

On Reading Skills: a Textbook Analysis of *Wow! 6 Top Secret*

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Lukutaitoa ja kykyä ymmärtää lukemaansa pidetään monessa kulttuurissa arkipäiväisenä asiana sen sijaan, että huomioitaisiin lukemisprosessin ja luetun ymmärtämisen onnistumisen monimutkaisuus ja vaativuus. Itse lukemisprosessin onnistumiseen tarvitaan kykyä suoriutua useista erilaisista prosesseista aina kirjoitetun merkin tunnistamisen tasolta sana-, lause- ja tekstitasolle saakka. Luetun ymmärtäminen vaatii lukijalta niin ikään useista osaprosesseista suoriutumista, joita ilman menestykseks luetun ymmärtäminen ei onnistu. Lukutaitoaan ja luetun ymmärtämisen kykyään voi kuitenkin kehittää läpi elämän. Apuna onnistuneeseen lukemisprosessiin ja menestyksekkääseen luetun ymmärtämiseen voivat toimia esimerkiksi erilaiset strategiat.

Lukemista on tutkittu ja tutkitaan monesta eri näkökulmasta tieteenalasta riippuen. Myös PISA-tutkimuksissa ollaan yhtenä osa-alueena oltu kiinnostuneita lukutaidosta. Tämän, pääasiassa kvalitatiivisen tutkielman teoriaosassa tarkastellaan lukemisprosessia, luetun ymmärtämistä sekä lukemiseen ja luetun ymmärtämiseen liittyviä strategioita lähinnä psykolingvistisestä näkökulmasta. Tarkastelun kohteena on lukeminen sekä äidinkielellä että vieraalla kielellä.

Tutkielman analyysiosassa puolestaan tarkastellaan yhtä Suomessa A1-englanninopetuksessa tällä hetkellä käytettävää tekstikirjaa ja työkirjaa. Kirjat valittiin tutkimukseen, koska niiden katsottiin täyttävän opetussuunnitelmassa kuudesluokkalaisten kielenoppijoiden englannin kielen opiskelulle asetetut vaatimukset. Työssä analysoidaan työkirjassa olevia lukemiseen ja luetun ymmärtämiseen liittyviä tehtäviä ja niiden menestyksekkääseen ratkaisemiseen mahdollisesti ohjaavia tai tarvittavia strategioita. Lukemiseen liittyvät tehtävät on jaoteltu tehtävätyypeihin sen mukaan, millaisia tehtäviä työkirjan kappaleissa pääasiassa esiintyy. Työssä tutkitaan näitä yleisimpiä työkirjan tehtäviä, joita tarkastellaan ja analysoidaan paitsi luetunymmärtämistehtävinä sinänsä, myös suhteessa tekstikirjan kappaleisiin sekä strategioiden käytön näkökulmasta.

Empiirisessä osiossa tarkastelun kohteeksi valittiin työkirjan seitsemän yleisintä luetunymmärtämistehtävätyyppiä. Tehtävät olivat pääosin lyhyitä ja niissä vaadittiin erityisesti lausetason luetun ymmärtämistä. Se, missä määrin tehtävissä vaadittiin kielenoppijan omaa päättely- ja soveltamiskykyä, vaihteli tehtävätyypeittäin. Yksinkertaisimmillaan luetunymmärtämistehtävät olivat käännöstehtäviä, joiden lausevastineet löytyivät lähestulkoon samanlaisina tekstikirjan kappaleista. Analyysi kuitenkin osoittaa, että luetunymmärtämistehtävätyypeissä oli myös sellaisia tehtäviä, joiden sujuvaan ja menestyksekkääseen suorittamiseen kielenoppija saa apua erilaisista taustatiedoistaan sekä strategioiden käytöstä. Yleisimmin hyödynnettävät strategiat tässä työssä käsitellyissä luetunymmärtämistehtävissä olivat tietoa toistava ja päättelevä strategia.

Siihen, miten hyvin kielenoppijat ovat tietoisia strategioista ja niiden käytön merkityksestä, voi opettaja vaikuttaa merkittävästi. Lisäksi opettaja voi vaikuttaa itse lukemistilanteeseen ja näin edesauttaa kielenoppijoiden luetunymmärtämisprosessin onnistumista sekä myötävaikuttaa tehtävistä suoriutumiseen. Lukemisen tutkimus on tärkeä ja ajankohtainen tutkimusalue, josta saatavan tiedon avulla voidaan auttaa eri-ikäisiä lukijoita kohti sujuvampaa lukemisprosessia ja parempaa luetun ymmärtämistä.

Asiasanat: lukeminen, luetun ymmärtäminen, strategiat, luetunymmärtämistehtävät

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1 Introduction

Today the ability to read is often taken for granted. However, the process of reading is very complex, not to mention what it takes to understand a text. Several interlinked processes must be performed properly in order to make the reading process fluent and successful. One has to proceed in one's reading process from the word level to the sentence level and finally to the text level. However, even if the reader manages to read a text, s/he does not necessarily understand what s/he reads. Reading is actually an interactive process between the reader and the text: without the reader the text would have no meaning. Indeed, the meaning of a text always depends on the reader.

Like reading as a process, reading comprehension also comprises several factors which are essential for a successful understanding of a text. Although reading and reading comprehension in a mother tongue are complex processes, in a foreign language they require even more from the reader. Nonetheless, a positive aspect for all readers is that they can improve their reading skills throughout their lives, e.g. with the help of different strategies.

Attempts to understand the reading process started in the late nineteenth century and since then reading has been extensively studied in many disciplines; especially in the field of psycholinguistics since 1960s (Goodman 1997, 1). Today the research on reading focuses mainly on the actual process of reading and on the role of strategy use in reading and in reading comprehension (Ahvenainen and Holopainen 2005, 26). Furthermore, research is taking more and more interest in the role of motivation as an important factor in developing one's reading skills. Reading is now considered *a transaction process* in which every reader makes his/her own subjective interpretations of a text (Ahvenainen and Holopainen 2005, 52).

The results of "the OECD¹ Programme for International Student Assessment" (hereafter PISA) for 15-year-olds from 2009 show that of the OECD countries Korea (539 points) and Finland (536 points) had the highest performing in reading skills while Mexico performed the lowest with

¹ Organisation for Economic Co-operation and Development (Online source 4)

the average score of 425 (OECD 2010, 6). That is, the gap between the highest and the lowest performing country was 114 points, which is considered to correspond to over two school years (OECD 2010, 6). The PISA results illustrate that the average level of reading skills of 15-year-olds varies substantially from country to country and, at least to some extent, from culture to culture. The attitudes towards reading and developing one's reading skills might also vary from country to country. Interestingly, OECD (2010, 7) states that girls performed better in their reading skills than boys by an average of 39 points in every country which participated in the PISA research in 2009. This is considered to correspond to one year of schooling. The PISA results show that even in today's modern world good reading skills are not self-evident. Instead, there is plenty of work to be done in order to develop readers' reading skills and their reading comprehension.

This second subject thesis represents the psycholinguistic approach to the research of reading and focuses on studying both the reading process and reading comprehension as well as reading strategies. The method which is used in the thesis is textbook analysis. The theoretical part of the thesis discusses the reading process, reading comprehension and reading strategies. The interest lies in both reading in one's mother tongue and reading in a foreign language. The material studied and analyzed in the empirical part of the thesis, then, consists of a textbook and a workbook which are aimed at language learners (sixth-graders) studying English as their A1 language². Textbooks have been, and still are, considered crucial tools for both language teaching and for the development of the learner's reading skills in a foreign language. The two books were chosen for the thesis both because they are currently used in English as a foreign language (hereafter EFL) teaching in comprehensive schools in Finland and because they meet the demands set in the National Core Curriculum for Basic Education. The textbook is called *Wow! 6 Top Secret Study Book* and the workbook is *Wow! 6 Busy Book*. The books were published in 2006 by WSOY and were created by Tarja Aula, Raija Kuja-Kyyny-Pajula, Elfi Turpeinen and Paul Westlake.

² The first foreign language which usually starts in the third grade.

The aim of this mainly qualitative study is to examine literacy/reading skills, the reading comprehension exercises in the abovementioned workbook as well as the role of reading strategies in doing/completing the exercises successfully. The thesis will show what kind of reading comprehension exercises are the most common ones in the workbook, and which of them seem to be particularly useful for the language learners using the workbook and which perhaps not so relevant or worthwhile. The thesis will also discuss whether the exercises concentrate on certain kinds of points in the texts (in the textbook) and their understanding. Furthermore, the study will take reading strategies and their use into consideration: How does the reader have to read the text in order to be able to do the reading comprehension exercises? The research questions of the thesis are:

- What types of reading comprehension exercises are the most common ones in the workbook?
- Do the reading comprehension exercises in the workbook, that is solving/completing them successfully, require the knowledge of certain strategies and the ability to use them, or do the reading comprehension exercises perhaps guide or prompt the language learner to using certain strategies?
- If the language learner is guided/prompted to using strategies, what kind of strategies are they?

The thesis should be useful for anyone interested in reading as a process, in reading comprehension and in reading strategies. Furthermore, it will be of interest to language teachers, especially to the English language teachers who in their work use the textbook and workbook discussed and analyzed in the thesis. Section two focuses on the reading process and section three concentrates on reading comprehension. In section four I will discuss strategies. In section five, then, the workbook will be studied and the reading comprehension exercises will be discussed and analyzed. Section six considers the results of the analysis briefly and section seven concludes the thesis.

