

Table A1. Subjects' language background frequencies

Variable	EG		CG	
	No	Yes	No	Yes
Presence of L2 English study gap year	13	6	11	4
Knowledge of any of the co-official Spanish languages	19	0	14	1
Knowledge of other foreign language(s) besides L2 English before the quasi-experiment	11	8	9	6
Presence of stays in English-speaking countries	11	8	9	6
Presence of extra L2 English instruction before and during the quasi-experiment	16	3	13	2
Studying other foreign language(s) besides L2 English during the quasi-experiment	15	4	12	3

Table A2. Original *EFUI SB* file 6C: Layout of sections and activities

Section	Activity no. in each section	Activity no. in the overall sequence	Total no. of activities within each section
1. READ BETTER	1.a.	1	5
	1.b.	2	
	1.c.	3	
	1.d.	4	
	1.e.	5	
VOCABULARY BUILDER	VB.a.	6	4
	VB.b.	7	
	VB.c.	8	
	VB.d.	9	
2. LISTEN BETTER (A)	2.a.	10	3
	2.b.	11	
	2.c.	12	
3. FOCUS ON NEW LANGUAGE (A)	3.a.	13	4
	3.b.	14	
	3.c.	15	
	3.d.	16	
PRACTICE (A)	PRA A. a.	17	2
	PRA A. b.	18	

4. MAKING CONVERSATION	GIR.a.	19	
	GIR.b.	20	3
	4	21	
5. LISTEN BETTER (B)	5.a.	22	
	5.b.	23	2
6. SONG	6.a.	24	
	6.b.	25	2
7. FOCUS ON NEW LANGUAGE (B)	7.a.	26	
	7.b.	27	3
	7.c.	28	
PRACTICE (B)	PRA B.a.	29	
	PRA B.b.	30	3
	PRA B.c.	31	
8. BUILD YOUR VOCABULARY	8.a.	32	
	8.b.	33	2
BETTER PRONUNCIATION	BP.a.	34	
	BP.b.	35	2

9. WRITE BETTER	9.a.	36	3
	9.b.	37	
	9.c.	38	
REMEMBER PHRASAL VERBS	RP.a.	39	2
	RP.b.	40	
			TOTAL NO. OF ACTIVITIES: 40

Table A2. Original *EFUI SB* file 6C: Layout of sections and activities

Table A3. Original EFUI SB file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. READ BETTER	1.a.	1	P3 (speaking)	<ul style="list-style-type: none"> • P2 (reading) ↓ • (1st) Explicit inductive contextualised P1 for certain items in Vocabulary Builder (vocabulary) 	<ul style="list-style-type: none"> • Reading skill: <i>pro</i> • Vocabulary sub-skill: <i>dec</i>
	1.b.	2	P2		
	1.c.	3	P2		
	1.d.	4	P2		
	1.e.	5	P1 (vocabulary)		
VOCABULARY BUILDER	VB.a.	6	P1	<ul style="list-style-type: none"> • (2nd) Explicit inductive non-contextualised P1 for vocabulary • P2 (pronunciation) 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i> • Pronunciation sub-skill: <i>DECPRO</i>
	VB.b.	7	P1-P2 (pronunciation)		
	VB.c.	8	P2		
	VB.d.	9	P1		
2. LISTEN BETTER (A)	2.a.	10	P2	<ul style="list-style-type: none"> • (3rd) Implicit inductive contextualised P1 for certain items from Vocabulary Builder (vocabulary) ↓ • P2 (listening) • Story as contextualising Focus on New Language (A) (grammar) 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i> • Listening skill: <i>pro</i>
	2.b.	11	P2		
	2.c.	12	P3 (speaking)		

Table A4. Adapted EFUI SB file 6C: Layout of sections, activities and sequencing

Section ¹	Activity no. in each section ²	Activity no. in the overall sequence ³	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. LISTEN BETTER (1) (Listen Better (B))	1.a. (5.a.)	1 (22)	P2	<ul style="list-style-type: none"> • P2 (listening) ↓ • (1st) Implicit inductive contextualised P1 for Focus on New Language (1) (grammar) 	<ul style="list-style-type: none"> Listening skill: <i>pro</i> Grammar sub-skill: <i>dec</i>
	1.b. (5.a. bis)	2 (o)	P2		
	1.c. (5.b.)	3 (23)	P2		
2. SONG (Song)	2. a. (6.a)	4 (24)	P2	P2 (listening)	Listening skill: <i>pro</i>
	2.b. (6.b.)	5 (25)	P2		
3. FOCUS ON NEW LANGUAGE (1) (Focus on New Language (B))	3.a. (7.a.)	6 (26)	P1	(2 nd) Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	3.b. (7.b.)	7 (27)	P1		
	3.c. (7.c.)	8 (28)	P1		
4. PRACTICE (1.1.) (Practice (B.1.))	4 (Practice B.a.)	9 (29)	P2	P2 (grammar)	Grammar sub-skill: <i>DEC</i>

¹ The corresponding section in the original file 6C appears in brackets.² The correspondence with the numbering or labelling in the original file 6C appears in brackets.³ The correspondence with the position in the sequencing of the original file 6C appears in brackets.

Table A3. Original *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. FOCUS ON NEW LANGUAGE (A)	3.a.	13	P1	Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	3.b.	14	P1		
	3.c.	15	P1		
	3.d.	16	P1		
PRACTICE (A)	Practice A.a.	17	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice A.b.	18	P2		
4. MAKING CONVERSATION	GIR.a.	19	P2 (pronunciation)	P3 (oral production)	• Pronunciation sub-skill: <i>DECPRO</i> • Speaking skill: <i>PRO</i> (final proceduralisation and automatisation of the previous vocabulary and pronunciation items in this initial P-P-P sequence)
	GIR.b.	20	P1 (pronunciation)		
	4	21	P3		
GLOBAL P-P-P FIRST SEQUENCE: P1-P2-P3			COGNITIVE SEQUENCE IN FIRST P-P-P SEQUENCE: <i>DECPRO</i>		

Table A4. Adapted *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
5. BUILD YOUR VOCABULARY (Build Your Vocabulary)	5.a. (8.a.)	10 (32)	P1	Explicit inductive non-contextualised P1 (vocabulary)	Vocabulary sub-skill: <i>DEC</i>
	5.b. (8.b.)	11 (33)	P2		
6. BETTER PRONUNCIATION (1) (Better Pronunciation: BP.a.)	6 (BP.a.)	12 (34)	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
7. VOCABULARY BUILDER (Vocabulary Builder)	7.a. (VB.a.)	13 (6)	P1	• (1 st) Explicit inductive non-contextualised P1 for vocabulary • P2 (pronunciation)	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i> • Pronunciation sub-skill: <i>DECPRO</i>
	7.b. (VB.b.)	14 (7)	P2 (pronunciation)		
	7.c. (VB.c.)	15 (8)	P2		
	7.d. (VB.d.)	16 (9)	P1		
8. GET IT RIGHT (GIR.a. and GIR.b. from Making Conversation)	8.a. (GIR.a.)	17 (19)	P2 (pronunciation)	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	8.b. (GIR.b.)	18 (20)	P1 (pronunciation)		

Table A3. Original *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
5. LISTEN BETTER (B)	5.a.	22	P2	• P2 (listening) ↓	Listening skill: <i>pro</i>
	5.b.	23	P2	• (1 st) Implicit inductive contextualised P1 for Focus on New Language (B) (grammar)	Grammar sub-skill: <i>dec</i>
6. SONG	6.a.	24	P2	P2 (listening)	Listening skill: <i>pro</i>
	6.b.	25	P2		
7. FOCUS ON NEW LANGUAGE (B)	7.a.	26	P1	(2 nd) Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	7.b.	27	P1		
	7.c.	28	P1		
PRACTICE (B)	Practice B.a.	29	P2	• P2 (grammar) • P3 (oral production)	Grammar sub-skill: <i>DECPRO</i> (proceduralisation of declarative knowledge and automatised at an oral level)
	Practice B.b.	30	P2		
	Practice B.c.	31	P3		

Table A4. Adapted *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
9. PRACTICE (1.2) (Practice (B2.))	9 (Practice B.b.)	19 (30)	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
10. MAKING CONVERSATION (Making Conversation)	10 (4)	20 (21)	P3	P3 (oral production)	Speaking skill: <i>PRO</i> (final proceduralisation and automatised at an oral level of the previous vocabulary and pronunciation);
					<i>pro</i> (further proceduralisation of the grammar from sections 3, 4 and 9)
11. BETTER PRONUNCIATION (2) (Better Pronunciation BP.b.).	11 (BP.b.)	21 (35)	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. BUILD YOUR VOCABULARY	8.a.	32	P1	Explicit inductive non-contextualised P1 (vocabulary different from VB)	Vocabulary sub-skill: <i>DEC</i>
	8.b.	33	P2		
BETTER PRONUNCIATION	BP.a.	34	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	BP.b.	35	P2		
9. WRITE BETTER	9.a.	36	P1 (text-type conventions)		Writing skill: <i>PRO</i> (final proceduralisation and automatisisation at a written level of all the previous vocabulary and grammar in the two P-P-P sequences)
	9.b.	37	P2	P3 (written production)	
	9.c.	38	P3		
REMEMBER PHRASAL VERBS	PV.a.	39	P2	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	PV.b.	40	P1		
GLOBAL P-P-P SECOND SEQUENCE: P1-P2-P3			COGNITIVE SEQUENCE IN SECOND P-P-P SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 40

Table A3. Original *EFUI SB* file 6C: Layout of sections, activities and sequencing

Table A4. Adapted *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
12. READ BETTER (Read Better)	12.a. (1.a.)	22 (1)	P3 (speaking)	• P2 (reading)	• Reading skill: <i>pro</i>
	12.b. (1.b.)	23 (2)	P2		
	12.c. (1.c.)	24 (3)	P2	• (2 nd) Explicit inductive contextualised P1 for certain items in Vocabulary Builder (vocabulary)	• Vocabulary sub-skill: <i>DEC</i>
	12.d. (1.d.)	25 (4)	P2		
	12.e. (1.e.)	26 (5)	P1		
13. PRACTICE (1.3) (Practice (B.c.))	13 (Practice B.c.)	27 (31)	P3	P3 (oral production)	Grammar sub-skill: <i>PRO</i>
14. LISTEN BETTER (2) (Listen Better (A))	14.a. (2.a.)	28 (10)	P2	• (3 rd) Implicit inductive contextualised P1 for certain items from Vocabulary Builder (vocabulary)	• Vocabulary sub-skill: <i>DEC</i>
	14.b. (2.b.)	29 (11)	P2	• P2 (listening)	• Listening skill: <i>pro</i>
	14.c. (2.c.)	30 (12)	P3 (speaking)	• Story as contextualising Focus on New Language (2)	

Table A4. Adapted *EFUI SB* file 6C: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
15. FOCUS ON NEW LANGUAGE (2) (Focus on New Language (A))	15.a. (3.a.)	31 (13)	P1	Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	15.b. (3.b.)	32 (14)	P1		
	15.c. (3.c.)	33 (15)	P1		
	15.d. (3.d.)	34 (16)	P1		
16. PRACTICE (2.1.) (Practice (A.1.))	16 (Practice A.a.)	35 (17)	P2	P2 (grammar)	Grammar sub-skill: <i>DEC</i>
17. REMEMBER PHRASAL VERBS (Remember Phrasal Verbs)	17.a. (RP.a.)	36 (39)	P2	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	17.b. (RP.b.)	37 (40)	P1		
18. PRACTICE (2.2.) (Practice (A.2.))	18.b. (PRA A.b.)	38 (18)	P2	P2 (grammar)	Grammar sub-skill: <i>pro</i>

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
19. WRITE BETTER (Write Better)	19.a. (9.a.)	39 (36)	P1 (text-type conventions)	P3 (written production)	Writing skill: <i>PRO</i> (final proceduralisation and automatisatation at a written level of all the previous vocabulary and grammar items)
	19.b. (9.b.)	40 (37)	P2		
	19.c. (9.c.)	41 (38)	P3		
GLOBAL P-P-P SEQUENCE: Activities 1-19: P1-P2 Activities 20-41: P3-P2-P1-P2-P3			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i> TOTAL NO. OF ACTIVITIES: 41		

Table A4. Adapted *EFUI SB* file 6C: Layout of sections, activities and sequencing

A.3.1. ANOVA summaries**A.3.1.1. FCE test (Tables A5-A10)**Table A5. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE_1*

S.V.	SS	df	MS	F	p
Between-subjects	320.01	33			
A	5.12	1	5.12	0.52	.47
Error	314.89	32	9.84		
Within-subjects	79.91	34			
B	6.72	1	6.72	3.23	.08
AB	6.72	1	6.72	3.23	.08
Error	66.46	32	2.07		
TOTAL	399.93	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group x Time Measure* interaction.

Table A6. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE_2*

S.V.	SS	df	MS	F	p
Between-subjects	408.36	33			
A	30.67	1	30.67	2.59	.11
Error	377.69	32	11.80		
Within-subjects	106.37	34			
B	32.12	1	32.12	17.71	.00
AB	16.23	1	16.23	8.95	.00
Error	58.01	32	1.81		
TOTAL	514.74	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group x Time Measure* interaction.

Table A7. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE_3*

S.V.	SS	df	MS	F	p
Between-subjects	595.48	33			
A	27.42	1	27.42	1.54	.22
Error	568.06	32	15.75		
Within-subjects	237.91	34			
B	62.54	1	62.54	13.74	.00
AB	29.72	1	29.72	6.53	.01
Error	145.64	32	4.55		
TOTAL	833.40	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group x Time Measure* interaction.

Table A8. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE_4*

S.V.	SS	df	MS	F	p
Between-subjects	465.36	33			
A	0.32	1	0.32	0.02	.88
Error	465.04	32	14.53		
Within-subjects	93.41	34			
B	0.04	1	0.04	0.01	.90
AB	1.69	1	1.69	0.59	.44
Error	91.67	32	2.86		
TOTAL	558.77	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group x Time Measure* interaction.

Table A9. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE_5*

S.V.	SS	df	MS	F	p
Between-subjects	174.72	33			
A	0.20	1	0.20	0.03	.84
Error	174.51	32	5.45		
Within-subjects	58.77	34			
B	0.29	1	0.29	0.20	.65
AB	12.64	1	12.64	8.82	.00
Error	45.84	32	1.43		
TOTAL	233.49	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group* x *Time Measure* interaction.

Table A10. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *FCE total*

S.V.	SS	df	MS	F	p
Between-subjects	6929.53	33			
A	197.82	1	197.82	0.94	.33
Error	6731.70	32	210.36		
Within-subjects	889.939	34			
B	74.05	1	74.05	5.20	.02
AB	360.17	1	360.17	25.29	.00
Error	455.70	32	14.24		
TOTAL	7819.46	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group* x *Time Measure* interaction.

A.3.1.2. OSL test (Table A11)Table A11. Sources of variance, degrees of freedom, and sums of squares for the mixed design of *OSL rep*

S.V.	SS	df	MS	F	p
Between-subjects	233.12	33			
A	0.012	1	0.01	0.00	.96
Error	233.11	32	7.28		
Within-subjects	84.99	34			
B	3.91	1	3.91	1.64	.20
AB	4.82	1	4.82	2.02	.16
Error	76.25	32	2.38		
TOTAL	318.11	67			

A: Between-subjects factor (EG vs. CG). B: Within-subjects factor (Pre-test vs. Post-test). AB: *Group x Time Measure* interaction.

