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Interrogating intersectionality in ESL textbooks: a critical analysis of
representation, diversity, and inclusion in literature

A qualitative textbook analysis

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Preface

The topic of intersectionality was chosen as I have always been intrigued by reading and learning about others. I was raised in a generation where awareness of social issues has always been a part of my education. There have been rallies and demonstrations against social injustice, strikes for the climate, religious beliefs in a Norwegian context have been up for debate and immigration policies have divided the classrooms in different opinions. An essential component of the educational system has been writing speeches, conducting voluntary work, and indulging in different perceptions and beliefs. Early in education, I became interested in the marginalised in the world, how they found themselves in these situations and, more importantly, why. Indulging in the literature that told stories from other perspectives than my own has been greatly appreciated and given insight into different lives and ways of living. However, in my education, the stories usually reflected the typical Norwegian life or stereotypical perspectives that fostered orientalism. The discourse of egalitarianism and equality is valued highly in Norway. Nonetheless, looking at Norwegian society through different lenses shows a division of power and privilege. Given that Norwegian society is complex and nuanced, it sparked an interest in rethinking these aspects in the pedagogical landscape. I hope that my research can contribute to inclusive teaching and raise thoughts surrounding teaching materials in the classroom.

This master's thesis has been a rollercoaster I would not be without. First, I want to thank my thesis advisor Siri Mohammad-Roe for exceptional guidance, encouraging words and comprehensive feedback along the process. Your advice has brought this study to another level, and I have appreciated our discussion on my thoughts and reflections. To my study pals, thank you for piloting my coding criteria, countless laughs and for reminding me to enjoy life while writing. I would also like to thank my family member for their support and guidance. Your advice and comfort through rough patches have been invaluable. Lastly, I want to thank my little angel Nala, for the endless cuddles and love only a woman's best friend can provide, who sadly passed away during the last days of this writing process.

Abstract

The English subject educates students to inquire about intercultural competence and learn about other cultures, ways of living and thinking (Ministry of Education and Research, 2017). The students are also encouraged to explore their identity, and get to know others (Ministry of Education and Research, 2019). For the students to acquire this knowledge, they must learn how to facilitate critical literacy and be challenged to see the complexity of society. This current study aims to analyse how textbooks, in accordance with the new curricula, operationalise intersectionality, narrowed down to the three identity markers race, class and dis/ability. The fictional texts were the subject of analysis. Further, tasks of the fictional texts that did operationalise the identity markers race, class, and dis/ability were coded in order to examine how intersectional perspectives foster critical literacy. The textbooks *Engelsk 9* (Haegi et al., 2020), *Stages 9* (Pettersen & Røkaas, 2021), and *Enter 9* (Diskin & Winsvold, 2020) were skimmed for fictional texts and later examined for critical literacy. The current study is divided into three phases. The preliminary phase provided the selection of fictional texts that offered intersectional perspectives. The first phase included coding the fictional texts from the preliminary phase in accordance with the chosen identity markers. The second phase investigated the tasks from the fictional texts in the first phase in order to evaluate how they foster critical literacy.

The study found that all three textbooks operationalise intersectionality. However, when looking at the chosen identity markers, it appears that the identity markers race and class have a remarkably higher operationalisation than dis/ability. The identity marker dis/ability was represented in 4 out of 52 fictional texts. The result of the analysis is discussed in relation to the complex and nuanced term intersectionality, the criteria for critical literacy and also in accordance with the Norwegian curricula, LK20. Limitations of the current study have been pointed out. Lastly, suggestions for further research on the topic are included.

Keywords

Intersectionality, textbook analysis, YA literature, critical literacy, LK20

Sammendrag

Engelskfaget skal utvikle elevenes interkulturelle kompetanse og lære dem om andre kulturer, levemåter og tankesett (Ministry of Education and Research, 2017). Elevene skal i tillegg utfordres til å utforske sin egen identitet, og lære om andre identiteter (Ministry of Education and Research, 2019). Denne kompetansen bygges opp gjennom at elevene lærer kritisk tekstkompetanse og ser utfordringene av vårt komplekse samfunn. Hensikten med denne studien er å analysere hvordan lærebøker etter LK20 operasjonaliserer interseksjonalitet, begrenset ned til de tre kategoriene etnisk opprinnelse, klasse og funksjonsvariasjon. De skjønnlitterære tekstene i bøkene danner materialet for analysen. Videre er oppgavene tilknyttet de skjønnlitterære tekstene som operasjonaliserer kategoriene etnisk opprinnelse, klasse og funksjonsvariasjon, kodet til å evaluere hvordan interseksjonelle perspektiver kan fostre kritisk tekstkompetanse. Lærebøkene *Engelsk 9* (Haegi et al., 2020), *Stages 9* (Pettersen & Røkaas, 2021), og *Enter 9* (Diskin & Winsvold, 2020) ble skimlet for skjønnlitterære tekster, og senere undersøkt i hvilken grad de bidrar til kritisk tekstkompetanse. Denne studien er delt inn i tre faser. Utvelgelsesfasen gir et overblikk over de skjønnlitterære tekstene som viste interseksjonelle perspektiver. Den første fasen kodet tekstene fra utvelgelsesfasen til de valgte kategoriene. Den andre fasen undersøker oppgavene tilknyttet de skjønnlitterære tekstene fra den første fasen, og evaluerer hvordan disse kan bidra til kritisk tekstkompetanse.

Studien viser at alle tre lærebøkene operasjonaliserer interseksjonalitet. Dersom man ser på de valgte kategoriene, ser man at etnisk opprinnelse og klasse har en bemerkelsesverdig høyere operasjonalisering enn funksjonsvariasjon. Kategorien funksjonsvariasjon var representert i 4 av de 52 skjønnlitterære tekstene. Resultatet av analysen er diskutert i samsvar med det komplekse og nyanserte teoretiske begrepet interseksjonalitet, kriterier for kritisk tekstkompetanse og ny læreplan, LK20. Studiens begrensninger er kommentert. Avslutningsvis er forslag for videre forskning på temaet poengtert.

Nøkkelord

Interseksjonalitet, lærebokanalyse, litteratur for ungdom, kritisk tekstkompetanse, LK20

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1 Introduction

The urge for equality has always been an important topic. The education system teaches the students about people who have been historically marginalised, discriminated against, and oppressed, through exploring opinions, reading about others, and challenging their prejudice. Representation, meaning to be able to see oneself reflected and learning about others, is crucial to develop a society without prejudice, and this development is highlighted in the curricula in both the interdisciplinary topics and competence aims (Ministry of Education and Research, 2017, 2019). The students are growing up and developing in a complex society, and incorporating diversity and representation in school is crucial to educate the students. However, there are wide spectre of opinions and prejudice. A remake of Disney's classic "The little mermaid" now named "Ariel" has received negative attention, primarily because the actress is black (Christopher, 2022). A new Norwegian TV-show called "Cammo" on the other hand, is being praised for starring an actress with Down Syndrome as one of its main characters (Svelstad & Solhøi, 2023). Clothing lines are hiring diverse models, with ranges of disability, race and looks (Hunt, 2020).

The paradigm of inclusivity and representation should also be reflected in the classroom, and more importantly; challenge the students to be critical towards society and its norms. The English subject aims to educate the students in intercultural competence, communication, and cultural understanding through reading, writing and talking (Ministry of Education and Research, 2019). Furthermore, the subject shall encourage discussion on important matters, and indulge in similarities and differences across the world that are culture-dependent (Ministry of Education and Research, 2017). Reading texts out of an historical context, knowing that no text or opinion is written neutral, is an essential criterion when it comes to critical literacy, which is closely related to the English subject (Janks & Vasquez, 2011, p. 1; Williams, 2022, p. 324). In order to do so, it is necessarily to have a theoretical framework to understand the complexity of society.

1.1 Delimitations of topic

The theoretical term *intersectionality* was coined in 1989 by Kimberlé Crenshaw, who argued that the relation of power in society marginalises those who are multiply-burdened, thus resulting in discrimination based on discrete sources (1989, p. 138). The term was created to raise awareness towards the bias of both gender and race, with emphasis on how the

intersection of the most marginalised within both race and gender (e.g., black people and women) results in being discriminated on both these aspects. In other words, intersectionality explores the relationship between traditional power and privilege and how it marginalises and oppresses those not in power. The theoretical term has later developed to become a more inclusive concept, where several other aspects have been included, such as dis/ability, language barriers, sexual orientation, and class.

Several parts of the population face structural and political injustice and discrimination based on factors such as how they look, what gender they identify with, their socio-economic status and their able-bodiedness. Intersectionality wants to address how these factors influence the way people are perceived and how these factors offer obstacles to the same rights. These factors will be addressed as *identity markers* throughout this thesis. To normalise the nuanced and complex perspective of society, one must learn not to draw conclusions based on stereotypical perceptions but rather problematise these aspects without stigmatizing the issue (Ministry of Education and Research, 2017). The danger of a single story can result in jumping to conclusions without acknowledging the complexity and nuanced experiences (Adichie, 2009). The importance of seeing reflections and representations of yourself should not be undermined.

There has been an ongoing historical debate regarding race, where racial issues have been brought much attention. There are other identity markers that also experience social and political injustice and obstacles to thrive. Therefore, intersectionality quickly became a starting point for analysis as the complexity of the term offered new ways of understanding oppression. As it is nearly impossible to analyse every aspect of intersectionality, especially for a novice researcher, this present study will explore race, class, and dis/ability. 18,9% of Norway's population consists of first-generation and second-generation immigrants (Integrerings- og mangfoldsdirektoratet, 2022). This shows that Norway has a diverse and multicultural population, where one out of four reports that they experience racial discrimination (Statistics Norway, 2022). Looking at the socio-economic status in Norway, it is clear that 34% of the population lives in lower-income households or poverty (Frifagbevegelse, 2021). As one of the wealthiest countries, it is an eminently high percentage of the population that live on low wages. It is also essential to bring light to these perspectives in Norway and not assume that our country mainly consists of middle- and upper-class citizens. An identity marker that often receives prejudice is dis/ability (Jüriloo, 2014, p. 171).

Statistics show that 18% of the Norwegian population suffers from physical or psychological disabilities (Bufdir, 2015). These numbers show that approximately the same number of the population is located within the identity markers race and dis/ability.

Literature quickly became a target for this study, and eventually, textbooks used in the English subject were selected. The fictional texts presented in the textbooks are chosen as their ambition is to enlighten the students to critically read and learn valuable lessons. Young adult literature (YA literature) has an own ability to engage the students. The textbooks chosen are presumably used in Norwegian classrooms and represent the literature being taught. Looking at the fictional texts through an intersectional lens, with a focus on the chosen identity markers race, class, and dis/ability will provide an insight into representation. Additionally, it will be interesting to see if these textbooks, written in a Norwegian context, will provide an authentic representation of Norwegian society by looking at the above statistics. Reading stories with a lens knowing that no text is written without opinions or viewpoint, is essential to foster critical literacy (Williams, 2022, p. 324). Lastly, this study will evaluate the tasks following the fictional texts on whether or not they critically ask the students to reflect upon its content.

1.2 Research question

To further explore intersectionality in English as a second language (ESL) textbooks, a research question which targets how this theoretical term is being facilitated, has been created. Literature provides a window into other worlds that allow the students to explore different perspectives, ways of living and thinking (Bishop, 1990, p. x). It can also contribute as a mirror, reflecting the students and society. To attempt to answer the research question, there has been created two sub-questions to complement and further explore the main research question:

How are textbooks facilitating for intersectional understanding to foster critical literacy in students?

- 1) Do the selected textbooks operationalise intersectionality in the fictional texts?
- 2) If so, how can tasks regarding race, class, and dis/ability help foster critical literacy?

This current study should provide an overview of how intersectionality is facilitated in ESL textbooks used in 9th grade in Norway. To give an overview of the case, fictional texts will be

the subject of the analysis. The current study is divided into three phases. Firstly, the selected textbooks will be studied for fictional texts, which will be coded according to how they show intersectional perspectives. Secondly, the fictional texts that do provide an intersectional perspective will be coded regarding race, class, and dis/ability. Lastly, the fictional texts that do provide perspectives on the chosen identity markers will be further investigated, and the tasks concerning the texts will be evaluated on how they operationalise critical literacy.

Through this study, the aim is to critically evaluate the fictional texts and see if they provide insight into stories that can challenge how the students see their society's complexity. Additionally, assess how these fictional texts that do show intersectional perspectives can foster critical literacy. The aim is that this will provide insight into how the textbooks will guide the students to understand the complexity and adapt this knowledge to their everyday life.

2 Literature review

Before exploring how intersectionality is represented in textbooks used in lower secondary schools, the following chapter will thematically review relevant peer-reviewed studies and theories. First, the theoretical term intersectionality will be explored and nuanced. By choosing articles by Professor Kimberlé Crenshaw, who coined the term, as well as authors who have been cited frequently on the topic, a well-researched presentation of the phenomena will be presented and further narrowed to the identity markers in focus for this current study: race, class, and dis/ability. Secondly, this literature review will provide a brief overview of the use of textbooks in ESL classrooms and the role literature plays in Norwegian classrooms. Next, the theoretical term critical literacy will be explored. Lastly, the Norwegian curriculum offered by the Norwegian Directorate for Education and Training will be examined to obtain relevant information for this current study. Several academic databases have been utilised to inquire about peer-reviewed literature, where I searched for keywords and recognised frequently cited authors to provide an appropriate overview as a guideline for my work.

2.1 Intersectionality

To fully grasp the inclusion and exclusion the theoretical term intersectionality proposes, it is necessary to get an overview of its foundation. As mentioned in the introduction, the theoretical term intersectionality was created by Kimberlé Crenshaw. She initially invented the term to address black feminism and how the intersection between the identity markers black *and* woman resulted in exclusivity and discrimination on both identity markers. As a result, it reinforces the marginalisation of black women more significantly than just a woman or someone black (Crenshaw, 1989, p. 138). What started as an antidiscrimination framework with originally two identity markers has become a much more inclusive framework of several marginalised identity markers. The term delves into the critical insight that identity markers such as class, race, sexuality, gender, dis/ability, ethnicity, and age, interact not as a unity, where the identity markers are mutually exclusive, but rather as reciprocally constructing phenomena. Collins (2015, pp. 2-3) argues that the “and” between the identity markers seems to matter when trying to understand the term's nuanced perspective on social and structural injustice. Similar to Crenshaw (1989, p. 138), the importance of the *and* between the different identity markers is explored. By looking at how identity markers intersect, the marginalisation in these intersections will provide a greater understanding of the difference's intersectionality addresses. Consequently, looking at how two identity markers intersect will reveal the

oppression these people face. The definition addresses the relationship between power imbalance, oppression and discrimination and its effects on vulnerable individuals, resulting in a greater understanding of injustice (Alvarez-Hernandez, 2021, p. 181).

Intersectionality initially emphasised the inequality and the exclusion of women from the labour market, political and social citizenship, cultural organizations, and political decision-making. Hence, the intersection of different identity markers must be addressed to create further equity for all (Sauer, 2018, p. 86). Sauer argues that a common goal should be overcoming structures, norms, institutions, and discourses responsible for discrimination. The concept of the term has been incorporated into the feminist work on how women are perceived and positioned (Phoenix, 2006, p. 187). Even though Sauer primarily addresses the inequality regarding gender, it is conceivable to associate this aspect of the dimension to the other identity markers as the social and structural elements consider everyone in society. As Phoenix (2006, p. 187) clearly states, intersectionality foregrounds a more complex ontology than superficial attempts to simultaneously reduce people to a single identity marker. The identity markers and their relations intertwine, acknowledging the balance between the privileged and the marginalised and forming a matrix of oppression. Intersectionality points to challenges and differences in the notion of a homogeneous group interest (Sauer, 2018, p. 87).