2 Reading – a complex process

Ahvenainen and Holopainen (2005, 26) state that reading can be studied, for instance, as a neurophysiologic, psychological or as a pedagogic function. Hence the reading process is not straightforward to define (*ibid.*). Indeed, various models have been created to study and explain the complex reading process. Many of the models consider reading to proceed hierarchically as a series of processes at different levels in the reader's brain. That is, the reading process is considered to proceed either from a low level to higher levels (bottom-up models) or so that the processes at the higher hierarchy levels direct the information flow at the lower levels (top-down models) (Ahvenainen and Holopainen 2005, 54; Hedge et al. 2009, 23). Other widely-known models of reading are the dual route models according to which successful reading performance is achieved by using either a phonological or an orthographical route (see Ahvenainen and Holopainen 2005, 55). However, as Ahvenainen and Holopainen (2005, 54) point out, today it is considered that processing in both ways (bottom-up and top-down) is essential in the reading process and that the use of different kinds of reading strategies is typical for effective reading (*ibid.*). In fact, it is the *transaction model* of reading which is the most widely accepted one today among the researchers of reading in that it emphasizes the active role of the reader in constructing meaning to what s/he reads and in creating his/her own interpretations of the text (Goodman 1997, 2; Ahvenainen and Holopainen 2005, 52).

Even though one rarely thinks about the complexity of the reading process or the factors which are essential for a fluent and successful reading process – and for reading comprehension – it is very important that they are studied. Indeed, the research of reading is essential both so that readers suffering from different kinds of deficiencies can be helped and guided towards a successful reading process and so that readers in general can be directed to improve both their reading skills and their reading comprehension. All in all, studying the complex process of reading and developing one's reading skills as well as one's reading comprehension ability continue to be very current and important research areas.

As already mentioned, reading ability can be defined in various ways depending on the field studying it. That is, e.g. linguists and neuropsychologists stress different factors in reading. Furthermore, aspects such as culture also affect the way in which reading ability is defined because different cultures require different kinds of reading skills from people (Ahvenainen and Holopainen 2005, 53). Indeed, Wiley (2005, 531) points out that there is no such definition of literacy which is universally accepted and that it is difficult to define literacy since the notions are not static. In this thesis, then, literacy means the ability of the reader to read successfully so that s/he is also able to understand what s/he reads.

In the following section the complex process of reading will be discussed in detail. As already mentioned, the approach is mainly psycholinguistic. Thus the focus is on the competence and performance of the reader, and on both the surface structure and the deep structure of language³ (Ahvenainen and Holopainen 2005, 24). First I will take a look at the process levels of reading and after that reading in a foreign language will be briefly considered.

2.1 The process levels of reading

How does a reader progress from making three to five fixations⁴ per second, fixating 60-70% of the words, to producing a summary of the text, answering questions about it, or acting on its implications?
(Just and Carpenter 1984, 307)

From a psychological point of view reading can be defined as a function in which the reader first of all extracts information from a text, then processes the information and finally reacts to it – regardless of whether s/he has understood the text correctly or not (Ahvenainen and Holopainen 2005, 51). As Ahvenainen and Holopainen (2005, 52) state, reading can be seen as a very complex process which starts with seeing a text and ends with its profound interpretation. Thus the two main processes which reading is commonly considered to consist of are *the recognition/coding process*

³ Psycholinguistic language learning theory (Ahvenainen and Holopainen 2005, 24).

⁴ Fixations refer to the eye-movements of the reader while reading a text.

and *the interpretation/comprehension process* (Ahvenainen and Holopainen 2005, 54). These processes will be covered in the following sections.

Reading comprises several processes at different levels. These processes and levels have been studied and defined in various ways depending on the researcher. Tankersley (2003, 2) lists in her work what she defines as the six essential “threads” of reading, each of which she considers necessary for effective reading. These six threads fit in into the two main processes which Ahvenainen and Holopainen use so that the first four come under the category of recognition/coding process and the two last mentioned have to do with the interpretation/comprehension process of reading. The threads are: readiness/phonemic awareness, phonics and decoding, vocabulary and word recognition, fluency, comprehension, and high-order thinking. Tankersley’s six threads can also be placed at the three main levels which are commonly used (also used by Ahvenainen and Holopainen (2005) and Cain and Oakhill (2007)) in describing the reading process: *the word level*, *the sentence level* and *the text level*. For Goodman (1997, 4), then, there are four cycles in the reading process: the visual, the perceptual, the syntactic and the semantic cycle. These can also be considered to fit in at the three levels used in this thesis. In any case, in order to understand a text the reader must process language at many different levels (Willis 2008, xii).

2.1.1 Word level

Cain and Oakhill (2007, 3) state that skills in spoken language comprehension are the foundation of reading comprehension development, but these do not in themselves guarantee that one succeeds in reading. Indeed, one must first be able to understand a language in its spoken form in order to be able to read it in a way that comprehension can be achieved (*ibid.*). Holopainen (2003, 35) explains that the role of spoken language is central at the early stage of literacy but as the reader develops his/her skills, the written language seems to be able to function more and more as its own language. As Holopainen (2003, 18) states, phonological awareness is a bridge between spoken language and written language. Hence the two major factors that affect the success in the reading process at the

word level are *the phonological skills* of the reader and his/her ability of *word decoding*⁵ (Cain and Oakhill 2007, 6).

Ahvenainen and Holopainen (2005, 31) state that phonological awareness serves as a basis for orthographical awareness⁶. Indeed, at the word level the reader should first of all be able to realize the relationship between phonemes and graphemes (Tankersley 2003: 6). The reader must use his/her *phonemic awareness*⁷ and *letter knowledge*; that is, s/he has to realize that the sounds s/he hears form combinations of letters (words) which have a certain meaning (Tankersley 2003, 5, 30). Hence it is crucial that the reader understands that there is a systematic and predictable relationship between letters, their sounds and the words they make (*ibid.*). After recognizing the letters of the words, and the words (either phonologically or orthographically), the reader has to decode the individual words of a text in order to find meaning to them (Willis 2008, xii; Ahvenainen and Holopainen 2005, 65).

2.1.2 Sentence level

At the sentence level the reader has to work out both the syntactic structure and the sense of each sentence in the text (Willis 2008: xii). Thus at this level of the reading process the interest lies in *syntax* and *semantics*. The sentence level and its processes have not been very actively studied in the research of reading. However, processing also at the sentence level is considered necessary for reading comprehension (Ahvenainen and Holopainen 2005, 65). Ahvenainen and Holopainen point out that if the reader's performance is fluent at the word level but s/he does not succeed in comprehending a text, the reasons can be traced to difficulties in processing at the sentence level and at the text level (*ibid.*). Furthermore, research shows that the capacity of the reader's working

⁵ Decoding refers to the ability to use visual, syntactic or semantic cues to make meaning from both words and sentences (Tankersley 2003, 31).

⁶ Orthographical awareness refers to the awareness of written language, words and their forms (Ahvenainen and Holopainen 2005, 31).

⁷ Phonemic awareness refers to the ability to identify speech sounds in a word or nonsense syllable and relate them into letters (Goodman 1997, 6).

memory affects the reader's performance at the sentence level. At the text level the capacity of working memory becomes even more significant. Hence working memory will be discussed in more detail in the following section.

2.1.3 Text level

Willis (2008, xii) notes that it is not enough that the reader is able to derive the meanings of individual words and sentences; s/he must be able to construct *a mental model* of the text. Thus at the text level, which is considered the highest level of the reading process, the reader constructs meaning to the sentences and creates a representation/interpretation of the text in his/her mind (Ahvenainen and Holopainen 2005, 62). In order to be able to accomplish that the reader uses his/her background knowledge and ideas so that s/he can make sense of also those details which are only implicitly mentioned in the text (Willis 2008: xii). Meyer (1984, 3) points out that the question of how the reader constructs the mental representation of the text so that it is similar to that intended by the writer is, in fact, considered a crucial question in the study of reading.

There are three central components at the text level which have an effect on the reader's success in both the reading performance and reading comprehension: *global coherence*, *background knowledge* and *working memory*. A global coherence of a text can be constructed by using factors, such as background knowledge, which enable and help the reader to create a mental model of the subject of the text (Yill and Oakhill 1991, 21). Thus, the background information that the reader has got on the subject s/he reads about combines to the textual information in the reading process so that the more the reader has got background information/knowledge, the easier the reading process is (Ahvenainen and Holopainen 2005, 51). In other words, the more the reader has got background knowledge, the less s/he is forced to lean on the textual information and this, then again, makes the reading process less demanding and more fluent.

Working memory is crucial in successful reading – as it is also in other cognitive processes. Indeed, working memory is significant in the reading performance, especially at the text level, because the reader must be able to remember the new information s/he receives while reading a text

long enough in order to be able to find out the meaning content of the sentences and then interpret the text. Hence a vast capacity of working memory makes it easier for the reader to understand texts in that it enables him/her to keep more information in his/her mind while reading the text further (Näätänen et al. 1998, 86). Ahvenainen and Holopainen (2005, 63) point out that as the reader is reading a text s/he does not, in fact, lean on individual words but utilizes so called propositions⁸ which then again help the working memory function more effectively in that they make its burden lighter. Furthermore, this way the reading process is more fluent. Although the capacity of working memory is limited, one can learn to use it more effectively e.g. with the help of strategies such as inference (Näätänen et al. 1998, 87).

The reading process comprises various factors and processes at different levels which the reader must tackle successfully in order to make reading comprehension possible. Indeed, processes at all levels affect the development of one's reading comprehension (Cain and Oakhill 2007, 9). Before discussing reading comprehension in section 3, I will briefly discuss the aspect of foreign language reading.