A.3.2. Correlations between all the parts measured by the two different tests (Tables A12-A17)

Table A12. Correlations between all the parts measured by the two different tests (PRE-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.583(**)	1								
FCE_3	.287	.595(**)	1							
FCE_4	.703(**)	.630(**)	.412(*)	1						
FCE_5	.492(**)	.636(**)	.528(**)	.659(**)	1					
FCE_total	.752(**)	.863(**)	.740(**)	.844(**)	.798(**)	1				
OSL_rep	.509(**)	.647(**)	.414(*)	.422(*)	.593(**)	.633(**)	1			
OSL_mc	.382(*)	.539(**)	.409(*)	.567(**)	.477(**)	.595(**)	.440(**)	1		
OSL_writ	.581(**)	.609(**)	.502(**)	.636(**)	.592(**)	.727(**)	.564(**)	.698(**)	1	
OSL_lis	.585(**)	.648(**)	.544(**)	.569(**)	.375(*)	.696(**)	.523(**)	.545(**)	.645(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table A13. Correlations between all the parts measured by the two different tests for the CG (PRE-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.652(**)	1								
FCE_3	.415	.618(*)	1							
FCE_4	.906(**)	.699(**)	.541(*)	1						
FCE_5	.679(**)	.748(**)	.722(**)	.744(**)	1					
FCE_total	.855(**)	.874(**)	.765(**)	.911(**)	.885(**)	1				
OSL_rep	.579(*)	.877(**)	.582(*)	.658(**)	.648(**)	.789(**)	1			
OSL_mc	.628(*)	.736(**)	.535(*)	.723(**)	.826(**)	.792(**)	.793(**)	1		
OSL_writ	.630(*)	.640(*)	.586(*)	.710(**)	.796(**)	.772(**)	.705(**)	.777(**)	1	
OSL_lis	.700(**)	.638(*)	.642(*)	.803(**)	.637(**)	.804(**)	.793(**)	.655(**)	.667(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table A14. Correlations between all the parts measured by the two different tests for the EG (PRE-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.433	1								
FCE_3	.158	.642(**)	1							
FCE_4	.394	.555(*)	.302	1						
FCE_5	.318	.650(**)	.416	.593(**)	1					
FCE_total	.561(*)	.873(**)	.753(**)	.753(**)	.763(**)	1				
OSL_rep	.530(*)	.584(**)	.333	.272	.562(*)	.575(*)	1			
OSL_mc	.203	.396	.363	.544(*)	.443	.532(*)	.358	1		
OSL_writ	.619(**)	.634(**)	.482(*)	.672(**)	.662(**)	.807(**)	.605(**)	.603(**)	1	
OSL_lis	.478(**)	.711(**)	.490(*)	.371	.285	.628(**)	.435	.430	.592(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table A15. Correlations between all the parts measured by the two different tests (POST-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.562(**)	1								
FCE_3	.639(**)	.671(**)	1							
FCE_4	.528(**)	.464(**)	.486(**)	1						
FCE_5	.662(**)	.575(**)	.482(**)	.506(**)	1					
FCE_total	.822(**)	.816(**)	.844(**)	.725(**)	.765(**)	1				
OSL_rep	.499(**)	.542(**)	.611(**)	.463(**)	.662(**)	.689(**)	1			
OSL_mc	.571(**)	.560(**)	.426(*)	.494(**)	.583(**)	.647(**)	.528(**)	1		
OSL_writ	.636(**)	.562(**)	.584(**)	.458(**)	.671(**)	.704(**)	.630(**)	.489(**)	1	
OSL_lis	.444(**)	.461(**)	.401(**)	.498(**)	.354(**)	.537(**)	.304	.457(**)	.528(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table A16. Correlations between all the parts measured by the two different tests for the CG (POST-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.585(*)	1								
FCE_3	.642(**)	.713(**)	1							
FCE_4	.662(**)	.516(*)	.433	1						
FCE_5	.742(**)	.588(*)	.547(*)	.590(*)	1					
FCE_total	.860(**)	.802(**)	.810(**)	.762(**)	.825(**)	1				
OSL_rep	.603(*)	.864(**)	.743(**)	.457	.749(**)	.833(**)	1			
OSL_mc	.790(**)	.685(**)	.700(**)	.555(*)	.709(**)	.867(**)	.692(**)	1		
OSL_writ	.778(**)	.766(**)	.730(**)	.615(*)	.905(**)	.895(**)	.853(**)	.742(**)	1	
OSL_lis	.540(*)	.587(*)	.682(**)	.711(**)	.614(*)	.776(**)	.572(**)	.738(**)	.674(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table A17. Correlations between all the parts measured by the two different tests for the EG (POST-TEST)

	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.441	1								
FCE_3	.560(*)	.477(*)	1							
FCE_4	.363	.494(*)	.629(**)	1						
FCE_5	.512(*)	.513(*)	.313	.395	1					
FCE_total	.741(**)	.763(**)	.828(**)	.783(**)	.663(**)	1				
OSL_rep	.368	.249	.487(*)	.480(*)	.563(*)	.558(*)	1			
OSL_mc	.422	.688(**)	.287	.434	.514(*)	.597(**)	.411	1		
OSL_writ	.394	.293	.352	.190	.267	.393	.353	.183	1	
OSL_lis	.313	.400	.007	.115	-.089	.197	-.049	.046	.232	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

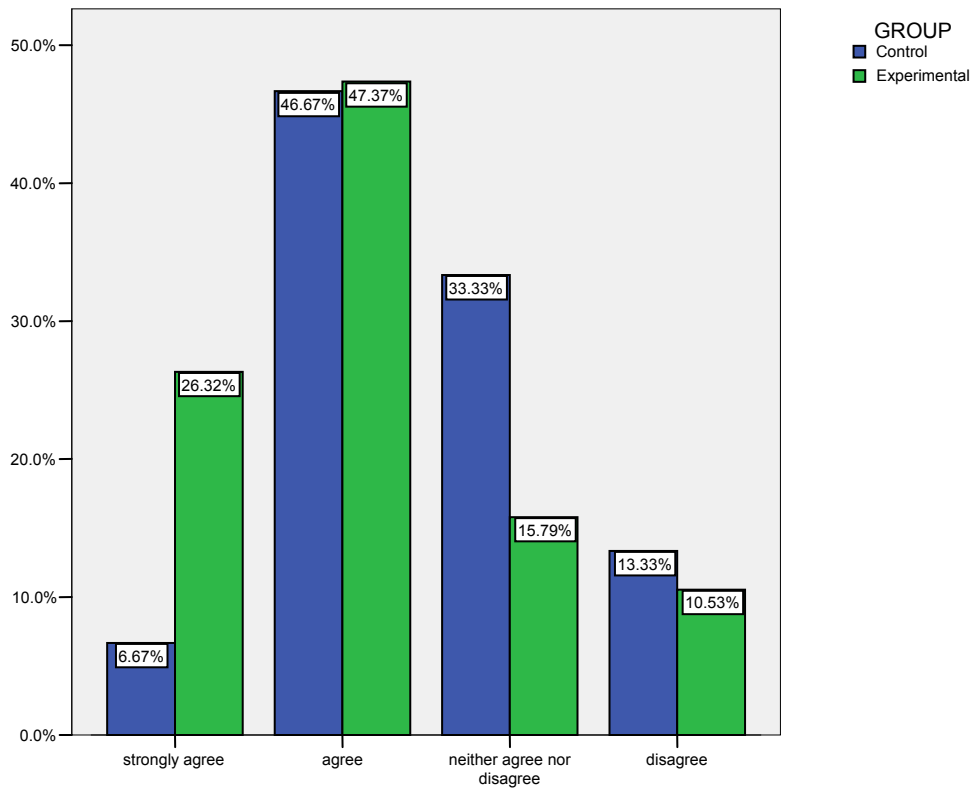


FIGURE A1
FQ1/5. THE TEXTBOOK HAS A WIDE RANGE OF ACTIVITY TYPES

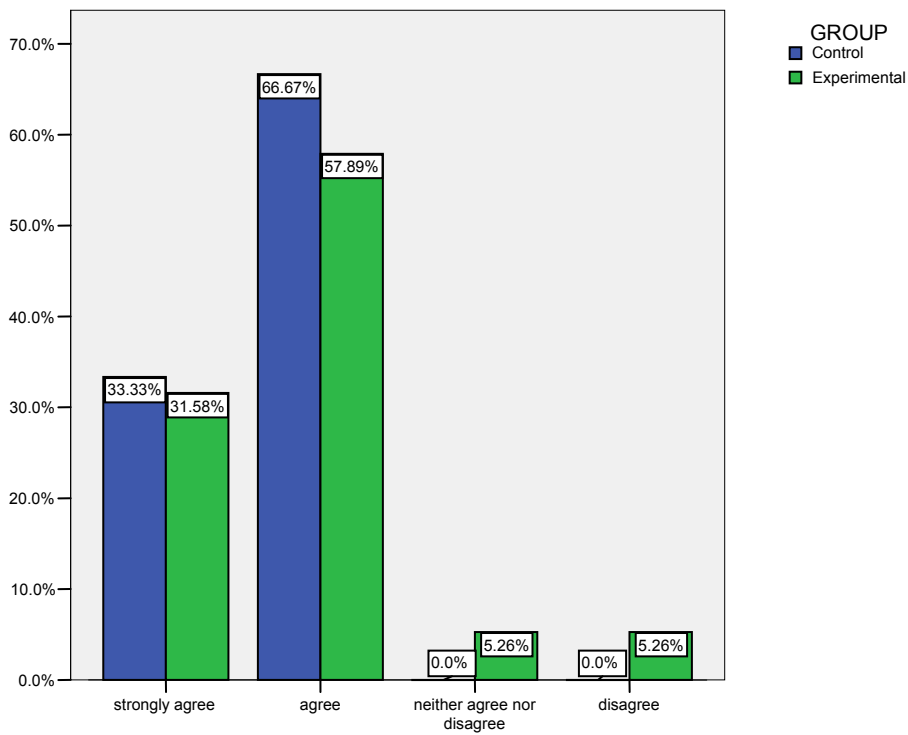


FIGURE A2
FQ1/9. DIFFERENT TYPES OF ACTIVITIES HAVE BEEN CARRIED OUT IN CLASS

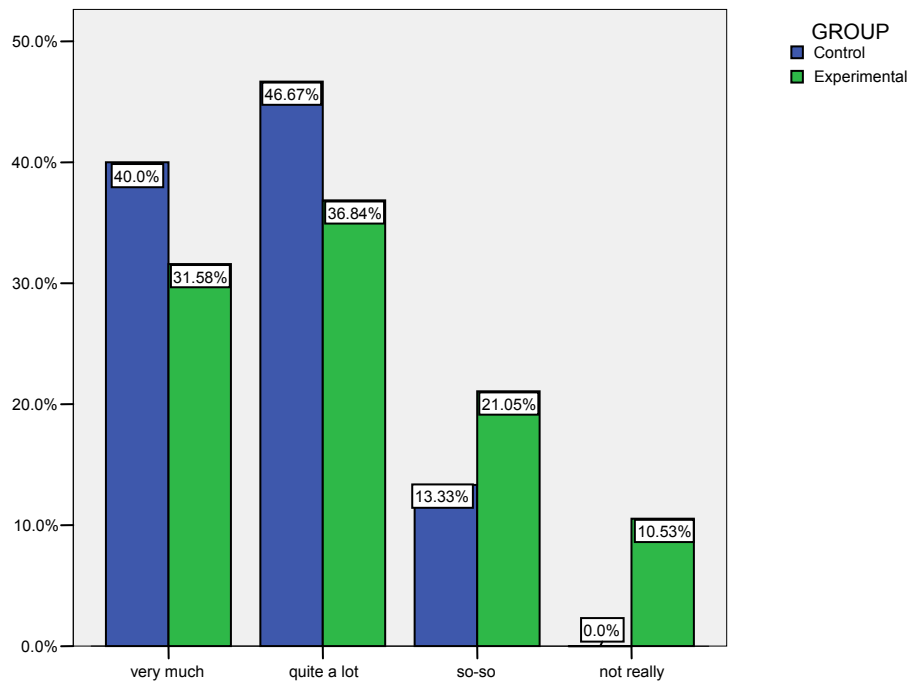


FIGURE A3
FQ1/10.1. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: LISTENING ACTIVITIES

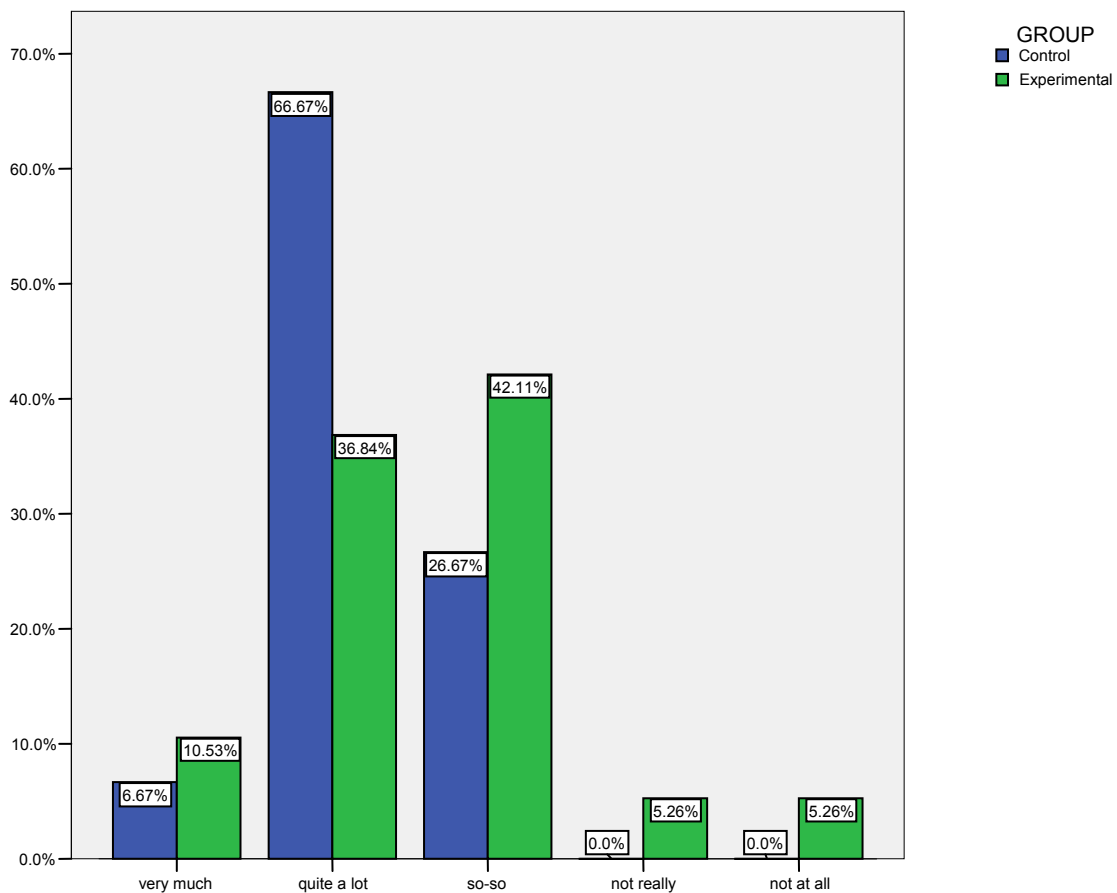


FIGURE A4
FQ1/10.2. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: READING ACTIVITIES

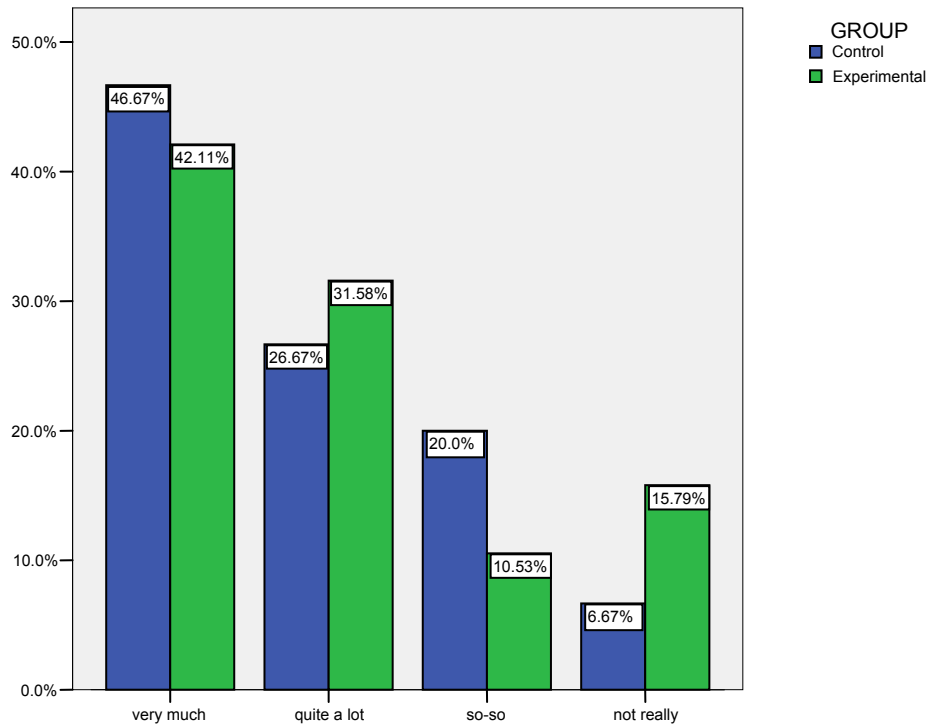


FIGURE A5
FQ1/10.3. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING
THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?:
SPEAKING ACTIVITIES