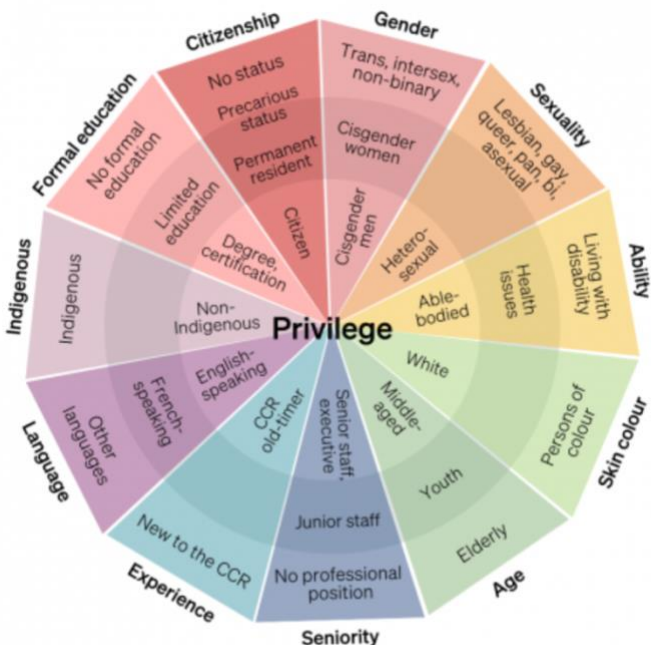


Figure 1, visual representation of intersectionality

The theoretical term further explains the relationship between privilege and oppression. Figure 1 provides a visual presentation of intersectionality, where the closer to the centre you can identify with the identity markers, the more privilege you have (Canadian Council for Refugees, 2022). Even though this figure is created in a Canadian context, it is presumably transferrable to other countries. Although there are several other visual representations of intersectionality, this figure is chosen to provide an overview of identity markers. Some

identity markers are not targeted in this figure, such as class. The figure is simply an example of a visual representation, in order to further explore the theoretical term.

Crenshaw (2012, pp. 1426-1427) points out that intersectionality is the relationship between the existing, established hierarchies that enlarges the subjects' vulnerability to both private and public power exercises. Structural dynamic discrimination is the social force created by various social hierarchies, resulting in exclusion from opportunities. These existing power relations, also referred to as "intersectional subordination", contribute to the risk and later consequence of punishment for the identity markers that are effectively marginalised out of the significance of their vulnerability (Crenshaw, 2012, p. 1427).

McCall (2005, p. 1771) embraces intersectionality as one of the essential theoretical contributions to feminist studies, and the author reasons that the complexity of the theoretical term must not be undermined. McCall's approach draws inspiration from Crenshaw's work as they examine identity markers that have not been previously analysed. In contrast to McCall and Crenshaw, Walby et al. (2012, p. 227) dispute that this has the disadvantage of displacing the spotlight from the larger structures and social processes that might cause inequalities, where they argue that it makes practical analysis problematic. By neglecting the study of the dominant identity marker, McCall (2005, p. 1771) argues that it will only provide further distance between the powerful and the marginalised identity markers. For instance, in addition to empowering black women in the job market, the industry should restructure how they labour their employees. The ones in the power position must also change for social justice to occur. However, focusing on the powerful and what they can conduct to achieve fewer differences and acknowledging the action they must take, will further erase the differences between the identity markers and strive to achieve equity.

Walby et al. (2012, p. 229) argue that only some intersectional issues become the focus of political projects where social forces come together, such as promoting human rights. In other intersectional issues, the social forces may oppose to each other, for instance in public service where there are policies that dictate their interests. Complementary, Hancock (2007, p. 70) argues that the issue of *fluidity* must be considerably emphasised. Class and race are considered fluid since they are dynamic constructions that change over time. To demonstrate, there is a possibility to achieve equality through for instance education. At the same time, she argues that an identity marker is either dominant or equal to other identity markers,

consequently, intersectional. Additionally, Hancock (2007, p. 65) argues that intersectionality also identifies the plural marginalisation of minority groups, therefore adding to our traditional understanding of the term identity.

2.1.1 Criticism of intersectionality

Intersectionality's definitional dilemmas have been argued in several articles. Some state that the broad theoretical term's definition offers misunderstandings (Collins, 2015, p. 3; Phoenix, 2006, p. 189), whereas others argue that the concepts of intersectionality have gone too far as the term is used to justify the hypersensitivity of being insulted (Bilge, 2013, p. 406; Brahm, 2019, p. 157).

As the interaction between the identity markers is necessary, the complexity and broad definition of the theoretical term can be challenging to comprehend or be dismissed. The systematic approach to the term can limit possibilities when searching to represent the complexity of intersectionality (Collins, 2015, p. 3). Phoenix (2006, p. 189) argues that rather than attempting to find differences across women simultaneously, the particularities of the identity marker *gender* should be understood by understanding structural differences between women. Additionally, by understanding intersectionality as a more broad and inclusive term, the potential for political engagement for equality seemed more prominent (Collins, 2015, p. 15).

As Collins and Phoenix argue, intersectionality is not problematic unless it only includes certain identity markers. While intersectionality started as a black feminist rebellion towards society, it has been more inclusive of other identity markers suffering from injustice, such as dis/ability and class. However, there has been a lack of focus on these identity markers. Walby et al. (2012, pp. 231-232) argue that even though the interest in class has faded, it gives insight into important aspects of structuring inequalities, such as the socio-economic background. Further, they argue that class should neither be left out of the equation nor treated with overwhelmingly importance. Still, it is essential to remember this aspect when looking at social injustice. Hernández-Saca et al. (2018, p. 304) argue that the dis/ability falls along intersectional lines, and it is crucial to consider this aspect when looking at social injustice. However, there has been limited research and focus on this aspect. Therefore, it is essential to bring a greater focus to looking at how dis/ability intersects. The oppressed

positionality keeps them from feeling belonging since the power structures do not make society inclusive enough for those with a disability (Hernández-Saca et al., 2018, p. 303).

Dis/ability is a broad term that considers physical and psychological aspects. The view of disabilities as “abnormalities”, “deformities”, and “incapacities” causes the people within this identity marker to be members of a literal and figurative “freak show”, and this impression must be fixed (Brown, 2019, p. 195). Dis/ability is closely related to class, as healthcare quality differs worldwide. Class is a determiner to social activity and positioning in society and is understood to be embedded in all social relations (Block & Corona, 2014, p. 33). The identity marker is always intersecting with the other identity markers and becomes an indicator for oppression.

Moreover, Brahm claims that even though intersectionality began as a way of indulging intelligently about injustice to women of colour, he critiques the term by stating that lately, it has turned into a suffering Olympic, where the winner is the most tortured spirit (2019, p. 157). Further, he argues that the term has become an all-purpose word exploiting the actual purpose, which is to pinpoint the possibilities limited to certain people of our society based on a complex compound of each background. While Brahm acknowledges the injustice and oppression, he still argues that the word has become a buzzword for paying instant obeisance to, as he states, a bottomless pit of suffering (2019, p. 157). While focusing his critique on the feminist idea that originated the term, he elaborates that the alleged hysteria spreads as it is propagated by feminist scholars, social scientists, and humanists. Furthermore, Bilge (2013, p. 406) explores this perspective by wanting to demobilise the term from mainly focusing on feminism to being inclusive of other identity markers suffering from injustice. Even though the term was initially created as a response to the discrimination of gender and race, it has been sufficiently elaborated and reconstructed to focus on the rebellion towards structural justice and equality.

As the critique towards intersectionality has been, and still is, up for debate, using it as a critical view towards how the structural power relations society withholds will arguably give an insight towards how to not marginalise based on identity markers. The complexity of the term is a strength as it avoids simplified inferences of the identity markers.

2.2 Intersectionality in literature for young adults

Literature conveys beliefs, values, and ideas that shape and reflect the cultures to which they belong. Young adult literature (YA literature) functions in the classroom as a metaphorical window through which the readers can access experiences and views of the world they otherwise would not know (Adams, 2020, p. 210). By using books and stories as an entry to understanding, the students will experience sensitive and essential topics related to various issues and gain a greater understanding of others. Additionally, literature can assist students in seeing their diverse worlds and expanding their views (Oslick & Pearson, 2016, p. 104).

Teachers can use literature to invite students into a world of imagination that target meaningful topics. Colby and Lyon (2004, pp. 24-28) conducted a study among multicultural students in America, exploring the importance of using multicultural literature. In their research, they found the participants had not been exposed to the literature they could relate to. Even though it is essential to read about others, the students should also be able to read stories where they can see a glimpse of themselves (Colby & Lyon, 2004, p. 24). This study has mainly targeted multiculturalism, which is a part of intersectionality. However, it is possible to acknowledge that implementing several identity markers, and seeing how these intertwine in society, will additionally assist the students in recognising the power imbalance in society (Sauer, 2018, p. 87).

YA literature is meant to target young people by exploring experiences, cultures, and worlds they know of and worlds that are distant to them. Through literature, readers can acquaint themselves and others in new ways, and it can function as a powerful means to adjust the readers' reality (Ministry of Education and Research, 2019). However, there has been a trend in the United States of America and Australia where the books on the market show little representation of cultures and ethnicities and diversity of class and dis/ability (Curwood, 2013, p. 14; Newvine & Fleming, 2021, p. 10; Terrile, 2022, p. 526). Young readers within nondominant groups find themselves regarded with exaggerated features and report that they see themselves in "pieces of shards of glass", meaning that the representation is fragmented pieces they cannot relate to (Newvine & Fleming, 2021, p. 15). When readers of literature acquaint themselves with distorted, negative, or laughable images, they learn how they are devalued in society based on their roots (Bishop, 1990, p. x). The need for young people to see themselves and their families depicted respectfully in books they read is crucial (Terrile, 2022, p. 526). However, there is a fine balance between the danger of a single story and

challenging the students' perceptions. Carefully choosing literature that provides students with a diverse view of the world can empower the students.

Through a study looking at diversity in children's books in 2018, Newvine and Fleming discovered that 77% of the characters were either white or animal/other, resulting in only 23% of the character showing diverse backgrounds (2021, p. 15). There has not been conducted a similar study on YA literature, so these numbers are not directly transferrable. However, there is an intersection of targeted age with late children's books and YA literature, so the numbers can still be relevant. The overrepresented whiteness in the books would consequently result in readers from the dominant groups suffering from the lack of literature and stories about others. When readers only see themselves represented in literature, they will grow up with an exaggerated sense of their value and importance in the world, resulting in dangerous ethnocentrism (Bishop, 1990, p. x). They need literature as a window into reality. In conclusion, diversity in literature can be essential for fighting social injustice and creating equality for all.

Racism and discrimination are still some of the unresolved social problems. According to Bishop (1990, p. x), literature might be one of the only places readers living in a homogeneous society will encounter people unlike themselves. If the literature continues to misrepresent unrepresented communities, it can subsequently take away the feeling of belonging for most readers. Feeling a connection to the characters and the stories being told should not be the only goal for readers. However, it is important to emphasise that not being able to familiarise themselves with the stories can result in losing touch with their identity (Colby & Lyon, 2004, p. 24). The disproportional representation of identity markers that have historically been marginalised reinforces the message that these voices do not matter. Further, readers who read stories they cannot relate to or encounter characters that stereotypically represent their gender, ability or race could amputate their identities (Gomez-Najarro, 2020, p. 405). Selecting YA literature that lets the readers indulge in different ways of living might help the readers to see themselves for their value, if so, for only a brief time. However, it is also essential to acknowledge that literature has its limits. It would not magically change the world, but it is perhaps a step in the right direction to guide us to understand each other better by changing our attitudes towards differences (Bishop, 1990, p. xi). Choosing inclusive literature is one of the teacher's responsibilities. This will be explained further in [section 2.6](#).

The diverse literature regarding race has had a slight increase. However, diversity contains more than just the identity marker race, and providing nuanced perspectives on several identity markers is crucial to represent society. Representations of disability in classic literature are often restrictive or harmful. Some literature is even intended to elicit the readers' pity and sentimentality (Curwood, 2013, p. 17). There is a demand for literature with positive portrayals of disability, such as showing how characters with disabilities can positively contribute to society, envisioning high expectations and ensuring that the character with disabilities is entitled to the same rights as others (Curwood, 2013, p. 17). The literature must show the reader that characters with disabilities serve more than just supporting characters with disabilities. The identity marker dis/ability is closely related to class and the remaining identity markers.

Class is saturated and determines both the opportunities and obstacles that may occur. The representation of class in contemporary literature usually presents a privileged and limited view where material possessions, single-family households and middle class experiences are normalised (Terrile, 2022, p. 526). Social class is often overlooked in the literature, and stories that are related to these issues are often characterised as problematic stories that feel the need to provide a solution (Terrile, 2022, p. 527). When the narrative is about hunger, poverty and homelessness, the reader might gain the misunderstanding that middle class and upper-class are the norm and that poor people do not know how to distribute their money. Even though homelessness and insecure households are urgent matters, it is also the reality of young people worldwide. Therefore, including class in literature is necessary so the students can see reflections of themselves, their household and their families when reading (Terrile, 2022, p. 539).

2.3 Textbooks in the ESL classroom

Having gained insight into the theoretical term intersectionality and YA literature, it is necessary to obtain an overview of teaching materials used in the ESL classroom. Amongst the material used in language teaching, textbooks have traditionally been considered important. The textbooks are designed to ensure the curriculum is covered and provide didactical approaches and suggestions for further language acquisition. Studies conducted in Norwegian schools show that textbooks have influenced teachers' practice (Brevik & Lyngstad, 2020, p. 169; Lyngstad, 2019, p. 273). Textbooks have been a vital starting point for teachers in creating lesson plans and have traditionally been considered the "de facto"

curriculum (Council, 1994, p. 9; Haug, 2011, p. 21). In recent years, however, there has been a shift in teaching materials due to digital means and resources being more available (Rasmussen & Lund, 2015, p. 4). During the pandemic, Norway's school economy was affected, resulting in more digitalisation of teaching materials (Vik, 2021). The textbooks are also available in a digital form on Unibok for schools that use iPads as their primary source for teaching. Teachers can use the resources they find suitable for their lessons, which leads to several whims to reach the same competence aims. In other words, teachers are free to use the textbooks belonging to the English subject and use other resources. Around 70% of teachers in 9th grade primarily use textbooks when teaching (Aashamar et al., 2021, p. 299). While this is the case, the importance of using textbooks for teachers and students is increasing (Skjelbred, 2019).

Using textbooks created by publishers who have interpreted the competence aims and created suitable content will provide the teachers with a strategic plan to cover the curriculum. Whereas when the teacher makes individual lesson plans, it can be fragmented pieces of the curriculum (Skjelbred, 2019). Textbooks are highlighted as one of the Norwegian schools' most crucial teaching materials (Meld. St. 28 (2015-2016)). However, in a report conducted by Skjelbred et al. (2005, p. 67), it becomes clear that the textbooks are generated for an average student that does not exist, meaning that textbooks can hardly reach out to all of the students in a classroom, let alone an entire school system with its diverse students. This study targeted Norwegian as a subject. Nevertheless, this finding can conceivably be transferred to the English subject as they both target language learning. Even though the teacher is free to rely on different teaching aids, it is their responsibility to implement, adapt and adopt teaching materials they see suitable. In brief, teachers must constantly evaluate the most appropriate teaching material to ensure that they teach according to the curriculum and that textbooks have been created specifically for this intent.

2.4 Critical literacy

Critical literacy is defined as a lens for reading, interpreting, and creating text with a suggestion that no text is created neutral, and no person is neutral, resulting in the reading and writing activities never being neutral (Williams, 2022, p. 324). By understanding the relationship between texts, meaning-making and power, it is possible to achieve a more equitable social order (Janks & Vasquez, 2011, p. 1). Critical literacy encourages readers to explore, challenge or question the power relations between the readers and the authors.

Additionally, it enables the readers to examine the issues of power and promotes reflection (Norris et al., 2012, p. 59). Critical literacy can help marginalised readers who have been institutionally marginalised to understand how their position has been created historically within power hierarchies (Williams, 2022, p. 324). Using critical literacy to evaluate the literature in the textbooks will provide insight into how Norwegian students should learn this skill. Therefore, it can be used to take meaningful action against inequality and oppression.