2.2 On reading in a foreign language

Reading performance in a foreign language comprises the same basic processes at the word, sentence and text level as reading in a mother tongue does. However, foreign language reading also differs from reading in a mother tongue in some respect. That is, reading in a foreign language commonly requires more effort from the reader than reading in a mother tongue does and can cause considerable difficulties to the reader. In fact, Alderson and Urquhart (1985, xv) claim that it is difficult to determine to what extent reading in a mother tongue actually differs from reading in a foreign language; hence the distinction between reading in a mother tongue and that in a foreign language is far from being clear-cut (*ibid.*).

⁸ Propositions are memory units whose length is usually one sentence or a phrase (Ahvenainen and Holopainen 2005, 63).

Researchers, e.g. Goodman, consider the reading process to be somewhat the same for every language (Alderson 1985, 3). This view is called *reading universals hypothesis* and is widely shared, especially by people in the field of EFL (*ibid.*). However, research has been done (e.g. by Jolly and Yorio) to find out whether the readers' difficulties specifically in reading in a foreign language are due to difficulties in the reading performance also in the mother tongue, or whether the difficulties actually have more to do with the language in question (Alderson 1985, 2-4). Interestingly, the results of the studies have not been unambiguous. In any case, evidence has been found to suggest that the reader must first achieve a certain 'threshold' in his/her reading skills in the mother tongue before s/he is able to *transfer* his/her abilities into foreign language reading and utilize them in order to succeed in the foreign language reading performance (Alderson 1985, 20).

Furthermore, it has been suggested that the use of the strategies which the language learner is already familiar with from reading in his/her mother tongue might lead to false interpretations of the foreign language text; that is, if the reader reads a foreign language text in the same way as s/he would read a text in his/her mother tongue even though the structures of the two languages differ from each other significantly (Alderson 1985, 10). However, several researchers consider this theory incorrect and state that the reader is (e.g. due to difficult vocabulary) not likely to be able to read a foreign language text exactly the same way as a text in a mother tongue and for this reason the reader is not likely to use strategies in an inapplicable way but is able to use them according to the reading situation (Alderson 1985, 11, 20).

All in all, it would seem, then, that problems in reading in a foreign language lie both in the reading process and in the language in question, but at least at the lower levels of foreign language competence it is most likely the language that is the main cause of the problems in the reading performance and in reading comprehension (Alderson 1985, 24).

3 On reading comprehension

Comprehension and *learning* are considered the most important aims of reading. As is the case with the reading process, reading/text comprehension is also a complex phenomenon and is interlinked with several cognitive processes (Holopainen 2003, 21). Section 3.1 focuses on reading comprehension through its three essential functions: *interaction*, *comprehension* and *interpretation*. Section 3.2 studies the characteristics in the reader and in the text which have an effect on reading comprehension. Section 3.3, then, discusses briefly the learning aspect of reading.

3.1 Comprehension, interaction and interpretation

Ahvenainen and Holopainen (2005, 61) emphasize that comprehension at the word level, at the sentence level and at the text level is, in fact, a different matter and that by reading comprehension one usually refers to comprehension at the text level. As Gibson and Levin (1976, 400) state, the question of what is meant by comprehension of a text is easily considered odd in the sense that everyone has got some idea what it refers to.

Holopainen (2003, 20) states that the notion of text comprehension has crucially changed since the 1980s in that whereas it was earlier considered that the comprehension process is merely a sum of certain basic skills, today it is known that different kinds of strategies and tactics can help the reader to succeed in his/her reading/text comprehension process. For Gibson and Levin (1976, 400) comprehension is achieved when "... we apprehend the intention of the writer and succeed in relating his message to the larger context of our own system of knowledge". Indeed, comprehension of a text is achieved by constructing meaning to a text during a complex interaction between the text and its reader, and by interpreting the text subjectively (Ahvenainen and Holopainen 2005, 62). In other words, reading comprehension is always *a constructive process* in which the reader uses, for instance, his/her background knowledge in order to be able to interpret the message of the writer and understand the text. According to Holopainen (2003, 19), the key factors affecting the reader's interpretation process of the text are the culture, the historical and social context, the reader's

previous experiences and his/her personal history as a reader. Hence, without the text there would be nothing to interpret and without the reader there would be no interpretation.

3.2 The characteristics of the reader and the text

A skilled reader is very selective. ... He doesn't read in the pure sense of performing a unique process composed of decoding and comprehending, he thinks, he remembers (often he forgets, quite deliberately), and he constantly relates what his eye is dwelling on to what came before, what will come next, and to his own experience.
(Gibson and Levin 1976, 438)

There are various factors in the interaction process between a text and its reader which affect the way in which the reader comprehends and interprets the text. Ahvenainen and Holopainen (2005, 62) list the following six factors as the components which have an effect on the reading process and on reading comprehension from the reader's point of view:

- motivation to read, the interest in the topic of the text
- reader's background knowledge on the subject, previous experiences
- mastery of the concepts on the subject
- mastery of the basic techniques of reading
- interpretation skills
- reading situation

Even if the reader takes all these factors into account and succeeds in utilizing them, there is still another crucial factor which s/he should always keep in mind in order to achieve a successful comprehension of a text; that is, in order to fully understand the text the reader must always put it into *a context* (Goodman 1997, 5). Furthermore, as mentioned in section 2.1.3, the capacity of the working memory of the reader is also a significant factor in both a successful reading performance and in reading comprehension.

The following four factors, then, are listed by Ahvenainen and Holopainen (2005, 62) as the textual components which affect the comprehension and interpretation of a text:

- vocabulary: the length, frequency and difficulty of the words
- sentence structure: the length of the sentences, the amount of modifiers and subordinate clauses, difficult structures
- text structure: coherence and cohesion
- typographical readability: the font, headlining, division into paragraphs, make-up, illustration

As the listings of Ahvenainen and Holopainen show, even though there are several characteristics in the reader which can strongly affect both the comprehension of the text and its interpretation, the features and structure of the text can also have an important effect on the success of the reading comprehension process. If the reading comprehension process is successful, the reader comprehends the text and perhaps also learns from it.

3.3 On learning through reading

Comprehension of a text is interlinked with learning from a text (Holopainen 2003, 20). However, learning from a text requires even more organizing and associating of information from the reader than reading comprehension does (*ibid.*). Thus, if the reader is able to understand a text but fails in combining the new information s/he receives through reading to what s/he has learned before; that is, to his/her background knowledge, s/he will not succeed in the learning process (*ibid.*). As Just and Carpenter (1984, 308) put it, it is one of the paradoxes of learning through reading that the reader must, in fact, know a lot before it is possible for him/her to learn more. That is, in order to be able to learn the reader has to know the language which is used as well as the meaning of the words in the text, and at least something about the topic which is being described (*ibid.*).

Learning through reading does not, however, mean that the reader should know the text by heart. Instead, as Gibson and Levin (1976, 436) state, the reader should be able to extract the information which s/he considers relevant for him/her in the text. After that the reader must assimilate⁹ the new information to his/her previous knowledge and fit it into the system in a way that is meaningful to him/her (*ibid.*). Gibson and Levin clarify that this way the reader is able to remember the information easily and retrieve it when needed (*ibid.*). Thus, in order to learn through reading the reader must be able to utilize his/her information in a new context.

The further the reader processes the new information s/he receives through reading a text, the deeper the processing is considered (Holopainen 2003, 30). Indeed, it is considered that there

⁹ "... new experience "nourishes" the schema, is assimilated to it, and the schema in turn accommodates to the new experience." (Gibson and Levin 1976, 393.)

are two qualitatively different levels of processing the information: *the surface level* and *the deep level* (*ibid.*). At the surface level the reader focuses on keeping the text in his/her mind, whereas at the deep level the focus is on solving the actual message of the text (*ibid.*). As already mentioned, when the reader strives to create a meaningful construction of a text, s/he can utilize different kinds of strategies. These will be the focus of the following section.

4 On reading strategies

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. (Grellet 1981, 3)

In order to be able to master and remember a text construction better, the reader can use various strategies (Ahvenainen and Holopainen 2005, 64). In fact, Holopainen (2003, 20) states that the reader's strategic performing during the text comprehension process has been actively studied since the 1970s and 1980s, e.g. by Pask and Scott, and by Biggs and Marton. Ahvenainen and Holopainen (2005, 64) define strategies as complex and hierarchically organized ways of performing. Goodman (1997, 4) states that the reader uses strategies which s/he has developed in order to make sense of print and in order to be able to use the cues that the text provides. In this thesis strategy use refers to the means which the reader can, or should, utilize in order to successfully tackle the reading comprehension exercises in the workbook which will be analyzed in the following sections.

Holopainen (2003, 31) uses the following three strategy types, which he has formulated using the studies of several researchers, in his work:

- 1) iterative strategy: The learner is able to find factual information in the text, is able to store it in his/her memory and use it as such.
- 2) inference strategy: The learner is able to reason the relations of the matters in a text and to make inferences.
- 3) evaluative strategy: The learner achieves the deep level of text comprehension and is able to formulate opinions on the text using both his/her own knowledge and the information that the text provides. Furthermore, the learner is able to justify his/her opinions.

