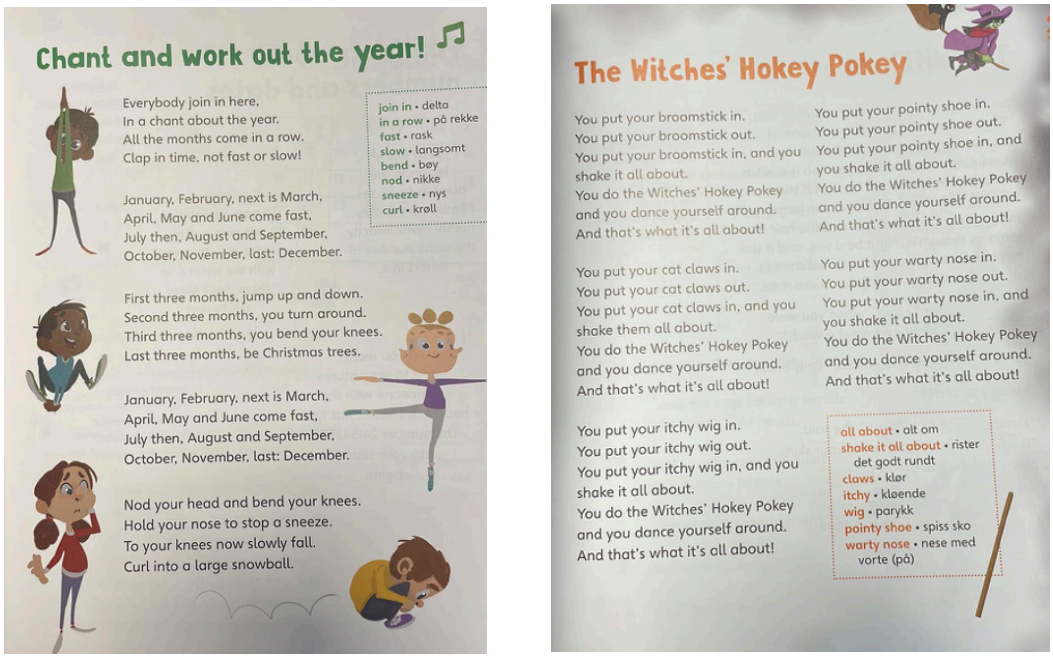


Figure 27 - Examples of songs, Engelsk 4 textbook, p. 11 & 49

The last example of a varied working method we want to highlight is role playing. Except for *Explore 4* it is a method present in all the textbooks. The "act out" tasks range from acting out

already written pieces of text, to the more advanced "write and act out". What is a common denominator for all these tasks, is that we have categorised them as *i+1* from our adapted model of communicative competence. As explained in section 2.3.2, moving beyond one's comfort zone is an essential part of language learning, while still being comfortable with having less control of their own language and recently learned morphology and syntax (Council of Europe, 2020, p. 130). Even if the pupils are reading a prefabricated role play, they are likely to move beyond their comfort zone with performance and could experience to struggle with pronunciation of words that they are actually familiar with. Because of this we believe that all "act out" tasks meet the criteria for the *i+1* category. If the pupils are expected to carry out a task like this, it is also vital that the learning environment in the classroom is supportive. To put oneself on the spot both by acting and speaking out loud before your peers, as is required in an "act out" task, is highly dependent on the learning environment the pupils find themselves in.

5.4 Finding Related to Tasks Categorised Within the Adapted Model of Communicative Competence

When we created our adapted model of communicative competence (see section 2.2.3), we wanted it to be used as a simple tool to gain insight to the quality of oral tasks in the English subject textbooks. Through our qualitative analysis, we found the closed testing tasks that only required the pupils to find one simple answer in the text, were difficult to place within our adapted model. Therefore, these tasks have been categorised as oral, but we have not placed them within a category in our adapted model. In this finding, we will outline which types of tasks we have categorised within each category of our adapted model to highlight the representation of oracy. Many of the tasks could be placed within several categories, hence they are represented in more than one.

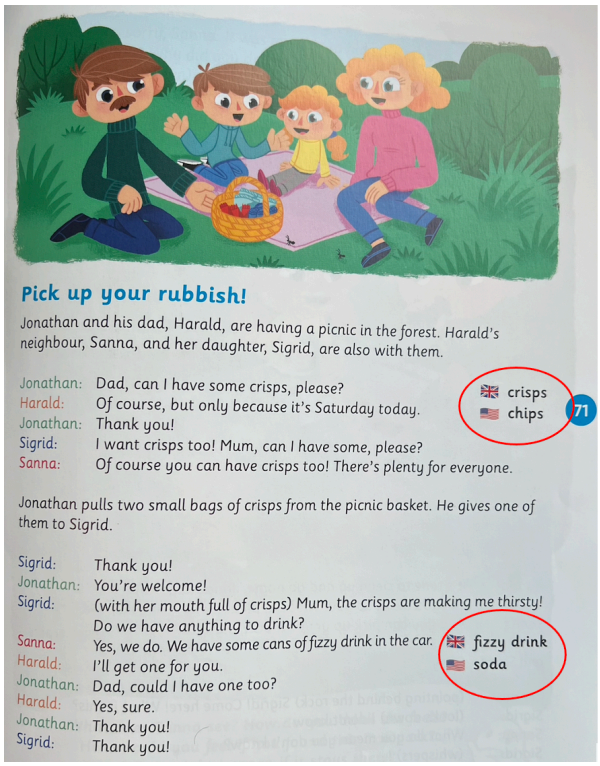
Linguistic Competence

After conducting our qualitative analysis, we found that there were several tasks that could be placed within the overarching category *linguistic competence.* In the sub-category *i+1*, we categorised the tasks that were more open and complex, such as games, "act out", interviewing a classmate, produce stories, "explain and tell", "learning partner", and the longer "let's read!" texts that expand across several pages. During our quantitative analysis, we found many of the previously mentioned tasks, and other similar open and complex tasks that fitted into this category: "find out", "work in pairs and search the internet", "tell your class", "let's explore", "let's talk", "let's write", "do a survey", "make a role play", and

"make a radio play". These tasks typically require the pupils to use more independent language, taking risks, and moving beyond their comfort zone, or i+1 (Krashen, 1981, p. 103). As the tasks require the pupils to push beyond their *linguistic competence*, the pupils can work within their proximal developmental zone (Vygotsky, 1978, p. 86), thus improving their oral skills. Additionally, the tasks involving researching different topics on the internet (example in figure 28) give the pupils an opportunity to further expand their knowledge and the skill "learning to learn" (MOER, 2017, p. 14), as the internet is an endless source of information with great potential when one knows how to use it appropriately. We also found that some of these tasks make use of the intercultural competence potential that comes with using the internet, thus making the tasks more complex as it includes the *social dimension* which will be further discussed.

Figure 28 - Example of i+1 using the Internet, Engelsk 4 textbook, p. 63

We found the next sub-category *vocabulary* had a prevalent number of categorised tasks, as most tasks do in fact require a certain control and range of vocabulary, in addition to developing these. Some of the tasks from the qualitative analysis included in the previous category *i+1* is also represented in *vocabulary*: "learning partner", produce stories, "let's read!", games, interviewing a classmate, and "explain and tell". Additionally, there were some tasks that had explicit focus on elements such as vocabulary differences between British English and American English (see figure 30), and word plays where the punchline requires the pupils to understand homonymous words, which is when one word has multiple meanings, as illustrated in figure 29. Furthermore, as previously mentioned in finding 5.3, the use of dialogue as a working method is common among all the textbooks from our analysis. Dialogue tasks are one of the tasks that are placed within several categories in our adapted model, *vocabulary* being one of them.



Pick up your rubbish!

Jonathan and his dad, Harald, are having a picnic in the forest. Harald's neighbour, Sanna, and her daughter, Sigrid, are also with them.

Jonathan: Dad, can I have some crisps, please?
Harald: Of course, but only because it's Saturday today.
Jonathan: Thank you!
Sigrid: I want crisps too! Mum, can I have some, please?
Sanna: Of course you can have crisps too! There's plenty for everyone.

crisps
chips

71

Jonathan pulls two small bags of crisps from the picnic basket. He gives one of them to Sigrid.

Sigrid: Thank you!
Jonathan: You're welcome!
Sigrid: (with her mouth full of crisps) Mum, the crisps are making me thirsty! Do we have anything to drink?
Sanna: Yes, we do. We have some cans of fizzy drink in the car.
Harald: I'll get one for you.
Jonathan: Dad, could I have one too?
Harald: Yes, sure.
Jonathan: Thank you!
Sigrid: Thank you!

fizzy drink
soda

Figure 30 - Example of British and American vocabulary, Link 4 textbook, p. 71

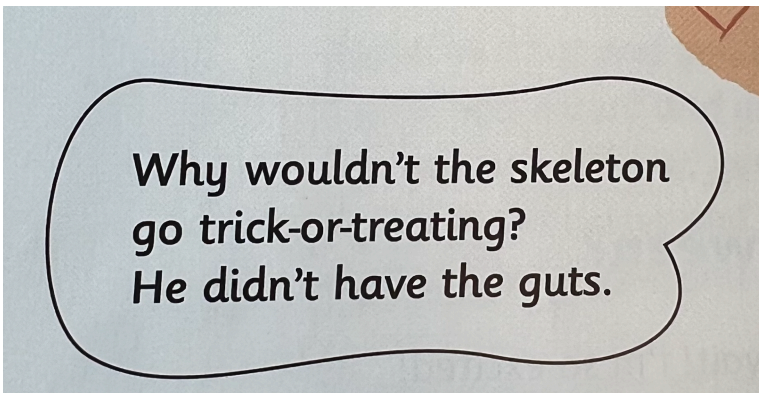


Figure 29 - Example of word plays within vocabulary, Link 4 textbook, p. 38

We found that the textbooks used in our quantitative analysis had more explicitly focus on vocabulary than the one in our qualitative analysis. This was typically operationalised through the paratext using textboxes in the margin where new words from the text were translated to Norwegian. We only counted and categorised the textboxes that were linked to the implicitly and explicitly oral tasks. Other working methods that we categorised within *vocabulary* in our quantitative analysis are some rhymes, chants, poems, and songs that include these textboxes with translated words, and a few tasks that explicitly ask the pupils to translate or define some vocabulary related to the text. Furthermore, some of the textbooks have tasks at the end of the chapter that are more complex and open, thus require the pupils to make use of both vocabulary range and control. A few examples of these tasks are illustrated in figure 31, which shows three explicitly oral tasks where the pupils need to use learnt vocabulary from the chapter to solve the tasks.