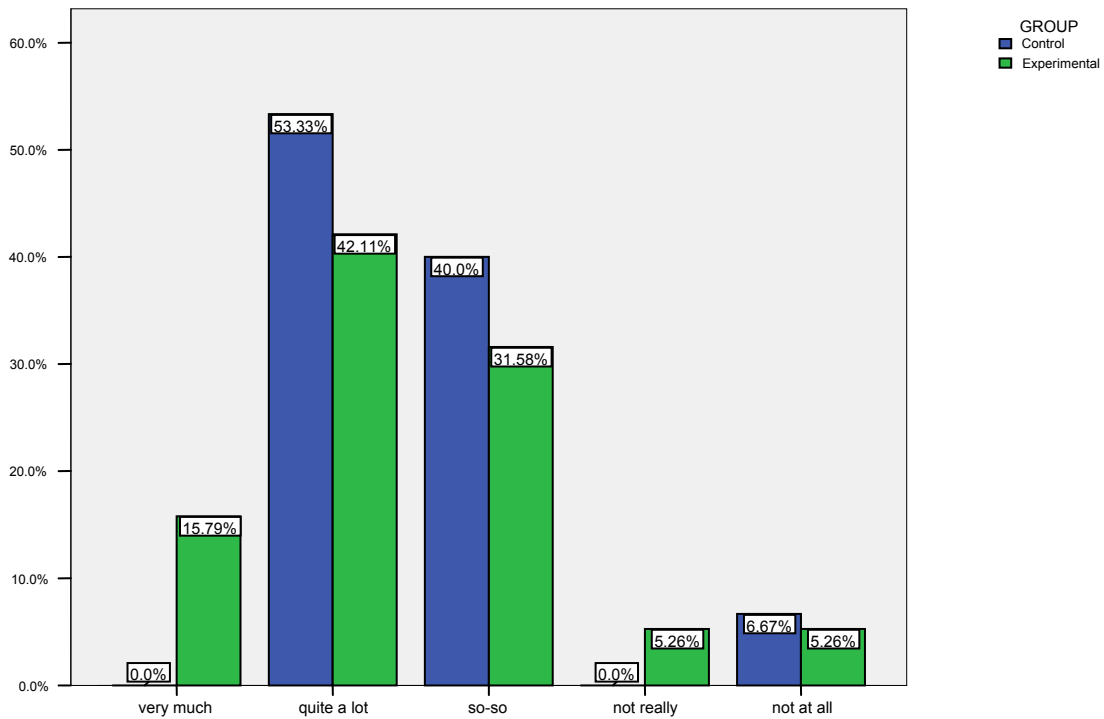


FIGURE A6
FQ1/10.4. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE
FOLLOWING CLASSROOM LEARNING ACTIVITIES?: WRITING ACTIVITIES

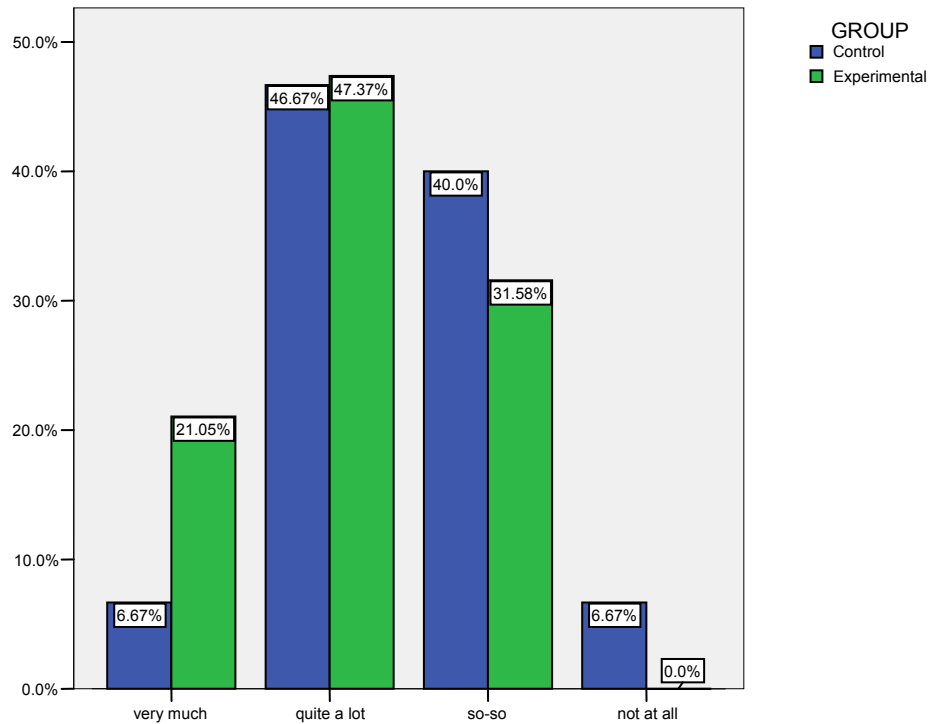


FIGURE A7
FQ1/10.5. WHICH IS YOUR DEGREE OF PREFERENCE
REGARDING THE FOLLOWING CLASSROOM LEARNING
ACTIVITIES?: GRAMMAR ACTIVITIES

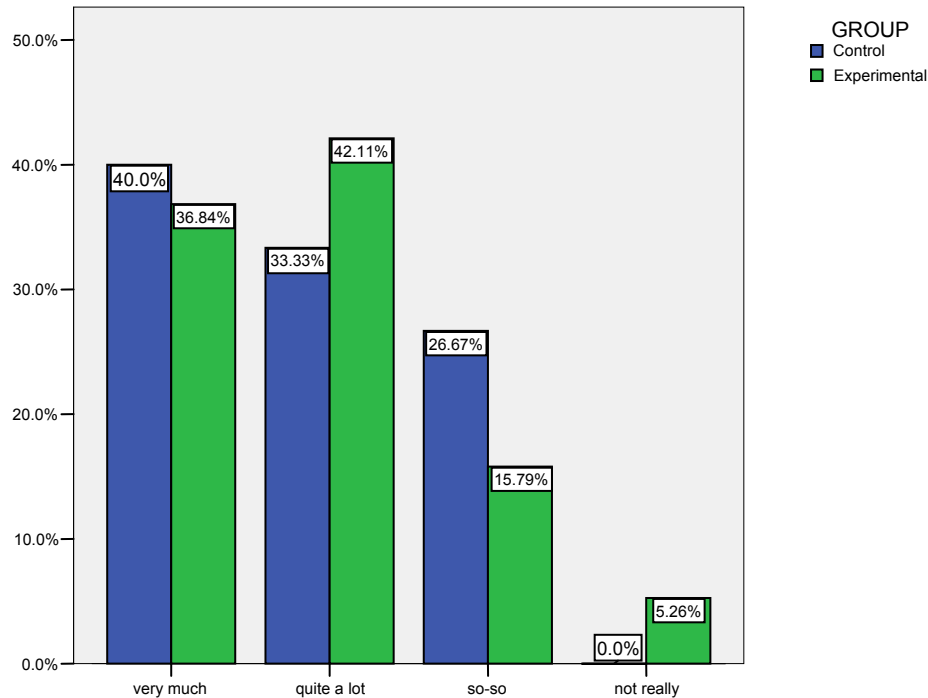


FIGURE A8
FQ1/10.6. WHICH IS YOUR DEGREE OF PREFERENCE
REGARDING THE FOLLOWING CLASSROOM LEARNING
ACTIVITIES?: VOCABULARY ACTIVITIES

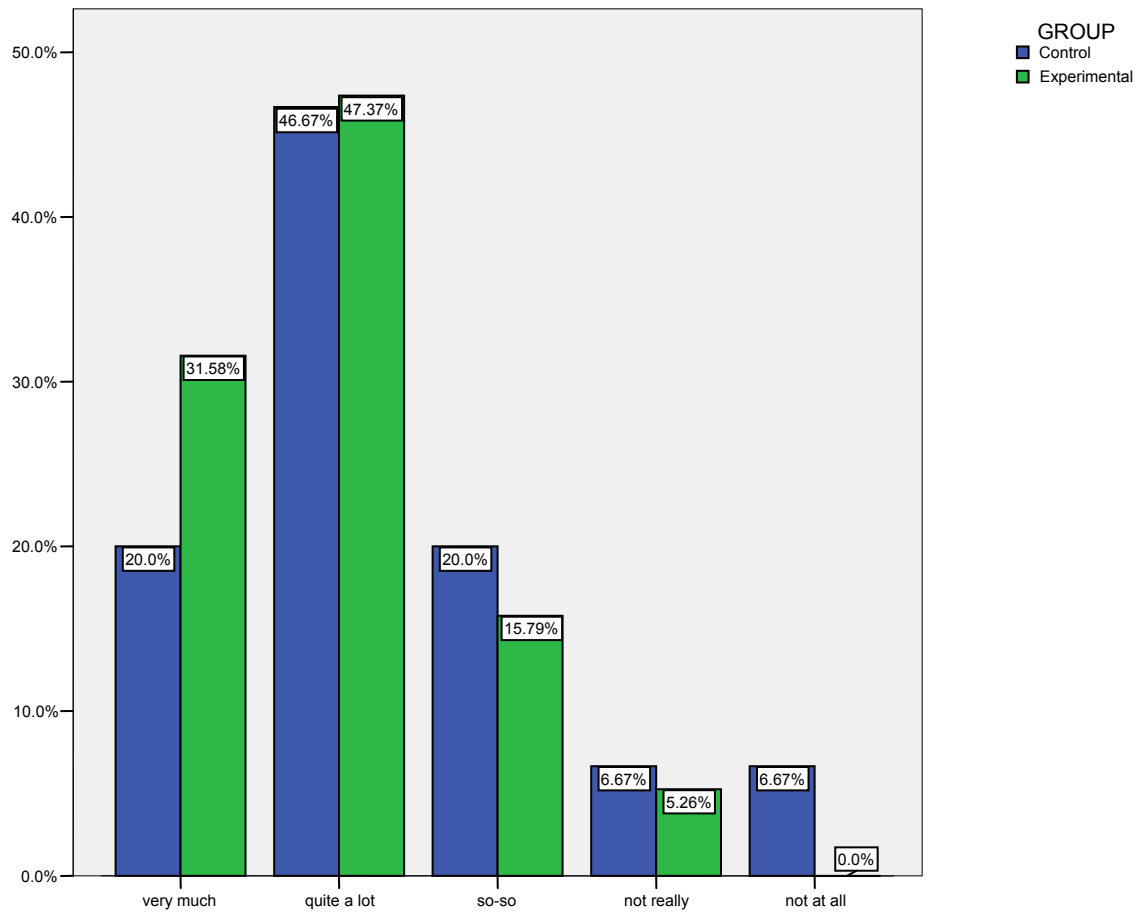


FIGURE A9
FQ1/10.7. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE
FOLLOWING CLASSROOM LEARNING ACTIVITIES?: PRONUNCIATION ACTIVITIES

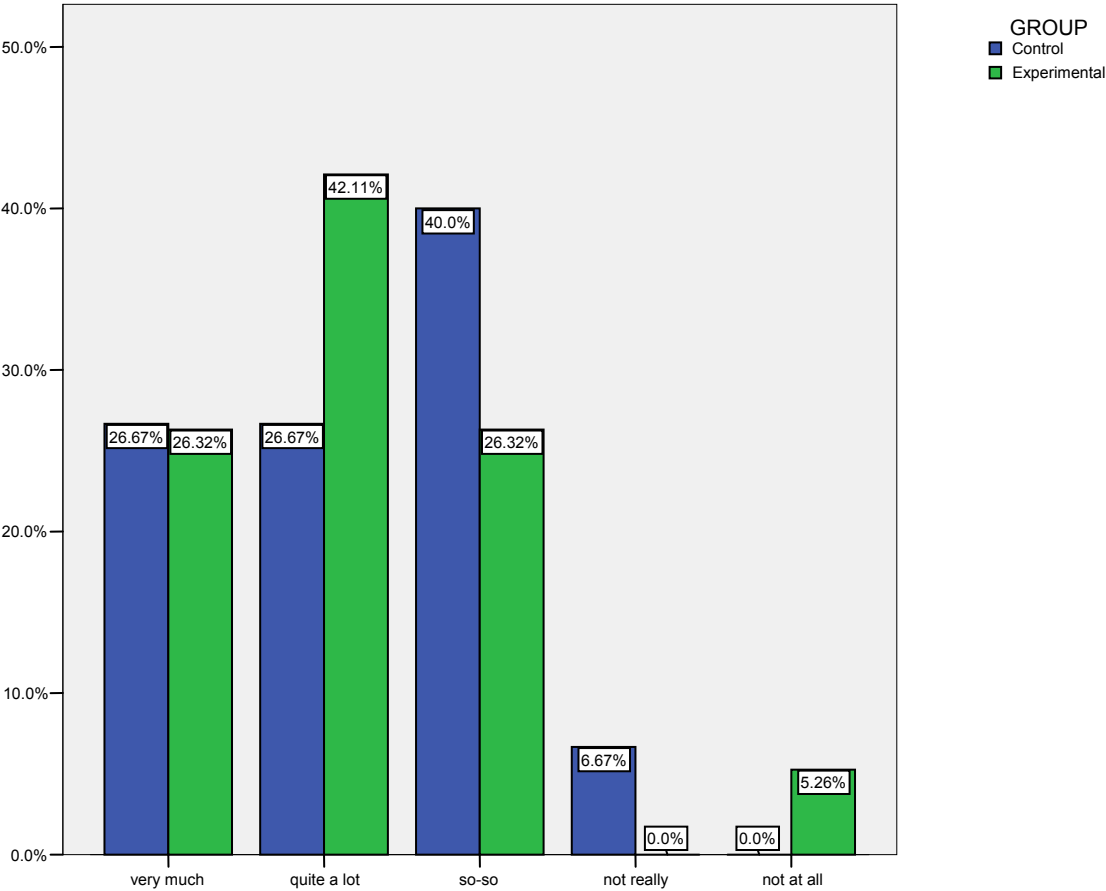


FIGURE A10
FQ2/5. THE MORE I LIKE ENGLISH LESSONS, THE MORE TIME I DEVOTE TO THE STUDY OF THIS LANGUAGE OUTSIDE THE CLASSROOM

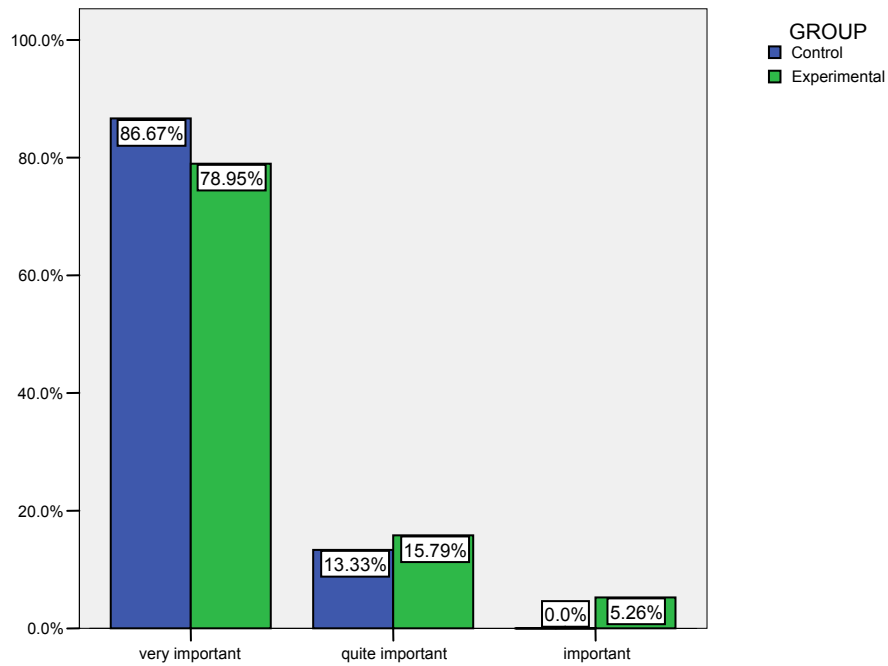


FIGURE A11
FQ2/6.1. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF ENGLISH OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE TEACHER'S WAY OF TEACHING