The classroom will have students with different backgrounds, opportunities, and worldviews, which they must learn to be critical towards. Teachers must prepare to teach students with different backgrounds and experiences than their own. Therefore, teachers must implement and use teaching materials that encourage critical literacy. The students must encounter stories about people like them in similar situations (Norris et al., 2012, p. 59). Through critical literacy, the students can discuss social issues and create ideas and plans to impact their communities (Norris et al., 2012, p. 60). As the students become educated thinkers and learners, they must move beyond what is presented on the page. Hence, while-reading, and post-reading activities efficiently encourage and increase their critical literacy (Colby & Lyon, 2004, p. 24; Norris et al., 2012, p. 60). Raising awareness of social issues should be provided by the students as subjects of social action, with guidance from the teacher (Ministry of Education and Research, 2019). Additionally, dialogue is considered the appropriate method where the teacher can employ the students' critical reflections and encourage social action to humanise the world (Nam, 2020, p. 153). Hence, critical literacy will provide the students with a tool to deconstruct text and move beyond what is presented on the page. Thus, this current study will additionally explore the tasks concerning the fictional texts that show intersectional perspectives of the chosen identity markers race, class, and dis/ability.

2.5 LK20 - the Norwegian curriculum

To discuss how to raise awareness regarding intersectionality through textbooks designed for Norwegian school students, it is necessary to gain information about the English subject in Norway, LK20. English is important in Norway, and the subject focuses on learning the language. The subject is highly important regarding communication, identity development and cultural understanding (Ministry of Education and Research, 2019). Moreover, the subject shall give the students a foundation to communicate with others, regardless of cultural or linguistic background (Ministry of Education and Research, 2019). Additionally, the subject should help the students develop intercultural understanding by exploring different ways of

thinking and living. As a part of language learning, the students must learn how to read various texts written in different contexts and genres. Equally important, the students must learn to be critical towards the text they are reading, which corresponds with the core values of education and training where the school shall foster critical thinking in the students (Ministry of Education and Research, 2019).

The interdisciplinary topics are meant to educate the students to see the relationship between subjects. In the English subjects, “health and life skills” form the basis for the students to express their experiences, feelings, opinions, and thoughts to provide new perspectives on different ways of thinking. Additionally, it shall allow the students to handle situations linguistically and develop a secure identity and a positive self-image (Ministry of Education and Research, 2017). The interdisciplinary topic “democracy and citizenship” shall help the students understand that how they view the world is culture-dependent, meaning they are encouraged to take on other perspectives. This can provide the students with new ways of interpreting the world, prevent prejudice and promote curiosity (Ministry of Education and Research, 2017).

For the first time, intercultural competence is submitted as a part of the curriculum and integrated into the core elements of the English subject. Intercultural competence is efficient and appropriate communication with people across cultures (Utdanningsnytt, 2018). The students will reflect, interpret, and critically assess different types of text to develop intercultural competence to enable them to deal with different ways of thinking, living and communication patterns (Ministry of Education and Research, 2019). Additionally, it is emphasised that the students shall create a foundation to see their own and others’ identities in a multicultural and multilingual context. The subject should allow the students to indulge in their identities and learn about others. Another essential aim is that the students will learn how to connect with other people (Ministry of Education and Research, 2019). To communicate with others, they must understand the complex diversity in society. As a result, this will provide the students with tools to interpret the world in new ways, promote curiosity and prevent prejudice (Ministry of Education and Research, 2019). The subject’s relevance reaches beyond just language learning. It highlights the importance of educating students with intercultural competence to become sustainable citizens who can converse respectfully with each other regardless of background (Utdanningsnytt, 2018). Intercultural competence and

intersectionality are closely related, where the students need to acquaintance other perspectives and backgrounds to handle the diverse and complex society.

2.6 Literature in the ESL classroom

Literature is an important means when it comes to language acquisition. Reading text is an essential part of the English subject in Norway. The students will be introduced to spoken and written texts, formal and informal, and both contemporary and historical (Ministry of Education and Research, 2019). Literature is implemented in the core elements of the English subject in lower secondary school. However, teachers use different approaches to literature in the classroom, as the new curriculum has no specific guidelines about what literature should be read (Brevik & Lyngstad, 2020, p. 165). Although the literary texts used in the classroom are mainly selected from textbooks that belong to the subject, teachers report that they would prefer to use sources other than textbooks when choosing literature (Brevik & Lyngstad, 2020, p. 169). This study was conducted before the new curriculum was implemented in Norway. Still, it is possible to believe that there could be a correlation with today's practice.

2.7 Summary and definitions

The literature review in this thesis has explored the importance of incorporating literature that can be read through an intersectional lens. The review has also highlighted the danger of a single story in literature, where the reader can see themselves with exaggerated features they do not recognise, emphasising that it regards all readers. Teachers tend to rely on textbooks when selecting literature to teach language in the classroom. Therefore, the textbooks must have a proper representation of several identity markers. These points enhance the motivation for this current study and propose the benefits of using diverse literature for language learning, as well as looking at these texts critically to detect the reflection of intersectional aspects. The analysis will further explore the link between how intersectional aspects can be reflected in textbooks. The definition of intersectionality regards how several overlapping identity markers result in oppression and discrimination. The current textbook analysis will further explore the intersectional perspective in textbooks. This will be conducted by researching the fictional texts, reading task pre-, during- and post-reading, and looking at intersectionality in the textbooks.

Furthermore, the review shows the importance of selecting literature representing a diverse spectrum for the students to improve their critical literacy. Since the present study evaluates the intersectional perspectives in textbooks, the literature review has investigated several definitions of intersectionality and how this is present in YA literature supposedly used in the classrooms.

3 Methodology

The following chapter will give an overview of the methodological approach for this current study. The research design, textbooks and procedure of the current textbook analysis will be thoroughly explained. A detailed description of the study's conduct will be presented, including coding criteria for the three phases. Lastly, the reliability and validity of the study will be brought to light and discussed. The current study is divided into a preliminary phase with selection of fictional texts, a primary phase with a focus on the chosen identity markers and a second phase that evaluate critical literacy. The study's two sub-questions are used as guidelines in the three phases of the textbook analysis:

How are textbooks facilitating for intersectional understanding to foster critical literacy in students?

- 1) Do the selected textbooks operationalise intersectionality in the fictional texts?
- 2) If so, how can tasks regarding race, class, and dis/ability help foster critical literacy?

3.1 Methodological approach

An intersectional analysis provides understanding concerning social inequality, power, history, hegemony and domination and how these work together. Edwards and Esposito (2020, p. 44) argue that there are several approaches when conducting an intersectional analysis. However, choosing one approach would be wise, as studying every theoretical concept is impossible. Additionally, the authors suggest that for novice researchers, choosing one of the approaches will provide sufficient information about the theoretical concept (Edwards & Esposito, 2020, p. 44). One of the highlighted approaches, *addressing multiple categories of difference to power*, will be a starting point for this analysis. This approach focuses on how our identities are located in a particular society, moving beyond politics and towards injustice and the social workings of power (Edwards & Esposito, 2020, p. 46). It should also reveal how privilege and oppression work simultaneously, and how they transform domination systems. Subsequently, analysing multiple categories of difference to power carefully and sophisticatedly, which does not shy away from the relationship between privilege and oppression, will develop ideas and arguments that move towards social justice (Edwards & Esposito, 2020, p. 47). Using intersectional theory as a lens offers the reader a chance to encounter the intersections of different identity markers to see how experiences are

mediated by power (Edwards & Esposito, 2020, p. 34). It can therefore be used to build bridges between worlds.

3.2 Research design

Qualitative analysis is used to code textual data and further explore the relationship among the resulting categories (Check & Schutt, 2012, p. 300). The raw data collected for this current study consists of texts – words – where the fictional texts of the chosen textbooks become the subject. Thus, the study comes under such a qualitative research category. Regarding a qualitative analysis, carefully reducing a considerable amount of data and coding and organising the data to clear units is an important step, as the total amount of data is often too extensive to manage (Eriksen & Svanes, 2021, p. 287). For this study, the full amount of data consists of all the fictional texts and questions related to the texts in each textbook subject to analysis. Content analysis was chosen as a suitable approach to diminish the raw data to a manageable and comprehensive amount. Content analysis is an appropriate method when the ambition is to provide a systematic overview of text material and reduce the text into much fewer content categories to explore further the research question (Bakken & Andersson-Bakken, 2021, p. 305). Creating specific coding tables concerning the research question will provide a more comprehensible material to analyse.

3.3 Textbook analysis

3.3.1 The procedure of the current textbook analysis

The first step in conducting a textbook analysis is selecting the textbooks to be analysed. The second step was to decide how intersectionality would be defined for the project and which texts and questions would be analysed. Additionally, evaluating how these fictional texts foster critical literacy was considered essential to explore the research question and intersectionality's complexity. To analyse the intersectional dimension and how it fosters critical literacy in three Norwegian textbooks, I had to limit the study by only looking at fictional texts. As YA literature is known for fostering identity and providing significant aspects of society and intercultural competence, fictional texts quickly became the targeted subjects for the analyses. Additionally, in contrast to factual texts that educate the students on matters, fictional texts invite the students to explore it on their own. The textbooks were first skimmed for fictional texts. Within this category, texts labelled as novel excerpts, short stories, poems, graphic novel excerpts, excerpts from plays and letters were further

investigated. The analysis is divided into three phases, where five separate tables and criteria were created:

- 1) The preliminary phase evaluates whether the fictional texts in the textbooks did operationalise intersectional dimensions.
- 2) The primary analysis evaluates how the preliminary phase's fictional texts operationalise race, class and dis/ability.
- 3) The secondary analysis evaluates how the questions related to intersectional dimensions foster critical literacy.

The first draft of the coding tables was frequently discussed with peer students and my thesis adviser. Their feedback and comments have been valuable as it has offered some alterations, such as changes of wording and adding a comment section for transparency. The criteria for the study were piloted with peer-students before being finalised.

3.3.2 Selected textbooks

The current study focuses on three ESL textbooks used in Norwegian classrooms for grade 9. Grade 9 was chosen as the students will already have adapted to lower-secondary school in grade 8, and in grade 10, they will have a more significant focus on the final exam of compulsory school. Therefore, it was hypothesized that grade 9 would give the students more time to explore literature. As the curriculum clearly states, the students are alleged to be educated within intercultural competence, injustice and prejudice in society, and critical thinking, so looking at the textbooks through an intersectional lens seemed appropriate (Ministry of Education and Research, 2017).

Three textbooks were chosen from the largest publishers in Norway, assuming that they have (or will have) a representation to a certain degree in Norwegian classrooms. The current study targets three ESL textbooks' fictional texts. In the preliminary phase, all of the fictional texts labelled as novel excerpts, short stories, poems, graphic novel excerpts, excerpts from plays and letters were analysed through an intersectional lens. In the first phase of the analysis, it was decided that the fictional texts that were found to operationalise intersectionality from the preliminary phase of the study would be the subject of further analysis on the chosen identity markers race, class, and dis/ability. In order to examine critical literacy through an intersectional lens, the tasks belonging to the fictional text from the first phase will be a

subject of the analysis in the second phase. There had to be decisions made based on which tasks would be selected, therefore, depending on its intent, the material consists of different tasks. This will be explored further in the description of each textbook.

The following section will briefly describe the three selected textbooks to give a general overview of how they are structured and explain more specific details about inclusion of fictional texts and the tasks following the text.

Engelsk 9

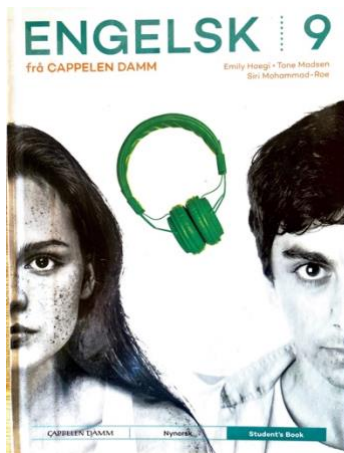


Figure 2, cover of Engelsk 9

Engelsk 9 (Haegi et al., 2020) consists of five chapters, comprising several text genres, tasks, and activities. The chapters are introduced with the competence aims the chapter targets, a section called focus words, and the interdisciplinary topics. The textbook proposes before-reading questions for the students as a starting point in the fictional texts, where the questions target their prior knowledge and helps them reflect on the topic. After reading the text, the textbook offers post-reading tasks labelled according to their targeted skill: understanding, writing, talking and grammar. Lastly, the chapters conclude with “test yourself”, which is several tasks that ensure the student has acquired the desired competence.

In the current study, the fictional texts labelled novel excerpts, short stories and poems will be analysed in the study’s first phase. Additionally, the tasks labelled “understanding”, “writing”, and “talking” in the textbook will be a subject for the second phase of the study. Several other texts fostered critical literacy in the textbook. “South Africa and the apartheid era” (2020, p. 142) is an example of such a text. However, this text was labelled as an informative article and therefore excluded from material selection. In *Engelsk 9*, 16 fictional texts were a part of the preliminary phase of the current study, where six texts showed intersectional perspectives within the identity markers race, class and dis/ability, and a total of 22 tasks.

Stages 9

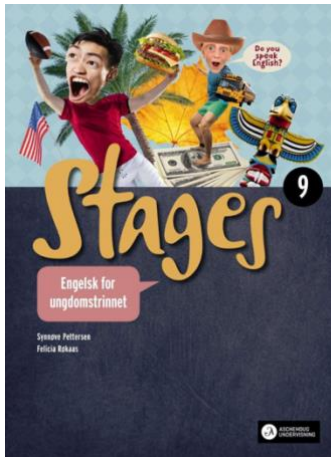


Figure 3, cover of *Stages 9*

Stages 9 (Pettersen & Røkaas, 2021) consists of five chapters with several genres of text, tasks, and activities. The chapters are introduced with what skills the chapter focuses on. Post-reading tasks follow each fictional text, and they are labelled by one of the following: starting point, understanding, viewpoints, language lab, vocabulary, speaking spot, listening skills, writing workshop, creative corner, digital dive, text analysis and explore more. Lastly, at the end of the chapter, there are tasks labelled speak and write containing tasks connected to the chapter's topic.

In the current study, texts labelled novel extract, children's book extract, short stories, poems, and graphic novel extract will be the subject of analysis for the study's first phase. The questions labelled understanding, viewpoints, text analysis, and speaking spot will be the subject of the study's second phase. However, there has been a selection of tasks that did not target the fictional texts, meaning that these labelled tasks provided guidelines for analysing. If the tasks were found to not contribute to the text, but solely to language acquisition, they were excluded from the material. As mentioned above, several texts in *Stages 9* could propose intersectional perspectives. For example, both "The new world" (2021, p. 178) and "A nation of immigrants" (2021, p. 200) could have provided this current study with additional intersectional perspectives. However, these were labelled factual texts and subsequently excluded from the sample. In *Stages 9*, 19 fictional texts were subject to the preliminary phase, whereas 10 of the fictional texts showed intersectional perspectives a part of the current study, and a total of 31 tasks.

Enter 9



Figure 4, cover of *Enter 9*

Enter 9 (Diskin & Winsvold, 2020) consists of six chapters, similar to the previously mentioned textbooks consisting of several text genres, tasks, and activities. Each chapter introduces topic words related to the chapter's topic and a discussion section that asks the students to discuss questions related to the topic. The post-reading tasks are similar to those in *Engelsk 9*, where they are labelled according to their targeted skill: understanding, writing, vocabulary, speaking, digital skills, numeracy, and grammar. Lastly, the chapter summarises the topic with tasks labelled “sum up”, “dig deeper”, and “learning how to learn”.