Ahvenainen and Holopainen (2005, 65) add question types to the three strategy types by Holopainen. Using the iterative strategy the reader can seek answers to questions such as *who?* *what?* and *when?* The inference strategy can be used if the reader wants to find answers to questions like *why?* or *for what reason?* Finally, the evaluative strategy usage seeks answers to questions *What do you think?* and *What do you think happened next?* The three strategy types are considered suitable for the empirical part of this thesis as well and are referred to as reading strategies in this study. Holopainen (2003, 31) explains that whereas the iterative strategy is considered the most simple one, the evaluative strategy is considered the most versatile one, and as Ahvenainen and Holopainen (2003, 65) add, as the most demanding one. Holopainen (2003, 31) continues that it is, in fact, possible for the reader to use more than one strategy during one learning assignment (*ibid.*). However, through the use of different strategies the reader also learns qualitatively different things, which is considered an important fact by Holopainen (*ibid.*). In any case, the language learner must master lower level strategies first in order to be able to use a higher level strategy (*ibid.*).

Strategic performance and especially the learning of reading strategies is considered extremely important for both the cognitive development of a language learner and for his/her success at school (Holopainen 2003, 29). The ages between seven and thirteen are considered the crucial phase in strategy learning (*ibid.*). However, children need instruction in their strategy use (*ibid.*). Holopainen claims that ten-year-olds are already able to master spontaneous, selective and self-controlled use of learning strategies. The strategies the reader has learned help to handle, organize and assess the information the text contains (Holopainen 2003, 30-31). Cain and Oakhill (2007, 10) suggest that research shows that by the fifth and sixth grade the readers' knowledge of reading strategies (metacognitive strategies and use of prediction and background knowledge) is, in fact, a dominant factor in the prediction of their reading comprehension.

The National Core Curriculum for Basic Education of Finland for A1 language from the third to the sixth grade discusses strategies in the context of both learning the language and communicating in it. The language learner should, for instance, be able to recognize the main ideas

of a written text concerning either everyday life or routine events with the help of the context (FNBE 2004, 139). Furthermore, The Finnish National Board of Education states that the language learner should be able to extract specific information from a text (FNBE 2004, 140). By the end of the sixth grade the language learner should have achieved the level A2.1 concerning his/her text comprehension skills, which means that the language learner should be in the initial phase of basic language proficiency in the English language (FNBE 2004, 140). The requirements set for the seventh grade A1 English studies in the curriculum show that it is then expected from the language learner to be able to use, for instance, the inference strategy in solving the meaning of a text either with the help of linguistic reasoning or by utilizing situational cues (FNBE 2004, 142).

PISA results from 2009 also support the fact that it is essential to master strategies that assist learning, such as different methods to remember, understand and summarize texts and reading, in order to become a proficient reader (PISA 2009, 12). Furthermore, the results show that in OECD countries students who have low levels of awareness about which strategies are the most effective ones for understanding, remembering and summarizing textual information do not perform as well in reading as students who have high levels of awareness about these strategies (*ibid.*).

In the following section of this thesis it will be interesting to find out whether the most common reading exercises in the workbook guide or prompt the language learner to strategy use, which then again would help the language learner to succeed in his/her language learning not only in the sixth grade and in the upcoming seventh grade but also later in his/her language studies.

5 Analysis of *Wow! 6*

Section five discusses and analyzes the empirical material of the thesis: *Wow! 6 Top Secret Study Book* (the textbook) and *Wow! 6 Busy Book* (the workbook). Section 5.1 offers a brief introduction to both the textbook and the workbook. In section 5.2, then, the most common reading comprehension exercise types in the workbook will be studied and section 6 summarizes the findings of the analysis.

5.1 ***Wow! 6 Top Secret Study Book and Wow! 6 Busy Book***

Wow! 6 Top Secret (Aula et al. 2006b) is a continuation to the A1 English textbook and workbook series called *Wow!*. The main character in the textbook is Chris who is found also in *Wow! 3* and *Wow! 4* (Online source 1). Chris contacts children around the world and through the 20 chapters of the book the language learner; that is, the reader, gets to know people of different nationalities in several English speaking countries. Each of the five main sections in the textbook focuses on one continent (Oceania, North America, Africa, Asia and Europe) and children living there. In addition to the 20 main chapters there are five so called *Reading Corner* texts in the textbook (one after each main section). However, since this study focuses on the main chapters in the textbook and in the workbook, the *Reading Corner* texts were left out of the analysis.

The workbook, *Wow! 6 Busy Book*, is aimed at practicing every aspect of language learning effectively (Online source 1). The exercises in the workbook are structured so that they proceed from easier ones to more demanding ones and from the level of recognizing and understanding to the ones which require the learner's ability to apply information (*ibid.*). An aspect which the creators of the workbook consider important is developing the language learner's ability to communicate at different levels, not forgetting the basic written assignments and functional approach to language learning (*ibid.*). In this thesis the focus is specifically on the reading comprehension exercises in the workbook.

In addition to the textbook and workbook there is also the following *Wow! 6* material available: a pupil's CD, *WOW! 6 My Own Busy Book* (a workbook for a pupil who needs differentiated teaching), tests, teacher's material, exercise "key" (the correct answers to the exercises) and a website. The teacher or the pupil needs to sign up for the website, after which the material for both the teacher and the language learner will become available: The teacher is provided with tests and other kinds of materials whereas the pupil is able to do various interactive English exercises (Online sources 2 and 3).

Although the thesis focuses on the reading comprehension exercises in the workbook, the texts in the textbook also have to be taken into consideration since many of the reading comprehension exercises are related to them. However, the workbook also contains reading comprehension exercises which are related to, for instance, a short text in the workbook and not to a text in the textbook. In addition to studying the most common reading comprehension exercises in *Wow! 6 Busy Book* and whether these exercises expect the language learner to be able to use strategies in order to complete them successfully or not it will be interesting to find out if the exercises support the strategic performing of the language learner; that is, if the exercises prompt the language learner to using strategies.

5.2 Reading comprehension exercises and strategy use in *Wow! 6 Busy Book*

Wow! 6 Busy Book comprises exercises for the 20 main chapters in the textbook. Approximately there are 17 exercises per each chapter in the workbook, out of which approximately 3,25 are reading comprehension exercises (see appendix 1). In addition to the basic exercises the workbook contains extra exercises for each chapter in the "Learn More" section and, after each of the five main sections, in the "Remember" section. There is also a brief questionnaire in every Remember section for the language learner to fill in to self-evaluate his/her success in studying the chapters in that particular section. However, the exercises in the five Remember sections in the workbook were left out from the analysis since it focuses on the reading comprehension exercises in relation to each individual main chapter in the workbook. The workbook contains approximately three "Learn More" exercises per chapter and approximately 0,5 of them are reading comprehension exercises.

The titles of the 20 chapters in the textbook (which the exercises analyzed in this thesis are based on) are the following:

- | | |
|---------------------------------|--|
| 1) "Dangerous?" (pp. 8-9) | 11) "Bala-bala-bong!" (pp. 47-48) |
| 2) "Cuckoo to you!" (pp. 10-11) | 12) "Zulus" (pp. 50-51) |
| 3) "Nanna" (pp. 12-13) | 13) "Driving on the left?" (pp. 58-60) |
| 4) "The Rock" (pp. 14-15) | 14) "Boom!" (pp. 62-63) |
| 5) "Why Canada?" (pp. 24-26) | 15) "Do's and Don'ts" (pp. 64-65) |

- | | |
|--|--|
| 6) "Now What?" (pp. 28-29) | 16) "Doris saves the day" (pp. 66-68) |
| 7) "The American Hall of Fame" (pp. 30-31) | 17) "It's a secret!" (pp. 76-77) |
| 8) "Native Americans" (pp. 33-35) | 18) "Wolverine!" (pp. 78-79) |
| 9) "Jambo!" (pp. 42-43) | 19) "The Mission <i>Listen</i> " (p. 81) |
| 10) "Didn't – Did!" (pp. 44-46) | 20) "Top secret, is it?" (pp. 82-83) |
- (Aula et al. 2006b, 3-5).

Naming the chapters and giving the page numbers of the chapters is considered reasonable here because the exercises in the workbook will be studied also in relation to the texts in the textbook and thus it might be easier for the reader of the thesis to follow the analysis.

In the following subsections I will discuss and analyze the most common reading comprehension exercise types in the workbook. In fact, it is not straightforward to define which exercises in *Wow! 6 Busy Book* are to be considered purely reading comprehension exercises since they often seem to comprise elements of other exercise types as well. In this thesis, then, the exercises which are considered reading comprehension exercises are the ones in which the language learner is supposed to read and comprehend either a chapter in the textbook or in some cases read a short text or sentences in the workbook in order to tackle a written exercise successfully. Exercises such as those in which the language learner must fill in the gaps in the English sentences but is given the correct word in Finnish in brackets next to each sentence (e.g. in exercise 13 on p. 130 in the workbook) were left out because they were considered to test mainly the language learner's vocabulary knowledge, even though these kind of exercises could in some respect be considered reading comprehension exercises as well: Let's go to the disco! _____is going. (jokainen) (Aula et al. 2006a, 130).

In this thesis the exercises on reading comprehension in *Wow! 6 Busy Book* are divided into five main types (into seven types altogether) according to the most common reading comprehension exercise types found in the workbook. These exercise types are listed as follows:

- 1) *Kirjoita lauseet englanniksi vihkoosi.* (Translate the following sentences into English and write them in your notebook.)
- 2) *Lue kappale X ja vastaa kysymyksiin.* (Read chapter X and answer the questions.)
- 3a) *Lue kappale X ja rasti, ovatko väitteet oikein vai väärin.* (Read chapter X and tick whether the statements are true or false.)
- 3b) *Lue kappale X ja valitse/rastita/alleviivaa oikea vaihtoehto.* (Read chapter X and choose/tick/underline the correct alternative.)

4) *Täydennä lauseet.* (Complete the sentences.)

