

Appendix VI. Textbook Analysis 1: *Voices in Time*

Title, publisher, year: <i>Voices in Time 1</i> , Damm 2006 (7 chapters); Workbook and Textbook							
Text selection – genres	Poem / Song: 10	Play / Musical: 2	(Short) story / Fairy tale / Myth / Fable: 5	E-mail/ Letter / Card / Diary: 0	Instructions/ Directions: >10	Report / Article / Information text / Argument / Interview: 35	Novel/ excerpt from a novel: 15
Reading methods applied	Skimming: Yes	Scanning: Yes	Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes	
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes, many texts in the workbook are of this kind.		Reading for pleasure: Yes, several texts in the textbook are labelled with the heading “Read for pleasure”.	
Reading strategies involved	Pre-reading: Many exercises involving this.			While reading: Yes, some. E.g.: “Write down words you don’t understand” or “Search for the ... words while you read. How many can you find?”		After reading: Many exercises.	
Focus on reading in general	Explicit focus on reading and reading strategies! The Workbook consists of four parts; two of them are relevant for teaching reading and reading strategies: “Study skills” and “Tools”. Involve definitions of reading strategies and different tools (in the introductory section), as well as plenty of exercises for the pupils to practice these on (rest of the workbook). Each unit has several tasks involving use of different strategies. Pupils learn how to use different tools and when they can use them. Detailed descriptions and explanations. Exercises are differentiated for four levels.						

Appendix VI. Textbook Analysis 2: *Crossroads*

Title, publisher, year: <i>Crossroads 9A+B</i>, Forlaget Fag og Kultur, 2007 (7 chapters in 9A + Part 1 and 2 in 9B) “Fulfils the requirements of LK06”.							
Text selection – genres	Poem / Song: 10	Play / Musical: 0	(Short) story / Fairy tale / Myth / Fable: 5-10	E-mail/ Letter / Card / Diary: <5	Instructions/ Directions: 0	Report / Article / Information text / Argument / Interview: Whole book 9A	Novel/ excerpt from a novel: 2
Reading methods applied	Skimming: 0	Scanning: Yes, once. “Scan through the text and look for sentences that support the following statement...” (p.34)		Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes		Reading for pleasure: “Enjoy Reading”: a whole section in book 9B – individual reading and second versions.	
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): 0			While reading: (Adjusting speed etc): 0		After reading: (Notes, summary, etc): Yes. Creative writing tasks in the reading section! Task bank at the end of each chapter. Factual questions + comprehension check.	
Focus on reading in general	Focus on reading in the 9B book, Part 1. There is also some focus on learning to learn. No explicit mention/explanation of how to read an information text, f. ex. BUT, the book explicitly underlines the importance of reading in the beginning of the grammar section (Part 2) in 9B.						

Appendix VI. Textbook Analysis 3: *Flight*

Title, publisher, year: <i>Flight 8, Cappelen, 1997 (8 chapters)</i> Approved by the National centre for teaching materials.							
Text selection – genres	Poem / Song: >30	Play / Musical: 0	(Short) story / Fairy tale / Myth / Fable: 5-10	E-mail/ Letter / Card / Diary: 5-10	Instructions/ Directions: 0	Report / Article / Information text / Argument / Interview: 10-15	Novel/ excerpt from a novel: 3
Reading methods applied	Skimming: 0	Scanning: Yes, but not explicitly.	Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes	
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes		Reading for pleasure: ?	
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): A few of this type: Most of them are questions meant to create interest for the text/topic in question. “Imagine what happens”. “What do you think will be the theme?”			While reading: (Adjusting speed etc): 0		After reading: (Notes, summary, etc): Yes, the majority of reading exercises involves these types of reading strategies: Retell, summarise, dramatise, discuss, (translate), (express opinion), describe/draw. Comprehension check: who, what, when, where, how, why.	
Focus on reading in general	There are A, B, C and D-texts in this textbook. In the publisher’s introduction: “Not all pupils need to read all the texts.” “Some of the texts can be read in class simply for your pleasure and information.” No explicit mention of reading strategies. No other focus on (extensive) reading than what is mentioned in the introduction.						

Appendix VI. Textbook Analysis 4: *New Flight*

Title, publisher, year: <i>New Flight 1</i>, Cappelen 2006 (8 chapters) “Follows the curriculum for the English subject from LK06”.							
Text selection – genres	Poem / Song: >25	Play / Musical: 0	(Short) story / Fairy tale / Myth / Fable: 10-15	E-mail/ Letter / Card / Diary: <10	Instructions/ Directions: 0	Report / Article / Information text / Argument / Interview: >25	Novel/ excerpt from a novel: 1
Note:							
Reading methods applied	Skimming: 0	Scanning:		Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes		Reading for pleasure:	
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): Mostly questions before each chapter/text: What do you think/know? Imagine. Activate previous knowledge.			While reading: (Adjusting speed etc): 0		After reading: (Notes, summary, etc): Yes. Mostly “Let’s talk about” and “Work with words”.	
Focus on reading in general	Description: No explicit focus on reading as a skill in general. Nothing on strategies or extensive reading. This is the “new” version of <i>Flight</i> ; the publisher really got the opportunity to do something new with the textbook without taking it! The textbook is more or less the same as the old one. New: a few texts + “targets” called “Culture” and “Literature” in the beginning of each chapter.						