In the current study, texts labelled novel extract, extract from a play, poems, short stories, extracts from short stories, and graphic novels will be subjects for analysis. The tasks labelled reading to understand, analysis, digital skills, vocabulary, writing and speaking will be a part of the subject for the second phase of the analysis. Like *Stages 9*, tasks labelled these categories were excluded from the material if they did not target the fictional texts. As previously mentioned, other types of texts could have provided additional intersectional dimensions to this study, such as “Running from poverty” (2020, p. 98), “New Zealand teenagers” (2020, p. 176) and “My generation does give a damn” (2020, p. 204). However, these texts were labelled as articles, and due to this study's aim to look at fictional texts, these texts were excluded from the sample. In *Enter 9*, there were a total of 17 fictional texts that became the subjects for the preliminary phase, whereas 8 of the fictional texts showed intersectional perspectives and therefore became a subject of this current study, and a total of 26 tasks.

3.3.3 Selection of fictional texts, coding criteria intersectionality

The development of coding criteria will address whether the fictional texts in the selected textbooks show a variety of representations seen through an intersectional lens. Since this current study wants to address how ESL textbooks in Norway facilitate intersectionality to foster critical literacy, looking at fictional texts as subjects will provide an overview of the status in Norwegian schools. However, it is important to emphasise that this study is a textbook analysis and will only give insight into the publisher's intentions. There have yet to

be any recent studies after the curriculum renewal that focuses on how the teachers use the textbooks in the classroom or how frequently. However, studies have shown the importance of textbooks in the classroom ([see section 2.3](#)). These textbooks have, or will have, an important role in English teaching (Meld. St. 28 (2015-2016)).

In order to operationalise intersectionality for this current analysis, the fictional texts in the textbooks had to be coded to show whether or not the text proposes views from an intersectional perspective. The preliminary phase of the study wants to determine whether the fictional texts offer intersectional perspectives, implied or specified, not necessarily to identify how the identity markers are represented. For this study, there has been created three coding categories. A score of “0” was given to fictional texts that show no representation of the marginalised identity markers, thus not providing an intersectional perspective. Granted that the fictional text gave the assumption of representation of marginalised identity markers, the text was given a score of “1”. The fictional texts with precise specifications of representation of marginalised identity markers were given a score of “2”. In order to determine what should be considered the operationalisation of intersectionality, it was decided that perspectives and stories of people who have been oppressed and marginalised should be a determiner. For a visual representation, see figure 1 in section [2.1](#). Table 1 shows the final coding criteria for the operationalisation of intersectionality.

Intersectionality	
0	The fictional text does not have a representation of marginalised identity markers.
1	The fictional text does imply to represent marginalised identity markers, but there is no specification or mention of one.
2	The fictional text specifies the representation of marginalised identity markers.

Table 1, coding criteria – operationalisation of intersectionality

3.3.4 Coding criteria: race, class, and dis/ability

Although this study focuses on the intersectional perspectives, there had to be limitations in providing a qualitative analysis. As previously mentioned, it is hardly possible to study every intersection of injustice at once. The identity markers were therefore limited to three identity markers that would be the analysis baseline: race, class, and dis/ability. This decision was made due to the thesis’ timeframe and the study being conducted by one researcher. The

identity markers were selected after extensive reading on the theoretical term intersectionality. Race was one of the original identity markers in the development of the term. Therefore, the exclusion of this identity marker would not be ideal. Additionally, race is also a concept that is being represented within YA literature and a social issue that is still highly relevant (Bishop, 1990, p. x; Colby & Lyon, 2004, p. 24). However, the representation tends to be stereotypical. The selection of class was based on the debate on whether this should be included in intersectionality (Walby et al., 2012, pp. 231-232). After careful consideration, it was decided that this aspect would provide important aspects to the study and show additional diversity. Lastly, the identity marker dis/ability was chosen as there has been limited research in a Norwegian context on its representation in literature and textbooks (Herrebrøden et al., 2021, p. 315). This identity marker seems to be forgotten, even though its importance is profound.

As mentioned in the literature review, dis/ability refers to both psychological and physical abilities and is therefore corresponding to the core values of the Norwegian curriculum as it aims to provide different ways of thinking about the student's way of life and others (Ministry of Education and Research, 2017, 2019). This study does not distinguish between psychological and physical, and both are therefore included. Additionally, the curriculum clearly states that developing a secure identity is essential. For the current study, a coding criterion was created to address race, class, and dis/ability representation. The reason for creating separate tables was for the transparency of the study. Reading the text through the lens of these identity markers together would not give the correct view of intersectionality. Additionally, by not differentiating between the different identity markers, the representation would doubtless give the wrong impression, as some identity markers are seemingly more represented than others. The fictional text coded to show representation, was then again analysed to discover the representation of the three identity markers. Tables 2, 3 and 4 show the coding criteria for operationalising race, class, and dis/ability.

Race	
0	The fictional text does not mention the representation of race.
1	The fictional text does imply the representation of race, but there is no specification or mention.
2	The fictional text specifies the representation of race.

Table 2, coding criteria – operationalisation of race

Class	
0	The fictional text does not mention the representation of class.
1	The fictional text does imply the representation of class, but there is no specification or mention.
2	The fictional text specifies the representation of class.

Table 3, coding criteria – operationalisation of class

Dis/ability	
0	The fictional text does not mention the representation of dis/ability.
1	The fictional text does imply the representation of dis/ability, but there is no specification or mention.
2	The fictional text specifies the representation of dis/ability.

Table 4, coding criteria – operationalisation of dis/ability

3.3.5 Coding criteria critical literacy

For the second part of the current analysis, the tasks associated with the fictional text that was found to be representing race, class, and dis/ability were used as subjects to evaluate how these texts foster critical literacy. YA literature emphasises the importance of reading diverse literature, which corresponds with the relevance and core values of the English subject in the renewed curriculum (Ministry of Education and Research, 2019). Additionally, critical literacy encourages the students to read the text knowing it cannot be objective as the writer is writing through their lens. Coding criteria for the tasks were created to categorise the fictional texts regarding race, class, and dis/ability. In evaluating critical literacy, three categories were made: comprehension, reflection, and intersectionality. The tasks that primarily focus on the student's comprehension of the text are presumably not fostering critical literacy. The tasks

that encourage the students to explore, challenge or question the text’s content were coded as “reflection”, as these tasks supposedly challenge the students to move beyond what is in the text (Norris et al., 2012, p. 60). Additionally, the tasks that targeted the intersectional aspects of the text were coded as “intersectionality”. The categories “reflection” and “intersectionality” will hypothetically foster critical literacy in the students as they encourage them to work with the text and question its intention.

As written in the literature review ([see section 2.5](#)), I would like to emphasise that the coding criteria are inspired by the definition of critical literacy defined by Janks and Vasquez (2011, p. 1), Williams (2022, p. 324) and Norris et al. (2012, p. 59), as these complement each other and propose a nuanced view on the theoretical term. Critical literacy is a broad term that can be used in different approaches. However, this current study aims to research how intersectional perspectives foster critical literacy by analysing the questions following the text. By evaluating whether the questions target comprehension, reflection or intersectionality, the results will give an insight into how these intersectional fictional texts foster critical literacy. Table 5 shows the coding criteria for the evaluation of critical literacy.

	Comprehension	Reflection	Intersectionality
Race	The specified or implied fictional text about race: the task aims to target the student’s comprehension of the text.	The specified or implied fictional text about race: the task aims to reflect upon the content in the text.	The specified or implied fictional text about race: the task aims to target intersectional perspectives.
Class	The specified or implied fictional text about class: the task aims to target the student’s comprehension of the text.	The specified or implied fictional text about class: the task aims to reflect upon the content in the text.	The specified or implied fictional text about class: the task aims to target intersectional perspectives.
Dis/ability	The specified or implied fictional text about dis/ability: the task aims to target the student’s comprehension of the text.	The specified or implied fictional text about dis/ability: the task aims to reflect upon the content in the text.	The specified or implied fictional text about dis/ability: the task aims to target intersectional perspectives.

Table 5, evaluation of critical literacy

3.3.6 Challenges with coding intersectionality

Several fictional texts did not mention specifics about the main characters while coding intersectionality in the preliminary phase. An example is the novel excerpt “A visit to the doctor” (Haegi et al., 2020, p. 21), which does not mention any specifics about the main character. However, it was hypothesized in the ingress that the story was about the author himself, Roald Dahl. Even though the story itself did not mention that this was a perception of an early childhood memory, it did not mention any representation of identity markers and was therefore coded as “0”. Several other fictional texts in the textbooks did not mention the specifics of the main characters, which resulted in the fictional texts being coded as “0”.

There may have been novel excerpts that did provide an intersectional view when reading the entire book. However, as this current study analyses textbooks, the novel excerpts were read without further research on the original books. This decision was made based on the framework of the theoretical term intersectionality, where it is emphasised that those who are discriminated against and marginalised need attention to social and political issues (Alvarez-Hernandez, 2021, p. 181; Collins, 2015, p. 2; Crenshaw, 1989, p. 138). When the fictional text does not target any of these identity markers, it is assumable that the text does not represent the marginalised and instead provides a view of those traditionally in power. Even though the novel excerpt from *Engelsk 9* did not mention of Roald Dahl’s childhood memory, it does imply that the fictional text is written about what is considered normality. This challenge did occur while coding a few of the fictional texts in all three textbooks, where the characters did not have any implied or specific mention of perspectives found within intersectionality.

3.3.7 Challenges with coding race, class, and dis/ability

While coding the fictional texts included from the preliminary phase and looking at the chosen identity markers race, class and dis/ability, a few challenges did occur. In this current study, the extracts from the textbooks needed to be subjects for the analysis. However, throughout my education, I have encountered several of these fictional texts as a part of my training. Therefore, it was important to exclude former knowledge of the stories and solely analyse the excerpts and the extracts. For instance, the novel excerpt “The Absolutely True Diary ...” found in *Engelsk 9* (Haegi et al., 2020, pp. 117-121) was one of the mandatory readings of my education. When reading the entire book, one quickly learns that the main character has a disability, as he was born with a defect. However, this is not included in the novel excerpt and therefore dis/ability was coded as “0”. To carry out the textbook analysis, it

was important to look away from former knowledge and resist the urge to research the fictional stories further. Additionally, I suddenly questioned if the fictional stories were being overanalysed. Did I overlook something? Were some fictional texts being coded in a way where the texts told one story, while other aspects, such as illustrations and ingress, told another? Therefore, it was important to focus on the text itself without publishers telling the context.

Another challenge was language. In *Engelsk 9*, the main character's language is used as an identity marker in the short story "Thank You Ma'am" (Haegi et al., 2020, pp. 133-136). The language used, such as "No'm" and "You gonna take me to jail", indicates that the main character represents the black cultural identity movement. The story is also set in Harlem, which provides an understanding of the context. The short story was ultimately coded as "1" regarding the identity marker race and "1" regarding the identity marker class.

3.3.8 Challenges with coding critical literacy

Coding critical literacy offered some challenges as well. Firstly, the selection of tasks did offer obstacles. In *Engelsk 9*, the tasks were labelled according to the skills they were targeting. Subsequently, all the tasks labelled "understanding", "talking", and "writing" became the subject of analysis as the tasks were quite similar throughout the textbook. However, in *Stages 9* and *Enter 9*, the tasks labelled the same were found to target different skills and did not always target the related fictional texts. There had to be a selection of tasks to answer the research question. The tasks selected from *Stages 9* and *Enter 9* varied depending on their coherence with the fictional texts. If the tasks targeted other learning aspects, not regarding the fictional texts, they were excluded from the material. This selection resulted in reading all the tasks following the fictional texts that did operationalise the chosen identity markers and excluding the tasks that did not have coherence with the text. In *Stages 9*, the tasks labelled "understanding", "viewpoints", "text analysis", and "writing workshop" were mainly the subject of analysis. However, the tasks labelled "speaking spot" did in some chapters have a coherence with the fictional texts and were, in those cases, included in the material. In *Enter 9*, the tasks labelled "reading to understand", "analysis", "writing", and "speaking" were mainly the subject of analysis. However, in the poem "I am Māori" (Diskin & Winsvold, 2020, p. 194), the tasks labelled "digital dive" and "vocabulary" did have a close coherence with the poem and were therefore included.

Secondly, the distinction between tasks coded as “reflection” and tasks coded as “intersectionality” did propose some obstacles. The tasks that asked the reader to reflect upon its content also sometimes target intersectional perspectives. The tasks were only coded as one category, so an evaluation had to be made. If the tasks mainly target intersectional perspectives, the tasks were coded as such. The tasks that did target the readers’ ability to look beyond the text were ultimately labelled as “reflection”. Several of the tasks simply reassured that the reader did understand the text and was therefore coded as “comprehension”.

3.4 Reliability and validity of research

3.4.1 Reliability

Reliability is an umbrella term that includes dependability, transparency, consistency and replicability over time (Cohen et al., 2018, p. 268). The research may strive for replication, meaning that the methodological approach should give the same results at another time and with a different researcher (Cohen et al., 2018, p. 270). Presuming the criteria created for analysing the textbooks were valid, some questions regarding reliability occurs. Questions like if the textbooks were to be analysed on another day, would the results still be the same? Would one textbook give a presumption of how it is supposed to be, and the other textbooks be analysed accordingly? In order to limit this possibility, the table of content in each textbook was skimmed for fictional texts to give an overview of the subject for analysis. After carefully selecting the fictional texts, the coding was conducted rotation-wise. Rotating between the three textbooks when coding and evaluating the data chronologically were hypothesized to limit the possibility of having one textbook overlooked. Additionally, as the same text was undergoing the analysis at different times, with different coding criteria, it reassured the reliability as they were analysed several times. Subsequently, the process of rotating the textbooks ensured that they were all analysed equally.

When analysing and evaluating text into fewer categories, the collected material must be interpreted logically (Nardi, 2018, p. 81). Therefore, separate coding criteria were created for transparency. As Collins (2015, p. 15) and Phoenix (2006, p. 187) so neatly state, intersectionality becomes problematic when it only includes certain identity markers. However, by coding the fictional text with separate tables, and combining them later in the analysis section ([see section 4.2](#)), it provides transparency for the methodological approach, as

well as it shows how the identity markers intersect. Moreover, the approach reassures reliability as the coding criteria were created separately.

An important acknowledgment is to emphasise that my race, gender and able-bodiedness can have an impact on the analysis. The conducted research will possibly be affected by subjectivity (Gleiss & Sæther, 2021, p. 202). However, by continuously keeping in mind to analyse the fictional texts as objectively as possible, followed by clear criteria for coding, and a theoretical framework in mind, this possibility has been limited. Nonetheless, bias can never truly be diminished (Gleiss & Sæther, 2021, p. 203).

Lastly, it is worth emphasising that this current study exclusively analyses textbooks as material. As mentioned in section [3.3.7](#), I had to leave former knowledge behind when analysing. Teachers may presumably have encountered the fictional texts themselves, and can bring their former knowledge, and target the intersectional perspective it offers. A textbook can never replace the important job the teacher does, and it will remain simply as a learning material. There is only a fraction of the education that can be analysed through a textbook analysis. Nevertheless, this current study provides an insight into the intended teaching provided by the textbook.

3.4.2 Validity

The validity of the research is an important key, thus if the research is invalid, it is worthless as threats to validity can never be erased. However, these threats can be attenuated by paying attention to validity (Cohen et al., 2018, p. 245). An essential aspect of validity regards the instrument used and whether it measures what it intends, so-called criterion validity. A fifth-year student with limited research experience may be seen as a threat to the validity. Drawing inspiration from different peer-reviewed theoretical frameworks and previously conducted studies, the development of the criteria can be theoretically grounded. However, this particular coding criteria has yet to be conducted by professional researchers and can therefore be seen as a threat to the validity.

It is important that the criteria successfully operationalise what's being researched (Avineri, 2017, p. 153). Therefore, to ensure the validity, two peer-students were asked to pilot the coding criteria and give their alterations (Nardi, 2018, p. 76). Additionally, the criteria were handed to my thesis advisor for further alterations. Facilitating Edwards' and Esposito's

(2020, p. 44) approach, and creating coding criteria inspired by the theoretical framework, contributes to ensuring the validity. Nevertheless, it is important to emphasise that the fictional texts have been read through a lens of intersectionality. Determining whether or not the fictional texts did provide an intersectional perspective, were decided based on the coding criteria. Thus, it is important to mention that there may be incidents of measurements errors, which again can impact the validity.