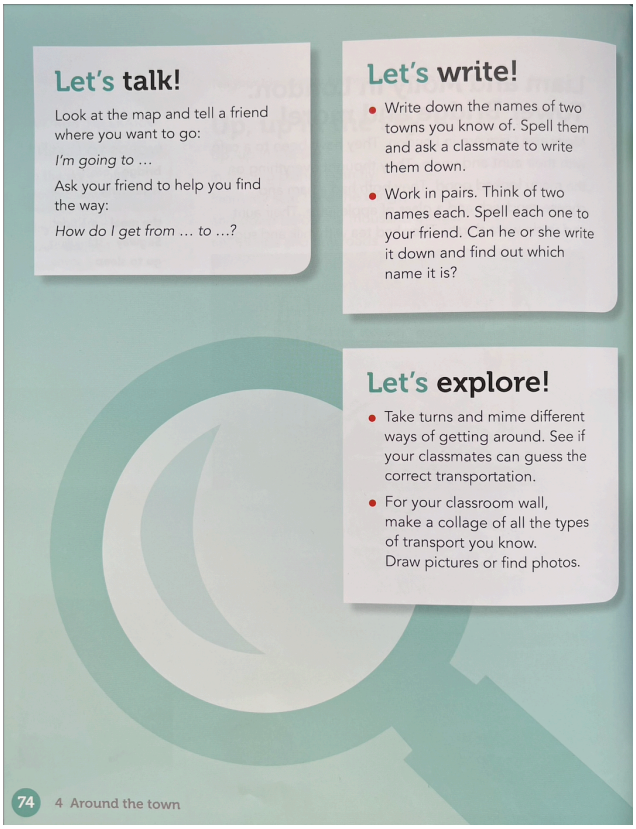


Figure 31 - Example of end of chapter tasks, Explore 4 textbook, p. 74

The sub-category *grammar* did not have much explicit focus in *Link 4*, which is reflected in the number of tasks placed within this category. The tasks placed in this category in our qualitative analysis typically had grammatical elements attached to it, typically chunks as illustrated in figure 33. However, in our quantitative analysis we found some textbooks had more explicit focus on grammar. There were occurrences similar to those in figure 32 where

there were grammatical elements attached as a support to solve a task. Some textbooks had grammar focused tasks, where the oracy element was that the pupils were instructed to make use of the grammatical rules from the task and use them together with a learning partner. One interesting finding was the use of games as a working method, where the pupils got to work with verbs together (see figure 32). This correlates to "the fun-aspect" presented in section 5.3, which aims to give pupils motivation when learning grammar. To summarise, there is not much grammar focus linked to oracy tasks in the textbooks used in either of our analyses.

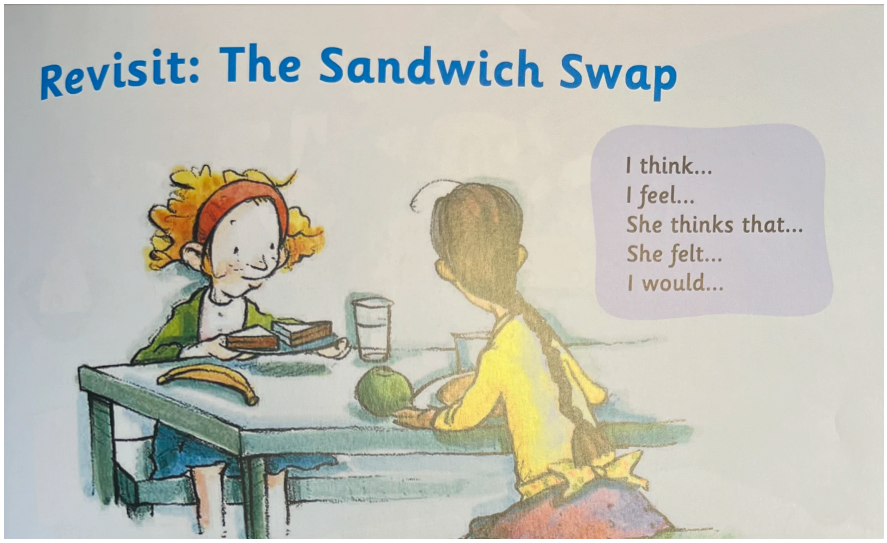


Figure 33 - Example of chunks in grammar, Link 4 textbook, p. 103

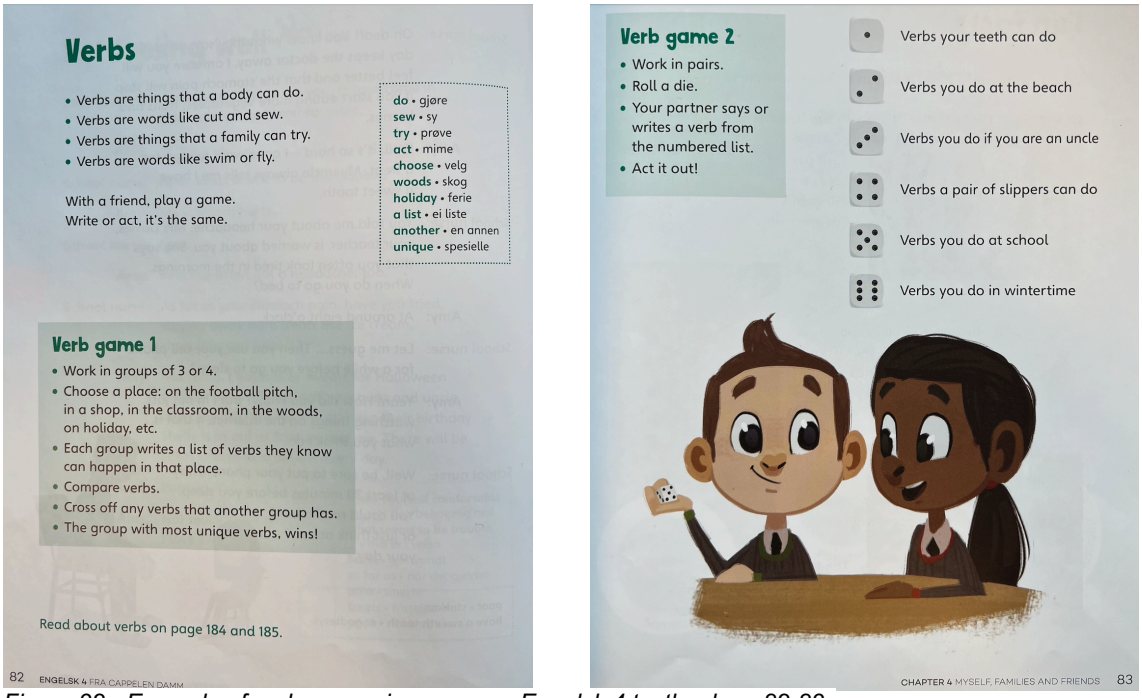


Figure 32 - Example of verb games in grammar, Engelsk 4 textbook, p. 82-83

Phonological awareness is the last sub-category under *linguistic competence*. The tasks in this category typically require the pupils to read text out loud, thus encountering new words they must pronounce in addition to practicing words they are acquainted with. During our quantitative analysis, we found some typical working methods which practised phonological awareness. The use of dialogues with clear roles has been placed in the category of varied working methods and is also very relevant in this category. We have also categorised songs, rhymes, games, and word plays within *phonological awareness*. When using songs in English teaching, the pupils get phonological support through hearing how the words are pronounced. Further, by singing together among other pupils they are more likely to try out new pronunciation as they are safer in numbers, which Munden and Myhre (2020, p. 103) argue could help the pupils get through their silent period. Furthermore, the use of rhymes and word plays specifically require the pupils to have phonological awareness as the pronunciation creates the rhythm in a rhyme. The pun in certain word plays require the pupils to understand how certain words are pronounced similarly, thus creating the pun of a joke or word play. This is illustrated in the example in figure 34, where the pupils must know how similar the pronunciation of the two words *witch* and *which*, in addition to the meaning of the words.

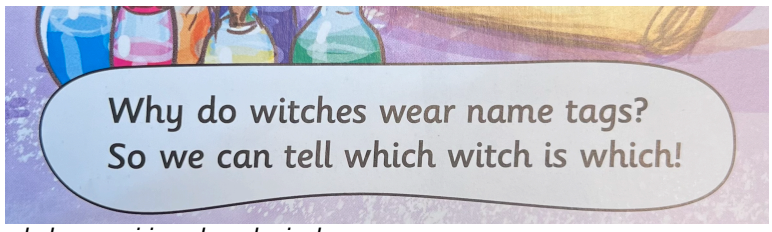


Figure 34 - Example of word play requiring phonological awareness, Link 4 textbook, p. 35

We have categorised one game (previously illustrated in figure 19) in our qualitative analysis within *phonological awareness* as some of the tasks in the game both require and practise phonological awareness, such as "write down two words that rhyme with 'fog'" and "clap the syllables in your last name". Further, we found that one of the "let's read!" tasks was focused on rhymes, thus it fits within this category. Another type of task that specifically practise phonological awareness is tongue twisters, which is re-occurring in several of the books, and there is also one task from the quantitative analysis that asks the pupils to make nonsense sentences. Additionally, we have placed a task within this category that requires the pupils to create a written dialogue and then "act it out". Thus, through transferring the dialogue from written to spoken form requires the pupils to use their phonological awareness to use the correct pronunciation and intonation to convey the message. During our quantitative analysis,

we also found some tasks that specifically ask the pupils to spell out words (illustrated in the "let's write!" task in figure 31). This task is categorised as explicitly oral as the pupils are instructed to work in pairs and spell out the words to their partner so that they can write it down.

Social Dimension

Social dimension correlates to *intercultural competence*, which is one of the new main features of the English subject curriculum (explained in section 1.5.1), but it is not the main subject of our thesis. However, we found it relevant to include it as a category in our adapted communicative competence model as there are some oral tasks designed to develop the pupils' intercultural competence. Some of the linguistic markers, mentioned in section 2.2.3, are social relations, politeness conventions, register differences, dialects, and accents. This correlates to the focus on multilingualism in *Link 4*, where there are some tasks that specifically focus on other languages pupils know and other languages that are represented on the British Isles.

Figure 35 - Example illustrating multilingualism, Link 4 textbook, p. 18

The latter is illustrated in figure 35, where three of the minority languages on the British Isles are introduced to the pupils: Welsh, Scots, and Irish. Here, they must use their phonological awareness to attempt to pronounce the phrases in the speech bubbles. It opens for a conversation comparing pronunciation patterns in other languages and in their own languages, in addition to reflecting upon minority languages and their position in a country. We also found two songs that could be categorised within the *social dimension:* one is a traditional Scottish song and the other is a traditional Irish folk song. These practise the pupils' phonological awareness as the pupils encounter new words, and they can experience that comprehension does not require one to understand every word they read. Additionally, by using songs that has an important role in another culture, it can work as both a conversation starter and a tool for understanding another culture. In our quantitative analysis, we found the *social dimension* represented through the end of chapter tasks such as "let's explore!", "find out", and "talk about". As previously mentioned in section 28, these tasks ask the pupils to use the internet as a tool to acquire new knowledge and information about other countries and cultures. Working independently and using, for most pupils, a familiar tool, is useful in finding new information.