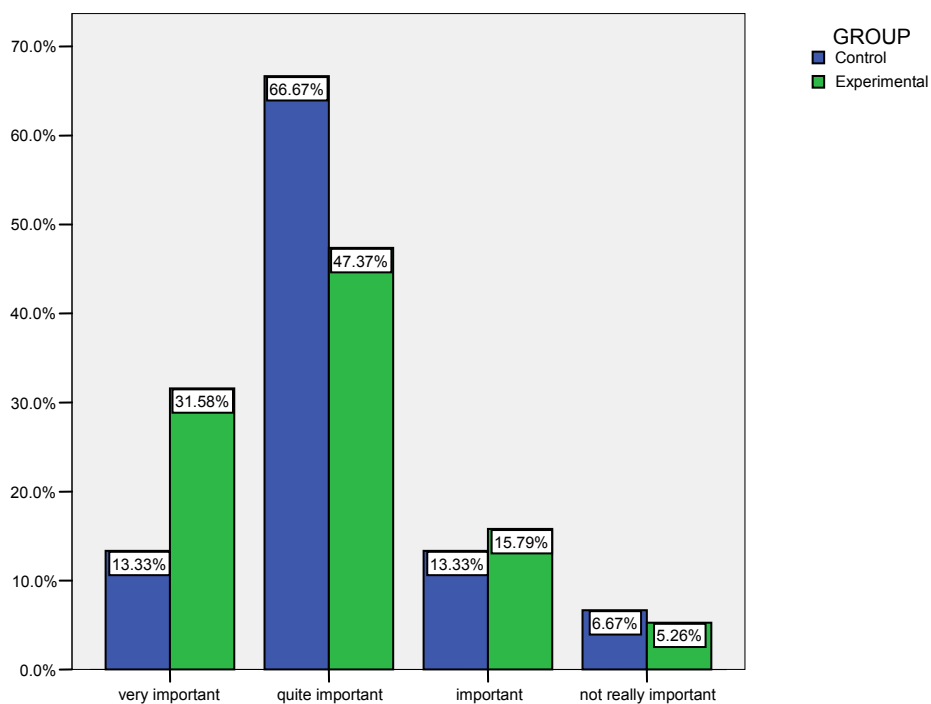


FIGURE A12
FQ2/6.2. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE TEACHER'S PERSONALITY

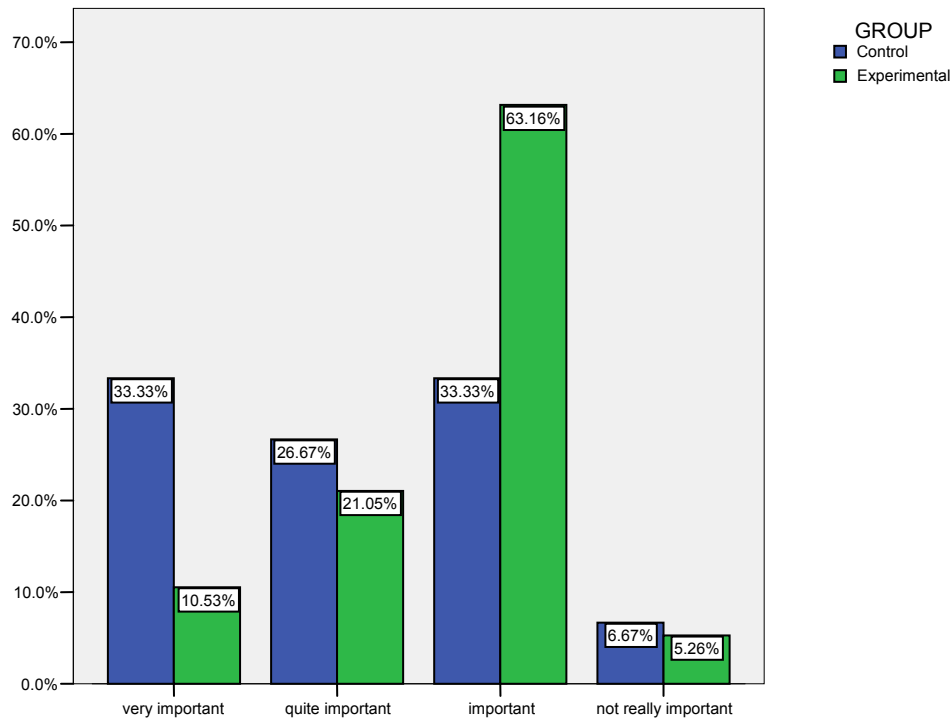


FIGURE A13
FQ2/6.6. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE EXTRA ACTIVITIES (BOOKS, FILMS, WORKSHOPS...)

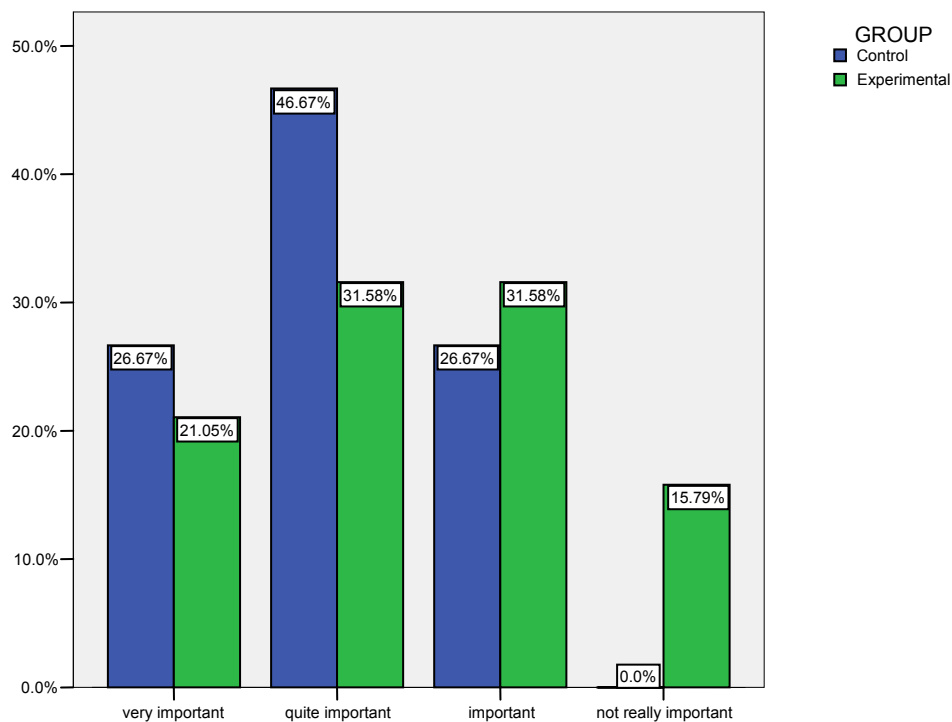


FIGURE A14
FQ2/6.7. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE CORDIALITY WITH CLASSMATES

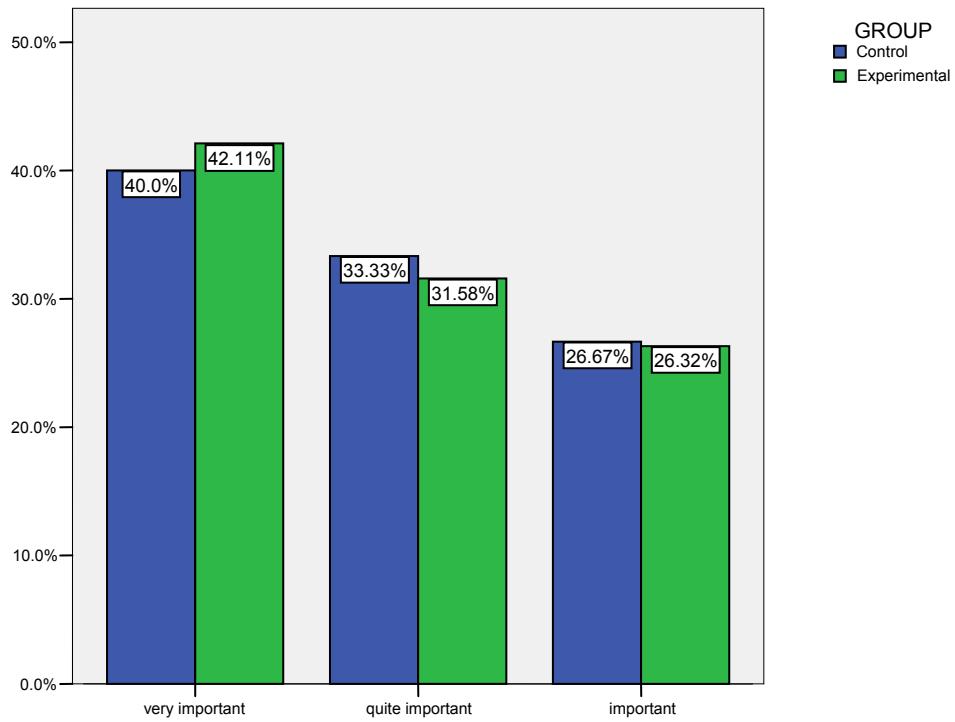


FIGURE A15
FQ2/7.1. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN
TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: THE
ACTIVITY TYPES

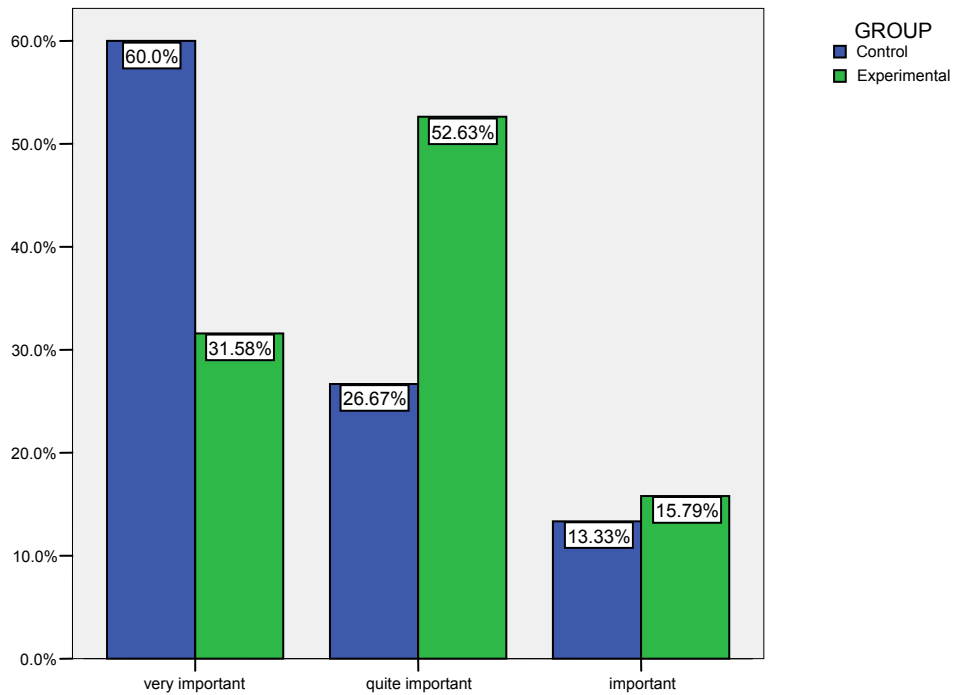


FIGURE A16
FQ2/7.3. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: BALANCED PRESENCE OF GRAMMAR, LISTENING, WRITING AND SPEAKING ACTIVITIES

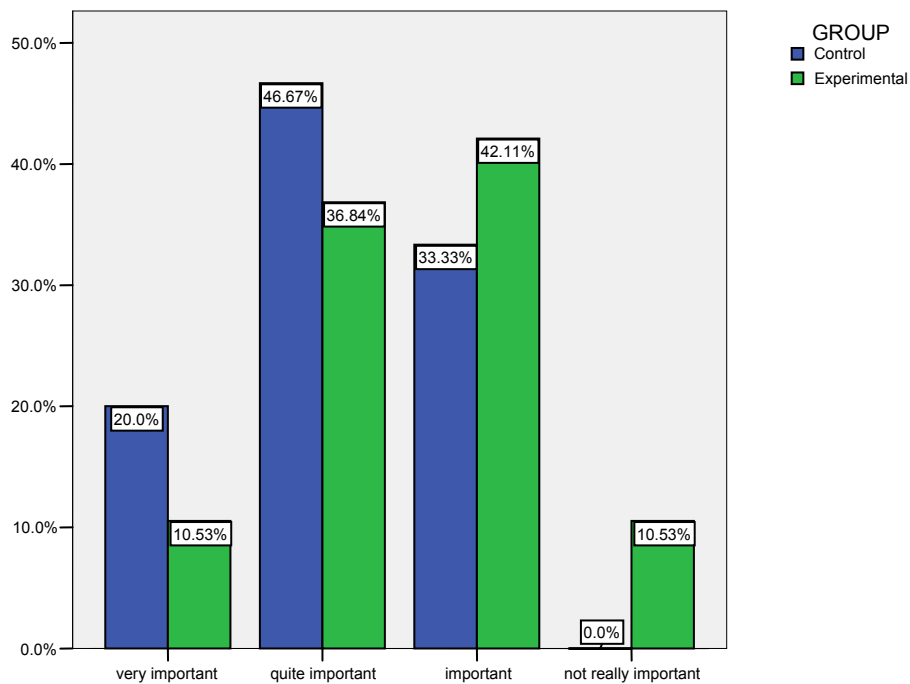


FIGURE A17
FQ2/7.4. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: EXISTENCE OF ABUNDANT PAIR- AND GROUP-ACTIVITIES

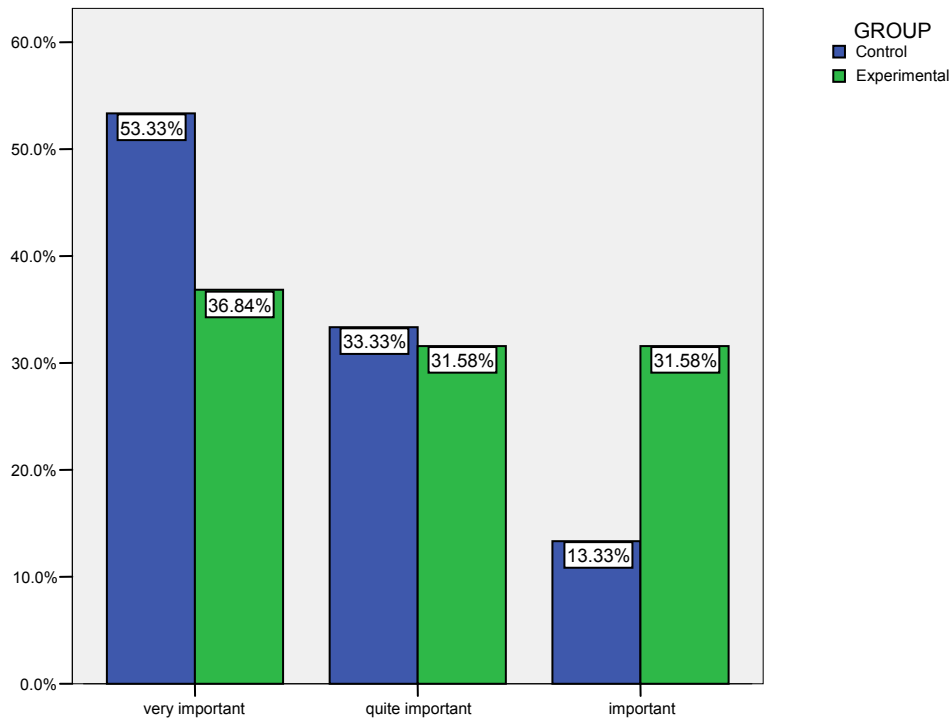


FIGURE A18
FQ2/7.5. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU
ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A
TEXTBOOK?: INTEREST OF THE PROPOSED TOPICS