The analysis and creation of coding criteria had the intent of being objective. However, as the criteria have not been conducted by professionals, the criterion validity is an indispensable concern. Objectivity distinguishes personal concerns when coding. However, as stated by Janks and Vasquez (2011, p. 1), no text opinion is neutral, thereby one can never conduct a study completely objective. The question about objectivity circles back to Cohen et al. (2018, p. 245), who emphasise that the threats towards validity can never be completely erased.

4 Results

In order to give an overview of the results of this current textbook analysis, it is reasonable to look at the data from several points of view. To provide an intersectional lens, the first part of this result section will show the procedure of selecting fictional texts. As a preliminary phase, the fictional texts labelled novel excerpts, poems, short stories, script excerpts, children's book extracts, diary extracts, and graphic novels were carefully analysed to determine whether they showed an intersectional perspective. Put in other words: fictional texts that told the story of those located further out in the wheel of power (see figure 1 in section [2.1](#)), e.g., stories that targeted social injustice and perspectives of those who are often discriminated against or marginalised. The results are shown as raw numbers and percentages, first in the textbooks as a whole and then in individual chapters. This chapter will then provide an overview of the selected fictional texts that did show intersectional perspectives, deducted into fictional texts that targeted the chosen identity markers race, class and dis/ability. Lastly, this chapter will evaluate the tasks concerning these fictional texts. The tasks were either labelled comprehension, reflection, or intersectionality to evaluate further how these fictional texts can foster critical literacy.

4.1 Selection of fictional text

The results below show the fictional texts that became a subject for the first phase of the analysis. As a preliminary phase, it was considered necessary to determine which fictional texts showed intersectional perspectives further investigate the chosen identity markers for this current study. Table 6 provides an overview of how many fictional texts from each textbook were a subject for the preliminary analysis (raw number, N). The fictional texts were coded as "0" for no representation of marginalised identity markers, coded "1" for implying representation of marginalised identity markers and coded "2" for specified representation of marginalised identity markers. The calculations of percentages are also provided in the tables (shown as P). Tables 7, 8 and 9 present the representation of identity markers in individual chapters within each textbook. The percentage calculation was based on the number of tasks that became a subject for the analysis within each chapter, not the entire textbook.

Textbook as whole	Coded: 0		Coded:1		Coded: 2	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Engelsk 9	10	63 %	0	0 %	6	38 %
Stages 9	9	47 %	2	11 %	8	42 %
Enter 9	9	53 %	2	12 %	6	35 %

Table 6, results – operationalisation of intersectionality

Results from the preliminary phase show that all textbooks operationalise intersectionality. In *Engelsk 9*, 38% of the fictional texts explicitly mentioned the representation of marginalised identity markers (16 fictional texts in total, where none were coded as “1”). For *Stages 9* (19 fictional texts in total), the percentage was 53%, where the fictional texts either implicitly or explicitly mentioned the representation of marginalised identity markers. For *Enter 9* (17 fictional texts in total), the percentage was 47%.

Engelsk 9	Coded: 0		Coded: 1		Coded: 2	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Chapter 1: What’s your story?	4	80 %	0	0 %	1	20 %
Chapter 2: Communication	1	20 %	0	0 %	1	50 %
Chapter 3: Role models	0	0 %	0	0 %	2	100 %
Chapter 4: Love and loss	2	40 %	0	0 %	1	33 %
Chapter 5: Choices	3	60 %	0	0 %	1	25 %

Table 7, Engelsk 9 – within chapters

In *Engelsk 9*, chapter 3, titled “Role models”, contained an eminently high percentage of fictional texts with the representation of marginalised identity markers, where all of the texts (two in total) did operationalise intersectionality. This chapter had the highest percentage to be found within all three textbooks. The second highest percentage was in chapter 2, “Communication”, where 50% of the fictional text also provided intersectional perspectives (two in total). The remaining three chapters contained fictional texts that additionally did operationalise intersectionality, though to a lower degree than the two first-mentioned chapters. The titles of the chapters did not specify any intersectional perspectives; however, they all managed to incorporate these perspectives naturally.

Stages 9	Coded: 0		Coded: 1		Coded: 2	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Chapter 1: Healthy and happy	3	75 %	0	0 %	1	25 %
Chapter 2: Out of this world	3	75 %	0	0 %	1	25 %
Chapter 3: Making a difference	1	50 %	0	0 %	1	50 %
Chapter 4: The English-speaking world: Jamaica, USA, Canada	0	0 %	1	33 %	2	67 %
Chapter 5: Love and relationships	2	33 %	1	17 %	3	50 %

Table 8, Stages 9 – within chapters

In *Stages 9*, the chapter containing the highest percentage of explicitly mentioning of operationalising intersectionality was chapter 4, “The English-speaking world: Jamaica, USA and Canada”, with a percentage of 67% (three in total). There was also one text that did imply operationalisation of intersectionality in the same chapter. The second highest percentage was found within chapter 3, “Making a difference”, and chapter 5, “Love and loss”, with a percentage of 50% (five in total). The two remaining chapters did also operationalise intersectionality to a lower degree.

The chapter that shows the highest percentage of operationalisation of intersectionality, chapter 4, “The English-speaking world: Jamaica, USA and Canada”, has a title that specifies which part of the world the chapter targets. Therefore, making it explicit that this chapter contains material that provides the students with knowledge about others. However, the chapters that have a vaguer title also operationalise intersectionality, even though it is to a lower degree.

Enter 9	Coded: 0		Coded: 1		Coded: 2	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Chapter 1: Food for thought	1	50 %	0	0 %	1	50 %
Chapter 2: Beyond	3	100 %	0	0 %	0	0 %
Chapter 3: Opportunities	1	33 %	1	33 %	1	33 %
Chapter 4: Whodunnit?	2	67 %	0	0 %	1	33 %
Chapter 5: Australia & New Zealand	1	33 %	0	0 %	2	67 %
Chapter 6: Get involved!	1	33 %	1	33 %	1	33 %

Table 9, Enter 9 – within chapters

In *Enter 9*, the fifth chapter titled “Australia & New Zealand” contained the highest percentage of operationalisation of intersectionality with a percentage of 67% (three in total). Chapter 1, “Food for thought”, had the second highest percentage (two in total). The second chapter, “Beyond”, was the only chapter in all three textbooks that did not operationalise intersectionality. The remaining chapters had the same percentage of operationalising intersectionality.

Tables 7, 8 and 9 show a difference between the three textbooks. *Engelsk 9* has the highest percentage of fictional texts that do operationalise intersectionality. It is important to emphasise that even though the chapter had a percentage of 100%, there were only two fictional texts in that chapter. In *Stages 9* and *Enter 9*, there is a correlation between the chapter topic and the highest percentage in both textbooks. The chapters with the highest percentage were the chapters that specified topics about other English-speaking countries (chapter 4, “The English-speaking world: Jamaica, USA, Canada” and chapter 5, “Australia & New Zealand”). An additional observation is that intersectional perspectives were found in all of the chapters in the three textbooks, except chapter 2, “Beyond”, in *Enter 9*.

4.2 Operationalisation of intersectionality: race, class, and dis/ability

The results in this section are from the first phase of the analysis. The fictional texts from the preliminary phase were secondly coded for the chosen identity markers race, class, and dis/ability. The results show the texts coded as either “1” for implicitly mentioning one of the identity markers, “2” for explicit mention of one, or both to provide an intersectional perspective. However, there will also be occasions where some identity markers are coded as “0”, where there was no mention of the identity markers. By looking at the three identity markers simultaneously within the fictional texts, the intersectional perspectives will be visible. A comment section is provided to give an insight into what the fictional texts are about. By deducting the fictional text to the desired categories, several texts from the preliminary phase were excluded from the analysis. Some of the excluded texts did show intersectional perspectives, such as “The art of being normal” in *Engelsk 9* (Haegi et al., 2020, pp. 36-43) and “If you kiss a boy” in *Stages 9* (Pettersen & Røkaas, 2021, pp. 308-310). However, they did not target the chosen identity markers (race, class, and dis/ability) and were excluded from the current analysis. The fictional texts operationalising the chosen identity markers will be presented from each book below.

Engelsk 9	Page	Type of text	Title	Race	Class	Dis/ability	Comments
Chapter 2	81	Poem	I, too	2	1	0	Black American child who gets sent to the kitchen to eat when there is company.
Chapter 3	117	Novel excerpt	The Absolutely True Diary...	2	1	0	Native American child, sister who cannot get a job living in a trailer, dad with drinking problems.
Chapter 3	133	Short story	Thank you, Ma'am	1	1	0	Poor boy who tries to steal from a middle class lady on the streets. Story set in Harlem.
Chapter 4	174	Short story	Going home	0	2	0	Prisoner going home.
Chapter 5	214	Short story	The Scholarship Jacket	2	2	0	Low economic status, Hispanic background.

Table 10, Engelsk 9 – operationalisation of race, class, and dis/ability

In *Engelsk 9*, five fictional texts were coded “1” or “2” regarding one or more of the chosen identity markers. “I, too”, “The Absolutely True Diary...”, “Thank you, Ma’am”, and “The Scholarship Jacket” operationalised the intersecting perspectives between race and class, either explicit or implicit (see the comments column in the table above for further explanation). “Going home” was the only fictional text coded as simply class. Even though the text does not provide an intersectional perspective, it gives an insight into the identity marker class. It is therefore included in the material, as it contributes an intersectional perspective by nuancing the identity marker class, to the textbook. None of the fictional texts was coded as representing the identity marker dis/ability.

Stages 9	Page	Type of text	Title	Race	Class	Dis/ability	Comments
Chapter 1	44	Short story	Good enough	0	1	0	Dori wants a sweater, and it is emphasised how it is too expensive.
Chapter 2	97	Novel extract	Percy Jackson	0	0	2	Dis/ability: ADHD and dyslexia.
Chapter 3	136	Play	The smell of soup and the sound of money	0	2	0	Old, poor lady begging on the streets.
Chapter 4	218	Short story	Kissin' Kate	2	2	0	Black man from a lower class kissing a middle class white girl.
Chapter 4	238	Short story	The Hockey Sweater	1	2	0	Rich family, with a mother who does not speak English.
Chapter 4	245	Novel extract	Anne of Green Gables	0	2	0	Girl from an orphanage.
Chapter 5	278	Short story	The dog of Pompeii	0	2	2	Blind, poor child and his dog who are homeless.
Chapter 5	304	Novel extract	The Fault in Our Stars	0	0	1	Cancer, getting treatment that affects her everyday life.

Table 11, Stages 9 – operationalisation of race, class, and dis/ability

In *Stages 9*, three of the text were coded as “1” or “2” regarding the identity markers race and class and the identity markers class and dis/ability. “Kissin’ Kate” and “The Hockey Sweater” operationalised the identity markers race and class, either implicitly or explicitly. “The dog of Pompeii” was the only text out of the three textbooks that operationalised dis/ability and along with one of the other identity markers providing an intersectional perspective. The identity markers class and dis/ability were coded as “2” as the text explicitly mentioned these (see the comments section in the table for further explanation). The remaining texts did operationalise one of the chosen identity markers and is included in the material as they are, similar to *Engelsk 9*, providing an intersectional perspective to the textbook as a whole.

Enter 9	Page	Type of text	Title	Race	Class	Dis/ability	Comments
Chapter 1	24	Novel extract	The Carrot	2	2	0	Jewish child living in an orphanage.
Chapter 3	92	Novel extract	The Nurse	0	0	2	Dis/ability: blind due to cancer.
Chapter 3	104	Novel extract	Pipes, Taps and Ballocks	1	1	0	Young boy wanting to be a plumber, Indian worker at the store.
Chapter 4	124	Short story	The Death of a Tramp	0	2	0	Middle class man stealing a tramp's clothes.
Chapter 5	180	Novel extract	The Spirit of Barrumbi	2	0	0	Aboriginal men.
Chapter 5	194	Poem	I am Māori	2	2	0	Māori describing life as voyager, warrior, slave, entertainer, and victim.
Chapter 6	202	Poem	Our generation	0	1	0	Addressing that living for money is no way to go.
Chapter 6	216	Novel extract	The Carbon Diaries	0	2	0	Carbon allowance making the rich more privileged.

Table 12, Enter 9 – operationalisation of race, class, and dis/ability

In *Enter 9*, three fictional texts did operationalise more than one identity marker. “The Carrot”, “Pipes, Taps and Ballocks”, and “I am Māori” all operationalised the identity markers race and class and were coded as either “1” or “2” as they both implicitly and explicitly mentioned the identity markers (see the comments section for further explanation). “The Nurse” was the only fictional text operationalising dis/ability in this textbook. However, it did not intersect with the other chosen identity markers. Similar to *Engelsk 9* and *Stages 9*, is this fictional text included in the material as it provides an intersectional perspective to the textbook, even though the fictional text itself does not provide an intersectional view. The remaining fictional texts operationalise one of the identity markers, either explicit or implicit, and are like “The Nurse” included in the material for the same reason.

Looking at tables 10, 11 and 12, it is apparent that *Engelsk 9* did have the highest number of fictional texts that did operationalise more than one of the chosen identity markers, whereas four of the texts did provide an intersectional perspective (four out of five fictional texts). *Engelsk 9* also had the lowest number of texts that were selected for the material. Both *Stages 9* and *Enter 9* had the same number of fictional texts that operationalise more than one of the chosen identity markers (three out of eight fictional texts). The remaining fictional texts in the textbooks did, however, operationalise one of the chosen identity markers.

4.3 Evaluation of critical literacy

The results in this section are from the second phase of the analysis and will provide an overview of the evaluation of critical literacy. The tasks related to the fictional texts that were coded as either “1” or “2” within the chosen identity markers (see tables 10, 11 and 12) were coded as either “comprehension”, “reflection”, or “intersectionality”, in order to evaluate further how the tasks, foster critical literacy. Table 13 presents how the 79 tasks related to the fictional texts operationalising the chosen identity markers race, class, and dis/ability in the three textbooks were coded to evaluate critical literacy through raw numbers (N) and percentage (P). The percentage calculations are based on the number of tasks selected as material in this current study, not on the total number of tasks concerning the fictional texts.

Textbook as whole	Total tasks	Comprehension		Reflection		Intersectionality	
		N	P	N	P	N	P
Engelsk 9	22	8	36 %	6	27 %	8	36 %
Stages 9	31	17	55 %	7	23 %	7	23 %
Enter 9	26	12	46 %	9	35 %	5	31 %

Table 13, evaluation of critical literacy

The results from the second phase did show that all of the textbooks did operationalise “reflection” and “intersectional”. As mentioned in the methodological section ([see section 3.3.5](#)), the tasks that operationalise these categories will presumably foster critical literacy. *Engelsk 9* was the textbook that had the highest percentage of tasks coded as intersectionality tasks, with a percentage of 36%. However, the tasks coded as “comprehension” had the exact same percentage. It is also worth mentioning that *Engelsk 9* had the fewest tasks included in the material, since only five of the texts were found to operationalise race, class and/or dis/ability. *Stages 9* had the highest percentage of tasks coded as “comprehension”, with a percentage of 55%, whereas the remaining tasks were equally distributed between being

coded as “reflection” and “intersectionality”, both with a percentage of 23%. *Enter 9* had the highest percentage of tasks that operationalised “reflection”, with a percentage of 35%. However, *Enter 9* did additionally have the second largest number of tasks that did operationalise “comprehension”.

Engelsk 9	Comprehension		Reflection		Intersectionality	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Chapter 2: Communication	0	0 %	1	20 %	4	80 %
Chapter 3: Role models	6	60 %	3	30 %	1	10 %
Chapter 4: Love and loss	1	50 %	1	50 %	0	0 %
Chapter 5: Choices	1	20 %	1	20 %	3	60 %

Table 14, Engelsk 9 – within chapters

Engelsk 9, chapter 2, “Communication”, were found to contain the highest percentage of tasks coded as intersectional. In chapter 3, “Role models”, the highest percentage of tasks that operationalised comprehension were found. It is also worth mentioning that this chapter did contain the highest percentage of representation in the preliminary phase out of all three textbooks, with a percentage of 100%. Lastly, the highest percentage of tasks coded as reflection were found in chapter 4, “Love and loss”. Tables found in the [appendix](#) show the tasks from each chapter that operationalise comprehension, reflection, and intersectionality. These tasks will be explored further in the discussion section.