An important aspect of the *social dimension* is the acceptance and open-minded attitude towards what is different from what one knows. When we created this overarching category in our adapted model of communicative competence, we found one competence aim from the English subject curriculum that correlates with this aspect of *social dimension:* "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules" (MOER, 2019, p. 6), which was discussed in section 2.2.3 about intercultural competence. We found some tasks that specifically focus on understanding people who are different from oneself. To properly understand the depth of this task, it is important to know the context. These questions belong to a longer "let's read!" text that we have categorised as implicitly

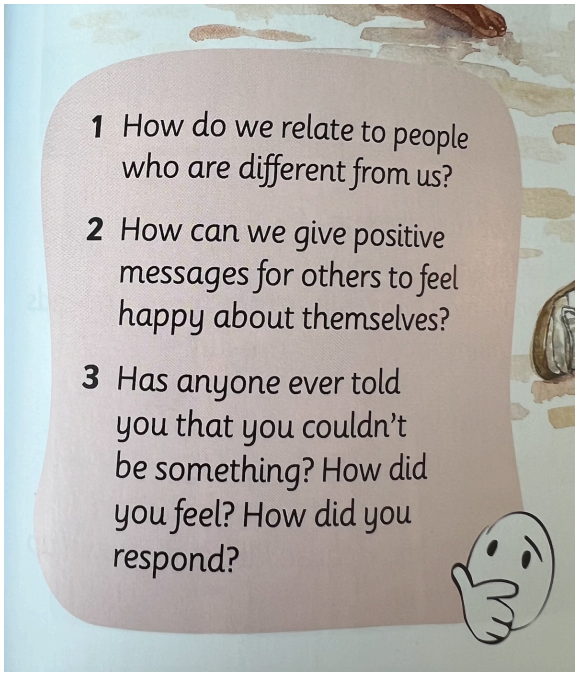


Figure 36 - Example of social dimension, Link 4 textbook, p. 91

oral as we consider it to be too long for a Year 4 pupil to read alone. In addition, we interpret the use of the phrase "let's read!" as an invitation for the task to be solved in plenary, thus the questions throughout the text are oral. The text is about a black girl named Grace who loves stories and acting them out, and when the class set up a play about Peter Pan, she wants the leading role. The response from some pupils in the class is not what she expected, as some claim she cannot play Peter Pan because she is black and a girl. As figure 36 illustrates, the pupils are expected to reflect upon how one treat others who are different from oneself, and how prejudice can harm others. This further correlates to the *human dignity* section in the Core Curriculum, which states that "all people are equal regardless of what makes us different" (MOER, 2017, p. 5). This is an essential part of the pupils' education towards becoming citizens that could be a positive contribution in society.

Language in Use

The last overarching category in our adapted model of communicative competence is *language in use*, which is directed towards the more practical sides of communicating (explained in section 2.2.3). There are four sub-categories in which we have categorised our tasks: *language in practise, turntaking, thematic development,* and *efficient communication.* The most prevalent sub-category is *language in practise*, which is one of the categories we have used in instances where the tasks offer more depth in terms of oracy. This is due to what is required of the tasks in which is placed here; they must practise the pupils' ability to adapt new language learnt to new situations and to formulate thoughts in different ways. Examples of tasks that fit the requirements are those where the pupils work together with a learning partner and have independent production of language. This is illustrated in figure 37, where the pupils are required to formulate their own ideas through using learnt elements from the text. Similarly, we have categorised sections where there is "a thinking head" connected to other oral tasks such as dialogues, with an open question to be within *language in practise*. Other tasks that are re-occurring from other

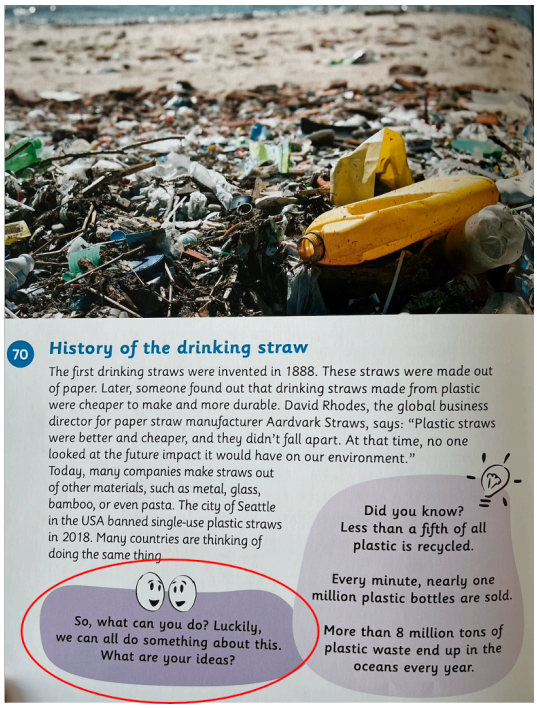


Figure 37 - Example of learning partner in language in practise, Link 4 textbook, p. 70

categories are the “explain and tell”, interviews and surveys, games, “act out”, and “produce your own story”. A lot of the same kinds of tasks were found in our quantitative analysis, in addition to the end of chapter tasks previously mentioned under both *i+1* and *social dimension.* All in all, these open tasks also require the pupils to adapt their previously learnt language and recombining learnt elements creatively.

Turntaking as a category focus on the ability to initiate, maintain, and end conversations, in addition to intervening in an existing conversation or discussion by making use of prefabricated expressions and learnt elements (explained in section 2.2.3). In our qualitative analysis, we categorised dialogue to be a working method in which practise the ability to turntake as it uses clear roles that helps the pupils learn English conversation starters, how one can maintain conversation through letting the other part speak, ask questions to get further insight and information, and the typical short responses. In dialogues from the textbooks we found some short responses which include phrases such as “good idea”, “yes, I’d love to”, “no, I don’t think so”, “me neither”, and “what about you?”, which equip the pupils with helpful replies in conversation. The use of dialogue also practises the pupils’ ability to wait for their turn to speak, making sure everyone gets to speak, and giving response to others based on what they have said. We have also categorised two games within *turntaking*: the card game “go fish” where they take turn in asking questions and answering, and the dice games previously shown in section 5.3. Additionally, tasks with a learning partner where they are required to make use of independent production, such as when they are making their own story, discussing others’ perspectives, acting out role plays, conducting interviews, and telling a learning partner about own experiences. In our quantitative analysis, we also found a lot of oral sub-tasks where the pupils were instructed to discuss or tell their learning partner things related to a text they were about to read or after reading (illustrated in figure 38). These typically only require short answers, but since pupils are expected to discuss or tell their learning partner through conversation, we have placed them within this sub-category. To summarise, the tasks within the category *turntaking* help the pupils make use of and practice the discourse aspect of communicative competence.

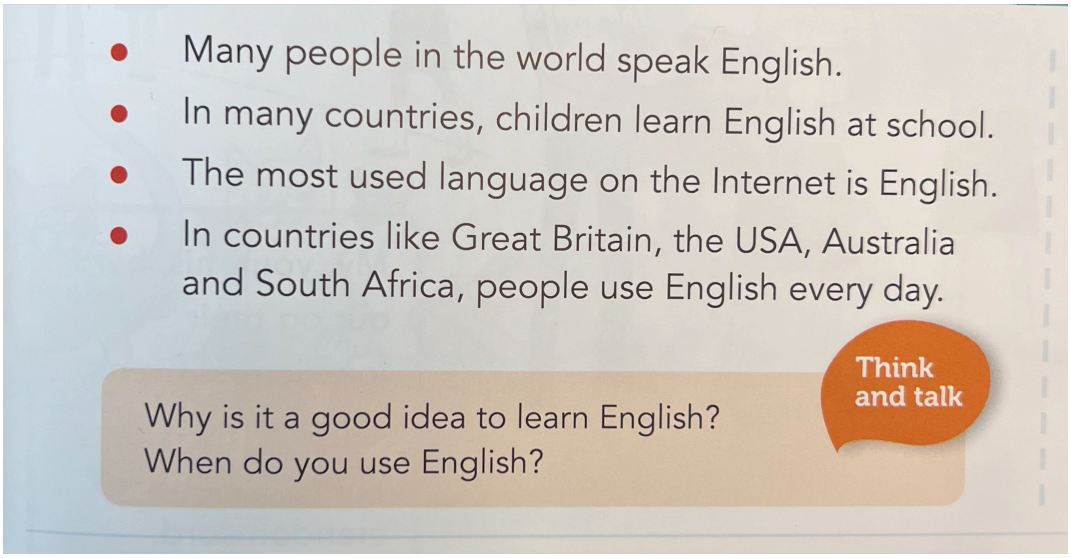


Figure 38 - Example of a 'think and talk' task in turntaking, Explore 4 textbook, p. 79

Thematic development as a category is concerned with the ability present ideas logically and a in a clear rhetorical structure, while also following relevant discourse conventions. We describe in section 2.2.3 how this sub-category progresses from mainly being oracy oriented, towards writing at the higher levels. Thus, we focused our analysis of this category to be linked to oracy tasks that develop the pupils' ability to create a narrative and tell a story with logical structure. During our analysis, we discussed whether to include the prefabricated dialogues within this category, as this working method facilitate for the English subject curricular aim after Year 4 "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" (MOER, 2019, p. 6). However, our conclusion was to not include them in this category as they do not require enough independent production, which is central in *thematic development.* In our analysis, we categorised the "let's read!" tasks within *thematic development* as the pupils through extensive reading get to experience how a story should be built up.

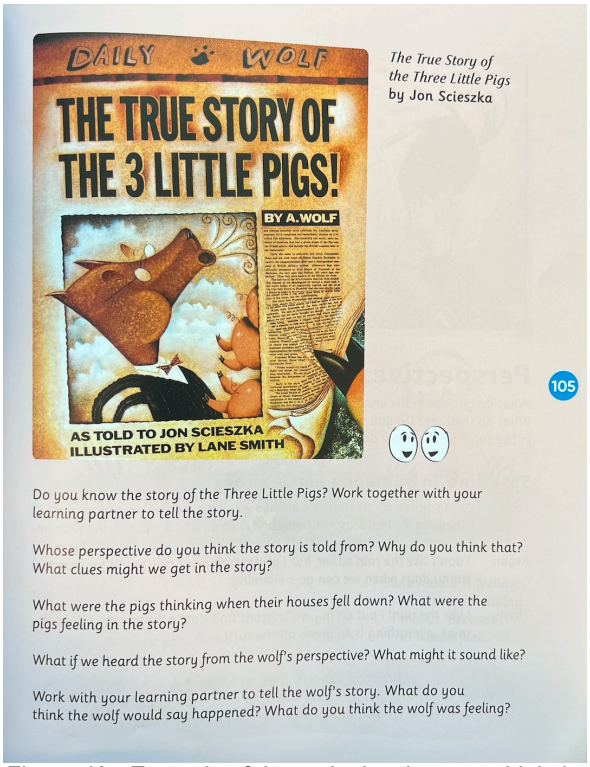


Figure 40 - Example of thematic development, Link 4 textbook, p. 105

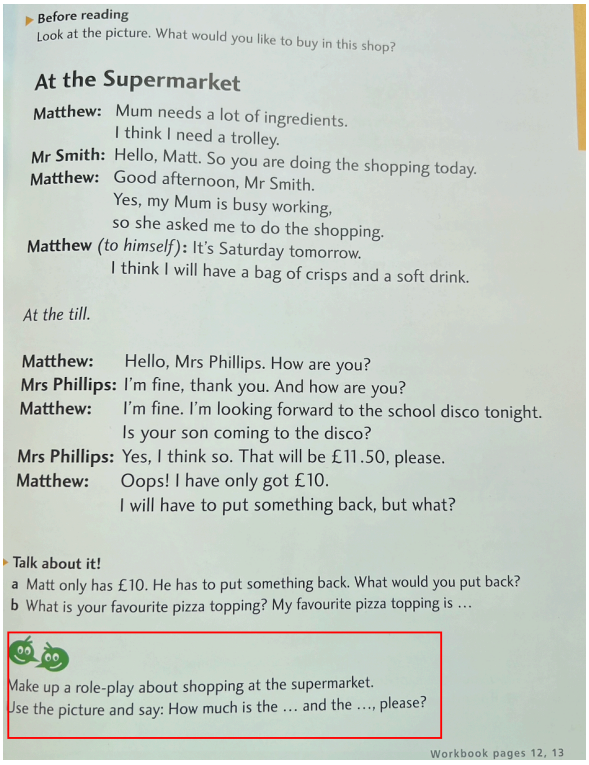
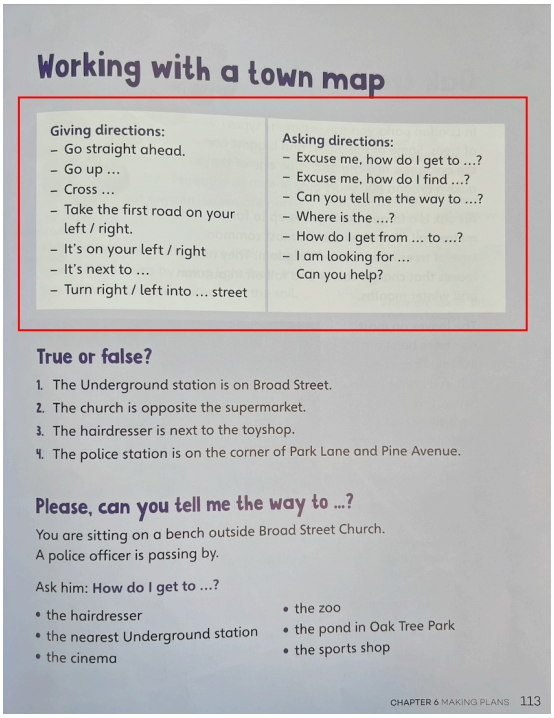