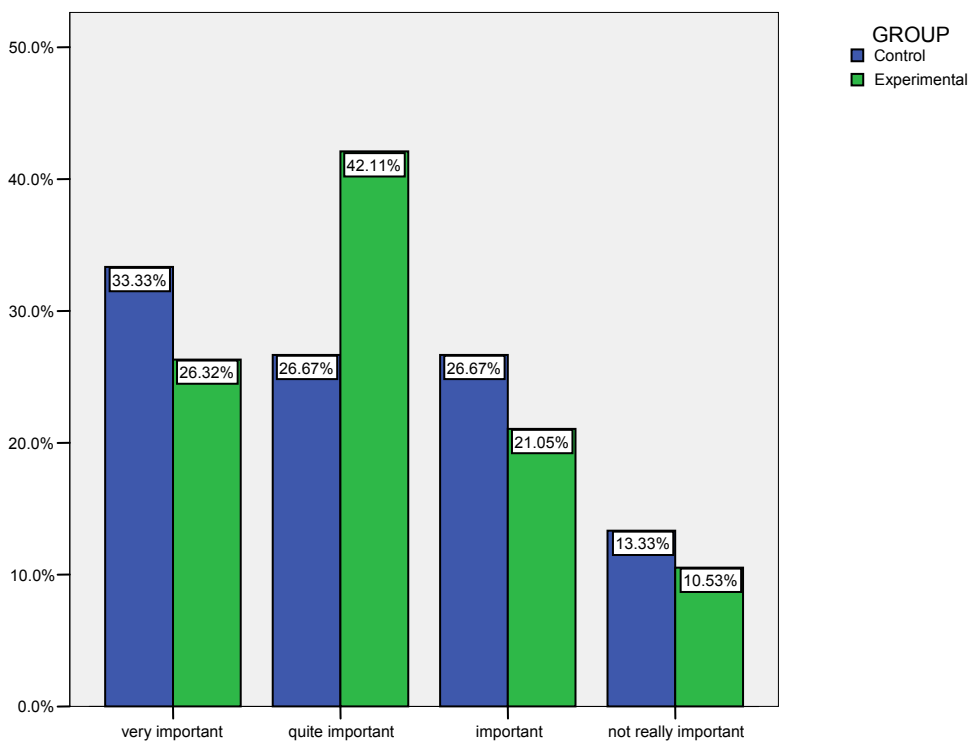


FIGURE A19
FQ2/7.6. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN
TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?:
EMPLOYMENT OF REAL/AUTHENTIC ORAL AND WRITTEN TEXTS

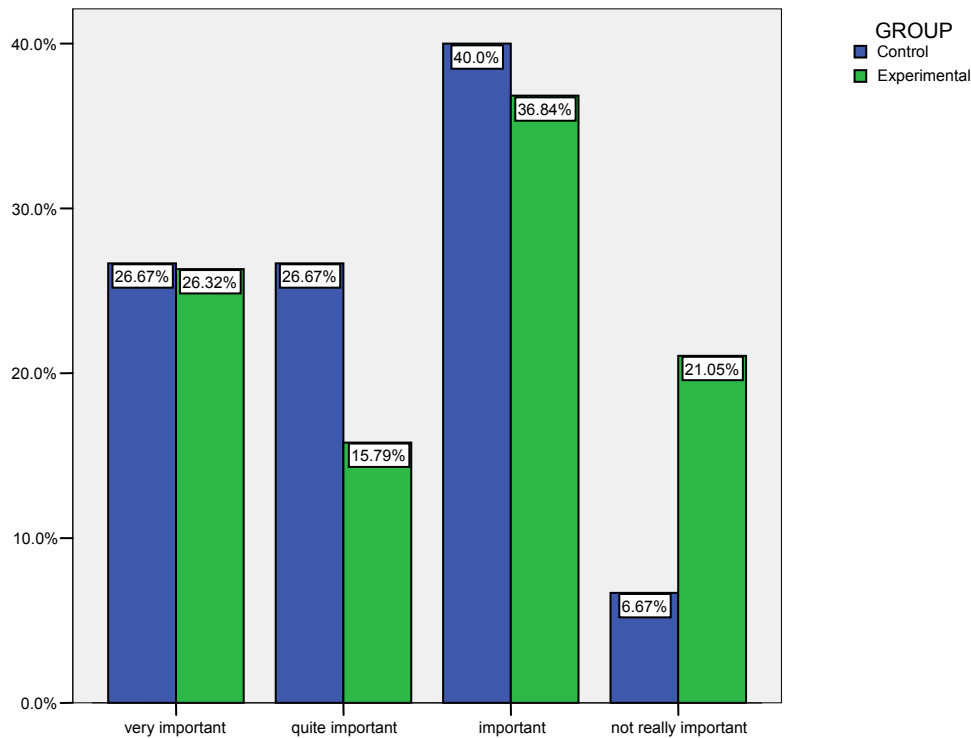


FIGURE A20
FQ2/7.7. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: PRESENCE OF CULTURAL REFERENCES OF THE LANGUAGE

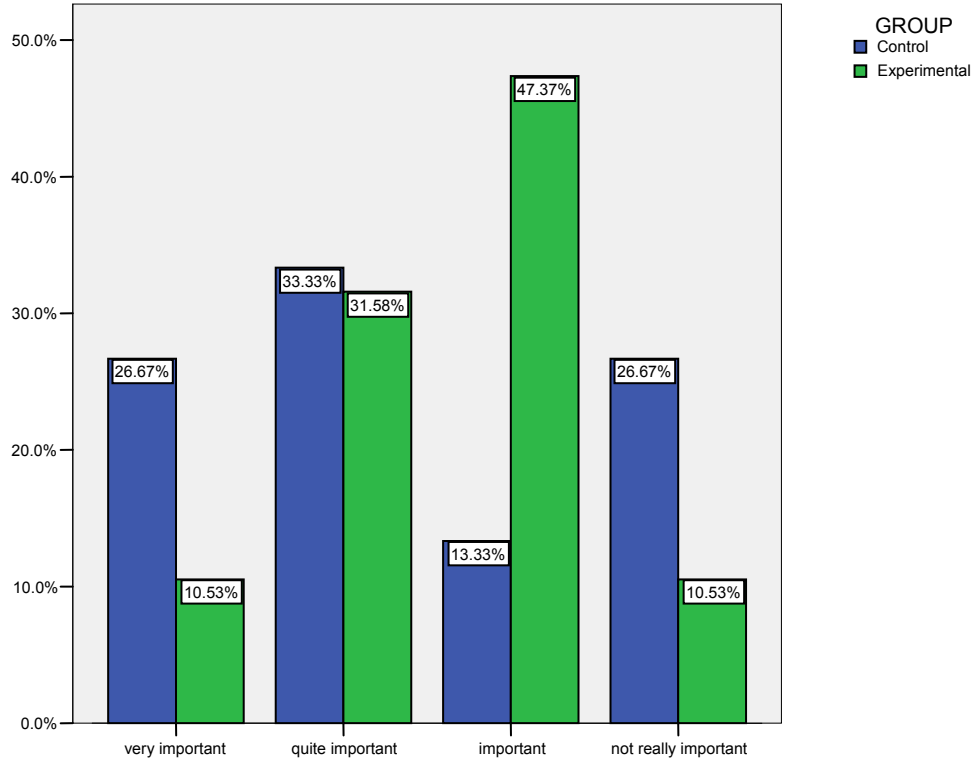


FIGURE A21
FQ2/7.8. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: EDITION AND FORMAT (COLOUR DRAWINGS AND PHOTOGRAPHS, BIG ENOUGH FONT SIZE, CLARITY IN THE DELIMITATION OF THE DIFFERENT SECTIONS, WIDE MARGINS...)

Table A18. Original *EFUI SB* file 4A: Layout of sections, activities and sequencing

Table A16: Original ET CP3B file 4A: Layout of sections, activities and sequencing						
Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section	
1. LISTEN BETTER	1.a.	1	P2	P2 (listening)	Listening skill: <i>pro</i>	
	1.b.	2	P2			
2. BUILD YOUR VOCABULARY	2.a. VOCAB BUILDER: Fashion VBF: Fashion and shopping VBM: Materials and clothing VBI: Items of clothing VBP: Phrasal verbs and idioms: Clothes	VBF.a	3	<ul style="list-style-type: none">• P1• P2 (reading)	<ul style="list-style-type: none">• Explicit inductive (contextualised and non-contextualised)¹ P1 (vocabulary)• P2 (vocabulary oral practice)• P2 (pronunciation)	<ul style="list-style-type: none">• Vocabulary sub-skill: <i>DECpro</i>• Pronunciation sub-skill: <i>DECPRO</i>
		VBF.b	4	P1-P2 (pronunciation)		
		VBF.c	5	P1		
		VBM.a	6	P1		
		VBM.b	7	P1-P2 (pronunciation)		
		VBM.c	8	P2		
		VBI.a	9	P1		
		VBI.b	10	P1-P2 (pronunciation)		
		VBP.a	11	P1		
		VBP.b	12	P1		
	2.b.	2.b.	13	P2-P3 (vocabulary oral practice)		

¹ The contextualised aspect is due to the cloze text in 3. The same occurs in the corresponding activity in the adapted version (1.a. (1)).

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
BETTER PRONUNCIATION	BP.a.	14	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	BP.b.	15	P2		
	BP.c.	16	P2		
	BP.d.	17	P2		
	BP.e.	18	P2		
3. CHECK WHAT YOU KNOW	3	19	P1	Explicit inductive non- contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
4. FOCUS ON NEW LANGUAGE (A)	4	20	P1		
PRACTICE (A)	Practice A.a.	21	P1	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice A.b.	22	P2		
	Practice A.c.	23	P2-P3 (grammar oral practice)		
5. WRITE BETTER	5.a.	24	P1 (writing guidelines)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of the previous vocabulary and grammar)
	5.b.	25	P2-P3 (grammar written practice)		
	5.c.	26	P3		

GLOBAL P-P-P FIRST SEQUENCE: P1-P2-P3			COGNITIVE SEQUENCE IN FIRST P-P-P SEQUENCE: <i>DECPRO</i>		
Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
6. READ BETTER	6.a.	27	P3 (speaking)		
	6.b.	28	P2	• P2 (reading)	• Reading skill: <i>pro</i>
	6.c.	29	P3 (speaking)		
	6.d.	30	P1 (vocabulary)	• Explicit inductive contextualised P1 (vocabulary in 6.d.)	• Vocabulary sub-skill: <i>dec</i>
	6.e.	31	P3 (speaking)		
7. FOCUS ON NEW LANGUAGE (B)	7.a.	32	P1	Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	7.b.	33	P1		
PRACTICE (B)	Practice B.a.	34	P2		
	Practice B.b.	35	P2 (pronunciation)	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice B.c.	36	P2		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. MAKING CONVERSATION	GIR.a.	37	P2 (grammar)		<ul style="list-style-type: none">Grammar sub-skill: <i>DEC</i> (grammar included in GIR.a. and GIR.b.)
	GIR.b.	38	P1 (grammar)	<ul style="list-style-type: none">Explicit inductive non-contextualised P1 (grammar)	<ul style="list-style-type: none">Speaking skill: <i>pro</i> (developing proceduralisation of the vocabulary in GIR;
	8	39	P3	<ul style="list-style-type: none">P3 (oral production)	<i>PRO</i> (final proceduralisation and automatisation at an oral level of all the previous vocabulary and grammar in the two P-P-P sequences)
GLOBAL P-P-P SECOND SEQUENCE: P1-P2-P3			COGNITIVE SEQUENCE IN SECOND P-P-P SEQUENCE: <i>DEC</i> <i>PRO</i>		
TOTAL NO. OF ACTIVITIES: 39					

Table A18. Original *EFUI SB* file 4A: Layout of sections, activities and sequencing

Table A19. Adapted *EFUI SB* file 4A: Layout of sections, activities and sequencing

Section ²	Activity no. in each section ³	Activity no. in the overall sequence ⁴	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. VOCABULARY BUILDER (Vocabulary Builder) Fashion VBF: Fashion and shopping VBM: Materials and clothing VBI: Items of clothing VBP: Phrasal verbs and idioms: Clothes	1.a. (VBF.a.)	1 (3)	<ul style="list-style-type: none"> • P1 • P2 (reading) 		
	1.b. (VBF.b.)	2 (4)	P1-P2 (pronunciation)		
	1.c. (VBF.c.)	3 (5)	P1		
	1.d. (VBI.a.)	4 (9)	P1	<ul style="list-style-type: none"> • Explicit inductive (contextualised and non-contextualised)⁵ 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DECpro</i>
	1.e. (VBI.b.)	5 (10)	P1-P2 (pronunciation)		
	1.f. (VBM.a.)	6 (6)	P1		
	1.g. (VBM.b.)	7 (7)	P1-P2 (pronunciation)		
	1.h. (VBM.c.)	8 (8)	P2	<ul style="list-style-type: none"> • P2 (pronunciation) 	<ul style="list-style-type: none"> • Pronunciation sub-skill: <i>DECPRO</i>
	1.i. (VBP.a.)	9 (11)	P1		
	1.j. (VBP.b.)	10 (12)	P1-P2 (pronunciation)		
2. READ BETTER (Read Better)	2.a. (6.a.)	11 (27)	P3 (speaking)	<ul style="list-style-type: none"> • P2 (reading) 	<ul style="list-style-type: none"> • Reading skill: <i>pro</i>
	2.b. (6.b.)	12 (28)	P2		
	2.c. (6.c.)	13 (29)	P3 (speaking)	<ul style="list-style-type: none"> • Explicit inductive contextualised P1 (vocabulary in 2.e.) 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>dec</i>
	2.d. (6.d.)	14 (30)	P1 (vocabulary)		
	2.e. (6.e.)	15 (31)	P3 (speaking)		

² The corresponding section in the original file 4A appears in brackets.³ The correspondence with the numbering or labelling in the original file 4A appears in brackets.⁴ The correspondence with the position in the sequencing of the original file 4A appears in brackets.⁵ The contextualised aspect is due to the cloze text in 1.a.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. FOCUS ON NEW LANGUAGE (1) (Focus on New Language (B))	3.a. (7.a.)	16 (32)	P1	Explicit inductive contextualised/ deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	3.b. (7.b.)	17 (33)	P1		
4. PRACTICE (1) (Practice (B))	4.a. (Practice B.a.)	18 (34)	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	4.b. (Practice B.b.)	19 (35)	P2 (pronunciation)		
	4.c. (Practice B.c.)	20 (36)	P2		
5. LISTEN BETTER (Listen Better)	5.a. (1.a.)	21 (1)	P2	P2 (listening)	Listening skill: <i>pro</i>
	5.b. (1.b.)	22 (2)	P2		
6. WHAT DO YOU THINK? (Build Your Vocabulary 2.b.)	6 (2.b.)	23 (13)	P2-P3 (vocabulary oral practice)	P2 (vocabulary oral practice)	Vocabulary sub-skill: <i>DECpro</i>
7. CHECK WHAT YOU KNOW (Check What You Know)	7 (3)	24 (19)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. GET IT RIGHT (Get It Right in Making Conversation)	8.a. (GIR.a.)	25 (37)	P2	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>DEC</i>
	8.b. (GIR.b.)	26 (38)	P1		
9. FOCUS ON NEW LANGUAGE (2) (Focus on New Language (A))	9 (4)	27 (20)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
10. PRACTICE (2) (Practice (A))	10.a. (Practice A.a.)	28 (21)	P1	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	10.b. (Practice A.b.)	29 (22)	P2		
	10.c. (Practice A.c.)	30 (23)	P2		
11. WRITE BETTER (Write Better)	11.a. (5.a.)	31 (24)	P1 (writing guidelines)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of the vocabulary and grammar items in sections 1, 6, 7, 9)
	11.b. (5.b.)	32 (25)	P2-P3 (grammar written practice)		
	11.c. (5.c.)	33 (26)	P3		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
12. BETTER PRONUNCIATION (Better Pronunciation)	12.a. (BP.a.)	34 (14)	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	12.b. (BP.b.)	35 (15)	P2		
	12.c. (BP.c.)	36 (16)	P2		
	12.d. (BP.d.)	37 (17)	P2		
	12.e. (BP.e.)	38 (18)	P2		
13. MAKING CONVERSATION (Making Conversation)	13 (8)	39 (39)	P3	P3 (oral production)	Speaking skill:
					<i>pro</i> (developing proceduralisation of the vocabulary in GIR; <i>PRO</i> (final proceduralisation and automatisatation at an oral level of all the previous vocabulary and grammar)
GLOBAL P-P-P SEQUENCE: Activities 1-30: P1-P2 Activities 31-39: P3-P2-P3			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 39