Stages 9	Comprehension		Reflection		Intersectionality	
	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>	<i>N</i>	<i>P</i>
Chapter 1: Healthy and happy	3	60 %	0	0 %	2	40 %
Chapter 2: Out of this world	3	60 %	2	40 %	0	0 %
Chapter 3: Making a difference	1	25 %	0	0 %	2	75 %
Chapter 4: The English-speaking world: Jamaica, USA, Canada	8	73 %	1	9 %	2	18 %
Chapter 5: Love and relationships	2	33 %	4	67 %	0	0 %

Table 15, Stages 9 – within chapters

In *Stages 9*, chapter 3, “Making a difference”, contained the highest percentage of tasks coded as intersectional, with a percentage of 75%. The highest percentage of tasks coded as comprehension was found in chapter 4, with a percentage of 73%. An interesting note is that this chapter was found to contain the highest percentage of operationalisation of

intersectionality in the preliminary phase (see table 9). Lastly, chapter 5 contained the highest percentage of tasks coded as comprehension. Tables found in the [appendix](#) show the tasks from each chapter that operationalise comprehension, reflection, and intersectionality. These tasks will be explored further in the discussion section.

Enter 9	Comprehension		Reflection		Intersectionality	
	<i>N</i>	<i>P</i>		<i>P</i>	<i>N</i>	<i>P</i>
Chapter 1: Food for thought	3	75 %	0	0 %	1	25 %
Chapter 2: Beyond	0	0 %	0	0 %	0	0 %
Chapter 3: Opportunities	2	33 %	3	50 %	1	17 %
Chapter 4: Whodunnit?	2	100 %	0	0 %	0	0 %
Chapter 5: Australia & New Zealand	3	38 %	3	38 %	2	25 %
Chapter 6: Get involved!	2	33 %	3	50 %	1	17 %

Table 16, Enter 9 – within chapters

In *Enter 9*, the chapter “Food for thought” and “Australia & New Zealand” were found to have the highest percentage of tasks that operationalised intersectionality, with a percentage of 25%. The third chapter, “Opportunities”, had the highest percentage of chapters that operationalised reflection, with a percentage of 50%. Lastly, the fourth chapter, “Whodunnit?” contained the highest percentage of tasks coded as comprehension, with a percentage of 100%. Tables found in the [appendix](#) show the tasks from each chapter that operationalise comprehension, reflection, and intersectionality. Similar to the tasks in *Engelsk 9* and *Stages 9*, these tasks will be explored further in the discussion section.

5 Discussion

This section of the thesis will discuss the main finds from the textbook analysis on how ESL textbooks integrate intersectional perspectives. Firstly, I will use the preliminary phase to discuss fictional texts with intersectional perspectives in the three textbooks. Secondly, the discussion section will narrow down to the three chosen identity markers; race, class, and dis/ability, and explore their operationalisation. Next, the tasks concerning these fictional texts will be discussed to evaluate if they foster critical literacy. Lastly, the limitations of the study will be discussed, and a summary will be provided. The discussion, along with the previous chapters, will answer the research questions for this thesis:

How are textbooks facilitating for intersectional understanding to foster critical literacy in students?

- 1) Do the selected textbooks operationalise intersectionality in the fictional texts?
- 2) If so, how can tasks regarding race, class, and dis/ability help foster critical literacy?

5.1 The importance of intersectional perspectives in teaching

Bringing intersectional perspectives in teaching provides the students with a complex understanding of themselves, and others. During the students' education, the English subject shall focus on language acquisition. Additionally, the subject allows the students the ability to build up a positive self-image, interact with different stories and learn about others (Ministry of Education and Research, 2017). In order to do so, the pedagogy must reflect society and provide diverse perspectives and experiences. The Norwegian classroom is diverse. To proceed with inclusive education, the classroom should work both as a window into other worlds and as a reflection of the student's identity (Bishop, 1990, p. x). Teachers must adjust their didactic approaches and acknowledge that their students have (or will have) different backgrounds and experiences that deserve a spot in the classroom (Norris et al., 2012, p. 59). As textbooks are considered one of the most necessary teaching materials, and around 70% of teachers in the 9th grade report that they heavily rely on the textbook as a teaching material, it is presumable to hypothesize that textbooks form the ground pillar when it comes to bringing material to the classroom (Meld. St. 28 (2015-2016); Aashamar et al., 2021, p. 299). The textbooks should reflect the curricula, intercultural competence, and ensure that the interdisciplinary topics of health and life skills and democracy and citizenship are saturated throughout teaching (Ministry of Education and Research, 2017, 2019).

Intersectional perspectives provide a focus on the marginalised and not privileged, put in other words: those who are seldom heard or represented (Collins, 2015, pp. 2-3; Crenshaw, 1989, p. 138). Paying attention to how these identity markers are perceived and their experiences can result in a greater understanding of injustice (Adams, 2020, p. 210; Phoenix, 2006, p. 187). Books and stories are a grand entry to assist students in expanding their views and perceptions (Oslick & Pearson, 2016, p. 104). This indicates that fictional texts found in the textbooks should also provide these perspectives.

5.2 Intersectional perspectives operationalised in the textbooks

When looking at the textbooks, it is evident that all three textbooks operationalise intersectionality to varying degrees. An important remark is that most of the fictional texts did not provide an intersectional perspective. They were coded as “0” as they did not implicitly or explicitly mention characteristics of the characters and, therefore, presumably not portraying intersectional perspectives. As it is not applicable, it is not representing. According to Bishop (1990, p. x), fictional texts must work as a window or a mirror into society. If the reader belongs to the majority and solely encounter stories representing themselves, the overrepresentation in literature can result in dangerous ethnocentrism. Based on this idea, a diverse and inclusive choice of literature can empower the students.

Even though feeling a connection to the character is crucial, it should not be the only goal. The teacher should challenge the students to take others’ perspectives. However, they should not always find themselves learning about others (Colby & Lyon, 2004, pp. 24-28; Sauer, 2018, p. 87). The literature should be diverse, in order to provide both mirrors and windows for all readers (Adams, 2020, p. 210; Bishop, 1990, p. x). Intercultural competence is implemented in the English subject, thereby the literature present in the textbooks should give insight into other perspectives and other ways of living. However, exploring one’s own identity is also listed as an important core element (Ministry of Education and Research, 2017). Connecting these two aspects appears in the current analysis to be an unresolved issue. Why did the publishers not include more intersectional perspectives? Did the publishers simply overlook essential parts of the curricula? From an outside perspective, the selection of fictional texts present in the textbooks seems to be carelessly selected.

When looking at the textbooks chapter by chapter, it is an interesting find that the chapters with the highest percentage of intersectional perspectives in *Stages 9* and *Enter 9* are both

titled with similar titles (“The English-speaking world: Jamaica, USA, Canada” and “Australia & New Zealand”). Both of these chapters imply that the students will learn about other parts of the world – hence referring to intersectionality in a non-Norwegian context with *other* people, experiences, and backgrounds. Acknowledging that the power imbalance does, in fact, also appear in a Norwegian context is crucial for a greater understanding of social injustice. Alvarez-Hernandez (2021, p. 181) emphasised the importance of recognising the oppression and discrimination in society. Even though most English literature is not written in a Norwegian context, the tasks concerning these fictional texts can build a bridge between the stories and society. Subsequently, this may imply that the chapters will cover something different and distant. This indicates that the students that can identify with these chapters, does not belong in their current locations. Consequently, the literature might do more harm than good.

Connecting the fictional text to a Norwegian context can provide a greater sense of belonging. As explained by Bishop (1990, p. x) and Terrile (2022, p. 526), a respectful and accurate representation is essential, and the readers seeing themselves is crucial in order to understand the complexity of the term. However, the students get closer to the diverse and complex world by reading about others. Additionally, the literature might be one of the only places a homogeneous group can encounter other perspectives and experiences (Bishop, 1990, p. x; Oslick & Pearson, 2016, p. 104). Uncovering stories about others provides the students with intercultural competence and the ability to see themselves in a diverse world. Also, it encourages the students to indulge in their own identity and others (Ministry of Education and Research, 2019). Therefore, it is an interesting find that two out of three textbooks seem to exclude intersectional perspectives in separate chapters.

The chapter with the highest percentage in *Engelsk 9* did not have a specified title other than its topic (“Role models”). Both of the fictional texts in this chapter operationalised intersectional perspectives. Sauer (2018, p. 86) argues that an essential aspect of intersectionality is overcoming social structures and norms fostering discrimination. Implementing diverse fictional text normalises that the title “Role models” are not entitled to certain people. For that reason, the students can be empowered to learn a powerful lesson about seeing their value (Bishop, 1990, p. x). Providing characters with differing identity markers does emphasise the importance of a more inclusive society, where the struggles and possibilities might be more similar than first presumed. Reading about characters that look

like themselves, or have the same backgrounds or experiences, can make a significant difference (Colby & Lyon, 2004, pp. 24-28). More importantly, seeing characters that are different from themselves may also provide an understanding of the complexity of intersectionality, and new perspectives. Given that the teachers use this chapter in their teaching, it can provide an intersectional perspective and introduce the students to challenge their prejudice. Additionally, reading about role models that are unlike the students, they can get a greater understanding of the complexity of society. Nevertheless, it is essential to emphasise that the actual usage of textbooks is not a part of this current study.

Publishers interpret the curricula to write textbooks. Even though it is reported that textbooks have a substantial value in the classroom, it is also noted that the textbooks are created for an average student that does not exist (Skjelbred et al., 2005, p. 67). Teachers have also said they would rather use literature found outside of textbooks (Brevik & Lyngstad, 2020, p. 169). The teachers' mandate is to choose literature and teaching material that can cover the curricula in the way they see fit. Even though the students should see themselves represented, it is not the primary goal. They should be encouraged to learn about themselves and others (Ministry of Education and Research, 2017, 2019). As Bishop (1990, p. x) clearly states, learning about others is essential to not feeling superior, and seeing themselves represented is crucial to avoid feeling devalued in society. English literature does not necessarily evolve around a Norwegian context. However, it should be possible to build a bridge between the texts and the students' horizons. Connecting the fictional texts to something that is known for the students should be a goal in order to convert the wisdom of the texts to their reality. Based on this, it is possible to state that the textbooks facilitate intersectionality to some degree.

5.3 Race, class, and dis/ability operationalised in the textbooks

Before discussing the operationalisation of race, class, and dis/ability, it is essential to clarify the method and analysis sections. In the method section, the coding criteria were created separately for transparency. However, in the analysis section, the operationalisation of these identity markers is presented next to each other. This decision was made to show how the fictional text portrayed intersectional perspectives. Both Collins (2015, p. 15) and Phoenix (2006, p. 189) state that a systematic approach to the theoretical term and only looking at identity markers separately can be problematic. However, looking at the fictional texts with separate coding criteria provides a clearer insight into the methodological approach. It does

not diminish the possibility that these identity markers intersect, as shown in the analysis section ([see section 4.2](#)).

In the current textbook analysis, it becomes clear that some identity markers are more represented than others. In *Engelsk 9*, five out of five fictional texts operationalise class, and in both *Stages 9* and *Enter 9*, six out of eight implicitly or explicitly mention class. The identity marker class is often depicted in the fictional texts in the three selected textbooks. In contrast, Terrile (2022, p. 526) points out that there has been a trend where class is seldom represented in fictional texts. Despite this, the textbooks do have representation of the identity marker class in most of their texts, providing the reader with several socio-economic backgrounds, households, and thereby opportunities. Subsequently, the identity marker class is embedded in all social relations (Block & Corona, 2014, p. 33). The fictional texts can provide a metaphorical window for the students, where they can look at other aspects of society or their own (Adams, 2020, p. 210). This indicates that the students are introduced to the intersectional perspective class and its nuanced variations. It is worth mentioning that class was the identity marker that was most represented and, subsequently, the identity marker that intersected with either race or dis/ability. The evidence shows that the identity marker class is highly represented and provides intersectional perspectives. This indicates that the textbooks are offering a nuanced view on different households and backgrounds, as well as how this factor impacts opportunities.

Next, the second most operationalised identity marker was race. In *Engelsk 9*, four out of five texts operationalise race, meaning that four fictional texts showed how class and race intersect as none of them featured characters with disabilities. As Collins (2015, p. 3) argues, the *and* between the identity markers is an essential part of intersectionality. This corresponds with Crenshaw's (1989, p. 138) and Phoenix's (2006, p. 189) definition of the theoretical term, where the importance of looking at the intersection is crucial. Additionally, as a response to the critique towards the term, investigating the reciprocal action between these identity markers will provide a greater understanding of injustice. I will discuss further using one example from each textbook that scored "2" on both race and class.

In the short story "The Scholarship Jacket" from *Engelsk 9* (Haegi et al., 2020, p. 214), the fictional text depicts a lower-income family with Spanish-American heritage. The story portrays a valuable lesson of opportunity and privilege as the main character cannot afford the

fee for the scholarship jacket. Instead of eliciting pity for the main character, the story shows how the identity markers race and class can affect the possibilities for individuals. The main character gives an insight into dilemmas regarding race and class and teaches the reader the importance of respecting where you come from. This corresponds with the origins of intersectionality, which intends to empower those not privileged or in power (Crenshaw, 1989, p. 138; Sauer, 2018, p. 87; Walby et al., 2012, p. 225).

In *Stages 9*, “Kissin Kate” (Pettersen & Røkaas, 2021, p. 224) is a post-colonial short story that depicts segregation and racism. The short story invites the students to learn about racism, privilege, and discrimination through a forbidden love story between a white woman and a black man. The short story illustrates the consequences of having an interracial relationship at the time. Simultaneously, this relationship teaches the students about unconditional love, and how discrimination occur when intersectional perspectives are present. Similar to the example from *Engelsk 9*, “Kissin Kate” offers the students to learn about critical social issues that are still roaming in our society. Additionally, transferring the intersectional perspectives to the student’s world, the students can become more aware of injustice (Adams, 2020, p. 210; Terrile, 2022, p. 526).

Lastly, the poem “I am Māori” in *Enter 9* (Diskin & Winsvold, 2020, p. 194) depicts how indigenous people have been treated and still are treated, making the power and privilege imbalance visible. Like the examples from *Engelsk 9* and *Stages 9*, the poem provides a clear intersectional perspective of differences in power, which is also what Edwards and Esposito (2020, p. 46) address when doing an intersectional analysis. The poem introduce how cultural events are both praised and discriminated upon, as well as shows the importance of respecting the historical context. A key focus for the current study is power and privilege, and in this poem, it appears to nuance indigenous people’s perception of themselves. By both providing reasons for being empowered by their backgrounds, as well as acknowledging the oppression, the poem invites the students to see the complexity of intersectionality.

Looking at the operationalisation dis/ability, it becomes clear that this aspect is nowhere near the representation of race and class. In *Engelsk 9*, there were no texts that operationalised dis/ability. *Stages 9* had three fictional texts that did incorporate dis/ability as an aspect, whereas *Enter 9* only had one fictional text that did explore dis/ability ([see section 4.2](#) for further comments). According to Curwood (2013, p. 14), dis/ability is often overlooked and

forgotten regarding representation. This statement seems to fit when close reading the three textbooks. Considering that education and textbooks are supposed to reflect society, it is clear that dis/ability is seldom represented. When 18% of the Norwegian population lives with a physical or psychological disability, one would presume that the operationalisation of dis/ability should be higher (Bufdir, 2015). The statistics clearly state that disabled people are a part of Norwegian society. However, looking at the three textbooks from this current textbook analysis, another reality is being portrayed.