Figure 39 - Example of role play in thematic development, Quest 4 textbook, p.19

This correlates to the English subject curriculum after Year 4 "read and talk about the content of various types of texts, including picture books". Further, we have included one of the thinking bubbles linked to the longer "let's read!", previously discussed in section 5.4 under *social dimension*, where the pupils practice their *thematic development* as they are asked "What do you think happens next?". This specific task uses scaffolding as the pupils use the story as the foundation and then their imagination to continue the story. Furthermore, there are also some tasks where the pupils are instructed to retell a short story and act it out, which adds "the fun-aspect". This is further illustrated in figure 39 where the pupils are required to be even more independent as they make up their own role play. Lastly, one of the more advanced tasks categorised in *thematic development* is shown in figure 40, where the pupils are instructed to recall and retell the story of the three little pigs together with a learning partner. This task is relatively complex as they must recall and retell the story, reflect on the different perspectives, and challenge their perception of how the different characters are portrayed.

The last sub-category from *language in practise* is *efficient communication*, which we have defined as being able to communicate what you want in a simple way. This is a central skill for the pupils to master within communicative competence, as one of the central goals of the subject is being able to effectively communicate what they want. Another important aspect is to link *efficient communication* to real life situations that give pupils tools they can use in realistic situations they could encounter when they are required to speak English, which is often linked to traveling. This is illustrated in figure 43, where the pupils get to work with a town map giving and asking directions. These chunks of language are useful to learn as they are likely to encounter a situation where these skills are useful, both when travelling and when tourists visit their home place. In our quantitative analysis, we found that some tasks, such as the "talk about it!", focused on developing the pupils' *efficient communication*. As they are expected to explain and elaborate on their opinions through the "why/why not?", they get to practice the skill of explaining their thoughts and opinions in an effective way, as seen in the figure below.



Working with a town map

Giving directions:
- Go straight ahead.
- Go up …
- Cross …
- Take the first road on your left / right.
- It's on your left / right
- It's next to …
- Turn right / left into … street

Asking directions:
- Excuse me, how do I get to …?
- Excuse me, how do I find …?
- Can you tell me the way to …?
- Where is the …?
- How do I get from … to …?
- I am looking for … Can you help?

True or false?

1. The Underground station is on Broad Street.
2. The church is opposite the supermarket.
3. The hairdresser is next to the toyshop.
4. The police station is on the corner of Park Lane and Pine Avenue.

Please, can you tell me the way to …?

You are sitting on a bench outside Broad Street Church.
A police officer is passing by.

Ask him: **How do I get to …?**

- the hairdresser
- the nearest Underground station
- the cinema
- the zoo
- the pond in Oak Tree Park
- the sports shop

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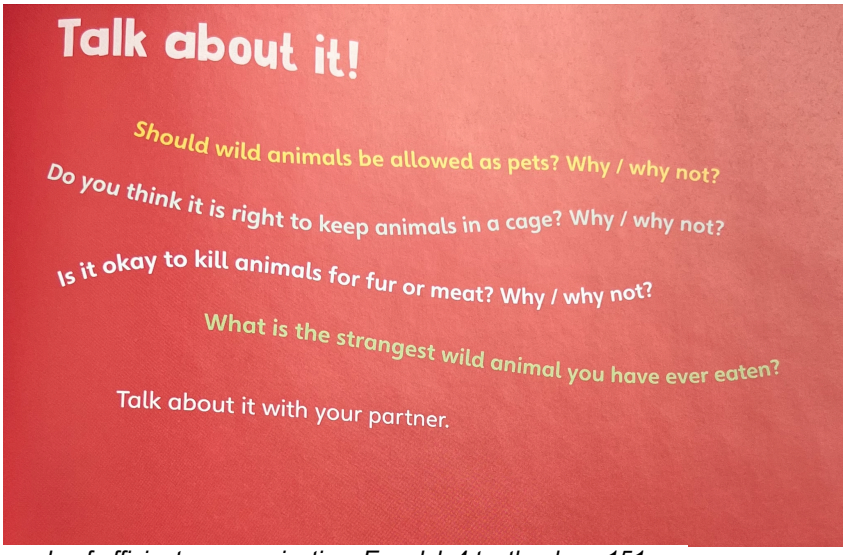
Figure 43 - Example of efficient communication, Engelsk 4 textbook, p. 113



Talk about it!

Should wild animals be allowed as pets? Why / why not?

Do you think it is right to keep animals in a cage? Why / why not?

Is it okay to kill animals for fur or meat? Why / why not?

What is the strangest wild animal you have ever eaten?

Talk about it with your partner.

Figure 42 - Example of efficient communication, Engelsk 4 textbook, p. 151

6 Discussion

Here we will discuss our findings presented in the previous chapter. In addition, we discuss two overarching findings, which are beyond the textbooks.

6.1 Oracy in the Textbooks

Our two analyses showed that the qualitative has the highest percentage of oral tasks. This is illustrated in finding 5.1, which display just below a 10% difference. The larger part of this difference is attributed to the implicitly oral tasks. We cannot say for certain why this occurs, as there could be many reasons for the difference. Possible causes include variables such as different writers, different publishers, a new national curriculum, or even us as researchers. While we strived to do the analyses based on as similar grounds as possible and keep the research process transparent throughout our master's thesis, it is no secret that it has been a lengthy process. Then again, categorising the tasks as non-oral, explicitly oral, or implicitly oral was regulated by set criteria, as explained in section 4.1. These criteria were easily applied in the quantitative analysis as well, which is why we believe the numbers reflect reality. If this is the case, the reason for an increase in percentage of oral tasks in general, and implicitly ones especially, must be attributed to other factors. The probability of it being related to the updated curriculum is not unlikely. The comparison of two paragraphs presented in LK06 and LK20 showcase the new emphasis on communication. The very first paragraph presented in the *purpose* of the English subject in LK06 is:

> English is a universal language. When we meet people from other countries, at home or abroad, we need English for communication. […] In addition, English is increasingly used in education and as a working language in many companies. (MOER, 2013, p. 2)

In comparison, the very first paragraph in *relevance and central values* presented in the LK20 English subject curriculum is:

> English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. […] It shall prepare the pupils for an education and societal and working life that requires English language competence in reading, writing and oral communication. (MOER, 2019, p. 2)

As we read these two excerpts, the one from LK20 is more direct regarding the importance of communication and the concept of oracy in English. While the excerpt from LK06 vaguely presents the need for communicative competence in English, the new curriculum states that English is of utmost importance in the pupils' own life. This indicates that the importance of oracy in the English subject curriculum has been raised. This could be an explanation of the increased percentage in tasks marked as oral, specifically implicitly oral. While one of the textbooks in the quantitative analysis was published after LK20, the two others were published prior, which is why we believe the implementation of the new curriculum could be part of the reason for the increase. As presented in background and motivation, Skaftun and Wagner (2019, p. 17) draw attention to the fact that it might seem that the space for oracy has decreased in the ten years prior to their research. This is opposed to what is emphasised in the curriculum regarding oracy, and our findings of a higher percentage of oral tasks in the qualitative analysis. However, the new curriculum was implemented after Skaftun and Wagner's research, thus influencing our qualitative analysis which was conducted on a newly written textbook. This has us hoping that the tendency of increased oracy is valid and will be continued.

There is a skewed distribution between written and oral skills in the textbooks. This corresponds with one of the predictions we initially made based on the English subject curriculum (see section 4.2). As shown in finding 5.1, the number of oral tasks make up between 27 and 36% of the total amount of tasks in the textbooks. This substantiates the prediction regarding skewed distribution. The English subject, and subsequently the English learning materials, should cover a wide basis. There are three basic skills besides oral skills in the English subject curriculum, while the core elements and interdisciplinary topics also need to be incorporated. Practicing oracy might also be a focal area outside of textbook teaching, but considering our research is regarding oracy in the textbooks, we found the correspondence between the prediction and the finding interesting. Even though the qualitative analysis written purely based on a textbook published after LK20 show a higher occurrence of oracy focused tasks than in the quantitative analysis, it was still about 65% of tasks marked as non-oral.

With our research question in mind, we could have presented the numbers from both analyses as one unit, but we found it interesting to present them separately based on what part of the analysis they belonged to. This is because we wished to use the figures as a base for comparison. Even if comparison is not the purpose of our research, we did find it important to

be aware of the differences as it allows for reflection. In section 5.1 pie charts are presented; the working documents with tables of which these are based on are appended. As displayed in the appendix, *Link 4* has a total of 214 tasks, which makes up for about 20% of the total amount of tasks presented throughout the four textbooks. When seeing that the implicitly oral tasks in *Link 4* is approximately 15%, while the implicitly oral tasks in the quantitative analysis being approximately 8%, it is clear that *Link 4* displays a higher occurrence when comparing; it is not based merely off there being a difference in the number of tasks in the various textbooks. This had us wondering about what type of tasks made up this difference. We had the impression that the use of dialogue was evenly distributed in all the textbooks, but *Link 4* seemed to have a higher occurrence of the other various methods for working, such as songs and word plays. This was a conclusion that we could have settled on, but as the discussion proceeded, we thought about the fact that some of the textbooks from the quantitative analysis had a much higher number of tasks. As stated, *Link 4* only had about 20% of the total amount of tasks. It could seem as if the reason for a higher percentage occurrence of oral tasks in our qualitative analysis, could be linked to the tasks being more content rich in *Link 4*. These tasks require composed skills, which can be related to our own predictions. The second prediction we made was that there would be tasks combining the requirements of multiple skills, not merely oral skills. While this could be the reason for there being a higher occurrence of oral tasks in *Link 4,* we still cannot say for certain, as stated in the beginning of the discussion.

At first, we used the figures from the qualitative analysis as a tool for us to be able to form an opinion of how well our findings correlated to previous research and see if we deemed it trustworthy. When we began categorising the tasks in the quantitative analysis, we became aware of the fact that some of the textbooks presented tasks with a scarcity in depth regarding oral skills, as described in finding 5.2. This aligns with some of the previous research presented section 1.1 in the introduction, where we present the background for our interest in researching oracy. This research shows that even though there was a great deal of oracy in the classroom, there was a discouraging amount of depth in the interaction (Hodgson et al., 2012, p. 63). This finding was further supported by visualising the qualitative and quantitative analyses separately, which is why we thought it useful to present them separately as well. The figures (10-12) from the qualitative analysis guided us when proceeding with finding 5.2, which is the subject for debate in the next section.