Table A19. Adapted *EFUI SB* file 4A: Layout of sections, activities and sequencing

Table A20. Original *EFUI SB* file 4B: Layout of sections, activities and sequencing

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. BUILD YOUR VOCABULARY	1.a.	1.a.	1	P3 (speaking)		
	1.b. VOCAB BUILDER: Men and women	VBC.a.	2	<ul style="list-style-type: none"> P1 P2 (reading) 	<ul style="list-style-type: none"> Explicit inductive (both contextualised⁶ and non-contextualised) 	<ul style="list-style-type: none"> Vocabulary sub-skill: <i>DEC</i>
	VBC: The changing roles of men and women	VBC.b.	3	<ul style="list-style-type: none"> P1-P2 (pronunciation) P3 (speaking) 	P1 (vocabulary)	
	VBM: Male and female personalities: Negative prefixes	VBM.a.	4	<ul style="list-style-type: none"> P1 P1(pronunciation) 		
		VBM.b.	5	P1	<ul style="list-style-type: none"> P2 (pronunciation) 	<ul style="list-style-type: none"> Pronunciation sub-skill: <i>DECPRO</i>
		VBM.c.	6	<ul style="list-style-type: none"> P1 P2 (pronunciation) 		
2. MAKING CONVERSATION		GIR	7	P1 (vocabulary)	<ul style="list-style-type: none"> Explicit inductive non-contextualised 	<ul style="list-style-type: none"> Vocabulary sub-skill: <i>DEC</i> (vocabulary included in GIR)
		2.a.	8	P1	P1 (vocabulary)	
		2.b.	9	P3		
		2.c.	10	P2 (reading)	<ul style="list-style-type: none"> P3 (oral production) 	<ul style="list-style-type: none"> Speaking skill: <i>PRO</i> (proceduralisation and automatisisation at an oral level of the previous vocabulary in GIR and in section 1)
		2.d.	11	P3		

⁶ The contextualised aspect is due to the cloze text in VBC.a.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. READ BETTER	3.a.	12	P3 (speaking)	P2 (reading)	Reading skill: <i>pro</i>
	3.b.	13	P2		
	3.c.	14	P2		
	3.d.	15	P1 (vocabulary)		
	3.e.	16	P3 (speaking)		
4. FOCUS ON NEW LANGUAGE	4.a.	17	P1	Explicit inductive contextualised P1 (grammar) ⁷	Grammar sub-skill: <i>dec</i>
	4.b.	18	P1		
PRACTICE	Practice a.	19	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice b.	20	<ul style="list-style-type: none"> • P2 (listening) • P3 (speaking) 		
	Practice c.	21	P2		
	Practice d.	22	P2		

⁷ The contextualised nature of this presentation is given by a series of sentences (4.a.) and drawings (4.b.) related to the same overall topic of the file.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
5. LISTEN BETTER	5.a.	23	P3 (speaking)	<ul style="list-style-type: none"> P2 (listening) Implicit inductive contextualised P1 (grammar) for Write Better ↓ 	<ul style="list-style-type: none"> Listening skill: <i>pro</i> Grammar sub-skill: <i>DEC</i> (and not <i>dec</i> because this is receptive aural recycling from File 3B).
	5.b.	24	P2		
	5.c.	25	P2		
	5.d.	26	<ul style="list-style-type: none"> P2 P3 (speaking) 		
BETTER PRONUNCIATION	BP.a.	27	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	BP.b.	28	P1-P2		
6. WRITE BETTER	6.a.	29	P1 (text-type conventions)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of the previous grammar from Listen Better. <i>PRO</i> and not <i>pro</i> because this is productive written recycling from File 3B).
	6.b.	30	P3		
	6.c.	31	P3		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
7. SONG (disregarded by both teachers before the quasi-experiment)	7.a.	32	P2	• P2 (listening) • Explicit inductive contextualised inductive P1 (vocabulary)	• Listening skill: <i>pro</i>
	7.b.	33	P2		
	7.c.	34	P1		• Vocabulary sub-skill: <i>dec</i>
GLOBAL P-P-P SEQUENCE: P1-P2-P3 (with deviation in section 2 (P3))			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 31 (without the Song)

Table A20. Original *EFUI SB* file 4B: Layout of sections, activities and sequencing

Table A21. Adapted *EFUI SB* file 4B: Layout of sections, activities and sequencing

Section ⁸	Activity no. in each section ⁹	Activity no. in the overall sequence ¹⁰	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. LISTEN BETTER (Listen Better)	1.a. (5.b.)	1 (24)	P3 (speaking)	<ul style="list-style-type: none"> • P2 (listening) • Implicit inductive contextualised P1 (grammar) for Write Better 	<ul style="list-style-type: none"> • Listening skill: <i>pro</i> • Grammar sub-skill: <i>DEC</i> (and not <i>dec</i> because this is receptive aural recycling from file 3B)
	1.b. (5.c.)	2 (25)	P2		
	1.c. (5.d.)	3 (26)	P2		
	1.d. (5.a.)	4 (23)	<ul style="list-style-type: none"> • P2 • P3 (speaking) 		
2. VOCABULARY BUILDER (1). (Vocabulary Builder) Men and women VBC: The changing roles of men and women	2.a. (VBC.a.)	5 (2)	<ul style="list-style-type: none"> • P1 • P2 (reading) 	<ul style="list-style-type: none"> • Explicit inductive contextualised P1 (vocabulary)¹¹ 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i>
	2.b. (VBC.b.)	6 (3)	<ul style="list-style-type: none"> • P1-P2 (pronunciation) • P3 (speaking) 	<ul style="list-style-type: none"> • P2 (pronunciation) 	<ul style="list-style-type: none"> • Pronunciation sub-skill: <i>DEC PRO</i>
3. WHAT DO YOU THINK? (Build Your Vocabulary a)	3 (1.a.)	7 (1)	P3	P3 (speaking)	Speaking skill (since this exercise was originally a warm-up, the proceduralisation and automatisations do not refer to any particular items of the lesson but to further oral recycling expression of opinions)

⁸ The corresponding section in the original file 4B appears in brackets.⁹ The correspondence with the numbering or labelling in the original file 4B appears in brackets.¹⁰ The correspondence with the position in the sequencing of the original file 4B appears in brackets.¹¹ In the original file 4B this was categorised as an “explicit inductive (both contextualised and non-contextualised) presentation”. The present difference is due to the inclusion of the cloze text alone in this part (exercise 2.a.).

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
4. READ BETTER (1) (Read Better)	4.a. (3.a.)	8 (12)	P3 (speaking)	P2 (reading)	Reading skill: <i>pro</i>
	4.b. (3.b.)	9 (13)*	P2		
	4.c. (3.b.)	10 (13: original activity sub-divided into two)*			
5. FOCUS ON NEW LANGUAGE (Focus on New Language)	5.a. (4.a.)	11 (17)	P1	Explicit inductive contextualised P1 (grammar) ¹²	Grammar sub-skill: <i>dec</i>
	5.b. (4.b.)	12 (18)	P1		
6. PRACTICE (Practice)	6.a. (Practice a.)	13 (19)	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	6.b. (Practice b.)	14 (20)	• P2 (listening) • P3 (speaking)		
	6.c. (Practice c.)	15 (21)	P2		
	6.d. (Practice d.)	16 (22)	P2		
7. BETTER PRONUNCIATION (Better Pronunciation)	7.a. (BP.a.)	17 (27)	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	7.b. (BP.b.)	18 (28)	P1-P2		

¹² The contextualised nature of this presentation is given by a series of sentences (5.a.) and drawings (5.b.) related to the same overall topic of the file.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. VOCABULARY BUILDER (2). (Vocabulary Builder) Men and women VBM: Male and female personalities: Negative prefixes	8.a. (VBM.a.)	19 (4)	<ul style="list-style-type: none"> • P1 • P1 (pronunciation) 	<ul style="list-style-type: none"> • Explicit inductive (non-contextualised) P1 (vocabulary) 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i>
	8.b. (VBM.b.)	20 (5)	P1		
	8.c. (VBM.c.)	21 (6)	<ul style="list-style-type: none"> • P1 • P2 (pronunciation) 	<ul style="list-style-type: none"> • P1 (pronunciation) 	<ul style="list-style-type: none"> • Pronunciation sub-skill: <i>DECPRO</i>
9. MAKING CONVERSATION (Making Conversation)	9.a. (2.a.)	22 (8)	P1	<ul style="list-style-type: none"> • Explicit inductive non-contextualised 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i> (vocabulary included in GIR)
	9.b. (2.b.)	23 (9)	P3		
	9.c. (GIR)	24 (7)	P1 (vocabulary)	P1 (vocabulary)	
	9.d. (2.c.)	25 (10)	P2 (reading)		<ul style="list-style-type: none"> • Speaking skill: <i>PRO</i>
	9.e. (2.d.)	26 (11)	P3	<ul style="list-style-type: none"> • P3 (oral production) 	(proceduralisation and automatisisation at an oral level of the previous vocabulary in GIR and in section 1)
10. READ BETTER (2) (Read Better)	11.a. (3.c.)	27 (14)	P2		
	11.b. (3.d.)	28 (15)	P1 (vocabulary)	P2 (reading)	Reading skill: <i>pro</i>
	11.c. (3.e.)	29 (16)	P3 (speaking)		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
11. WRITE BETTER (Write Better)	12.a. (6.a.)	30 (29)	P1 (text-type conventions)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of the previous grammar from Listen Better. <i>PRO</i> and not <i>pro</i> because this is productive written recycling from file 3B).
	12.b. (6.b.)	31 (30)	P2		
	12.c. (6.c.)	32 (31)	P3		
GLOBAL P-P-P SEQUENCE: Activities 1-21: P1-P2 Activities 22-32: P1-P3-P2-P3				GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>	
					TOTAL NO. OF ACTIVITIES: 32 This is due to the sub-division into two activities of the original 13) exercise. See *.

Table A21. Adapted *EFUI SB* file 4B: Layout of sections, activities and sequencing

Table A22. Original *EFUI SB* file 4C: Layout of sections, activities and sequencing

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. BUILD YOUR VOCABULARY	1.a.	1.a.	1	P3	• (1 st) Explicit inductive non-contextualised P1 (vocabulary)	• Vocabulary sub-skill: <i>DECpro</i>
	1.b. VOCAB BUILDER: Houses and decoration	VBH.a.	2	P1		
		VBH.b.	3	P1		
		VBA.a.	4	P1		
	VBH: Houses	VBA.b.	5	P1-P2 (pronunciation)	• P2 (oral practice of vocabulary)	
	VBA: Adjectives describing houses and decoration	VBA.c.	6	P2		
		VPF.a.	7	P1		
		VPF.b.	8	P1-P2 (pronunciation)		
	VPF: Furniture, etc.	VPF.c.	9	P2	• P2 (pronunciation)	• Pronunciation sub-skill: <i>DECPRO</i>
	VPV: Verbs related to the house	VPV.a.	10	P1		
		VPV.b.	11	P2		
	1.c.	1.c.	12	• P2 • P3 (speaking)		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
BETTER PRONUNCIATION	B.P.a.	13	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	B.P.b.	14	P1		
	B.P.c.	15	P1-P2		
	B.P.d.	16	P1		
	B.P.e.	17	P1-P2		
2. LISTEN BETTER	2.a.	18	• P2 (reading) • P3 (speaking)	• P2 (listening)	• Listening skill: <i>pro</i>
	2.b.	19	P2		
	2.c.	20	P2		
	2.d.	21	P2	• (2 nd) Implicit inductive contextualised P1 (vocabulary)	• Vocabulary sub-skill: <i>DEC</i>
	2.e.	22	• P2 • P3 (speaking)		
	2.f.	23	P2		
	2.g.	24	P3 (speaking)		
3. FOCUS ON NEW LANGUAGE (A)	3.a.1.	25	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	3.a.2.	26	P1		
	3.a.3.	27	P1		
	3.b.	28	P1		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
PRACTICE (A)	Practice A.a.	29	P2	<ul style="list-style-type: none"> Explicit inductive non-contextualised P1 (different grammar from section 3) P2 (grammar) 	Grammar sub-skill: <i>DEC</i>
	Practice A.b.	30	P1		
	Practice A.c.	31	P1		
	Practice A.d.	32	P1		
4. READ BETTER	4.a.	33	P3 (speaking)	P2 (reading)	Reading skill: <i>pro</i>
	4.b.	34	P2		
	4.c.	35	<ul style="list-style-type: none"> P2 P3 (speaking) 		
5. MAKING CONVERSATION	GIR	36	P1 (vocabulary)	<ul style="list-style-type: none"> Explicit inductive non-contextualised P1 (vocabulary) P3 (oral production) 	<ul style="list-style-type: none"> Vocabulary sub-skill: <i>dec</i> (vocabulary included in GIR)
	5.a.	37	P3		<ul style="list-style-type: none"> Speaking skill: <i>DEC</i> (automatisation of declarative knowledge at an oral level of the vocabulary in GIR);
	5.b.	38	P3		<i>PRO</i> (proceduralisation and automatisation of the vocabulary from section 1)

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
6. FOCUS ON NEW LANGUAGE (B)	6.a.	39	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
PRACTICE (B)	Practice B.a.	40	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice B.b.	41	P2		
	Practice B.c.	42	P2		
GAME. Penny Lane (EFUI TB extra activity which is absent in EFUI SB. Both teachers decided to use it in an oral mode instead of the written mode proposed in EFUI TB).	Game	43	P2	P2 (grammar)	
7. WRITE BETTER (disregarded by both teachers before the quasi-experiment)	7.a.	44	P1 (text-type conventions)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of the instructions studied in 7.a.)
	7.b.	45	P3		
	7.c.	46	<ul style="list-style-type: none"> P2 (reading) P3 		
	7.d.	47	P3		
REMEMBER PHRASAL VERBS IN CONTEXT	PV.a.	48	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	PV.b.	49	P1		

GLOBAL P-P-P SEQUENCE: P1-P2-P3 (with deviation in section 5 (P3))	GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>	TOTAL NO. OF ACTIVITIES: 45 (without Write Better)
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Table A22. Original *EFUI SB* file 4C: Layout of sections, activities and sequencing

Table A23. Adapted *EFUI SB* file 4C: Layout of sections, activities and sequencing

Section ¹³	Activity no. in each section ¹⁴	Activity no. in the overall sequence ¹⁵	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. WHAT DO YOU THINK? (Build Your Vocabulary 1.a.)	1 (1.a.)	1 (1)	P3	P3	See section 2
2. VOCABULARY BUILDER (1). (Vocabulary Builder) Houses and decoration VBH: Houses VBF: Furniture, etc. VBA: Adjectives describing houses and decoration	2.a. (VBH.a)	2 (2)	P1		
	2.b. (VBH.b.)	3 (3)	P1	• (1 st) Explicit inductive non-contextualised P1 (vocabulary)	• Vocabulary sub-skill: <i>DEC</i>
	2.c. (VBF.a.)	4 (7)	P1		
	2.d. (VBF.b.)	5 (8)	P1-P2 (pronunciation)		
	2.e. (VBF.c.)	6 (9)	P2		
	2.f. (VBA.a.)	7 (4)	P1		
	2.g. (VBA.b.)	8 (5)	P1-P2 (pronunciation)		
	2.h. (VBA.c.)	9 (6)	P2	• P2 (pronunciation)	• Pronunciation sub-skill: <i>DECPRO</i>
	2.i. (1.c. Question 5)*	10 (12)	• P2 • P3 (speaking)		

¹³ The corresponding section in the original file 4C appears in brackets.