The lack of representation of the identity marker dis/ability is evident. The interesting question is why this is the case. Is it a demand question, or is this identity marker simply overlooked when it comes to literature and textbooks? Recently, clothing lines have started to use models with a visible disability, public role models speak up about disabilities, and popular culture are including characters that depicts intersectional perspectives, which can indicate that there is a demand for greater representation of disabled people (Hunt, 2020; Svelstad & Solhøi, 2023). Curwood (2013, p. 14) argue that representation of disabilities is low when it comes to literature, and the results for the analysis for this current study indicates that the same goes for ESL textbooks in Norway. The textbooks do not operationalise this to the same degree as race and class. Another essential point is that the textbooks do not represent the percentage of the Norwegian population that lives with a disability (Bufdir, 2015). Circling back to the curricula, it appears strange that the interdisciplinary topic “health and life skills” explicitly targets physical and psychological challenges, and the analysis of this current study find little evidence of dis/ability operationalised (Ministry of Education and Research, 2017). The remaining questions is therefore, is dis/ability overlooked by the editors and publishers? It seems to be a perfect fit when it comes to the interdisciplinary topics. According to Hernández-Saca et al. (2018, p. 303), it is vital that people living with disabilities also have a sense of belonging, and inclusivity in society. Regardless, the identity marker is diminished, reinforcing the marginalisation and discrimination people with disabilities are facing.

It is worth mentioning that the coding criteria for dis/ability do not differentiate between physical and psychological. These factors make it even more interesting that the operationalisation of dis/ability appears so low. Only one fictional text throughout the three textbooks did depict an intersection between dis/ability and class. The short story “The dog of Pompeii” in *Stages 9* (Pettersen & Røkaas, 2021, p. 278) depicts a blind child living on the

street with his dog. It portrays challenges of being blind and how the child must rely on his dog to complete daily tasks. However, the main character is the dog helping the blind child. By bringing the focus to the dog, the child, described as both blind and poor, is set to be a supporting character. This corresponds with Curwood (2013, p. 17) and Brown (2019, p. 195), who emphasises that people with disabilities often are depicted to elicit the reader's pity. Without the dog, the child would have suffered an even worse faith. The dog being the protagonist also falls in line with the statistics of Newvine and Fleming's (2021, p. 15) study, where they discovered that animals were the second most represented characters in children's book following white people. As mentioned in the [section 2.2](#), it is possible to see a connection between children's books and YA literature, as the age group is overlapping. The disability in this particular short story is presented in a way that shows a representation of blind people. However, it does not have a positive portrayal, making the stigmatisation surrounding blindness even greater (Hernández-Saca et al., 2018, p. 303). As a result, the intersectional perspectives show the marginalisation that blindness and low socio-economic status bring (Curwood, 2013, p. 17; Terrile, 2022, p. 526).

5.4 Fostering critical literacy

Fostering critical literacy is a part of the curricula, and the students have to develop a lens for reading and interpreting texts to understand that nothing is written neutral (Ministry of Education and Research, 2019; Williams, 2022, p. 324). Developing this skill can provide the students with the knowledge they can convey to other topics, and later transfer this knowledge to their perception of society. Examples of the tasks from the three textbooks will be provided to discuss how the fictional texts operationalised the chosen identity markers for this current study (race, class, and dis/ability). The fictional texts coded as "2" in two or more identity markers from the three textbooks will be explored. Additionally, the overall analysis of the tasks will be used as a subject in the discussion.

Engelsk 9 had the highest percentage of intersectional perspectives, whereas four fictional texts operationalised the intersection between race and class. Looking at the textbook, 36% of the tasks were coded as "comprehension". As the tasks were primarily to check the student's comprehension and understanding of the text, it is presumable that these tasks are not fostering critical literacy. 8% of the tasks were coded as "reflection", as they were found to guide the students to understand the power relations and interpret the text out of its context (Janks & Vasquez, 2011, p. 1; Williams, 2022, p. 324). 36% of the tasks targeted

intersectional perspectives, where they wanted the students to have a closer look at intersectional issues. Looking at the book chapter-wise, it is interesting that chapter 2 (Role models) had the highest percentage of representation out of the three textbooks and had the highest percentage of tasks coded as “comprehension” in *Engelsk 9*. 60% of the tasks were coded as comprehension. In contrast, only 10% of the tasks did target intersectional perspectives. This finding is worth questioning, as it does not entirely align with the core elements or the competence aims for the English subject (Ministry of Education and Research, 2017, 2019). The tasks mainly ensure comprehension, which is an essential part of language acquisition, however, hardly any do not offer the students to critically reflect upon what they have read.

The fictional texts in chapter 2 operationalise the identity markers race and class. In order to critically reflect upon the fictional text and explore how to achieve a more equitable social order, the tasks need to follow up the intersectional perspectives that are brought up (Nam, 2020, p. 153; Norris et al., 2012, p. 60). Therefore, it is interesting that the chapter with the highest percentage of representation in the preliminary phase and operationalised race and class in the primary phase, did not have a higher percentage of critical literacy. I have included three tasks (see figure 5), each coded as either comprehension, reflection, or intersectionality for further discussion.

UNDERSTANDING

10 Work with the text

a) What do you learn about Martha and her family in this short story? What do you learn about the other main characters? Write a list.

b) What is a scholarship jacket? Write an explanation in your own words.

c) What is the conflict in this short story? Write a few sentences to explain.

d) What are the choices being made in this short story by the principal, the teacher, Martha's grandfather and Martha herself? Give examples.

11 Write a summary

Write a summary of "The Scholarship Jacket". As well as using the focus words for this chapter, try to use the following additional words:

scholarship jacket, valedictorian, the Board, Mexican immigrants, principal

If you find it helpful, you can sequence the events chronologically first.

1 Martha is the best student in her year at school.
2 Martha overhears a conversation between ...
3 ...

TALKING

12 Discuss

How do you think "The Scholarship Jacket" connects with the topic choices. Discuss with a partner. Write down your thoughts in keywords.

Figure 5, extract of tasks from *Engelsk 9* (Haegi et al., 2020, p. 220)

The short story “The Scholarship Jacket” in *Engelsk 9* was coded as “2” regarding race and class. Task 10 was coded as “intersectionality” as it targets the intersectional perspective provided in the fictional texts. The students are encouraged to get to know the characters better and have a closer look at the conflict of the story, which was closely related to both the identity markers race, and class. They must engage with the story and read between the lines to conclude, hence reading the text through a critical lens (Norris et al., 2012, p. 60). The task introduces an essential discussion about privilege and power and how the identity markers race, and class are factors that marginalise the main character. These factors correlate with Crenshaw’s (1989, p. 138) definition of intersectionality. Additionally, the task assists the student in further exploring how these factors are institutionally created to marginalise, which appears to correspond with Norris et al. (2012, p. 59). Looking at task 11, coded as “comprehension”, the task wants to reassure that the student has understood the text and can create a summary. By summarising the text, the student does not read the fictional text through a critical lens, and the task does not foster critical literacy. Task 12 has been coded as “reflection”, as it asked the students to reflect upon the chapter’s topic and how it corresponds with the text. The student must examine the social issues presented in the fictional text and draw similarities to the topic. This corresponds with Janks and Vasquez’s (2011, p. 1), Williams’s (2022, p. 324) and Norris et al. (2012, p. 59) understanding of critical literacy.

Stages 9 had the second highest percentage of representation in the preliminary phase, whereas two of the fictional texts did operationalise the intersection between the identity markers race and class. Looking at the textbook, 55% of the tasks were coded as “comprehension”. As earlier established, tasks coded as comprehension are presumably not fostering critical literacy, as the purpose is solely to ensure the understanding of the text. The tasks coded as “reflection” and “intersectional” did both have a percentage of 23. Taking a closer look at the chapters, it is one chapter that is particularly interesting to discuss. Chapter 4 did have the highest percentage of representation in the preliminary phase. This chapter also had a title telling the students that they would learn about other parts of the world. 73% of the tasks in this chapter were coded as “comprehension”, therefore, not fostering critical literacy. 9% of the tasks were coded as “reflection”, and 18% as “intersection”. Similar to *Engelsk 9*, it is intriguing that the chapter with the highest percentage of representation, and the only chapter with an intersection between the identity markers race and class, did have so low percentage of tasks coded as either “reflection” or “intersectional”. The tasks following the fictional texts that bring in intersectional perspectives, fails to foster critical literacy in the

students. As Nam (2020, p. 153) argue, critical literacy explore injustice and marginalisation, which is a clear theme in this chapter. I have included two tasks (see figure 6) to bring light to the research question further, as there were three tasks in total for this text, and two were coded “comprehension”.

VIEWPOINTS

2 Discuss the questions.

a Discuss the question from the text: Whom did God punish?

b Why did Kate kiss the sheriff?

c Why was she called Kissin' Kate?

TEXT ANALYSIS

3 Match the correct term to the information about the story. Choose from the list below.
setting – characters – narrator – plot – conflict – theme

a We are all equal and have the right to love whoever we choose. ____

b The story is about a schoolteacher named Katherine and Sam, the onion-picker. ____

c After Miss Katherine and Sam fall in love, the townspeople destroy the school and kill Sam. ____

d The story takes place about a hundred years ago in Green Lake, Texas. ____

e Miss Katherine and Sam challenge the norms in society. ____

f The story is told by an unknown, third person. ____

Figure 6, extract of tasks from Stages 9 (Pettersen & Røkaas, 2021, p. 224)

The short story “Kissin Kate” (Pettersen & Røkaas, 2021, p. 224) were coded as “2” within the identity markers race and class. Task 2 was coded as “intersectionality” as it targets the intersectional perspectives provided in the fictional text. The task points to the segregation and racism presented in the text and how the different obstacles occur. Examining the issues of power to promote reflection is essential when it comes to critical literacy (Norris et al., 2012, p. 60). Additionally, it foregrounds a perspective that the social issues presented are grounded in race and class (Phoenix, 2006, p. 187). Task 3 was coded as “comprehension”, simply asking the student to match the correct term to the information they have read about the story. The task does not ask the student to be critical towards the text or read it out of its context. It is interesting that an intersectional text that has the opportunity to discuss oppression, segregation, and racism has tasks that do not bring these issues up afterwards. The text could have built a bridge between a post-colonial America and today’s society, helping readers understand that oppression has been historically created within power hierarchies (Williams, 2022, p. 324). Instead, the majority of the tasks are to ensure the comprehension of the text. Even though comprehension is a vital part of the English subject, intercultural competence, viewing the world as a culture-dependent world and taking others’ perspectives to prevent prejudice are equally important (Ministry of Education and Research, 2017, 2019).

In *Enter 9*, three fictional texts provided the intersection between race and class. In chapter 5, which scored the highest percentage of representation from the preliminary phase, 38% of the tasks were coded as “comprehension”, whereas 38% were coded as “reflection”, and 25% were coded as “intersectionality”. This indicates that most of the tasks wanted the students to look beyond what is presented on the page and see correlations to how they can take social

action against prejudice (Ministry of Education and Research, 2019; Nam, 2020, p. 153; Norris et al., 2012, p. 60). Even though the chapter’s topic indicates that the students will learn about others, as previously discussed, the tasks encourage the students to read fictional texts critically. Reading between the lines, understanding that it historically created power hierarchies and seeing this brought to light in the text might trigger the students to see the correlation between the social issues in the text and modify it to their society (Janks & Vasquez, 2011, p. 1; Sauer, 2018, p. 86). Circling back to the importance of intersectional perspectives in textbooks, the students are encouraged to read the stories out of context. I have included three tasks (see figure 7), each coded as either “comprehension”, “reflection”, or “intersectionality” for further discussion.

60 Reading to understand.

- a In the Māori poem, the poet describes herself as a voyager, warrior, slave, native, worker, soldier, entertainer and victim. How do these words sum up the history of the Māori people? Write one sentence for each word, including facts from history.
- b What is the purpose of the poem?
- c Both poems use the personal pronoun *I*. Who is the *first-person narrator* in each case? Why do you think the poets chose this form of narration? **94**
- d In the Aboriginal poem, the poet ends by saying that she is the land. What can you find in the poem that leads up to this conclusion?
- e Are the poems positively or negatively loaded? Explain your answer.
- f What is your personal response to these poems?
- g Compare and contrast the two poems.

63 Vocabulary.

- a Make a list of words in the poems that are typical for this part of the world. For example, Māori words.
- b Choose some words that could have been used in a similar poem about the indigenous people of Norway, the Sami.

65 Writing. Write a poem that expresses who you are.

- a Start your poem *I am a ...* then add words like: *sister, son, musician, sports star, sailor, storyteller, artist, reader, computer nut, listener, speaker, 15 year-old ...*
- b Expand your idea with another phrase like: *... child of a wise man, ... captain of the team, ... too young to vote, ... part of this land*
- c Write another verse starting *I am a ...* Then add words like *voyager, discoverer, traveller, explorer, reader, warrior, fighter, tiger.*
- d Add positively loaded adjectives to your poem like *brave, fearless, wise, skillful, bold, helpful.*
- e Add similes like *as honey, as the forest floor, as nature, as a ship.*
- f Explain what you are *not*, using negatively loaded adjectives like *lazy, scared, bored, negative, worried.*
- g End your poem in the same way as the authors, using your own words. For example: *I am ... Let not ... ensnare me like ...*

Figure 7, extract of tasks from *Enter 9* (Diskin & Winsvold, 2020, p. 197)

The poem “I am Māori” (Diskin & Winsvold, 2020, p. 194) were coded as “2” within the identity markers race and class in the primary phase of the current textbook analysis. Task 60 was coded as “intersectionality” as it delves into intersectional perspectives. The students are asked to close-read the poem through a lens that shows traditional power hierarchies. Crenshaw (1989, p. 138) and Gomez-Najarro (2020, p. 405) argue that intersectionality explores how traditionally marginalised people are being portrayed and the danger of singling people down to a stereotype. Additionally, the tasks encourage the students to critically read the poem, where they acknowledge that it is not written neutrally and read beyond what is presented to them on the page (Norris et al., 2012, p. 60; Williams, 2022, p. 324). Task 63 was coded as “comprehension”, explicitly asking the students to find words and make a wordlist. The wording in the task additionally emphasises that the poem is about another part of the world. This circles back to the ambiguous discussion about intersectional perspectives not belonging in a Norwegian context. The students must learn that these perspectives are

everywhere, not only entitled to certain parts of the world. Recognising that these perspectives are represented in a Norwegian context and being able to see themselves represented is crucial to foster intercultural competence (Ministry of Education and Research, 2019). Task 65 was coded as “reflection” as it encourages the students to interact with the poem and see correlations to their own experiences, making it possible to see the similarities to the poem (Norris et al., 2012, p. 59).

UNDERSTANDING
1 Answer the questions.
 a Where do Tito and Bimbi live?
 b How is Tito different from the other boys?
 c Why does Bimbi leave Tito three times a day?
 d What is Tito's favorite food?
 e Why is the air filled with ash and the ground moving?
 f Why does Bimbi bite Tito?
 g Where does Bimbi take Tito?
 h Where do the people put Tito?
 i Why is Tito crying after he is rescued?
 j What do scientists discover eighteen hundred years later?

VIEWPOINTS
2 Discuss the questions.
 a Why do you think Bimbi disappears? How do you know?
 b What can you say about the relationship between Tito and Bimbi?
 c Have you ever felt strong feelings for a pet? Tell about the pet or about your relationship.

TEXT ANALYSIS
3 Answer the questions for analysis.
Narrator: Who tells the story?
Setting: Where and when does the story take place?
Characters: Who is the story about?
Plot: What happens in the story?
Conflict: What is the problem?
Theme: What is the story really about?

WRITING WORKSHOP
6 My reflections
 Write a paragraph with your reflections on “The Dog of Pompeii”. Here are some questions to help you get started:
 • What are your thoughts and opinions on the short story?
 • How did the story make you feel?
 • Why did you respond this way?