6.2 Depth

In our finding 5.2, we describe how the there was a variation in how much depth in terms of oracy were present in the tasks we had categorised as implicitly or explicitly oral. All the tasks could be placed within one of the four task categories presented by NDEAT (2021): *testing tasks, practice tasks, interpretation and reflection task,* and *doing tasks.* We presented how the tasks that corresponded to the two latter categories, could be defined as tasks with more depth in terms of oracy. Our decision to include these task categories and looking at the depth of the tasks is based on pragmatics linked to our own future teaching careers; we need to have a deeper understanding of and skills to evaluate the quality of the tasks in textbooks. When teachers evaluate learning materials, especially textbooks, it is important to look further than to what extent the tasks are non-oral, implicitly oral, or explicitly oral. As presented in section 4.3.4 about the stages in our analysis, this is just the initial stage. We have further highlighted the complexity of oracy through our adapted model of communicative competence. When evaluating the extent of communicative competence in the textbooks, our three main categories of competence *linguistic competence, social dimension,* and *language in use* must be present for the pupils to reach their full potential of developing communicative competence.

As previously explained in section 2.2.1 concerning the competence concept, the term is closely linked to the new term introduced in the new knowledge promotion, *in-depth learning*, which is expressed in section 2.2 in LK20 (MOER, 2017, p. 13). The pupils are expected to develop an understanding of central elements and contexts in a subject, and then be able to transfer these subject specific skills and competencies in known and unknown contexts. Communicative competence is considered one, if not the most central aspect of the English subject. We argue that this competence is central in all subjects in school, and the value it has to the pupils outside school in their everyday and working life cannot be underestimated. Therefore, it is essential that they get to practice both the indirect approach to language teaching using oral language as a tool for learning and the direct approach where the teaching aims to develop oracy through specific language strategies (explained in section 2.1). Through facilitating the development of their communicative competence, the aim is that pupils will achieve in-depth learning by being able to transfer the relevant skills to master different subject specific challenges both individually and in interaction with others. The background for the introduction of this term in the new curriculum was that research had shown a lack in depth in the subjects. However, in the most recent report evaluating the new

curriculum, they found an increased focus on in-depth learning in each subject, but not across subjects (Karseth et al., 2022, p. 86). Therefore, we argue that our tool for evaluating to which extent communicative competence is present in the oral tasks is highly useful in not only English, but also in other subjects to make sure the requirement of in-depth learning across subjects are fulfilled.

In our analyses we found that the textbooks published after the implementation of the new curriculum show a tendency towards more depth in their oral tasks. In our finding on depth in oral tasks we have highlighted that the use of open tasks is important in facilitating for the pupils' achievement of in-depth learning. These open tasks give pupils an opportunity for independent production, which is central in developing their language skills. Trying and failing, using different tactics and skills to make themselves understood and understand others, and utilise learnt language in a meaningful conversation are all central in working towards reaching higher levels in their communicative competence. This shows that the new focus on depth in oracy in addition to more subject specific areas are more represented in the textbooks published after LK20.

6.3 Working Methods

What is safe to conclude, is that there are varied ways of working with oracy present in all the analysed textbooks. This indicates that pupils across all of Norway experience variation regarding how their textbook presents oral tasks. The variation is regarding what content the oral tasks have and consequently how much in-depth learning they provide, and what kind of oral skills and communicative competence they require. As presented in section 1.4.2, more than half of all teaching in Year 1-4 Norwegian L1 was carried out as whole class teaching, while 34% were individual work and 4% were in groups or pairs (Hodgson et al., 2012, p. 49). As working with the textbook and workbook tends to fall within the last two, it indicates the importance of varied tasks. Our perspective of oracy within the textbooks can be assumed to fall within the 4% of groups or pairs, which is not much comparing to the total teaching. The time must be divided between cooperation tasks in the textbooks and other assignments given in the general teaching. Thus, it is important not only to ensure varied tasks in the textbooks, but ensuring the variation applies to the content, depth, and practice of skills as well. These are all important types of tasks in learning, in which was presented in section 1.4.3, describing criteria for evaluating textbooks. The results from Hodgson et al. are after the implementation of the previous curriculum. However, the lack of recent research

regarding oracy in Norwegian classrooms has been presented in section 1.1, and as Skaftun and Wagner (2019, p. 17) concluded: “there is not much opportunity for student talk in the primary-school classrooms we have observed [six Year 1 classrooms]”. As Hodgson et al.’s research is more than ten years old, and Skaftun and Wagner’s research is on Year 1, they are not directly applicable to the context of this thesis. Nevertheless, the lack of research with greater relevance, do make these interesting as a basis for comparison. It may be possible that recent trends, for example in the form of more practical teaching, have made a positive impact on oracy in classrooms in the past decade, and the change of pupils’ cognitive level and capacity will be a factor from Year 1 to Year 4.

To successfully communicate in English, there are several factors that must be present. You need to have a certain knowledge in areas such as vocabulary, grammar, and phonology, which are all part of communicative competence. In addition to technical features, you must be confident enough to speak English, which most likely will be easier as you progress in the technical language areas. As most pupils in Year 4 are in the early start of English language proficiency, namely A1-A2 as explained in section 2.2.3, the likelihood of them being uncomfortable speaking English is relatively high. As teachers, the responsibility is to facilitate for oracy in the best possible way, making sure the pupils have the best basis for participation in lessons as well as in their further life. This requires a constructive learning environment, where the individual pupils dare to participate without fear of failure or mocking from their peers. This could help to prevent the Matthew effect and raised affective filters among the pupils. A positive learning environment is important as a foundation when working with oracy and can be achieved little by little through practising the various parts of speech and communication. This positive learning environment, as well as the motivational factors for contributing, can be supported by the various working methods we encountered through our analysis of the four textbooks.

Through finding 5.3 working methods: “the fun-aspect”, we look at how tasks are presented through fun working methods that offer a meaningful and low-threshold entrance to use the English language, while also being a positive contribution to the learning environment. These are tasks such as songs, games, role plays, and word plays. This coincides with the prediction we made about there being practical activities present in the textbooks. Textbooks are used in most subjects in school, and it seems as if the writers of the textbooks we have analysed, have kept in mind that the books should have a motivational factor to ensure enjoyment while using them. In today’s society, children are used to multiple impressions at once through

films, tv-shows, and gaming. We cannot say for certain that these were factors taken into consideration when the textbooks were written, but the idea of providing varied visual representation through pictures, figures, and paratext, are certainly well known. In NDEAT's quality criteria, which is thoroughly described in section 1.4.3, one of the criteria is linked to design and multimodality, and NDEAT (2021, p. 28) states that it is natural that learning materials are multimodal. There is research suggesting that meaning through paratext could be argued to be less important in early primary years (NDEAT, 2021, p. 29), but in our experience it is still important as a mean to capture the interest of young learners. Most of the dialogues from the various textbooks present the different roles with colouring coding, which is an example of paratext that are utilised in a way that benefits the pupils.

We argue that using songs as a working method are both part of "the fun-aspect", as well as being an example of a varied working method. Using songs can be a way to create a sense of community, and that "we are all in this together". Or to quote Munden and Myhre (2020, p. 103): "there are safety in numbers", which is one reason for using songs in teaching as described in section 2.3.1. Because of this, songs are especially helpful in lowering pupils affective filter, or counteracting the Matthew effect. Using songs in teaching will help the pupils practise skills such as vocabulary, grammar, and phonetics, depending on what songs are used. Especially phonetics and pronunciation could be easier when your voice is blended in with your peers, as well as having a teacher modelling the sounds. A learner needs to hear a word many times before it is learnt. Some studies estimate that we need to have meaningful encounters with new words as many as 16 times before it becomes firmly established in memory (Lightbown & Spada, 2021, p. 64). This means that hearing new words through songs will contribute to meaningful encounters and will be helpful in vocabulary learning as well.

In terms of oracy, we argue that the use of "learning partner" symbols facilitate oral participation. As stated in section 5.3, three of the analysed textbooks had visual representations for cooperation, as well as verbs that facilitate oral participation, while the last only has the written verbs such as "guess", "ask", "compare", and "act out". Encouraging to converse with a learning partner about different themes, opinions, situations, and text, either by freely producing language or using chunks and sentence starters, will contribute to the development of the pupils' oral skills in English. We have examples of "learning partner" tasks that fits into all four categories of tasks that facilitate learning: *testing, practice, interpretation and reflection,* and *doing* (NDEAT, 2021, p. 30). In the *testing* category, pupils

work together to find the answer in the text while practising reading comprehension. While this is not typically an oral skill, the pupils are encouraged to converse in English, as well as practising both phonetics and vocabulary when searching for, and reading the answer out loud. The three remaining categories present to a greater extent the option of independent language production. This allows pupils to practise using the English language, both in the sense of using English as the working language when practising various skills and focusing on training and developing their technical English. In some cases, the "learning partner" tasks present support for conversing, such as chunks connected to grammar tasks. Considering these aspects, which must be said to be of great variation, using "learning partner" as a method for oral participation, seem to be facilitating for a motivating and effective use of pupils' oral skills in English. In fact, these are skills which will be useful in settings beyond the English subject as well.

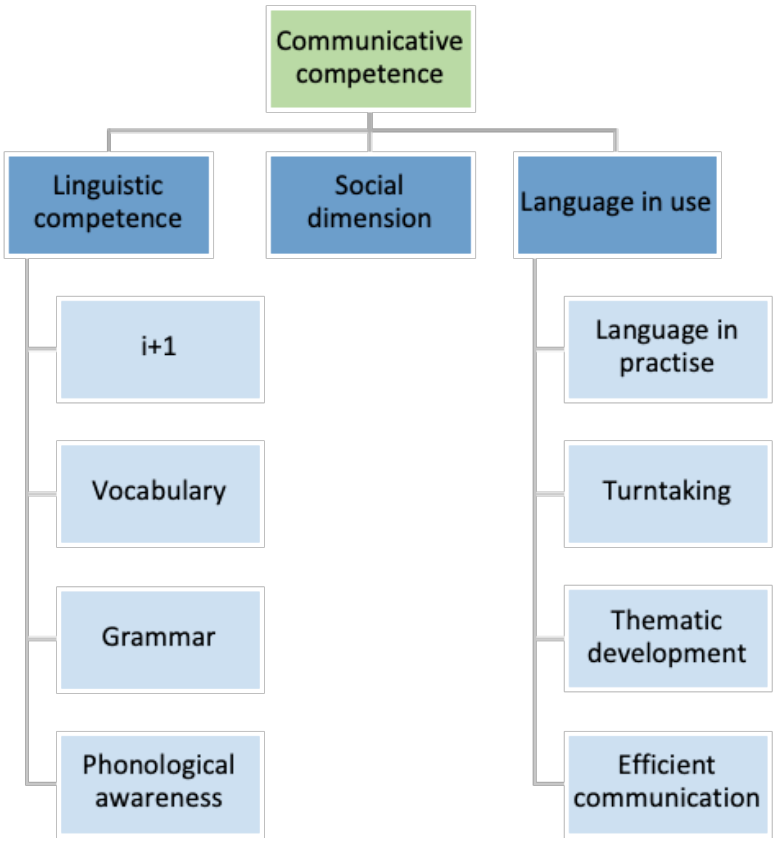
Finally, the use of dialogue is frequent throughout all textbooks. As dialogues can contain any theme or content possible, they are versatile when it comes to practicing oracy. As long as the dialogues are not presented with action verbs, we have marked them as implicitly oral. This means that we expect them to be read aloud, either in whole class teaching or in groups or pairs. As such, they offer differentiation in ways of working and challenges for each individual pupil. With this interpretation as foundation, it could be said that all dialogues practise pronunciation and phonological awareness through interpreting text to speech. In working with these, it is important that the pupils are guided in their learning process. In section 2.3.2, we presented Krashen's i+1 theory, which emphasises the importance of learners being introduced to language that are comprehensible to them, while also being challenged with content that are just above the learners' level (Krashen, 1981, p. 103). It is not as obvious how to implement this in oracy as it is in reading for example. The importance of having language models through the teacher, listening aids, or their peers, is clear as we cannot expect pupils to know how to pronounce words with no guidance. This coincides with Vygotsky's zone of proximal development (Vygotsky, 1978, p. 86), of which the pupils require scaffolding to reach beyond their developmental level towards their full potential in language learning. At some point most people will have excelled enough in a language that they will recognise the grammatical rules and structures of words, which will assist them in pronouncing correctly even if the words are unknown, but at Year 4 language learning this is too advanced. The prefabricated dialogues in the textbooks are great examples of assistance in which can support the pupils toward a higher language level, as their vocabulary is likely to