5a) *Lue kuvaukset/vihjeet ja vastaa englanniksi/kirjoita vastaukset englanniksi.* (Read the descriptions/the cues and answer in English/write the answers in English.)

5b) *Lue vastaukset ja kirjoita kysymykset englanniksi.* (Read the answers and write the questions in English.)

All in all the exercises, including the reading comprehension exercises, in *Wow! 6 Busy Book* are explicit and relatively short, which is understandable since the target group of the book, the sixth graders, have been studying English just over three years and as their first foreign language. In the following the most common reading comprehension exercise types will be studied as their own subsections, in which each exercise type is illustrated with one sample exercise. These exercises were randomly selected from each exercise type category on the list in appendix 1.

5.2.1 Exercise type 1

The most common reading comprehension exercise type in *Wow! 6 Busy Book* is numbered type one on the list on the previous page (and in appendix 1); that is, type 1 is the exercise in which the language learner is first advised to read the given Finnish sentences and then translate them into English in his/her notebook. This particular exercise type is found in 19 chapters out of 20 in the workbook, chapter 3 being the only one not containing this type of exercise. Chapter 19 is different from the other chapters in that it is a listening chapter, for which there is no text in the textbook¹⁰. The amount of the sentences in type 1 exercises varied from four to eight sentences with six being the average amount. Furthermore, the numbering of type 1 exercises in the workbook chapters varied.

The sentences which the language learner must be able to write in English in his/her notebook in type 1 exercises, then, are not to be found as such in the chapters in the textbook, which means that the language learner must be able to formulate the English equivalents of the Finnish sentences at least to some extent by himself/herself e.g. by combining the textual information/the vocabulary from several sentences in the chapter. Thus the language learner must be able to succeed

¹⁰ For this reason exercise 10 in chapter 19 is not considered a reading comprehension exercise in the way the other type 1 exercises are, although background knowledge is important also for that exercise.

both in his/her reading process and in his/her reading comprehension process in order to be able to apply the information which the textbook chapters provide to comprise the English equivalents to the Finnish sentences. However, in some cases the English versions of the Finnish sentences in a type 1 exercise are not to be found in the textbook chapter at all, as in exercise 15 in chapter 7 on page 77: 1.) *Kirjoitin kirjeen.* (I wrote a letter.), 5.) *Tapasimme viime viikonloppuna.* (We met last weekend.) and 8.) *Tiesin, että olin oikeassa.* (I knew I was right). (Aula et al. 2006a). Thus, those exercises prompt the language learner to utilizing his/her previous knowledge of e.g. vocabulary and syntax in order to tackle the exercises successfully.

An example of type 1 reading comprehension exercises is exercise 13 in chapter 8: “Native Americans” on page 86 in the workbook. The exercise comprises the following six sentences in Finnish:

1. *En mennyt rullalautailemaan.* (I didn't go skateboarding.)
 2. *Menin purjehtimaan.* (I went sailing.)
 3. *Crow-intiaanit eivät ostaneet ruokaansa.* (Crow indians didn't buy their food.)
 4. *He metsästäivät biisoneita.* (They hunted buffalo.)
 5. *He eivät pelänneet ketään.* (They weren't scared of anyone.)
 6. *He eivät tuhlanneet mitään.* (They didn't waste anything.)
- (Aula et al. 2006a, 86).

This exercise seems rather straightforward in that the language learner is simply advised to translate the given Finnish sentences into English. The short Finnish sentences should be easy for the language learner to read and understand, which might improve his/her motivation towards the exercise in that the exercise is not likely to appear too overwhelming for him/her. Although four of the sentences (sentences 3-6) are almost identical to the ones in the textbook chapter, the language learner must be able to locate them in the textbook chapter – which s/he will not be able to do unless s/he succeeds in the reading process and in the reading comprehension – and choose the correct pronouns to each sentence. Furthermore, only three of the words needed in the English equivalents of the Finnish sentences are found in the chapter's vocabulary in the workbook (see Aula et al. 2006a, 81). Hence it is assumed that the language learner is already familiar with the

relevant vocabulary, is able to read and understand the textbook chapter successfully and then apply the textual information to the exercise.

It appears, then, that the language learner is guided to using his/her background knowledge (at least in terms of the vocabulary) to be able to do the exercise. Indeed, as was discussed e.g. in sections 2.1.3 and 3.3, background knowledge is considered a significant factor not only for a successful reading performance but also for successful reading comprehension, learning from reading and for the ability to use strategies. If the language learner is able to use his/her background knowledge for the exercise, s/he is likely to manage to do the exercise easier and faster (see 2.1.3).

As for the characteristics of the texts, then, which were discussed in section 3.2, it can be said that the chapters in the textbook which type 1 exercises mainly are related to are constructed so that they are likely to be easy enough for the young language learner to read e.g. in that the texts are relatively short (approximately two pages with pictures), and coherent and cohesive enough. Both the sentence structures and the vocabulary are kept rather simple in the chapters. However, each chapter provides new vocabulary and other new information, such as cultural knowledge, for the language learner. Furthermore, the sentences in the chapters are structured so that new grammatical structures come up in them systematically. The grammatical structures which the language learner is meant to learn in the context of each chapter are listed in the table of contents in the textbook (Aula et al. 2006b, 3-5). In chapter 8 the language learner is meant to learn how to form negative sentences (Aula et al. 2006b, 4).

As was mentioned in section 3.2, the language learner must put the text s/he reads into a context in order to understand it. Furthermore, by utilizing his/her background knowledge the language learner will be able to assimilate the new information which the chapter provides into the information which s/he already has. Type 1 exercises can be considered surface level exercises in that they do not require a deep understanding and interpretation of the texts but often concentrate on certain sentences in them (see section 3.3). Hence, except for utilizing background knowledge, type 1 exercises do not appear to require much strategic performing from the language learner. However,

in type 1 exercises the language learner can, at least in some cases, utilize the strategy which Holopainen refers to as the iterative strategy (see section 4). Indeed, using the iterative strategy the language learner can find an answer to a question such as *who?* which is important also in the sample exercise in that the reader must know the meaning of correct pronouns in the sentences in order to understand and interpret the almost identical sentences in the textbook and in order to be able to write the sentences in the exercise in English correctly.

In most of the other types of reading comprehension exercises which are analyzed in the thesis the language learner is expected to apply textual information more and hence also strategy use becomes more meaningful in those exercises compared to type 1 exercises.

5.2.2 Exercise type 2

In type 2 reading comprehension exercises in the workbook the language learner is advised to first read the chapter in the textbook and then answer the questions in the workbook. Almost half of the chapters in the workbook include this type of exercise. Indeed, a type 2 exercise is found in nine out of 20 chapters (see appendix 1). Interestingly, whereas the numbering of type 1 reading comprehension exercises varied with the chapters in the workbook, the number of type 2 exercises was always the same (4) in the workbook. Type 2 exercises comprise five or six questions¹¹ which are always given in Finnish and thus it is commonly considered that the answers can in such case also be given in Finnish, usually in written form, depending on the instructions given by the teacher. An example of type 2 reading comprehension exercise is exercise 4 in chapter 3, “Nanna” on page 29 in the workbook:

1. *Mitä Mia ja Norma tekevät?* (What are Mia and Norma doing?)
2. *Mitä kieltä Norma osaa puhua?* (What language can Norma speak?)
3. *Kuka on Nanna?* (Who is Nanna?)
4. *Miksi Nannan luona on kerrossängyjä?* (Why are there bunk beds in Nanna’s house?)
5. *Mitä Nanna kasvattaa?* (What does Nanna grow?)
6. *Minne Mialla ja Normalla on kiire?* (Where are Mia and Norma hurrying to?)

¹¹ In chapters 3, 6, 10, 14 and 16 exercise 4 comprises six questions and in chapters 5, 11, 18 and 20 there are five questions in the type 2 exercise.

(Aula et al. 2006a, p. 29).

This particular reading comprehension exercise illustrates that type 2 exercises clearly aim at testing whether the language learner has understood the text which the exercise relates to, or at least those parts of the text which the questions refer to. Furthermore, as the example shows, the questions themselves in type 2 exercises are rather short and given in Finnish which, like in type 1 reading comprehension exercises, might have a positive effect on the learner's motivation towards these exercises. However, instead of being able to find answers to the Finnish questions directly in the textbook chapters which are related to type 2 exercises, the language learner must in most cases extract pieces of information from more than one sentence in the textbook chapter to find out the answer to one question in the exercise. Except for chapter 6, which consists of a magazine article on celebrities, all of the chapters related to type 2 exercises comprise a dialogue. Hence the sentences in the chapters are rather short and appear cohesive and coherent. The vocabulary which is needed in type 2 exercises is only partly found in the chapters' vocabularies in the workbook, so the language learner must use his/her background knowledge also in these type of exercises.

The new grammatical structure which the language learner should assimilate with chapter 3 is, according to Aula et al. (2006b, 3), interrogative clauses in the present tense. When reading chapter 3 and striving for finding the answers to the questions in exercise 4 the language learner could benefit not only from the usage of the same strategy which can be utilized in type 1 exercises; that is, from the iterative strategy, but also from a strategy which Holopainen refers to as the inference strategy in section 4 (p. 14) of this thesis. As was stated in that section, using the inference strategy one aims at finding the answers to questions such as *why?* and *for what reason?* Thus, it appears that tackling type 2 reading comprehension exercises successfully requires more applying of information from the language learner than type 1 reading comprehension exercises do.

