

Levels	Questions
Textual level	1) Which semiotic codes, in addition to the natural language, are used in the texts, and which functions do they have in conveying information (e.g., adding information, explaining data, etc.)?
	2) How are the texts structured (how many paragraphs, what are their contents)? How do their structure and information progression affect comprehension?
	3) Do you find any implicit information (something just intended by the author but not directly expressed)? If yes, what is and where is it?
Syntactic level	4) What type of clauses are present in the text, and what does prevail? Subordination or coordination? Moreover, what information do the subordinate and coordinate clauses express (e.g., cause and effect relationship, temporal relationship, contrasts, consequences, conditions, etc.)?
Lexical level	5) Which are the most frequent verbs and nouns concerning what science does in the text? What do they mean (e.g., verbs of action or thinking, other meanings)?
	6) Which words are technical/scientific terms? Do they concern the general concepts of a discipline, its specific concepts, methodology or apparatus (instrument), process, or attributes?
	7) Do you find technical terms shared by disciplines? Try to identify the technical terms and what discipline they belong to: do you think some terms or lexicon constructions can be part of more than one discipline vocabulary?
General level	8) Do you think the textbook is understandable for a non-expert reader?
	9) How do the texts describe disciplines and interdisciplinarity? What do they, and how do disciplines interact?