extend little by little as they are exposed to new language on a regular basis. The way the different textbooks utilise paratext when presenting dialogue, specifically how they have clear, colour coded roles, offer the possibility of the pupils to "enter" a role. Additionally, when pupils unfold within clearly defined roles, it is because the roles provide safety and room for actions, where the pupils know how to perform since they are familiar with the rules that are required in a dialogue (Penne et al., 2020, p. 131). It could be easier to practise talking when you do not present your own ideas and meanings, but rather voicing a character. This would also apply to role playing as it has many of the similar characteristics.

As a preliminary conclusion to this part of the discussion, we offer knowledge regarding the fact that there is variation in what kind of tasks concerning oracy the pupils in Year 4 encounter through their textbooks in the English subject. This variation is to some degree experienced through the working methods, and to some degree experienced through content and the facilitation for practising various skills. What seem of importance to the writers and publishers is also the variation through the visual presentations, paratext, and "the fun-aspect", which we believe is important to assist the pupils' motivation as well as learning.

6.4 Adapted Model Communicative Competence

In this section of the discussion, we will be discussing our adapted model beyond how it has been used in this thesis, but rather as a didactic and analytical tool. Therefore, the focus will not be limited to the specific tasks and categories from our finding on our adapted model. However, we will briefly discuss how some tasks have been categorised within several categories. Further, we discuss the purpose of our model, its place in the didactic work of teachers, and its advantages and limitations. Before starting our discussion, we find it purposeful to again illustrate our adapted model of communicative competence:



After having conducted our analysis, we argue our adapted model of communicative competence it a useful tool to gain deeper understanding of which aspects the tasks practice. However, we find it important to emphasise that the model is limited to only look at communicative competence in terms of oracy, thus excluding the written, listening, and reading aspect of English language learning. Additionally, we have not been addressing and assessing the content of the tasks, and the model does not tell us what the specific learning outcome is. But it does facilitate for gaining insight into knowing what the potential learning outcome *could* be. This is further explained in the next section of our discussion, where we address the importance of the teacher's competence in being able to extract the full potential of the tasks. Through our model the potential shortcomings in tasks could be uncovered. If some of the categories are not present in the oral tasks of a textbook, the teacher must make sure these are being attained through teaching without the use of the textbook. An example of this is when we in our analysis found that the *social dimension* category was barely represented in some of the textbooks, therefore the teacher must prioritise to incorporate this aspect in their teaching. Therefore, we argue that our model is an important tool for teachers to make use of to bring attention to oral communicative competencies that might be lacking in learning materials.

In the finding regarding our adapted model, we found that a large portion of the tasks were placed within several sub-categories at the same time. This finding required us to think about what the reason behind this could be. Does it mean that our model is imprecise in the definitions of the categories or is this a natural outcome? We concluded that this is natural since tasks are often complex and practise several skills and language areas at once. Additionally, since all our categories are sub-ordinate under the broader term *communicative competence*, it is only natural that a task fulfils the requirements of several categories. It is important to point out that in textbooks, the content, form, communication, and oracy are all interrelated. Thus, the process of extracting what tasks could be defined as oral and link it back to competencies that the subject requires the pupils to develop, was central in our analysis to properly understand the complexity of the tasks. Hence, the fact that tasks could be placed within several categories only strengthens the position of our model as it provides a clearer picture of the complexity of tasks.

Further, we will discuss the importance of communicative competence in both language learning in general, and in English language learning in a Norwegian education context. We also previously presented how communicative competence is important in terms of our quality of life. We linked this aspect to Hargie's (2006a, p. 1) statement that communication and social competence is essential in people's well-being, happiness in life, resilience to stress and psychological problems, as well as performing in both academic and working life. This surely highlights the argument that communicative competence is central in all subjects and should be prioritised in cross-curricular work as well as subject specific work. Therefore, we argue that our adapted model on communicative competence is an important tool that could be used by all teachers, not only English subject teachers. Further, we do want to emphasise the special responsibility English subject teachers have to work on communicative competence as *communication* is one of three core elements in the English subject curriculum, alongside *language learning* and *working with texts in English*. Hence, it is important to be aware of the presence of this competence in lessons, to ensure that it is not being under prioritised.

6.5 Didactic competence

As our analysis progressed, we found that two topics can be said to encompass the whole thesis. They are overarching and have therefore not been presented in the findings from the

textbooks. The first is linked to the use of textbooks and our own perception of it, while the second is about the teachers' position and their didactic competence.

When deciding on the theme, and subsequently the method for data selection, we were under the impression that it was looked down upon to rely on textbooks in teaching. Through our time in teacher training, there has been several occasions where the use of textbooks has been negatively referred to. On the other hand, teaching without use of textbooks has been praised for its benefits regarding in-depth and cross-curricular learning, among other aspects. There has also been a low occurrence of using and analysing textbooks in our teacher training. Consequently, our personal perception of using textbooks were also quite negative. At the same time, we were aware that textbooks are often used in the classrooms. This was presented through a report showing that textbooks still play a prominent role in most Norwegian classrooms, with three out of four primary school teachers mainly using printed textbooks (Gilje et al., 2016, p. 23). Through the general debate over the course of the last years we were also aware that using textbooks is even highly wanted by parents (Dimmen, 2021; Jensen et al., 2022; Vik, 2021). This shows that it is important that we enter school with an awareness of both the benefits and limitations of using textbooks. This was part of the reason why we wanted to conduct our research on textbooks; to be equipped with competence to assess textbooks. As we have progressed in our research, our personal perception of textbooks has changed. Now, we have become more positive as we have experienced the benefits of textbooks. As we have thoroughly analysed oracy within four different textbooks, and how it can be connected to various parts of the curriculum, we are aware of how the textbooks to a greater degree fulfil the *core values* of education (MOER, 2017, p. 4).What is of great importance in this case, is the awareness that the textbook is someone else's interpretation of the curriculum, thus we need to critically assess what the textbooks contain and where teachers will have to supplement with various working methods and themes, among other things. This is an aspect that teachers are aware of, as they find high quality textbooks to ensure the competence aims being covered, but acknowledge potential shortages based on textbooks being the authors interpretations (Gilje et al., 2016, p. 27). The ministry approval of textbooks was discontinued in 1999, as the teachers' autonomy regarding textbooks were to be strengthened. This meant that teachers needed time to familiarise themselves with the idea of critically assessing textbooks and make informed decisions regarding what learning materials to include in their teaching. To support the teachers in deciding, NDEAT (2021) has published quality criteria for choosing and evaluating learning material. As this is such an

extensive guide, we are worried, however, that it may counteract its purpose. Instead of giving teachers sufficient amount of time, they are presented with even more to read and take into consideration.

This brings forward the topic of the individual teacher's didactic competence. We refer to section 1.4.2, in which we wrote about the position of textbooks in school, and the autonomy and responsibility of the teacher was emphasised. It is the teacher's responsibility to ensure that pupils have a possibility to accomplish the competence aims, while considering how to best help the pupils fulfil their potential in school. As emphasised, it has been reported that more than half of teaching in Year 1-4 Norwegian L1 were whole class teaching (Hodgson et al., 2012, p. 49). This implies that teachers must focus on oracy in the general teaching as well, not just in the whole class teaching while using the textbooks. The textbooks do offer varied working methods in relation to oracy, as we have shown through our findings and discussion, however there are some areas they cover and some areas they do not. Therefore, teachers must also focus on varied working methods outside of the textbooks to cover what the textbooks does not. In finding 5.3, we bring attention to the teacher's role in presenting a variety of ways to work with learning English. It is important that the teacher facilitates for and make sure the pupils through varied working methods can continue working on tasks they find challenging. This is important so that they can work and use their language in engaging tasks, thus aiming for in-depth learning. We base this of the near inconspicuous difference of the word *get* in the curriculum, in which get lost in the translation from Norwegian to English in the English subject curriculum; "the pupils shall experience, use and explore the language from the very start" (MOER, 2019, p. 2).

The teacher's didactic competence, in general and especially in English, is of great importance. Through education as well as experience, teachers will be better prepared to make choices that benefit the pupils regarding what textbooks to choose, and consequently what other aspects need to be included in teaching. In the introduction we presented what we hope our research will contribute to the field, of which we stated that it can be assumed that teachers who do not meet the requirements for teaching, both the general qualification and the subject-specific, to a higher degree use the textbooks to the letter. This highlights the importance of the teacher's didactic competence and being aware of what the various textbooks offer, in our case oracy, but really of different content and skills for the English subject as a whole. Another aspect that highlights the importance of competent teachers is awareness of what cognitive level the pupils are at and how this impacts teaching, with

special attention to the facilitation of learning through support from theories such as Krashen's i+1 (Krashen, 1981, p. 103) and Vygotsky's zone of proximal development (Vygotsky, 1978, p. 86). Through working with categorising tasks in four different textbooks, we have gained valuable insight into what oracy and communicative competence is presented in the general Year 4 English subject classroom. This is accompanied with the awareness to include all basic skills in the teaching throughout the year, both by textbook teaching and in teaching in general.

7 Conclusion

Through utilising a mixed methods approach, our research aims to answer the following research question:

> How are pupils in early primary education introduced to oracy through English subject textbooks, and to what degree is communicative competence present?

In the presentation of our findings and in our discussion, we have emphasised how the implementation of the new curriculum has changed the position of communication in the English subject curriculum. This is reflected in the finding that indicates that oral tasks in the qualitative analysis have increased in percentage compared to the quantitative analysis. We argue that this is highly likely due to the change of curriculum. Additionally, with the implementation of the term *in-depth learning*, which is closely linked to the competence concept, we find that communicative competence corresponds well with the renewed focus in the curriculum. However, we argue that even though there is an increased focus on communicative competence, we cannot automatically assume that oracy will be incorporated. In work with communicative competence, oracy is often combined with writing and reading. Though all the basic language skills are important and often intertwined, we think it is important to sometimes focus on oracy in isolation and develop oral language strategies. Therefore, it is important to take time to focus on a direct approach where the teaching aims to develop oracy through specific language strategies. All in all, we argue that our tool for evaluating the extent of communicative competence in oral tasks is highly useful in terms of in-depth learning, both in the English subject and across subjects.