¹⁴ The correspondence with the numbering or labelling in the original file 4C appears in brackets.

¹⁵ The correspondence with the position in the sequencing of the original file 4C appears in brackets.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. BETTER PRONUNCIATION (1) (Better Pronunciation)	3.a. (BP.a.)	11 (13)	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	3.b. (BP.b.)	12 (14)	P1		
	3.c. (BP.c.)	13 (15)	P1-P2		
4. VOCABULARY BUILDER (2) (Vocabulary Builder) Houses and decoration VBV: Verbs related to the house	4.a. (VBV.a.)	14 (10)	P1	P1-P2	Vocabulary sub-skill: <i>DECpro</i>
	4.b. (VBV.b.)	15 (11)	P2		
5. HOUSE QUIZ (Build Your Vocabulary 1.c.)	5 (1.c.)	16 (12)	<ul style="list-style-type: none"> • P2 • P3 (speaking) 	P2 (vocabulary oral practice)	Vocabulary sub-skill: <i>DECpro</i>
6. BETTER PRONUNCIATION (2) (Better Pronunciation)	6.a. (B.P.d.)	17 (16)	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	6.b. (B.P.e.)	18 (17)	P1-P2		
7. MAKING CONVERSATION (1) (Making Conversation)	7 (5.b.)	19 (38)	P3	P3 (oral production)	Speaking skill: <i>PRO</i> (proceduralisation and automatisisation at an oral level of the vocabulary from sections 2, 4, and 5)

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. FOCUS ON NEW LANGUAGE (1) (Focus on New Language (B))	8	20 (39)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
9. PRACTICE (1) (Practice (B))	9.a. (Practice B.a.) 9.b. (Practice B.b.) 9.c. (Practice B.c.)	21 (40) 22 (41) 23 (42)	P2 P2 P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
10. LISTEN BETTER (1) (Listen Better)	10.a. (first half of 2.a.)* 10.b. (second half of 2.a.)* 10.c. (2.b.) 10.d. (2.c.) 10.e. (2.d.)	24 (18) 25 (18) 26 (19) 27 (20) 28 (21)	P2 (reading) P3 (speaking) P2 P2 P2	• P2 (listening) • (2 nd) Implicit inductive contextualised P1 (vocabulary from sections 2, 4 and 5).	• Listening skill: <i>pro</i> • Vocabulary sub-skill: <i>DEC</i>
11. GAME. Penny Lane (EFUI TB extra activity which is absent in EFUI SB. Both teachers decided to use it in an oral mode instead of the written mode proposed in EFUI TB).	11	29*	P2	P2 (grammar)	Grammar sub-skill: Further <i>pro</i> of the grammar from sections 8 and 9

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
12. FOCUS ON NEW LANGUAGE (2) (Focus on New Language (A))	12.a. (3.a.1.)	30 (25)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	12.b. (3.a.2.)	31 (26)	P1		
	12.c. (3.a.3.)	32 (27)	P1		
	12.d. (3.b.)	33 (28)	P1		
13. PRACTICE (2) (Practice (A))	13.a. (Practice A.c.)	34 (31)	P1	<ul style="list-style-type: none"> Explicit inductive non-contextualised P1 (different grammar from section 12) P2 (grammar) 	Grammar sub-skill: <i>DEC</i>
	13.b. (Practice A.a.)	35 (29)	P2		
	13.c. (Practice A.b.)	36 (30)	P1		
	13.d. (Practice A.d.)	37 (32)	P1		
14. LISTEN BETTER (2) (Listen Better)	14.a. (2.e.)	38 (22)	<ul style="list-style-type: none"> P2 P3 (speaking) 	P2 (listening) ¹⁶	Listening skill: <i>pro</i>
	14.b. (2.f.)	39 (23)	P2		
	14.c. (2.g.)	40 (24)	P3 (speaking)		
15. GET IT RIGHT (Get It Right in Making Conversation)	15 (Get It Right)	41 (36)	P1 (vocabulary)	Explicit inductive non-contextualised P1 (vocabulary)	Vocabulary sub-skill: <i>dec</i>

¹⁶ This second part of the listening does not constitute an “implicit inductive contextualised” P1 for vocabulary as in the first part owing to the absence of related items in this extract. The original file 4C included both extracts together so that the listening cycle acted as both P2 (listening) and as an implicit inductive contextualised P1 for vocabulary.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
16. REMEMBER PHRASAL VERBS IN CONTEXT (Remember Phrasal Verbs in Context)	16.a. (PV.a.)	42 (48)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	16.b. (PV.b.)	43 (49)	P1		
17. READ BETTER (Read Better)	17.a. (4.a.)	44 (33)	P3 (speaking)	P2 (reading)	Reading skill: <i>pro</i>
	17.b. (4.b.)	45 (34)	P2		
	17.c. (first part of 4.c. (35))*	46 (35)	<ul style="list-style-type: none"> • P2 • P3 (speaking) 		
18. MAKING CONVERSATION (2) (Making Conversation)	18.a. (second part of 4.c. (35))*	47 (35)	P3	P3	Speaking skill: <i>PRO</i> (reinforcing the final proceduralisation and automatisisation at an oral level of the vocabulary from sections 2, 4, and 5; <i>DEC</i> (reinforcing the automatisisation of declarative knowledge at an oral level (vocabulary in section 15))
	18.b. (5.a.)	48 (37)	P3		

GLOBAL P-P-P SEQUENCE: Activities 1-10: P1-P2-P3 Activities 20-48: P1-P2-P3	GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>
	TOTAL NO. OF ACTIVITIES: 48 This is due to: a) The new activities resulting from the separation of a question in 5 and its transformation into a new exercise; b) sub-division of 10.a. and 10.b. (originally 2.a.); c) sub-division of 17.c. and 18.a. (originally 4.c.) d) the addition of 11. See *.

Table A23. Adapted *EFUI SB* file 4C: Layout of sections, activities and sequencing

Table A24. Original *EFUI SB* file 5A: Layout of sections, activities and sequencing

Table A24. Original EPUSB file SA. Layout of sections, activities and sequencing						
Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. READ BETTER		1.a.	1	P2 (reading)		
		1.b.	2	P2	• P2 (reading)	• Reading skill: <i>pro</i>
		1.c.	3	P3		
		1.d.	4	P2	• Explicit inductive contextualised	• Vocabulary sub-skill: <i>dec</i>
		1.e.	5	P1 (vocabulary)		
		1.f.	6	P3 (speaking)	P1 (vocabulary)	
2. BUILD YOUR VOCABULARY	2.a.	2.a.	7	P3 (speaking)		
	2.b. VOCAB BUILDER: Animals and Conservation. Part A. Animals VBA: Animals VBB: Baby animals VBAP: Animal parts VBAI: Animal Idioms	VBA.a.	8	• P1 • P1 (pronunciation)	• Explicit inductive non-contextualised P1 (vocabulary)	• Vocabulary sub-skill: <i>DECpro</i>
		VBA.b.	9	P1		
		VBB.a.	10	P1		
		VBB.b.	11	P2 (pronunciation)	• P2 (vocabulary oral practice)	
		VBAP.a.	12	P1		
		VBAP.b.	13	P2 (pronunciation)		
		VBAI	14	P1		
		2.c.	2.c.	15	• P2 • P3 (writing)	• P2 (pronunciation)
	2.d.	2.d.	16	P2-P3 (vocabulary oral practice)		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. CHECK WHAT YOU KNOW	3.a.	17	P1	Explicit inductive contextualised/ deductive non-contextualised P1 ¹⁷	Grammar sub-skill: <i>dec</i>
	3.b.	18	P1		
4. FOCUS ON NEW LANGUAGE	4.a.	19	P1		
	4.b.	20	P1		
PRACTICE	Practice	21	P2	P2 (grammar)	Grammar sub-skill: <i>DEC</i>
BETTER PRONUNCIATION	BP.a.	22	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	BP.b.	23	P1-P2		
	BP. c.	24	P3 (speaking)		

¹⁷ The contextualised nature of this presentation is given by the sample sentences used in 3.a. Although their actual forms do not coincide with that of any other sentences in the reading text from section 1, their content is related to the topic of such a text, similar to *Focus on New Language (A)* in the original file 6C and *Focus on New Language (2)* in its adapted version.

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
5. LISTEN BETTER (disregarded by both teachers before the quasi-experiment except for 5.a.).	5.a. Vocabulary Builder. Animals and conservation. Part B: Conservation and protection of animals (VBC)	VBC.a.	25	<ul style="list-style-type: none"> • P1 • P1 (pronunciation) 	<ul style="list-style-type: none"> • Explicit inductive contextualised P1 (vocabulary and pronunciation) 	<ul style="list-style-type: none"> • Vocabulary and pronunciation sub-skills: <i>DEC</i>
		VBC.b.	26	P1		
	5.b.	5.b.	27	P2		
	5.c.	5.c.	28	P2	<ul style="list-style-type: none"> • P2 (listening) 	<ul style="list-style-type: none"> • Listening skill: <i>pro</i>
	5.d.	5.d.	29	P3 (speaking)		
6. MAKING CONVERSATION		6.a.	30	P3 (writing)		Speaking skill: <i>PRO</i>
		6.b.	31	P3 (speaking)	P3 (oral production)	(proceduralisation and automatisisation at an oral level of all the previous vocabulary and grammar)
7. WRITE BETTER		7.a.	32	P2 (writing conventions)		Writing skill: <i>PRO</i>
		7.b.	33	P2	P3 (written production)	(proceduralisation and automatisisation at a written level of all the previous vocabulary and grammar)
		7.c.	34	P3		

GLOBAL P-P-P SEQUENCE: P1-P2-P3	GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>	TOTAL NO. OF ACTIVITIES: 31 (without Listen Better)
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Table A24. Original *EFUI SB* file 5A: Layout of sections, activities and sequencing

Table A25. Adapted *EFUI SB* file 5A: Layout of sections, activities and sequencing

Section ¹⁸	Activity no. in each section ¹⁹	Activity no. in the overall sequence ²⁰	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. VOCABULARY BUILDER (1). (Vocabulary Builder) Animals and Conservation. Part A: Animals VBA: Animals VBB: Baby animals VBAP: Animal parts VBAI: Animal idioms	1.a (VBA.a.)	1 (8)	<ul style="list-style-type: none">• P1• P1 (pronunciation)	<ul style="list-style-type: none">• Explicit inductive non-contextualised P1 (vocabulary)	<ul style="list-style-type: none">• Vocabulary sub-skill: <i>DEC</i>
	1.b. (VBA.b.)	2 (9)	P1		
	1.c. (VBB.a.)	3 (10)	P1		
	1.d. (VBB.b.)	4 (11)	P2 (pronunciation)	<ul style="list-style-type: none">• P2 (pronunciation)	<ul style="list-style-type: none">• Pronunciation sub-skill: <i>DECPRO</i>
	1.e. (VBAP.a.)	5 (12)	P1		
	1.f. (VBAP.b.)	6 (13)	P2 (pronunciation)		
	1.g. (VBAI)	7 (14)	P1		
2. WHAT DO YOU THINK? (Build Your Vocabulary 2.a.)	2 (2.a.)	8 (7)	P3 (speaking)	P3 (oral production)	Speaking skill: <i>PRO</i> (since this exercise was originally a warm-up, the proceduralisation and automatisisation do not refer to any particular items of the lesson but to further oral recycling of present continuous and expression of likings)

¹⁸ The corresponding section in the original file 5A appears in brackets.¹⁹ The correspondence with the numbering or labelling in the original file 5A appears in brackets.²⁰ The correspondence with the position in the sequencing of the original file 5A appears in brackets.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
3. ANIMAL QUIZ	3 (2.c.)	9 (15)	<ul style="list-style-type: none"> • P2 (vocabulary) • P3 (writing) 	<ul style="list-style-type: none"> • P2 (vocabulary) • P3 (written production) 	Vocabulary sub-skill: <i>DECpro</i>
4. READ BETTER (Read Better)	4.a. (1.a.)	10 (1)	P2 (reading)		
	4.b. (1.b.)	11 (2)	P2	• P2 (reading)	• Reading skill: <i>pro</i>
	4.c. (1.c.)	12 (3)	P3		
	4.d. (1.d.)	13 (4)	P2		
	3.e. (1.e.)	14 (5)	P1 (vocabulary)	• Explicit inductive contextualised	• Vocabulary sub-skill: <i>dec</i>
	3.f. (1.f.)	15 (6)	P3 (speaking)	P1 (vocabulary)	
5. CHECK WHAT YOU KNOW (Check What You Know)	5.a. (3.a.)	16 (17)	P1	Explicit inductive (both contextualised and non-contextualised) ²¹	Grammar sub-skill: <i>dec</i>
	5.b. (3.b.)	17 (18)	P1	P1 (grammar)	
6. WHAT DO YOU THINK? (Build Your Vocabulary 2.d.)	5 (2.d.)	18 (16)	P2-P3 (vocabulary oral practice)	P2-P3 (vocabulary oral practice)	Vocabulary sub-skill: <i>DECpro</i>

²¹ The contextualised nature of this presentation is given by the sample sentences used in 5.a. Although their actual forms do not coincide with that of any other sentences in the reading text from section 4, their content is related to the topic of such a text, similar to *Focus on New Language (A)* in the original file 6C and *Focus on New Language (2)* in its adapted version.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
7. FOCUS ON NEW LANGUAGE	6.a. (4.a.)	19 (19)	P1	Explicit inductive and deductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	6.b. (4.b.)	20 (20)	P1		
8. PRACTICE (Practice)	7 (Practice)	21 (21)	P2	P2 (grammar)	Grammar sub-skill: <i>DEC</i>
9. BETTER PRONUNCIATION (Better Pronunciation)	9.a. (BP.a.)	22 (22)	P2	P2 (pronunciation)	Pronunciation sub-skill: <i>DEC PRO</i>
	9.b. (BP.b.)	23 (23)	P1-P2		
	9.c. (BP. c.)	24 (24)	P3 (speaking)		
10. VOCABULARY BUILDER (2). (Vocabulary Builder) Animals and conservation. Part B: Conservation and protection of animals (VBC)	10.a. (VBC.a.)	25 (25)	<ul style="list-style-type: none"> • P1 • P1 (pronunciation) 	Explicit inductive contextualised P1 (vocabulary and pronunciation)	Vocabulary and pronunciation sub-skills: <i>DEC</i>
	10.b. (VBC.b.)	26 (26)	P1		

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
11. MAKING CONVERSATION (Making Conversation)	11.a. (6.a.)	27 (30)	P3 (writing)	P3 (oral production)	Speaking skill: <i>PRO</i> (proceduralisation and automatisisation at an oral level of all the previous vocabulary and grammar)
	11.b. (6.b.)	28 (31)	P3 (speaking)		
12. WRITE BETTER (Write Better)	12.a. (7.a.)	29 (32)	P2 (writing conventions)	P3 (written production)	Writing skill: <i>PRO</i> (proceduralisation and automatisisation at a written level of all the previous vocabulary and grammar)
	12.b. (7.b.)	30 (33)	P2		
	12.c. (7.c.)	31 (34)	P3		
GLOBAL P-P-P SEQUENCE: P1-P2-P3			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 31 (without the original Listen Better)

Table A25. Adapted *EFUI SB* file 5A: Layout of sections, activities and sequencing

Table A26. Original *EFUI SB* file 6A: Layout of sections, activities and sequencing

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. BUILD YOUR VOCABULARY	1.a.	1.a.	1	P2 (oral practice)	• Explicit inductive non-contextualised P1 (vocabulary)	• Vocabulary sub-skill: <i>DECpro</i>
	1.b. VOCAB BUILDER. Crime and punishment. Part A: Crimes and criminals (VBC)	VBC.a.	2	P1		
		VBC.b.	3	P1-P2 (pronunciation)	• P2 (vocabulary oral practice)	
		VBC.c.	4	P1		
	1.c.	1.c.	5	• P2 • P3 (speaking)	• P2 (pronunciation)	• Pronunciation sub-skill: <i>DECPRO</i>
2. CHECK WHAT YOU KNOW		2.a.	6	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
		2.b.	7	P1		
		2.c.	8	P2		
3. LISTEN BETTER		3.a.	9	P3	• P2 (listening)	• Listening skill: <i>pro</i>
		3.b.	10	P2	• Explicit inductive contextualised P1 (vocabulary)	
		3.c.	11	P2		
		3.d.	12	• P2 • P1 (vocabulary)		
		3.e.	13	• P2 • P1 (vocabulary)	• Implicit inductive contextualised P1 for Write Better (discourse: reporting a past event)	