In the type 2 sample exercise the language learner finds these typical iterative strategy questions *who?* *what?* and *when?* in four out of six questions; that is, in questions 1, 2, 3 and 5. If the language learner succeeds both in his/her reading performance and in his/her reading

comprehension, s/he is likely to find the answers to these questions relatively easily. The inference strategy, then, could be utilized in finding the answer to question four. Indeed, the reader must be able to infer the correct answer to the question with the help of the context because the answer is not to be found in one sentence in the chapter. Instead, the reader must understand the following lines in the text: "Do you know how many grandchildren she has?" ... "28!" ... "Really? How does she manage?" "No problem! Nanna's got four bunk beds." (Aula et al., 2006b, 12-13). Answering to question six has to do with both the inference and the evaluative strategy in that the sentence in the textbook from which the language learner should find the answer states: "Oh, look at the time! School starts in 20 minutes.", and thus the language learner must be able to pick out the relevant information/the cue which the text provides and apply it in order to be able to infer that the fact that school starts in 20 minutes means that the girls are in a hurry (Aula et al. 2006b, 13). Hence the language learner must read the chapter closely and be able to translate and interpret it correctly in order to be able to manage the exercise. Compared to type 1 reading comprehension exercises, type 2 exercises move slightly on from the surface level of reading, at which the reader picks out factual information from a text, towards a deeper level reading at which the reader processes the textual information more in order to be able to interpret and analyze it (see section 3.3).

5.2.3 Exercise types 3a and 3b

The reading comprehension exercise types which are numbered 3a and 3b in this thesis are rather similar with each other but also contain certain differences and thus cannot be considered entirely same type. In type 3a exercises in the workbook the language learner is first asked to read a chapter and after that tick whether the given five or six¹² statements in the exercise are true or false. Like with type 2 reading comprehension exercises, the number of each 3a exercise in the workbook was 4. These type of exercises were found in six out of 20 chapters in the workbook (see appendix 1). Like type 2 exercises, type 3a exercises are also clearly to be considered reading comprehension

¹² Type 3a exercise comprises five questions in chapters 1, 7 and 9 and six questions in chapters 4, 8 and 15 .

exercises in that they require close reading of the textbook chapters from the language learner so that s/he would be able to spot the possible errors in the sentences and correct them in the exercise.

An example of type 3a exercise in the workbook is exercise 4 in chapter 7: "The American Hall of Fame" on page 73 (see appendix 3). The statements in these type of exercises are given in Finnish in each chapter, which makes it easier for the language learner to understand them, and like with type 1 and 2 exercises, might improve the motivation of the language learner. However, because the statements are in Finnish, the language learner is not able to find the answers; that is, whether the statements are true or false, directly in the textbook chapters. Instead, s/he must read the textbook chapter in question closely in English and succeed in his/her reading comprehension process to be able to locate and translate at least the relevant parts of the text. After managing that the language learner needs to apply the information which s/he received while reading the text. The five statements in the sample exercise are the following:

1. *Chris teki projektin yhdessä kaverinsa kanssa.* (Chris did the project together with his friend.) (false)
 2. *Babe Ruthin isä opetti hänet pelaamaan pesäpalloa.* (Babe Ruth's father taught him to play baseball.) (false)
 3. *Magic Johnson voitti kultamitalin olympialaisissa.* (Magic Johnson won a gold medal at the Olympics.) (true)
 4. *Amerikkalaisessa jalkapallossa pelaajilla on kypärät.* (In American football the players wear helmets.) (true)
 5. *Chris näki televisiosta amerikkalaista jalkapalloa.* (Chris saw American football on TV.) (true)
- (Aula et al. 2006a, 73)

Like with exercise types 1 and 2, the sentences in the type 3a sample exercise –as well as in the other five type 3a exercises in the workbook –are short and especially because they are given in Finnish they should be easy to understand for the language learner and hence not appear overwhelming to him/her. The textbook chapter 7, then, which the sample exercise is related to, is two pages in length and provides information on baseball, basketball, hockey and American football (see Aula et al. 2006b, 30-31). The other chapters in the textbook which are related to 3a exercises in the workbook are also two pages in length, except for chapter 8 which comprises three pages. The vocabularies in the chapters in the workbook provide only partly the vocabulary which is

required in the exercises and hence the language learner must utilize his/her previous knowledge on vocabulary in tackling the 3a exercises as well.

The grammatical structure which the language learner should, according to Aula et al. (2006b, 3), learn from studying chapter 7 is the past tense (positive sentences, irregular verbs). If the language learner is able to perform in his/her reading process with this particular chapter successfully and manages to understand and translate the text correctly, the parts of the text which the exercise refers to are easy to find in that the sentences are short and the text is coherent. However, in order to be able to tell whether the statements actually are true or false according to the chapter, the reader/language learner must not only succeed in understanding and translating the text but also use his/her inference skills to interpret some of the statements. That is, s/he must assimilate (see section 3.3) the new information which the text provides to what was said before in the text as s/he reads the chapter further in order to understand e.g. to whom the pronoun "he" refers to. This is relevant for statement 2 in the sample exercise since here "he" refers to Babe Ruth's brother who, according to the text, taught him to play (Aula et al. 2006b, 30). The other statements in the exercise are more straightforward.

It appears, in fact, that the language learner can benefit most from utilizing the iterative strategy in 3a type exercises because those exercises require the language learner to find answers to questions such as *what?* and *who?* (see the statements in the sample exercise) in the end; that is, after s/he finds the exact points in the statements of the exercise which are false. Thus, exercise type 3a requires mainly surface level processing of the text.

The exercise type 3b, then, differs from the exercise type 3a in that whereas in 3a exercises the language learner must choose whether the statements are true or false, here the language learner is advised to first read the chapter in the textbook and then complete the five statements in the exercise by choosing; that is, by underlining (in chapter 12) or ticking (in chapters 2 and 13), the correct alternative from the three given alternatives in each statement. Like in type 3a exercises, in type 3b exercises the language learner does not need to write the correct answers, which probably

makes these exercises seem easy and straightforward for him/her. The correct alternatives in type 3b exercises are rather easy to find if the language learner succeeds well enough both in the reading performance and in the reading comprehension process. This type of reading comprehension exercise was found in three out of 20 chapters in the workbook and they were numbered as exercise 4 in each case (see appendix 1). An example of type 3b exercise is exercise 4 in chapter 12: "Zulus" on page 126 in the workbook (see appendix 3). The five statements in the exercise are the following:

1. *Esta pitää puheen Yhdysvalloissa/Yhdistyneissä Kansakunnissa/Etelä-Afrikassa.* (Esta gives a speech in the United States/at the United Nations/in South Africa.)
 2. *YK-virkailijan mielestä diskot ovat liian villejä/rentouttavia/vakavia.* (The UN official finds the discos too wild/too relaxing/too serious.)
 3. *Zulu-sanan kuullessaan kaikki ajattelevat historiaa/sotaa/soturua.* (When they hear the word Zulu, people think of history/the war/a warrior.)
 4. *Esta kertoo Etelä-Afrikan epätasa-arvosta/luonnonsuojelusta/diskoista.* (Esta talks about inequality/conservation/discos in South Africa.)
 5. *Hän haluaa olla Etelä-Afrikan ensimmäinen/musta/nais- presidentti.* (She wants to be the first/black/female president in South Africa.)
- (Aula et al. 2006a, 126)

As the sample exercise illustrates, type 3b exercises can be considered typical reading comprehension exercises in that they require close reading of the textbook chapters, or at least of those parts in the texts in which the correct answers are found. As for the other two 3b exercises in the workbook, they are formulated similarly as the sample exercise is. The difference lies merely in how the correct alternatives should be marked. Hence, for type 3b exercises also the language learner needs to succeed not only in the reading process but also in the comprehension process in order to be able to interpret the texts.

Even though the language learner finds many relevant words in those chapters' vocabularies which are related to type 3b exercises in the workbook s/he must be able to either use his/her previous knowledge or skip the unfamiliar words in the texts or infer their meaning using the cues which the texts provide. The new grammatical structure to learn in chapter 12, then, is the some-, any- and no- pronomina (Aula et al. 2006b, 4). Because type 3b exercises do not require much applying of information from the language learner but rather extracting factual information from the

texts, it appears that the language learner would benefit most from using the iterative strategy, which shows also in the sample exercise in that the learner can ask himself/herself questions such as *what?* when trying to find the correct answers to the exercise in the text. However, when tackling type 3b exercises the language learner does not have to process the textual information very deeply and thus one can claim that s/he only needs surface level processing of information with these type of reading comprehension exercises.

5.2.4 Exercise type 4

Those reading comprehension exercises which are listed as type 4 exercises in this thesis are not completely straightforward in that on the one hand they obviously are to be considered reading comprehension exercises but on the other hand they can also, at least partly, be considered vocabulary exercises. That is, in the type 4 exercises the answers can in most cases be given by using merely one or two words. Furthermore, these exercises do not relate directly to any particular chapters in the textbook. Instead, the language learner has to succeed in reading short text passages and sentences closely in English and in understanding them well enough in order to be able to use the cues which the texts or the sentences provide. After managing that s/he should fill in the gaps in the sentences using an appropriate English word/appropriate words. These kind of exercises do often appear to teach grammatical structures which are discussed in the workbook. In exercise 19 in chapter one in the workbook, which is discussed in this section, there are five sentences to fill in whereas in the other five type 4 exercises the language learner has to fill in six sentences. Type 4 reading comprehension exercises were found in five out of 20 chapters in the workbook (see appendix 1). The numbering of these type of exercises varied through the chapters.