We have emphasised the importance of having both the indirect approach to language teaching using oral language as a tool for learning, and the direct approach where the teaching aims to develop oracy through specific language strategies. The direct approach is operationalised through the varied ways of working with oracy that is present in all the analysed textbooks. These varied working methods include songs, dialogues, role plays, cooperation tasks, interviews, rhymes, poems, and word plays. The use of visuals such as paratext, pictures, and figures, encourage further oral participation as they contribute to "the fun-aspect". When keeping in mind that there is also variation in which sub-competencies is represented throughout the textbooks, we find that the use of variation is implemented to a

great extent. To summarise, variation is included through working methods, visualisations, and competencies.

To conclude, we find the textbook to be an important and useful tool in the English subject as it is designed to attain the goals of the English subject curriculum. However, there is a need to be aware of the advantages and limitations to make an informed decision on which textbooks to use. Hence, the emphasis lies on the ability to choose to base teaching on the textbook when it is fitting to the theme, or choosing to teach without it if another approach is more fitting. Consequently, we emphasise that it can be seen as a strength to actively choose the textbook after giving it careful thought and make conscious adjustments. For instance, if there is a lack in grammar focus, the teacher must actively include it in teaching outside the textbook. We find it important to point out that our idea of analysing the specific English subject textbooks was not to compare them to each other, but rather to gain overview of what the pupils encounter in terms of oracy. It is important to keep in mind that all the textbooks have different strengths, and consequently there will be different weaknesses as well. This is due to there being an element of interpretation from the textbook authors, therefore their different ideas of which areas are most important will impact their choice of content.

7.1 Further Research

Through working with this thesis several interesting pathways have appeared. If we were to do the analysis again at this point, we would use the latest editions of *Explore 4* and *Quest 4,* which unfortunately were not available when we started our research. If these were to be analysed it could be interesting both as a comparison study to this thesis, or as an independent analysis, using the textbooks themselves as data material. Another aspect we find highly interesting is broadening the focus to other areas as well. These could be both other competencies than communicative, or textbooks from other years than Year 4 in education. Otherwise, it could be interesting to apply the adapted model of communicative competence in other subjects as well. It could be equally interesting to expand the focus to the classroom, combining the model with observations of classroom practice.

7.2 Contribution to The Field

In the introduction of this thesis, we voiced our wish to contribute to the educational field of research, especially the research gap regarding oracy in textbooks in the primary English education. In addition, we emphasised the significance of showing the content regarding

oracy and communicative competence in textbooks. We found it relevant to showcase what pupils encounter, without the influence of other factors.

In addition to analysing to which extent oracy and communicative competence is present in textbooks, we contribute with an analytical tool. Our adapted model of communicative competence is highly useful in the English subject, as well as other subjects. It is an important tool in bringing attention to what oral communicative competencies are present in learning materials, thus showcasing what might be lacking in this field of educational research. The model is applicable across curricula and learning materials, and the field of education. By reviewing the curriculum and adapting the model to competence aims from Year 2 or Year 7, it could be applied through all of primary school. We have used competence aims from the English subject curriculum, but it can to a great extent be applied to other language subjects, as well as the fact that oral skills as a basic skill should be present in all subjects in school.

We argue that our thesis contributes to operationalising how in-depth learning could be done in an interdisciplinary way. This is highly relevant, as Karseth et al. (2022, p. 89) point out that there is a lack of this in the curriculum. As highlighted earlier, we consider in-depth learning to be a prerequisite to achieve competence. Further, we have thoroughly explained the importance and position of the competence concept and communication in the national curriculum, the English subject curriculum, and most importantly in the pupils' lives in general. This surely highlight the argument that communicative competence is central across subjects; thus, our adapted model can be used as a tool to compare learning materials across subjects.

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Appendix: Tallies of the Three Types of Tasks

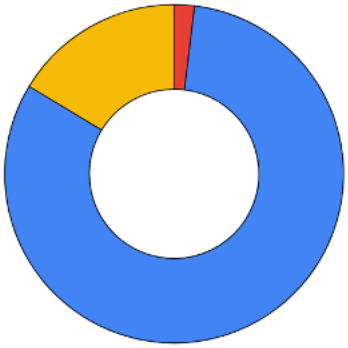
Appendix: Tables and Pie Charts Visualising the Amount of Oral Tasks in Percentage

Qualitative analysis

Blue = non-oral. Yellow = explicitly oral. Red = implicitly oral.

Textbook ch.	IM	Implisitt	Eksplisitt
One	10	1	1
Two	8	1	3
Three	9	5	8
Four	4	6	
Five	12	3	2
Six	5	5	5
Seven	1	4	5
Eight	4	6	2
Sum:	53	31	26

Workbook ch.	IM	Implisitt	Eksplisitt
One	10		3
Two	13		
Three	10	1	3
Four	10		3
Five	20		1
Six	8		3
Seven	5	1	1
Eight	9		3
Sum:	85	2	17



Both ch.	IM	Implisitt	Eksplisitt
One	20	1	4
Two	21	1	3
Three	19	6	11
Four	14	6	3
Five	32	3	3
Six	13	5	8
Seven	6	5	6
Eight	13	6	5
Sum:	138	33	43

Quantitative analysis

Two textbooks with 6 chapters. One textbook with 8 chapters.
Blue = non-oral. Yellow = explicitly oral. Red = implicitly oral.

Textbooks ch.	IM	Implisitt	Eksplisitt
One	31	10	21
Two	36	14	13
Three	33	10	16
Four	29	6	19
Five	31	11	13
Six	37	12	17
Seven	8	3	4
Eight	8	3	3
Sum:	213	69	106

Workbooks ch.	IM	Implisitt	Eksplisitt
One	81		18
Two	59	2	14
Three	83		9
Four	54		12
Five	71		7
Six	34	2	10
Seven	25		1
Eight	18		3
Sum:	425	4	74

Both ch.	IM	Implisitt	Eksplisitt
One	112	10	39
Two	95	16	27
Three	116	10	25
Four	83	6	21
Five	102	11	20
Six	71	14	27
Seven	33	3	5
Eight	26	3	6
Sum:	638	73	170

Appendix: Qualitative Categorisation of Communicative Competence

		Link 4
Linguistic competence	i+1 "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar"	**Textbook** T "Let's read!" 86-91 (6), 94-97 (6), 108 (7) "Big learning partner" 98 (6) T 105 (producing a story) (7)
		Workbook Explain/tell: 1.4, 8.1 Act out: 4.2, 7.5, 8.2 Interview: 4.4 Game: 5.15 Read and guess, learning partner: 8.6
	Vocabulary (range+control) "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar"	**Textbook** Dialogues T 27(1) Word plays: T 35 (3), 38 (3) British + American: T 67, 71, 72 (5) "Big learning partner" 98 (6) T 105 (producing a story) (7) T "Let's read!" 86-91 (6), 94-97 (6), 108 (7), 114 (8)
		Workbook Explain/tell: 1.4, 8.1 Word plays: 3.9, 4.1 Talk and write: 3.10, 8.6 Create dialogue: 4.3 Interview: 4.4 Game: 5.15 Write and act out: 8.2
	Grammar (accuracy)	**Textbook** 36 (3) "Big learning partner" 103 (7), 104 (7), 116 (8) Thinking bubble with dialogue: 107 (7) (both above: connected as they are similar)
		Workbook Talk (grammatical rules): 3.10 Game: 5.15 Write and act out: 8.2 Write and guess, learning partner: 8.6
	Phonological awareness "explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities"	**Textbook** Dialogues: T 23 (2), 37-39 (3), 45-47 (3), 50-51 (4), 52-53 (4), 54-56 (4), 58 (4), 66-67 (5), 71-73 (5), 106 (7), 117-119 (8), 121-123 (8) Word plays: T 35 (3), 43 (3), 43 (3), 44 (3)

		Songs: T 19 (1), 25 (2), 36 (3), 92 (6) Let's read: 114 (8)
		Workbook Practice saying: 1.7, Word play: 22 (3), 3.9, 4.3, 4.7 Act out: 4.2 Game: 5.15
	Spelling and punctuation	ikke brukt av åpenbare grunner
Social dimension *Se på mulighet for å slå sammen alle disse, MEN vie plass til å kommentere interkulturell kompetanse for seg i et avsnitt	Intercultural competence "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" "talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway" ""use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood""	**Textbook** T 18+19 (1), 25 (2) T 91 (6) - relating to people who are different. Bildung?
		Workbook
	Polite forms "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules" "talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway"	
	Adapt language to conversation partner "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules"	
Language in use (pragmatic)	Language in practise "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "read and talk about the content of various types of texts, including picture books"	**Textbook** Learning partner: producing your own language (recombining learnt elements creatively). T 24 (1), 70 (5), 93 (6), 106 (7), Thinking bubble (with dialogue/oral taks): 45, 46, 47 (3), 51 (4), 73 (5), 103 (7), 106 (7), 107 (7), 114 (8), 121-123 (8) "Big learning partner" 98 (6), 102 (7), 103 (7), 104 (7), 115 (8), 116 (8) Producing a story: 105(7)

		Workbook Explain/tell: 1.4, 8.1 Learning partner: 1.11, 3.1, 3.7, 6.4C, 6.7(2), 8.6 Interview: 4.4 Game: 5.15 Act out: 8.2
	Turn-taking "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules"	**Textbook** Dialogues (all dialogues) card game: 76-77 (5) Producing a story: 105(7) Learning partner (all learning partner tasks)
		Workbook Learning partner (all learning partner tasks) Act out: 4.2, 7.5, 8.2 Interview: 4.4 Game: 5.15 Tell: 8.1
	Thematic development "read and talk about the content of various types of texts, including picture books"	**Textbook** "Let's read!" 86-91 (6), 94-97 (6), 108 (7) 90 "What do you think happens next?" 105 (producing a story) (7)
		Workbook
	Coherence and cohesion *baker inn i efficient communication	**Textbook** 105 (producing a story) (7)
		Workbook
	Efficient communication "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood"	**Textbook** card game: 76-77 (5)
		Workbook
	Fluency *baker inn i efficient communication	