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
4. WRITE BETTER (4.c. disregarded by both teachers before the quasi-experiment)	4.a.	14	P1 (punctuation guidelines)	P3 (written production)	Writing skill →
	4.b.	15	P2		<ul style="list-style-type: none"> In original textbook lesson: <i>DECPRO</i> (proceduralisation and automatisisation at a written level of the previous type of discourse from Listen Better);
	4.c.*	16	P3		<ul style="list-style-type: none"> In real class exploitation: <i>DECpro</i> (due to the elimination of 4.c. in both groups)
5. FOCUS ON NEW LANGUAGE	5.a.	17	P1	Explicit inductive non-contextualised P1 (different grammar from section 2)	Grammar sub-skill: <i>dec</i>
	5.b.	18	P1		
PRACTICE	Practice a	19	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	Practice b	20	P2		

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
6. READ BETTER	6.a. VOCABULARY BUILDER. Crime and Punishment. Part B: Courts and punishment (VBCP) VBV: Verbs connected with crime	VBCP a.	21	<ul style="list-style-type: none"> • P1 • P2 (reading) 	<ul style="list-style-type: none"> • P2 (reading) 	<ul style="list-style-type: none"> • Reading skill: <i>pro</i>
		VBCP b.	22	<ul style="list-style-type: none"> • P1 (pronunciation) • P3 (speaking) 		
		VBV a.	23	P1		
		VBV b.	24	P1		
	6.b.	6.b.	25	P2	<ul style="list-style-type: none"> • Explicit inductive (both contextualised and non-contextualised)²² P1 (Part B in Vocabulary Builder) 	<ul style="list-style-type: none"> • Vocabulary sub-skill (from Vocabulary Builder): <i>DEC</i>
	6.c.	6.c.	26	P2		
	6.d.	6.d.	27	P1 (vocabulary)		
	6.e.	6.e.	28	P3		
BETTER PRONUNCIATION		BP.a.	29	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DEC PRO</i>
		BP.b.	30	P2		
		BP.c.	31	P2		

²² The contextualised nature of this presentation is accounted for by the cloze text in VBCP a.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
7. MAKING CONVERSATION	GIR	32	P2 (functions)		Functions: <i>DEC</i>
	7.a.	33	P3		Speaking skill: <i>PRO</i>
	7.b.	34	P3	P3 (oral production)	(proceduralisation and automatisisation of the previous functions in GIR and the vocabulary from Vocabulary Builder in 1.b. and 6.a.)
GLOBAL P-P-P SEQUENCE: P1-P2-P3			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
			TOTAL NO. OF ACTIVITIES: 33 (without 4.c. in Write Better)		

Table A26. Original *EFUI SB* file 6A: Layout of sections, activities and sequencing

Table A27. Adapted EFUI SB file 6A: Layout of sections, activities and sequencing

Section ²³	Activity no. in each section ²⁴	Activity no. in the overall sequence ²⁵	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. LISTEN BETTER (Listen Better)	1.a. (3.a.)	1 (9)	P3	• P2 (listening)	• Listening skill: <i>pro</i>
	1.b. (3.b.)	2 (10)	P2	• Explicit inductive contextualised P1 (vocabulary)	
	1.c. (3.c.)	3 (11)	P2		
	1.d. (3.d.)	4 (12)	• P2 • P1 (vocabulary)	• Implicit inductive contextualised P1 for Write Better (discourse: Reporting a past event)	• Vocabulary and grammar sub-skills: <i>dec</i>
	1.e. (3.e.)	5 (13)	• P2 • P1 (vocabulary)		
2. FOCUS ON NEW LANGUAGE (Focus on New Language)	2.a. (5.a.)	6 (17)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	2.b. (5.b.)	7 (18)	P1		
3. PRACTICE (1) (Practice a)	3 (Practice a)	8 (19)	P2	P2 (grammar)	Grammar sub-skill: <i>DEC</i>

²³ The corresponding section in the original file 6A appears in brackets.

²⁴ The correspondence with the numbering or labelling in the original file 6A appears in brackets.

²⁵ The correspondence with the position in the sequencing of the original file 6A appears in brackets.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
4. VOCABULARY BUILDER (1). (Vocabulary Builder)	4.a. (VBCP a.)	9 (21)	<ul style="list-style-type: none"> • P1 • P2 (reading) • P1 	<ul style="list-style-type: none"> • (1st) Explicit inductive (both contextualised and non-contextualised)²⁶ 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>DEC</i>
Crime and punishment.	4.b. (VBCP b.)	10 (22)	<ul style="list-style-type: none"> • P1 (pronunciation) • P3 (speaking) 	P1 (vocabulary)	
VBCP: Courts and punishment (from Part B)	4.c. (VBC.a.)	11 (2)	P1		
VBC: Crimes and criminals (from Part A)	4.d. (VBC.b.)	12 (3)	P1-P2 (pronunciation)	<ul style="list-style-type: none"> • P2 (pronunciation) 	<ul style="list-style-type: none"> • Pronunciation sub-skill: <i>DECpro</i>
	4.e. (VBC.c.)	13 (4)	P1		
5. CRIME QUIZ					
(Build Your Vocabulary 1.c. First question)	5 (1.c.)*	14 (5)	P1	(2 nd) Explicit inductive non-contextualised P1 (vocabulary)	Vocabulary sub-skill: <i>DEC</i>
6. PRACTICE (2)					
(Practice b)	6 (Practice b)	15 (20)	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
7. WHAT DO YOU THINK?					
(Second and third questions in the original 1.c.)	7 (1.c.)*	16 (5)	<ul style="list-style-type: none"> • P2 (vocabulary) • P3 (speaking) 	P2 (vocabulary oral practice)	Vocabulary sub-skill: <i>DECpro</i>

²⁶ The contextualised nature of this presentation is accounted for by the cloze text in 4.a.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. CHECK WHAT YOU KNOW (Check What You Know)	8.a. (2.a.)	17 (6)	P1	Explicit inductive non-contextualised P1 (grammar)	Grammar sub-skill: <i>dec</i>
	8.b. (2.b.)	18 (7)	P1		
	8.c. (2.c.)	19 (8)	P2		
9. WRITE BETTER (Write Better)	9.a. (4.a.)	20 (14)	P1 (punctuation guidelines)	P2 (punctuation)	Writing skill (punctuation): <i>DECpro</i>
	9.b. (4.b.)	21 (15)	P2		
10. BETTER PRONUNCIATION (Better Pronunciation)	10.a. (BP.a.)	22 (29)	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	10.b. (BP.b.)	23 (30)	P2		
	10.c. (BP.c.)	24 (31)	P2		
11. GAME: ARE YOU A GOOD WITNESS? (Build Your Vocabulary 1.a.)	11 (1.a.)	25 (1)	P2 (oral practice)	P2 (oral practice)	Speaking skill: <i>PRO</i> (since this exercise was a lead-in originally, the proceduralisation and automatisisation does not refer to any particular items of the lesson but to further oral recycling of statements depicting past events and situations)

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
12. VOCABULARY BUILDER (2). (Vocabulary Builder) Crime and punishment. VBV: Verbs connected with crime (from Part B (Courts and punishment))	12.a. (VBV a.)	26 (23)	P1		
	12.b. (VBV b.)	27 (24)	P1	Explicit inductive non-contextualised P1 (vocabulary)	Vocabulary sub-skill: <i>DEC</i>
13. READ BETTER (Read Better)	13.a. (6.b.)	28 (25)	P2		
	13.b. (6.c.)	29 (26)	P2	• P2 (reading)	• Reading skill: <i>pro</i>
	13.c. (6.d.)	30 (27)	P1 (vocabulary)	• Explicit inductive contextualised P1 (vocabulary from 6.d.)	• Vocabulary sub-skill (from 6.d.): <i>dec</i>
	13.d. (6.e.)	31 (28)	P3		
14. MAKING CONVERSATION (Making Conversation)	14.a. (GIR)	32 (32)	P2 (functions)		Functions: <i>DEC</i>
	14.a. (7.a.)	33 (33)	P3		Speaking skill: <i>PRO</i> (proceduralisation and automatisisation at an oral level of the previous functions in GIR and the vocabulary from Vocabulary Builder in 1.b. and 6.a.)
	14.b. (7.b.)	34 (34)	P3	P3 (oral production)	

GLOBAL P-P-P SEQUENCE: P1-P2-P3	GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i> TOTAL NO. OF ACTIVITIES: 34. This is due to the elimination of the third activity in Write Better and sub-division of 5 and 7 (originally as 1.c.). See *.
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Table A27. Adapted *EFUI SB* file 6A: Layout of sections, activities and sequencing

Table A28. Original *EFUI SB* file 6B: Layout of sections, activities and sequencing

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. BUILD YOUR VOCABULARY	1.a.	1	P1	<ul style="list-style-type: none"> • Explicit inductive non-contextualised P1 (vocabulary) • P2 (vocabulary oral practice) 	Vocabulary sub-skill: <i>DECpro</i>
	1.b.	2	P1-P2		
	1.c.	3	P1		
	1.d.	4	P2-P3 (vocabulary oral practice)		
2. CHECK WHAT YOU KNOW	2.a.	5	P1	Explicit inductive contextualised ²⁷ P1 (grammar)	Grammar sub-skill: <i>dec</i>
	2.b.	6	P1-P2		
3. READ BETTER	3.a.	7	P2	• P2 (reading)	• Reading skill: <i>pro</i>
	3.b.	8	P2		
	3.c.	9	P2		
	3.d.	10	P1 (vocabulary)	<ul style="list-style-type: none"> • Explicit inductive contextualised and inductive P1 (for vocabulary in 3.d.) 	<ul style="list-style-type: none"> • Vocabulary sub-skill: <i>dec</i>
	3.e.	11	P3 (speaking)		

²⁷ Similar to *Focus on New Language* from file 4B, the contextualised nature of this presentation is due to the inclusion of drawings. The depicted situation is used to frame both 2.a. and 2.b. exercises.

Section		Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
4. FOCUS ON NEW LANGUAGE	4.a.	4.a.	12	P3 (speaking)	• P2 (listening)	
	4.b.	4.b.	13	P2 (listening)	• (1 st) Explicit inductive contextualised P1 (grammar)	• Listening skill: <i>pro</i>
	4.c.	4.c.	14	P2 (listening)	↓	
	4.d.	4.d.	15	P1		
	4.e. First part. VOCAB BUILDER: Verbs reporting speech	VB.a.	16	P1	• (2 nd) Explicit inductive and deductive non-contextualised P1 (grammar)	• Grammar sub-skill: <i>DEC</i>
	4.e. Second part. Theory chart.	VB.b.	17	P1		
		4.e.	18	P1		
PRACTICE		Practice	19	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
5. WRITE BETTER		5.a.	20	P1 (text-type conventions)		
		5.b.	21	P2 (grammar)	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
BETTER PRONUNCIATION	BP.a.	22	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECPRO</i>
	BP.b.	23	P1		
	BP.c.	24	P2		
6. MAKING CONVERSATION	6.a.	25	P3	P3 (oral production)	Speaking skill: <i>PRO</i> (final proceduralisation and automatisisation at an oral level of all the previous vocabulary and grammar)
	6.b.	26	P3		
7. LISTEN BETTER	7.a.	27	P2	P2 (listening)	Listening skill: <i>pro</i>
7.c. and 7.d (two exercises about a Song) were disregarded by both teachers before the beginning of the quasi-experiment	7.b.	28	P2		
	7.c. (Song)	29*	P2		
	7.d. (Song)	30*	P2		
GLOBAL P-P-P SEQUENCE: P1-P2-P3 (with deviation in section 7 (P2))			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 28 (without 7.c. and 7.d.)

Table A28. Original *EFUI SB* file 6B: Layout of sections, activities and sequencing

Table A29. Adapted *EFUI SB* file 6B: Layout of sections, activities and sequencing

Section ²⁸	Activity no. in each section ²⁹	Activity no. in the overall sequence ³⁰	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
1. BUILD YOUR VOCABULARY (Build Your Vocabulary)	1.a. (1.a.)	1 (1)	P1	Explicit inductive non-contextualised P1 (vocabulary)	Vocabulary sub-skill: <i>DEC</i>
	1.b. (1.b.)	2 (2)	P1-P2		
	1.c. (1.c.)	3 (3)	P1		
2. BETTER PRONUNCIATION (Better Pronunciation)	2.a. (BP.a.)	4 (22)	P1	P2 (pronunciation)	Pronunciation sub-skill: <i>DECpro</i>
	2.b. (BP.b.)	5 (23)	P1		
	2.c. (BP.c.)	6 (24)	P2		
3. LISTEN BETTER (Listen Better)	3.a. (7.a.)	7 (27)	P2	P2 (listening)	Listening skill: <i>pro</i>
	3.b. (7.b.)	8 (28)	P2		
4. WHAT DO YOU THINK? (Build Your Vocabulary 1.d.)	4 (1.d.)	9 (4)	P2-P3 (vocabulary oral practice)	P2 (vocabulary oral practice)	Vocabulary sub-skill: <i>DECpro</i>

²⁸ The corresponding section in the original file 6B appears in brackets.²⁹ The correspondence with the numbering or labelling in the original file 6B appears in brackets.³⁰ The correspondence with the position in the sequencing of the original file 6B appears in brackets.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
5. CHECK WHAT YOU KNOW (Check What You Know)	5.a. (2.a.)	10 (5)	P1	Explicit inductive contextualised ³¹ P1 (grammar)	Grammar sub-skill: <i>dec</i>
	5.b. (2.b.)	11 (6)	P1-P2		
6. FOCUS ON NEW LANGUAGE (Focus on New Language)	6.a. (VB.a.)	12 (16)	P1	• (1 st) Explicit inductive and deductive non-contextualised P1 (grammar)	• Grammar sub-skill: <i>DEC</i>
	6.b. (VB.b.)	13 (17)	P1		
	6.c. (4.e.)	14 (18)	P1		
	6.d. (4.a.)	15 (12)	P3 (speaking)	• (2 nd) Explicit inductive contextualised P1 (grammar)	• Listening skill: <i>pro</i>
	6.e. (4.b.)	16 (13)	P2 (listening)		
	6.f. (4.c.)	17 (14)	P2 (listening)		
	6.g. (4.d.)	18 (15)	P1	• P2 (listening)	
7. READ BETTER (Read Better)	7.a. (3.a.)	19 (7)	P2	• P2 (reading)	• Reading skill: <i>pro</i>
	7.b. (3.b.)	20 (8)	P2		
	7.c. (3.c.)	21 (9)	P2	• Explicit inductive contextualised and inductive P1 (for vocabulary in 7.d.)	• Vocabulary sub-skill: <i>dec</i>
	7.d. (3.d.)	22 (10)	P1 (vocabulary)		
	7.e. (3.e.)	23 (11)	P3 (speaking)		

³¹ Similar to *Focus on New Language* from file 4B, the contextualised nature of this presentation is due to the inclusion of drawings. The depicted situation is used to frame both 5.a. and 5.b. exercises.

Section	Activity no. in each section	Activity no. in the overall sequence	P phase of each activity within each section	Overall P phase within each section	Cognitive phase within each section
8. PRACTICE (Practice)	8 (Practice)	24 (19)	P2	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
9. WRITE BETTER (Write Better)	9.a. (5.a.)	25 (20)	P1 (text-type conventions)	P2 (grammar)	Grammar sub-skill: <i>DECpro</i>
	9.b. (5.b.)	26 (21)	P2 (grammar)		
10. MAKING CONVERSATION (Making Conversation)	10.a. (6.a.)	27 (25)	P3	P3 (oral production)	Speaking skill: <i>PRO</i> (final proceduralisation and automatisisation at an oral level of all the previous vocabulary and grammar)
	10.b. (6.b.)	28 (26)	P3		
GLOBAL P-P-P SEQUENCE: P1-P2-P3			GLOBAL COGNITIVE SEQUENCE: <i>DECPRO</i>		
					TOTAL NO. OF ACTIVITIES: 28 (without the Song)

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