Figure 8, extract of tasks from Enter 9 (Diskin & Winsvold, 2020, pp. 283-284)

Lastly, discussing the tasks of “The dog of Pompeii” (Diskin & Winsvold, 2020, p. 278), which was the only fictional text that did provide an intersectional perspective between dis/ability and class, offers frustrating information. I have included four tasks (see figure 8), which were coded as “comprehension” and “reflection”. Only *one* sub-question targets the fact that the main character is blind and therefore living with a disability. It appears that the reasoning for this question is to ensure the comprehension of the text. Thus, task 1 was coded as “comprehension”. Looking at the other tasks, they solely revolve around the dog. This corresponds with the study carried out by Newvine and Fleming (2021, p. 15), where animals are the second most represented characters. The short story provides intersectional perspectives that should have been brought up in the tasks. Instead, the tasks do not target this aspect. Task 2 was coded as “reflection”, allowing students to look beyond what has been told on the page. Therefore, it could be stated that this task fosters critical literacy. However, this task does not foster critical literacy regarding intersectional perspectives. Subsequently, the

disregard of disabilities in ESL textbooks and its tasks is worth questioning and would be interesting to explore further.

5.5 Limitations of the study

There are several limitations present in the current study. The most important limitation is that this study primarily looks at textbooks. All three publishers have additional resources, such as teacher's books, basic skills books, and digital resources. If the study had included these, it might have given another insight into didactic approaches and suggestions provided by the publishers. However, as the additional materials differed from the different publishers, it was decided that this study should only include the students' textbooks. As the study has solely been a textbook analysis, it does not delve into how textbooks are used, how the teachers work with YA literature in the classroom or the student's experiences with this in school. This study is based on previously conducted research about the use of textbooks. However, it would have been interesting to investigate the teacher's perception of bringing intersectional perspectives into teaching. Besides, the correlation between the reported and actual usage would give a valuable insight. Teachers have said they would rather bring in literature from sources other than textbooks (Brevik & Lyngstad, 2020, p. 169), which has not been considered in this current study.

Additional limitations of the current study regard the intersectional perspectives. As there had to be selected identity markers for the thesis timeframe, choosing other identity markers might have given another perspective. However, as Edwards and Esposito (2020, p. 44) state, it is hardly possible to study every aspect of intersectionality at once. Therefore, a selection had to be made. With that said, studying other identity markers, such as sexuality or gender identity, might have given a different result. Additionally, close-reading one fictional text from each textbook would give the opportunity to elaborate further on the specific intersectional perspective. Then again, it would not have provided an overview of the textbooks.

A selection of tasks has been made to evaluate critical literacy. The inclusion of all of the tasks, regardless their targeted skill, could have shown greater differences between fictional texts with and without intersectional perspectives. Could the tasks related to the fictional texts that depicts the majority engage the students more critically? The decision of focusing on the tasks related to the fictional texts that did operationalise intersectional perspectives was to further emphasise the differences and marginalisation that these people experience.

5.6 Summary of discussion

The discussion chapter has attempted to connect the literature review, the conducted textbook analysis, and the presented results with points for discussion that have appeared during the project. The study has been divided into three phases. The preliminary phase shows representation in all three textbooks, although in varying degrees. Furthermore, the primary phase showed that the identity markers race, class, and dis/ability were operationalised in the three textbooks. However, as also stated in the literature review, the identity marker dis/ability is not represented as frequently. Several fictional texts simultaneously depicted the intersectional narrative of being discriminated against by several identity markers (Collins, 2015, p. 2; Crenshaw, 1989, p. 138; Sauer, 2018, p. 86). It is also necessary to note that in *Enter 9* and *Stages 9*, the chapters that operationalised intersectionality to the highest degree did have a chapter topic that indicated that the students were learning about other parts of the world. Several of the tasks did operationalise “reflection” and “intersectionality”. Therefore, this implies that the tasks coded as such help foster critical literacy in the students. Limitations of the study have been brought to light.

6 Conclusion

6.1 Summarising the present study

This master's thesis has investigated the operationalisation of intersectionality in ESL textbooks used in Norway. As a part of the conducted textbook analysis, the fictional texts from *Engelsk 9* (Haegi et al., 2020), *Stages 9* (Pettersen & Røkaas, 2021), and *Enter 9* (Diskin & Winsvold, 2020) have been analysed to explore how intersectionality has been operationalised, narrowing down to three identity markers; race, class, and dis/ability. The tasks following the fictional texts that did operationalise the chosen identity markers were then coded in order to examine how intersectionality is used to foster critical literacy. The coding criteria for the particular parts of the analysis have been created with the research question in mind:

How are textbooks facilitating for intersectional understanding to foster critical literacy in students?

- 1) Do the selected textbooks operationalise intersectionality in the fictional texts?
- 2) If so, how can tasks regarding race, class, and dis/ability help foster critical literacy?

In order to explore the research question, the textbook analysis was divided into three phases. The preliminary phase discovered that all three textbooks did operationalise intersectional perspectives in their fictional texts. The percentage of the fictional texts that did offer stories with intersectionality was quite similar in all textbooks.

The first phase narrowed down to race, class, and dis/ability for this current study, and the discovered found were at variance. Race and class were operationalised in all three textbooks. Class was the most represented identity marker, standing in contrast to Terrile (2022, p. 526), who states that class representation in YA literature usually presents privileged middle class households. This study has discovered that all three textbooks offer a nuanced and diverse perspective on the identity marker class. An identity marker that was seldom represented was dis/ability. Two of the three textbooks offered fictional texts with the representation of disabilities, whereas only *one* fictional text provided an intersectional perspective regarding dis/ability. This discovery, in accordance with Curwood (2013, p. 14) and Hernández-Saca et al. (2018, p. 303), emphasises the demand for more representation regarding this identity

marker. The lack of representation of disabilities raises professional consequences, as this perspective is noticeably ignored in the selected textbooks.

The second phase analysed how the tasks following fictional texts operationalising race, class, and dis/ability fostered critical literacy. The tasks were coded as either “comprehension”, “reflection”, or “intersectionality”. As the tasks were coded, frustrating information surfaced. Several of the tasks following the fictional texts coded as “2” within two or more of the identity markers from the first phase did not bring up the intersectional perspectives in the tasks. Even though the fictional texts brought up excellent examples of oppression, discrimination and segregation, the point of including these texts evaporates when the tasks do not follow up.

As noted in the discussion section, the current study has exclusively analysed textbooks to provide an overview of intersectional perspectives. Analysing other identity markers could have given other insights into how textbooks facilitate intersectionality. Additionally, including other fictional texts used in the Norwegian classroom and additional material provided by the publishers would presumably discover more nuanced findings. With this in mind, the discussion has pointed out its limitations.

6.2 Suggestions for further research

Suggestions for further research, based on the results from the analysis and discussion section of this master’s thesis, include the following:

- Exploring the teacher’s reflections about incorporating intersectional perspectives in teaching. Does the teacher make conscious decisions considering intersectional literature? Which YA literature is being taught, and what are the pedagogical approaches?
- Researching the students’ experiences with YA literature in the ESL classroom. Do the students respectfully see themselves in literature read at school? Are they challenged with tasks that ask them to compare and contrast different and nuanced intersectional perspectives? Have they been challenged to see the complexity of society? If so, how?
- Examine additional teaching material provided by the same publishers as the textbooks of this current study. How does the teacher scaffold the students pre-,

during-, and post-reading YA literature in the textbooks? How are intersectional perspectives present in the additional teaching material? Are the students challenged to foster critical literacy in ways other than in the textbooks?

- Investigating the publishing industry for textbooks used in the ESL classroom. What are the criteria for choosing YA literature in the textbooks? How are the core elements and interdisciplinary topics present in the tasks? Is it a homogeneous group of employees that write the textbooks. If so, how are publishers ensuring diversity?

6.3 Concluding remarks

Throughout my master's program, research has been a crucial part of my education. With a lack of didactic approaches, I thought writing a thesis would not contribute to my upcoming career as a teacher. However, this process has shown me the importance of being critical towards my practice and inquire recent research within the educational field. The result of this current study is an eye-opener, and the thought of students going through their entire compulsory education without feeling a sense of belonging is agonising. The importance of paying attention to intersectional perspectives, and teaching these to students, has given new insight into the important role of being a teacher. Experiences from the classroom have taught me that students are eager to learn and should be introduced to the complex society they are a part of. As a professional teacher, keeping up with recent research and knowledge will be a part of my job. Therefore, I am grateful for the challenges and opportunities this process has taught me.

As mentioned in the preface, I have always been intrigued by learning about others and constantly challenge my own perception. By delving into the theoretical term intersectionality, I have gained valuable insight into nuances and complexity. This current study has given me time to close read textbooks and contributed critical insight into how these textbooks can provide students with intersectional perspectives. Throughout working with this master's thesis and my five years of teacher's education, I have explored how one could work with these perspectives and how slight alterations to tasks can educate students about the complexity of their society.

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8 Appendixes

8.1 Appendix 1: operationalisation of critical literacy, Engelsk 9

Chapter	Page	Title	Task	Type of task	Comments
Chapter 2	81	I, too	Understanding, task 25 p. 82	Intersectionality	Exploring the historical setting
			Understanding, task 26 p. 82	Intersectionality	Close reading the poem, what does the narrator want?
			Talking, task 27 p. 82	Reflection	Importance of poems
			Talking, task 28 p. 83	Intersectionality	Discuss symbols of division
			Writing, task 29 p. 84	Intersectionality	Equality today
Chapter 3	117	The Absolutely True Diary...	Understanding, task 14 p. 121	Comprehension	Seeking information in the text
			Understanding, task 15 p. 121	Comprehension	Seeking information about the characters in the text
			Writing, task 16 p. 122	Reflection	Role models
			Talking, task 17 p. 122	Comprehension	Talk about role models with students
Chapter 3	133	Thank you, Ma'am	Understanding, task 27, p 137	Comprehension	Seeking genre elements from the text
			Understanding, task 28, p. 138	Comprehension	Comprehension of the text and the introduction
			Understanding, task 29, p. 139	Reflection	Describing the characters
			Understanding, task 30, p. 139	Reflection	Reflecting upon blue suede shoes
			Talking, task 31, p. 139	Comprehension	Performing a scene from the story
			Writing, task 32, p. 140	Intersectionality	Writing a diary entry about Roger's day
Chapter 4	174	Going home	Understanding, task 17, p. 178	Comprehension	Working with the text
			Talking, task 18, p. 178	Reflection	Working with descriptions of the characters
Chapter 5	214	The Scholarship Jacket	Understanding, task 10, p. 220	Intersectionality	Background information, choices, and conflict of the story
			Understanding, task 11, p. 220	Comprehension	Writing a summary of the text
			Talking, task 12, p. 220	Reflection	Discuss the meaning of the title
			Talking, task 13, p. 221	Intersectionality	Impact of the choices you make
			Writing, task 15, p. 222	Intersectionality	Reflection of the text
Total		5		22	

8.2 Appendix 2: operationalisation of critical literacy, Stages 9

Chapter	Page	Title	Task	Type of task	Comments
Chapter 1	44	Good enough	Understanding, task 1, p. 50	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 50	Intersectionality	Tasks related to how the students understand the characters
			Text analysis, task 3, p. 50	Comprehension	Tasks related to analysing the story
			Text analysis, task 4, p. 50	Comprehension	Looking at the first sentence to identify the story
			Writing workshop, task 6, p. 51	Intersectionality	Write a thank you note to Dori's mom
Chapter 2	97	Percy Jackson	Understanding, task 1 p. 103	Comprehension	Comprehension of the text
			Understanding, task 2 p. 103	Comprehension	Comprehension of the text
			Viewpoints, task 3 p. 104	Reflection	Tasks to reflect upon heroes that are different
			Text analysis, task 4 p. 104	Comprehension	Tasks related to analysing the story
			Speaking spot, task 5 p. 104	Reflection	Students need to enter the story to answer the task
Chapter 3	136	The smell of soup and the sound of money	Understanding, task 1, p. 139	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 139	Intersectionality	Discussing the message of the story
			Writing workshop, task 5, p. 140	Intersectionality	Write about the dreams of the woman on the streets
Chapter 4	218	Kissin' Kate	Understanding, task 1, p. 224	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 224	Intersectionality	Tasks related to understand the viewpoints of the story
			Text analysis, task 3, p. 224	Comprehension	Tasks related to analysing the story
Chapter 4	238	The Hockey Sweater	Understanding, task 1, p. 242	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 242	Intersectionality	Tasks related to analysing the story
			Text analysis, task 3, p. 242	Comprehension	Comprehension of the text
Chapter 4	245	Anne of Green Gables	Understanding, task 1, p. 248	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 248	Reflection	Task related to how the students understand the text
			Text analysis, task 3, p. 248	Comprehension	Summary of the text
			Text analysis, task 4, p. 248	Comprehension	Looking at the first sentence to identify the story
			Writing workshop, task 5, p. 249	Comprehension	Continuing the story
Chapter 5	278	The dog of Pompeii	Understanding, task 1, p. 283	Comprehension	Comprehension of the text
			Viewpoints, task 2, p. 283	Reflection	Tasks related to how the students understand the characters
			Text analysis, task 3, p. 283	Comprehension	Tasks related to analysing the story
			Writing workshop, task 6, p. 284	Reflection	Reflecting upon the story
Chapter 5	304	The Fault in Our Stars	Understanding, task 1, p. 306	Comprehension	Comprehension of the text, reflecting upon dis/ability
			Viewpoints, task 2, p. 306	Reflection	Reflecting upon dis/ability
			Writing workshop, task 5, p. 307	Reflection	Write about love at first sight
Total		8		31	

8.3 Appendix 3: operationalisation of critical literacy, Enter 9

Chapter	Page	Title	Task	Type of task	Comments
Chapter 1	24	The Carrot	Reading to understand, task 39 p. 27	Comprehension	Filling out the missing words
			Analysis, task 40 p. 27	Intersectionality	Analysing the story, addressing intersectional perspectives
			Writing, task 41 p. 27	Comprehension	Summary of the text
			Digital skills, task 45, p. 27	Comprehension	Searching for food shortage during World War II
Chapter 3	92	The Nurse	Reading to understand, task 33 p. 95	Intersectionality	Reflection upon lines from the extract
Chapter 3	104	Pipes, Taps and Ballocks	Reading to understand, task 62, p. 109	Comprehension	Comprehension of the text
			Speaking, task 64, p. 109	Reflection	Write a speech for vocational subjects
			Speaking, task 65, p. 109	Comprehension	Instructions related to vocational subjects
			Writing, task 66, p. 109	Reflection	Write about occupation
Chapter 4	124	The Death of a Tramp	Reading to understand, task 18, p. 127	Comprehension	Comprehension of the text
			Speaking, task 20, p. 217	Comprehension	Comprehension of the text
Chapter 5	180	The Spirit of Barrumbi	Reading to understand, task 45, p. 189	Comprehension	Comprehension of the text
			Writing, task 51, p. 189	Reflection	Entering the text to explore Sean's view
Chapter 5	194	I am Māori	Reading to understand, task, 60, p. 197	Intersectionality	Understanding and reflecting upon the Māori
			Analysis, task 61, p. 197	Intersectionality	Reflection upon the genre and if the words are negative or positive loaded
			Speaking, task 61, p. 197	Intersectionality	Why indigenous people should be given more respect
			Vocabulary, task 63, p. 197	Comprehension	Seeking for words that describe indigenous people (Māori) and making a similar list for the Sami
			Digital skills, task 64, p. 197	Comprehension	Comprehension of vocabulary using digital skills
			Writing, task 65, p. 197	Reflection	Creating a similar poem to describe themselves
Chapter 5	198	Sum up	Analysis, task 72, p. 198	Intersectionality	Reflect upon indigenous rights
Chapter 6	202	Our generation	Reading to understand, task 1, p. 203	Reflection	Reflecting upon the poem: if it is optimistic or pessimistic as well as metaphorical meaning
			Writing, task 4, p. 203	Comprehension	Summary of the poem
Chapter 6	216	The Carbon Diaries	Reading to understand, task 31, p. 221	Comprehension	Comprehension of the text
			Speaking, task 32, p. 221	Comprehension	Comprehension of how the carbon points work
			Writing, task 34, p. 221	Reflection	Continue the story
			Writing, task 35, p. 221	Intersectionality	Tell the story from another point of view and explain why
Total		8		26	