Appendix: Quantitative Categorisation of Communicative Competence

		Engelsk 4	*Explore 4*	*Quest 4*
Linguistic competence	**i+1** "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar"	**Textbook** Act it out: 18-19(1), Dialogue: 18-19(1), "find out": 45(2), 99(5) "talk about it": 85(4), 99(5), 121(6), game: 82(4), 82(4), 83(4), "talk about": 89(5), 103(6), 151(7), 171(8) pair+internet: 111(6), "Tell your class": 125(7)	**Textbook** Let's explore: 26(1), 92(5), 110(6) Let's talk: 74(4) Let's write: 110(6) Write and tell: 36(2), Think and talk: 105(6)	**Textbook** Survey: 17(1) Make role play/act out: 19(1), 43(3), 82(6), 87(6) Retell + make sound effect in a radio play: 74-75(5)
		Workbook "Read and work together": 80(6)	**Workbook** Interview: 21(1) Plenary: 19(1), 77(5)6	**Workbook** Action game: 64(5)
	Vocabulary (range+control) "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar"	**Textbook** Rhyme, chant, and poem: 8(1), Song: 11(1), 49(3) "Boks": 13(1), 18-19(1), 21(1), 29(2), 30-33(2), 36-37(2), 38(2), 39(2), 49(3), 59(3), 66(4), 74-75(4), 78(4), 80-81(4), 82(4), 90-91(5), 96(5), 97(5), 104(6), 111(6), 116-119(6), 125(7), 129(7), 130-137(7), 146(7), 164-165(8), 167-169(8) "Find out": 23(1), 63(3), 85(4), 99(5), 121(6), 151(7), 171(8) "talk about it/describe": 45(2), 85(4), 99(5), 62(5), 121(6), 126-127(7), 151(7),161(8), 162(8), 171(8) realistic talking situations "chunks": 113(6),	**Textbook** Box: 12(1), 13(1), 22(1), 25(1), 30(2), 31(2), 36(2), 37(2), 38-39(2), 41(2), 46(3), 50-51(3), 52-53(3), 54(3), 64-65(4), 72(4), 78(5), 81(5), 90-91(5), 96-97(6), 102(6), 107(6) Tell/talk(before you read): 16(1), 20(1), 22(1), 22(1), 24(1), 68(4), 84(5), 86(5), 88(5), 100(6), 102(6) Let's talk: 26(1), 42(2), 60(3), 74(4), 92(5), 110(6) Let's write: 110(6) Let's explore: 60(3), 77(4), 92(5), 110(6) Think and talk: 31(2), 40(2), 46(3), 49(3), 55(3), 66(4), 69(4), 72(4), 73(4), 79(5), 99(6) Tell a friend: 36(2), 38-39(2), 58(3), 72(4), Define words: 46(3) Poem: 83(5)	**Textbook** Box: 12(1), 13(1), 24(2), 26(2), 27(2), 30(2), 39(3), 40(3), 42(3), 59(4), 60(4), 68(5), 74-75(5), 80-81(6), 82(6), 85(6), 86(6), 88(6), 89(6) Word play: 14(1) Song: 20(1), Homonymer: 86(6) Describe: 46(3)
		Workbook "Two heads": 11(1), 17(1), 18(1), 24(2), 49(4), 53(4), 54-55(4), 65(5), 76(6), 80(6) "say": 17 (1), "Ask": 26(2), 33(3), 50(4), 62(5) "Tell/describe": 39(3), 48(4), 77(6), 79(6), 81(6), 87(7), 110(8) "Interview": 105(8)	**Workbook** Interview/survey: 11(1), 21(1), 47(3) Think and talk: 12(1) Plenary (guess who): 19(1), Paroppgave: 29(2), 34(2), 36(2), 38(2), 39(2), 67(4), 75(4), 104(6) Tell a classmate: 31(2), 41(2), 46(3) Rhymes: 38(2), Game: 91(5) Say out loud: 109(6)	**Workbook** Two heads: 6(1), 7(1), 14(1), 24(2), 66(5), 76(6), 79(6) Box: 20(2) Game: 64(5) Word play: 72
	Grammar (accuracy)	**Textbook** "talk about it": 63(3), game: 82(4), 82(4), 83(4), 96(5), 97(5), realistic talking situations "chunks": 113(6),	**Textbook** Think and talk: 49(3), 99(6)	**Textbook** Compare and describe: 46(3) Two heads: 71(5)

		Workbook "Two heads": 7 (1), 11(1), "Tell partner": 79(6)	**Workbook**	**Workbook** Two heads: 14(1)
	Phonological awareness "explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities"	**Textbook** Rhyme, chant, tongue twister and poem: 8(1), 29(2), 38(2), 58(3), 59(3), 66(4), 146(7) Song: 11(1), 49(3), Act it out: 18-19(1), Dialogue: 18-19(1), 29(2), 38(2), 74-75(4), 80-81(4), 90-91(5), 116-119(6), 130-137(7), 164-165(8), 167-169(8) Game: 82(4),	**Textbook** Rap/song/chant: 12(1), 36(2), 50-51(3), 52(3), 53(3), 53(3) Dialogue: 13(1), 25(1), 30(2), 38-39(2), 46(3), 64-65(4), 78(5), 90-91(5), 96-97(6), 102(6) Poem, rhymes, tongue twisters: 22(1), 31(2), 37(2), 41(2), 54(3), 72(4), 83(5), 107(6) Think and talk: 31(2) Spell: 74(4)	**Textbook** Chant/song: 12(1), 20(1), 68(5) Dialogue: 13(1), 19(1), 24(2), 40(3), 74-75(5), 80-81(6), 82(6) Rhymes, poems, word plays: 26(2), 30(2), 39(3), 70(5), 80(6), 88(6) Role play: 43(3), 50-53(3), 82(6) Retell + make sound effects, radio: 74-75(5)
		Workbook "Two heads": 28(2) "Spell and describe": 87(7)	**Workbook** Interview: 11(1), Discuss answers: 23(1), 34(2), 36(2), 104(6) Tongue twisters, rhymes, nonsense sentences, word plays: 31(2), 38(2), 69(4), 101(6) Describe/read: 68(4), 71(4), 77(5), 88(5), 109(6)	**Workbook** Two heads: 5(1), 20(2), 61(5), 74(6) Word play: 22(2)
Social dimension	Intercultural competence, polite forms, adapt language to conversation partner "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" "talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway" "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules"	**Textbook** "Find out": 23(1), 45(2), 63(3), 85(4), 99(5), 121(6), 171(8) "talk about": 103(6),	**Textbook** Let's explore: 92(5)	**Textbook** Talk: 27(2), 34(2), 73(5)
		Workbook "two heads": 24(2)	**Workbook**	**Workbook**
Language in use (pragmatic)	**Language in practise** - Usikker, fordi med c er substantiv, mens med s er et verb "use a number of common small words,	**Textbook** PupilA+B: 21(1), 39(2), 78(4), "talk about it/discuss": 23(1), 45(2), 63(3), 85(4), 99(5), 121(6), 129(7), 151(7), 171(8) "find out": 23(1), 45(2), 63(3), 85(4), 99(5), 121(6), 151(7), 171(8)	**Textbook** Let's talk: 26(1), 42(2), 60(3), 74(4), 92(5), 110(6) Let's explore: 26(1), 60(3), 74(4), 92(5), 110(6) Let's write: 74(5), 110(6) Think and talk: 30(2), 31(2), 40(2), 46(3), 49(3), 55(3), 64-65(4), 66(4), 69(4), 72(4), 73(4), 79(5),	**Textbook** Talk: 20(1), 27(2), 29(2), 49(3), 59(4), 73(5), 74-75(5), 85(6) Retell + make sound effects and a radio play: 74-75(5)

	polite expressions and simple phrases and sentences to obtain help to understand and be understood" "read and talk about the content of various types of texts, including picture books"	game: 82(4), 82(4), 83(4), 96(5), 97(5), "talk about": 89(5), 103(6), "tell a friend/describe": 104(6), 161(8) pair+internet: 111(6), 162(8) realistic talking situations "chunks": 113(6), "Tell your class": 125(7)	99(6), 105(6) Write and tell: 36(2) Tell a friend: 55(3), 102(6)	
		Workbook "Two heads": 11 (1), 24(2), 25(2), 49(4), 53(3), 65(5), 80(6) "Tell a friend/describe": 39(3), 48(4), 81(6), 110(8) "Ask classmates": 62(5),	**Workbook** Make your own questions: 11(1), Think and talk: 12(1) Plenary: 19(1) Interview/survey: 21(1), 47(3), 78(5) Game: 91(5) Tongue twister: 31(2), Paroppgave: 38(2), 67(4), 75(4)	**Workbook** Two heads: 24(2), 33(3), 37(3), 42(3), 66(5), 76(6) Game: 64(5)
	Turn-taking "participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules"	**Textbook** Svarjakt: 13(1), Act it out: 18-19(1), PupilA+B: 21(1), 39(2), 78(4) "talk about it": 23(1), 45(2), 63(3), 85(4), 99(5), Dialogue: 18-19(1), 29(2), 30-33(2), 36-37(2), 74-75(4), 80-81(4), 90-91(5), 116-119(6), 130-137(7), 164-165(8), 167-169(8) Rhyme, chant, and poem: 38(2), game: 82(4), 82(4), 83(4), 96(5), 97(5), "talk about/discuss": 89(5), 103(6), 121(6), 126-127(7), 129(7), 151(7), 161(8), 171(8) "Tell a friend": 104(6), pair+internet: 111(6), 162(8) realistic talking situations "chunks": 113(6), "Tell your class": 125(7),	**Textbook** Dialogue: 13(1), 25(1), 30(2), 38-39(2), 46(3), 64-65(4), 78(5), 90-91(5), 96-97(6), 102(6) Tell a friend(before you read): 16(1), 20(1), 22(1), 38-39(2), 58(3), 68(4), 84(5), 86(5), 88(5), 100(6) Think and talk (after reading): 22(1), 24(1), 30(2), 40(2), 64-65(4), 66(4), 69(4), 72(4), 73(4), 79(5), 99(6), 105(6) Let's talk: 26(1), 42(2), 60(3), 74(4), 92(5), 110(6) Let's explore: 26(1), 60(3), 74(4), 92(5), Let's write: 110(6) Write and tell: 36(2) Work together: 72(4)	**Textbook** Two heads: 11(1), 12(1), 19(1), 29(2), 49(3), 71(5), 89(6) Dialogue: 13(1), 19(1), 24(2), 40(3), 74-75(5), 82(6) Talk: 11(1), 13(1), 16(1), 17(1), 19(1), 20(1), 24(2), 34(2), 59(4), 63(4), 73(5), 80-81(6), 93(6) Role play: 43(3), 50-53(3), 82(6) Compare and describe: 46(3) Retell + make sound effects, radio: 74-75(5) Retell: 87(6) Game: 64(5)
		Workbook "Two heads": 7 (1), 11(1), 18(1), 24(2), 25(2), 39(3), 48(4), 65(5), 76(6), 77(6), 79(6), 80(6), 81(6), 87(7), "Ask classmates": 26(2), 33(3), 62(5) "Interview": 105(8) "tell a friend": 110(8)	**Workbook** Interview/survey: 11(1), 21(1), 47(3), 78(5) Make your own questions: 11(1) Think and talk: 12(1), Guess who: 19(1), Discuss: 23(1), Paroppgave: 29(2), 34(2), 36(2), 38(2), 39(2), 41(2), 46(3), 67(4), 68(4), 75(4), 104(6) Plenary: 77(5), Game: 91(5)	**Workbook** Two heads: 4, 5, 6, 7, 12, 14, 15 (1), 20, 23, 24(2), 32, 33, 37, 41, 42, 47, 48(3), 60, 61, 62, 66(5), 70, 74, 75, 76, 79(6)
	Thematic development "read and talk about the content of various types of texts, including picture books"	**Textbook**	**Textbook** Think and talk: 55(3)	**Textbook** Make a role play: 19(1) Talk: 20(1) Retell + make sound effects on a radio play: 74-75(5) Retell, act out: 85(6), 87(6)

		Workbook	**Workbook**	**Workbook** Tell a story: 41(3)
	Efficient communication "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood"	**Textbook** "talk about it": 23(1), 45(2), 63(3), 151(7), 171(8) realistic talking situations "chunks": 113(6),	**Textbook**	**Textbook** 60-61(4)
		Workbook "two heads": 24(2),	**Workbook**	**Workbook** Two heads (tell your partner): 37(3)