As was already mentioned, the example of type 4 reading comprehension exercise here is from chapter 1 "Dangerous?" on page 19 in the workbook. In fact, this exercise is found in the "Learn more" section of the chapter in the workbook and can be considered an interesting example of such a reading comprehension exercise which is not directly related to any particular text in the textbook but tests reading comprehension in another context. The alternatives from which the

language learner must choose the correct one for each sentence are given in English on the page.

The sentences are:

- 1) Hello, I'm Daisy. I live with my mum and her boyfriend, Frank. Frank is my - (stepfather).
 - 2) Frank's children, Ben and Jill, also live with us. Ben is my - (stepbrother) and Jill is my - (stepsister).
 - 3) My dad has a new wife, Jane. They have a young daughter, Susan. So, Susan is my - (half-sister.).
- The exercise continues with new alternatives:
- 1) Hi. I'm Phil. I have a godson called John. So, I'm John's - (godfather).
 - 2) My sister had twins; Mary and Jack. So, now I'm an uncle. Mary is my - (niece) and Jack is my - (nephew).
- (Aula et al. 2006a, 19).

In order to be able to tackle this particular reading comprehension exercise the language learner must not only be able to succeed in the reading and comprehension processes but s/he must also know the meaning of/the difference between the given alternatives, e.g. *half-brother* and *stepbrother*. The Finnish translations of the alternatives are given on the side of the page, and the language in the sentences themselves is rather explicit. In any case, as the sample exercise illustrates, the language learner must utilize his/her background knowledge for this exercise; that is, background knowledge of family connections and how they are referred to is necessary.

Indeed, e.g. Willis (2008, 128) has stressed the meaning of “text-appropriate background knowledge” for reading comprehension and strategy use. With the help of background knowledge and the cues which the sentences provide, the language learner should be able to find out; that is, to infer with the help of the context, the correct alternative for each sentence. Unless the language learner uses his/her background knowledge and the inference strategy, or at least one of them, s/he will probably fail in completing the sentences successfully. The iterative strategy, then, can be considered too straightforward for this particular exercise since using it does not contain much applying of textual information, even though it can be used for finding answers to questions such as *who?*. Furthermore, if the language learner is not familiar with the vocabulary of family connections, even in Finnish, his/her motivation towards the exercise will probably drop, which, as

was discussed in section 3.2, can affect the reading comprehension negatively. Hence, one could argue that this exercise indeed guides/prompts the language learner to using the inference strategy.

The other type 4 reading comprehension exercises, then, are either more straightforward such as exercise 11 in chapter 8 on page 85 in the workbook: 1) I **walked** to school yesterday but I (didn't walk) to town. (Aula et al. 2006a), or the sentences can be completed in a more versatile way than in the sample exercise, as in exercise 7 in chapter 19 on page 209: 1) I'm really scared of spiders but _____. and in exercise 10 in chapter 17 on page 191: 1) _____ the most interesting subject. (Aula et al. 2006a). In those exercises the language learner is able to at least partly choose the appropriate vocabulary in the sentence as long as it fits to the beginning or ending of the sentence which are already given in English in the exercise. The grammatical structure, then, which the language learner should learn from studying chapter 1 is the positive sentences in the present tense (Aula et al. 2006b, 3). Even though the language learner is not able to find the correct word(s) for the gaps in type 4 exercises directly in similar sentences in the textbook chapters, surface level processing of the texts appears sufficient for tackling these exercises.

5.2.5 Exercise types 5a and 5b

In type 5a reading comprehension exercises the language learner is advised (in Finnish) to read (in English) either descriptions or cues on different matters and then give his/her answer in English. There were five type 5a exercises altogether in the workbook (see appendix 1). The length of the descriptions and cues varied as did also the numbering of these type of exercises in the workbook. Interestingly, the amount of the sentences, that is, the amount of the descriptions or cues, was the same in each type 5a exercise, namely six. The topics in the exercises included animals, places, body parts and articles.

An example of type 5a exercise is exercise 9 in chapter 5 "Why Canada?" on page 58 in the workbook, in which the language learner must infer with the help of sentences; that is, with the help of the context, which of the places named on page 27 in the textbook Chris visited:.

- 1) This place was full of shops and restaurants. There were even two cinemas there. I thought it was kind of cool. (a shopping centre)
 - 2) This place was in the country. There were cattle and sheep there. There were also a few horses. It was peaceful. It wasn't noisy. (a field)
 - 3) I was in a very high place. It was on the 25th floor. I wasn't scared. I was surprised. I could see all of the city from there. It was wonderful. (a skyscraper)
 - 4) People were very quiet in this place. There was a man in the front. His clothes were black. The people were sitting down. There were very large, colourful windows there, too. (a church)
 - 5) The next place I was in was above a river. It was long and made of metal and wood. It was safe but the water below was deep, dark and cold. (a railway line)
 - 6) I was in a very busy place in town. There were lots of cars and bikes there. There were lots of people there, too. But there weren't any trees. (traffic lights)
- (Aula et al. 2006a, 58; Aula et al. 2006b, 27)

Like the sample exercise illustrates, type 5a exercises do not directly relate to the textbook chapters but are reading comprehension exercises for which the language learner's correct understanding of the descriptions and cues s/he reads is crucial. The descriptions in the other 5a exercises are shorter than in the sample exercise. The vocabulary in these kind of exercises is kept simple so that the descriptions/cues would not appear too overwhelming for the language learner and so that s/he would be able to try to infer the correct answers. Indeed, whereas in most of the other exercise types the language learner must be able to formulate longer answers in English, in type 5a reading comprehension exercises it is possible to answer using merely one word.

The language learner must first of all be able to read and understand the descriptions or cues which are given in English in type 5a exercises; that is, in the sentences, in order to be able to start inferring the correct answers/words. Were s/he to fail in doing this, it would be impossible for him/her to find the correct answers/words. However, if the language learner succeeds in both the reading performance and comprehension, s/he then can utilize, like with the other exercise types discussed previously in this thesis, his/her background knowledge. Furthermore, s/he can utilize the inference strategy. Indeed, the inference strategy can be considered useful for this particular exercise type because the language learner must apply the textual information s/he receives while reading the descriptions/cues and infer the correct answers with the help of the context. The grammatical structure, then, which the language learner according to Aula et al. (2006b, 3) should

learn in chapter 5 is formulating the past tense of the verb 'be'. Since type 5a exercises do not directly relate to texts in the textbook, the reader can tackle them by reading merely the short texts or sentences in the exercises. Hence, type 5a reading comprehension exercises require merely surface level processing of texts, even though the language learner is supposed to interpret what s/he reads.

In type 5b reading comprehension exercises, then, the language learner is not asked to read descriptions or cues but read answers which are already given in English in the exercises and after that formulate and write the appropriate questions to these answers. This type of exercise was found in two chapters out of 20 in the workbook (see appendix 1). The other one of these exercises is exercise 16 in chapter 20 "Top secret, is it?" on page 221 in the workbook:

Tapaat kesälomalla Angelan. Mitä kysyt häneltä? Katso vastauksia. (You meet Angela on your summer holiday. What do you ask her? Look at the answers.)

- 1) - (Where are you from?) I'm from Florida.
 - 2) - (What languages do you speak?) I speak English and Spanish.
 - 3) - () Yes, of course I do.
 - 4) - () Shampoo and toothpaste.
 - 5) - () Sixty-five.
 - 6) - () Because it's fun!
 - 7) - () No, I didn't.
 - 8) - () Yes, I was.
 - 9) - () Yes, I will.
- (Aula et al. 2006a, 221)

Interestingly, the other one of the two type 5b exercises in the workbook comprises partly almost identical answers (answers 1,2,3 and 7 in exercise 16). Hence the two type 5b exercises appear to test similar kind of vocabulary knowledge of the language learner. The sample exercise does not relate to any particular text in the textbook, whereas the other type 5b exercise (exercise 15 in chapter 3) clearly relates to the chapter in question. In any case, the language learner must understand the meaning of the answers which are given in English in the exercise. However, except for the answers 1 and 2, there are several ways in which the questions to the answers can be formulated.

Since there is very little textual context for the language learner to utilize in this exercise, s/he will not benefit significantly from using the inference strategy or, in fact, from using any other

strategy. The answers are short and easy to read, and thus they must be easy to understand for the language learner. However, since there is so little textual information on which the language learner can lean if necessary, formulating the questions to some of the answers might cause difficulties (see section 2.1.3).

One could argue that this kind of exercise is not a very effective one in that it might appear confusing and vague for the language learner and thus s/he might have very little motivation towards the exercise. However, what can be considered useful in solving type 5b reading comprehension exercises is, once again, utilizing one's background knowledge. Indeed, by utilizing his/her background knowledge the language learner is likely to succeed in formulating the questions to answers 3-9 in the sample exercise as well; that is, if s/he is able to retrieve the needed vocabulary from his/her memory. The vocabulary in chapter 20, then, does not include any such words which might be useful for the sample exercise.

The grammatical structures, then, which the language learner is meant to learn from studying chapter 20, the last main chapter in the textbook, are the structures 'be going to' and 'will'. All in all, it can be stated that out of the seven reading comprehension exercise types analyzed in section 5, type 5b appears the least interesting and useful one. The findings of the analysis will be discussed further in the following section.

6 Discussion of the results

The analysis of the most common reading comprehension exercise types in *Wow! 6 Busy Book* shows that it is not actually straightforward, at least in this particular A1 English workbook for 6th graders, to define which exercises are to be considered purely reading comprehension exercises since many exercises in the workbook comprise elements of more than one exercise type. However, the seven reading comprehension exercise types which were analyzed in this thesis (see appendix 1) were rather short and often fairly straightforward. This, then, was not surprising since the textbook

and workbook are aimed at young language learners who learn English as their first foreign language. The seven exercise types tested reading comprehension mainly at the sentence level.