Appendix VI. Textbook Analysis 5: Search

Title, publisher, year: <i>Search 10</i>, Gyldendal 1999 (10 chapters) Approved by the National centre for teaching materials.							
Text selection – genres	Poem / Song: >50	Play / Musical: 5-10	(Short) story / Fairy tale / Myth / Fable: >15	E-mail/ Letter / Card / Diary: 10	Instructions/ Directions: 0	Report / Article / Information text / Argument / Interview: >45	Novel/ excerpt from a novel: 3
Note: Many more excerpts from plays in this textbook than the others I have analyzed; perhaps because it is written for year 10 pupils?							
Reading methods applied	Skimming: 0	Scanning: Pupils are often (implicitly) asked to scan a text to find specific information		Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes		Reading for pleasure: Separate section in the book called “Individual reading” – longer versions of the texts in the book.	
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): Quite a few of this type: Questions about the topic, think about, imagine, what do you know?			While reading: (Adjusting speed etc): Very few of this type, mostly connected to listening tasks, e.g.: Listen to the text and fill in the missing words.		After reading: (Notes, summary, etc): The majority of reading exercises involves these types of reading strategies: Answer the questions about the text – factual and reflection.	
Focus on reading in general	Description: No explicit focus on reading as a skill. A lot of implicit focus on reading through after-reading exercises. No explicit emphasis on extensive reading, though there is a separate section in the book with texts meant for individual reading. No explicit explanation of different reading strategies. At the end of the book (p. 303), there is a list of things that pupils can do when they have read a text in order to work on their comprehension and understand a text better, like write a summary, make questions, continue the story, write a different beginning/ending, change the genre etc.						

Appendix VI. Textbook Analysis 6: *Searching*

Title, publisher, year: <i>Searching 8</i> , Gyldendal undervisning, 2006 (9 chapters)							
Text selection – genres	Poem / Song: >25	Play / Musical: 1	(Short) story / Fairy tale / Myth / Fable: 15	E-mail/ Letter / Card / Diary: 5-10	Instructions/ Directions: 1	Report / Article / Information text / Argument / Interview: >25	Novel/ excerpt from a novel: 5-10
Reading methods applied	Skimming: 0	Scanning: 0	Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes	
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes		Reading and following instructions: Yes		Reading for pleasure: Own section: individual reading (second versions – 12 texts) and “Reading to enjoy” (6 texts).
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): Very few of this type: “Imagine” tasks, important/unknown words, look at the pictures			While reading: (Adjusting speed etc): Very few of this type as well, mostly listening tasks, e.g.: Fill in the missing words while you listen		After reading: (Notes, summary, etc): Yes, the majority of reading exercises involves these types of reading strategies: retell – in own words or from another point of view, summarise, dramatise, discuss, (translate), (express opinion), describe/draw. Comprehension check: who, what, when, where, how, why.	
Focus on reading in general	No specific focus on reading as a skill. Implicit focus on reading through after-reading exercises. No explicit emphasis on extensive reading. A separate section in the book with texts meant for reading for pleasure. No explicit explanation or mention of reading strategies. Focus on genre at the end of each chapter.						

Appendix VI. Textbook Analysis 7: Key English, page 1-2

Title, publisher, year: <i>Key English 8, Aschehoug, 2006 (8 units)</i> “The textbook covers the goals for English year 8-10 in LK06”							
Text selection – genres	Poem / Song: 5-10	Play / Musical: 0	(Short) story / Fairy tale / Myth / Fable: <5	E-mail/ Letter / Card / Diary: 5-10	Instructions/ Directions: <5	Report / Article / Information text / Argument / Interview: 20	Novel/ excerpt from a novel: 4
Reading methods applied	Skimming: Yes	Scanning: Yes	Super-reading: 0	Photo-reading: 0	Quick reading: 0	Reflective reading: Yes	
Types of reading exercises	Reading for general orientation: Yes		Reading for information: Yes	Reading and following instructions: Yes		Reading for pleasure: Very little.	
Reading strategies involved	Pre-reading: (Pictures, titles, introduction, last paragraph, VØ(T)L-scheme, row notes, key vocabulary): Yes. “Ready! Steady! Go!” – texts and pre-reading tasks leading into the theme/topics, in each unit.			While reading: (Adjusting speed etc): 0		After reading: (Notes, summary, etc): “Carry On” tasks after each text, and “Working with the text” in order to understand it better.	
Focus on reading in general	<p>There is a clear focus on strategic reading in this textbook! The best one among the textbooks I looked into regarding teaching reading strategies to pupils.</p> <p>Each unit has a section called “Learning to learn”. Each unit starts with the explicit statement of the goals and targets: “What’s in this for me?” Each unit ends with an evaluation part “What was in this for me?” where pupil’s achievement is formulated as “can do”-statements and related to the goals.</p> <p>Examples (all of them come as “recipes”, with a clear description of how pupils should do it):</p>						

find information in texts/scanning texts for information,
learning about keywords/learn how to pick out keywords,
organize words in categories,
looking for clues in texts,
learn how to read a text more closely,
learn how to memorize,
identify different genres,
make definition charts,
make a mind map as a tool to better understand and remember a text,
use different reading strategies (reading for main ideas, reading for details, reading between the lines),
find the important information in the text: pick out keywords, make subheadings,
reading for different purposes,
looking for important information in the text,
looking for details in a text.

Targets: “skim for main ideas”, “scan for details” (p.121).

Explicitly: “Read and find the main information in each paragraph in order to write subheadings and keywords. This reading strategy is called skimming” (p.114)

“When we are reading to find details in a text we call this strategy scanning” (p.132)

There is very little focus on reading for pleasure/extensive reading in this textbook.