The chapters in the textbook which most of the exercises studied for this thesis were based on, appeared interesting, colourful and carefully constructed. Furthermore, they seemed explicit, coherent and cohesive enough for the young language learner, which is likely to have a positive effect on both his/her motivation and reading comprehension process. The topics of the textbook chapters dealt with people living on different continents and provided information; that is, cultural knowledge, of different countries and their people for the language learner. The text in the reading comprehension exercises, then, was always explicit and the instructions given to the language learner before each exercise were easy to read and understand since they were always in Finnish. Indeed, this was perhaps to ensure that the language learner understands the instructions so that s/he would not fail in doing/solving the exercise simply because s/he did not understand what s/he was supposed to do in the exercise.

The seven most common reading comprehension exercise types which were studied in the previous sections of this thesis were not surprising but rather classic reading comprehension exercises. However, some of them appeared more interesting and useful than others. For instance exercise types 2, 3a and 5a appeared classic and useful whereas type 5b did not seem particularly motivating. In all of the analyzed reading comprehension exercise types the language learner could utilize his/her background knowledge. As for the strategy use, then, out of the three strategy types constructed by Holopainen, the iterative strategy or the inference strategy could be considered useful for most of the exercises whereas the evaluative strategy was barely needed. This is not surprising since, as was discussed in section 4, this strategy is considered useful for more demanding and longer texts.

Indeed, when using the inference strategy the unfamiliar words and difficult parts in the text are not likely to prevent the reading comprehension process in that the context provides cues which the reader can utilize when trying to extract the essential information from the text. Hence the

language learner does not have to know or understand every word in the text in order to be able to solve an exercise relating to it. The chapters' vocabularies, then, did not provide all the necessary words for the language learner but s/he was expected to be already familiar with at least some of the words needed in the exercises. The texts in the textbook were relatively short (approximately two pages) and rather explicit. Thus, there was not much need for deep level processing of textual information. Instead, the surface level processing of text could be considered sufficient in most cases.

As was discussed in section 4 on pages 15-16 in this thesis, The National Core Curriculum for Basic Education of Finland for A1 language from the third to the sixth grade does not suggest that the language learner should already be able to utilize different kinds of strategies in EFL exercises. However, in the upcoming seventh grade the language learner should be able to infer information with the help of the context. Hence strategy use could be discussed more and earlier in the language studies so that the learners could develop and improve their reading skills in a foreign language before the seventh grade. In fact, many language learners might not even have heard of reading strategies.

Even though at least some of the reading comprehension exercises in *Wow! 6 Top Secret* clearly prompt/guide the language learner to using both the iterative strategy and the inference strategy, the language learner is not necessarily aware of the fact that s/he is actually using these strategies. Thus, the language learner using *Wow! 6 Top Secret* is likely to be able to use the inference strategy in the upcoming seventh grade but it would be useful for him/her to discuss strategy use with the teacher already in the sixth grade. Indeed, unless the language learners are instructed in their strategy use, they might not be able to utilize strategies which, then again, might prevent them from succeeding in their language studies as well as they otherwise perhaps would.

7 Conclusions

The aim of this second subject thesis was to study reading skills using the method of textbook analysis. The theoretical part of the thesis focused first on the reading process at different levels, after that on reading comprehension and then on reading strategies. The empirical part of the thesis, then, discussed and analyzed one A1 English workbook, *Wow! 6 Busy Book*, and its most common reading comprehension exercise types.

The results of the analysis show that the seven most common reading comprehension exercise types in the workbook do not directly guide the language learner to utilizing strategies, even though s/he often could benefit from using them. Indeed, the awareness of strategies and their use could help especially those language learners who struggle with the exercises and are not able to apply the textual information in a way which is required in order to do/solve the exercises successfully.

Reading is a complex phenomenon and a very important and current research area. Difficulties in the reading performance or in reading comprehension can have a negative effect on a reader's life in that they can, for instance, complicate his/her language studies. Hence more attention should be paid to developing readers' reading skills e.g. by instructing them in their strategy use. In fact, strategy use should be taught to learners already from an early age so that they would learn to utilize different strategies and thus succeed better both in their reading and language studies. Indeed, one could claim that teachers have a significant role as instructors of strategy use. In the future it would be interesting to study those language learners' own opinions on their reading comprehension and on their strategy use who use *Wow! 6 Busy Book*. Furthermore, it would be interesting to study some other EFL textbooks and workbooks for sixth graders and compare the reading comprehension exercise types which are found in them with the ones found in *Wow! 6*.

All in all it can be stated that reading skills should not be taken for granted. Since reading in a foreign language requires even more from the reader than reading in a mother tongue does, it is

very important that also the material which is used for language teaching strives for improving the language learners' reading comprehension, e.g. by instructing them in their strategy use.

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Appendix 1: The most common reading comprehension exercise types in *Wow! 6 Top Secret*

Type 1: Translate the following sentences into English and write them in your notebook.

Chapter 1: 16, (9, 13)
 Chapter 2: 18
 Chapter 4: 15, (2, 9, 13¹³)
 Chapter 5: 14
 Chapter 6: 15
 Chapter 7: 15, 24
 Chapter 8: 13, (5, 9, 14)
 Chapter 9: 17
 Chapter 10: 18
 Chapter 11: 18
 Chapter 12: 14, (5, 14, 17)
 Chapter 13: 16
 Chapter 14: 17
 Chapter 15: 15
 Chapter 16: 17, (2, 7, 12, 16)
 Chapter 17: 17
 Chapter 18: 15
 (Chapter 19: 10)
 Chapter 20: (4, 7)

Type 2: Read chapter X and answer the questions.

Chapter 3: 4
 Chapter 5: 4
 Chapter 6: 4
 Chapter 10: 4
 Chapter 11: 4
 Chapter 14: 4
 Chapter 16: 4
 Chapter 18: 4
 Chapter 20: 4

Type 3a): Read chapter X and tick whether the statements are true or false.

Chapter 1: 4
 Chapter 4: 4
 Chapter 7: 4
 Chapter 8: 4
 Chapter 9: 4
 Chapter 15: 4

¹³ The exercise numbers given in the brackets refer to the extra exercises either in the Remember section or in the Learn More section.

Type 3b): Read chapter X and choose/tick/underline the correct alternative.

Chapter 1: 10
 Chapter 2: 4
 Chapter 12: 4
 Chapter 13: 4

Type 4) Complete the sentences.

Chapter 1: (19)
 Chapter 8: 11
 Chapter 10: 16, 17
 Chapter 17: 10
 Chapter 19: 7

Type 5a) Read the descriptions/the cues and answer in English/write the answers in English.

Chapter 5: 9
 Chapter 9: 8
 Chapter 11: 11
 Chapter 16: 9
 Chapter 18: 8

Type 5b) Read the answers and write the questions in English.

Chapter 3: 15
 Chapter 20: 16

Appendix 2: The amount of reading comprehension exercises and other exercises per textbook chapter

Chapter	The amount of basic + <i>Learn More</i> reading comprehension exercises	The amount of basic+ <i>Learn More</i> exercises
Chapter 1:	4 + 1	16 + 3
Chapter 2:	4 + 0	20 + 3
Chapter 3:	5 + 0	16 + 0
Chapter 4:	3 + 0	18 + 0
Chapter 5:	4 + 0	15 + 4
Chapter 6:	2 + 0	19 + 3
Chapter 7:	2 + 1	18 + 3
Chapter 8:	2 + 0	16 + 19
Chapter 9:	4 + 0	19 + 3
Chapter 10:	3 + 1	18 + 3
Chapter 11:	6 + 1	18 + 4
Chapter 12:	3 + 1	17 + 2
Chapter 13:	2 + 1	17 + 2
Chapter 14:	3 + 1	18 + 2
Chapter 15:	2 + 0	17 + 4
Chapter 16:	4 + 0	20 + 4
Chapter 17:	2 + 2	18 + 6
Chapter 18:	4 + 1	15 + 4
Chapter 19:	2 + 0	12 + 1
Chapter 20:	4 + 0	17 + 0

Appendix 3: Sample exercises

4 Lue kappale 7 ja rasti, ovatko väittämät oikein vai väärin.

	O	V
1 Chris teki projektin yhdessä kaverinsa kanssa.	<input type="checkbox"/>	<input type="checkbox"/>
2 Babe Ruthin isä opetti hänet pelaamaan pesäpalloa.	<input type="checkbox"/>	<input type="checkbox"/>
3 Magic Johnson voitti kultamitalin olympialaisissa.	<input type="checkbox"/>	<input type="checkbox"/>
4 Amerikkalaisessa jalkapallossa pelaajilla on kypärät.	<input type="checkbox"/>	<input type="checkbox"/>
5 Chris näki televisiosta amerikkalaista jalkapalloa.	<input type="checkbox"/>	<input type="checkbox"/>

(Aula et al. 2006a, 73)

4 Lue kappale 12 ja alleviivaa oikea vaihtoehto.

- Esta pitää puheen Yhdysvalloissa Yhdistyneissä Kansakunnissa Etelä-Afrikassa.
- YK-virkallijan mielestä diskot ovat liian viljejä rentouttavia liian vakavia.
- Zulu-sanan kuullessaan kaikki ajattelevat historiaa sotaa soturia.
- Esta kertoo Etelä-Afrikan epätasa-arvosta luonnonsuojelusta diskoista.
- Hän haluaa olla Etelä-Afrikan ensimmäinen mustaihoinen presidentti naispresidentti.

(Aula et al. 2006a, 126)