

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
<b>1. READ BETTER</b>	1.a.	1	5
	1.b.	2	
	1.c.	3	
	1.d.	4	
	1.e.	5	
<b>VOCABULARY BUILDER</b>	VB.a.	6	4
	VB.b.	7	
	VB.c.	8	
	VB.d.	9	
<b>2. LISTEN BETTER (A)</b>	2.a.	10	3
	2.b.	11	
	2.c.	12	
<b>3. FOCUS ON NEW LANGUAGE (A)</b>	3.a.	13	4
	3.b.	14	
	3.c.	15	
	3.d.	16	
<b>PRACTICE (A)</b>	PRA A. a.	17	2
	PRA A. b.	18	

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

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

**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"> <li>• P2 (reading)</li> <li>↓</li> <li>• (1<sup>st</sup>) Explicit inductive contextualised P1 for certain items in Vocabulary Builder (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading skill: <i>pro</i></li> <li>• Vocabulary sub-skill: <i>dec</i></li> </ul>
	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"> <li>• (2<sup>nd</sup>) Explicit inductive non-contextualised P1 for vocabulary</li> <li>• P2 (pronunciation)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary sub-skill: <i>DEC</i></li> <li>• Pronunciation sub-skill: <i>DECPRO</i></li> </ul>
	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"> <li>• (3<sup>rd</sup>) Implicit inductive contextualised P1 for certain items from Vocabulary Builder (vocabulary)</li> <li>↓</li> <li>• P2 (listening)</li> <li>• Story as contextualising Focus on New Language (A) (grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary sub-skill: <i>DEC</i></li> <li>• Listening skill: <i>pro</i></li> </ul>
	2.b.	11	P2		
	2.c.	12	P3 (speaking)		

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

Section <sup>1</sup>	Activity no. in each section <sup>2</sup>	Activity no. in the overall sequence <sup>3</sup>	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"> <li>• P2 (listening)</li> <li>↓</li> <li>• (1<sup>st</sup>) Implicit inductive contextualised P1 for Focus on New Language (1) (grammar)</li> </ul>	<ul style="list-style-type: none"> <li>Listening skill: <i>pro</i></li> <li>Grammar sub-skill: <i>dec</i></li> </ul>
	1.b. (5.a. bis)	2 (0)	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 <sup>nd</sup> ) 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>

<sup>1</sup> The corresponding section in the original file 6C appears in brackets.

<sup>2</sup> The correspondence with the numbering or labelling in the original file 6C appears in brackets.

<sup>3</sup> 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)	<ul style="list-style-type: none"> <li>• Pronunciation sub-skill: <i>DECPRO</i></li> <li>• Speaking skill: <i>PRO</i> (final proceduralisation and automatisisation of the previous vocabulary and pronunciation items in this initial P-P-P sequence)</li> </ul>
	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	<ul style="list-style-type: none"> <li>• (1<sup>st</sup>) Explicit inductive non-contextualised P1 for vocabulary</li> <li>• P2 (pronunciation)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary sub-skill: <i>DEC</i></li> <li>• Pronunciation sub-skill: <i>DECPRO</i></li> </ul>
	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	<ul style="list-style-type: none"> <li>P2 (listening)</li> </ul>	Listening skill: <i>pro</i>
	5.b.	23	P2	↓ <ul style="list-style-type: none"> <li>(1<sup>st</sup>) Implicit inductive contextualised P1 for Focus on New Language (B) (grammar)</li> </ul>	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 <sup>nd</sup> ) 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	<ul style="list-style-type: none"> <li>P2 (grammar)</li> <li>P3 (oral production)</li> </ul>	Grammar sub-skill: <i>DECPRO</i> (proceduralisation of declarative knowledge and automatism 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 (B.2.))	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 automatism 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)	P3 (written production)	Writing skill: <i>PRO</i> (final proceduralisation and automatism at a written level of all the previous vocabulary and grammar in the two P-P-P sequences)
	9.b.	37	P2		
	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		
	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	P2 (listening)	Listening skill: <i>pro</i>
	14.b. (2.b.)	29 (11)	P2		
	14.c. (2.c.)	30 (12)	P3 (speaking)		
				• (3 <sup>rd</sup> ) Implicit inductive contextualised P1 for certain items from Vocabulary Builder (vocabulary)	• Vocabulary sub-skill: <i>DEC</i>
				• 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 automatization 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	<i>df</i>	MS	F	<i>p</i>
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	<i>df</i>	MS	F	<i>p</i>
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).

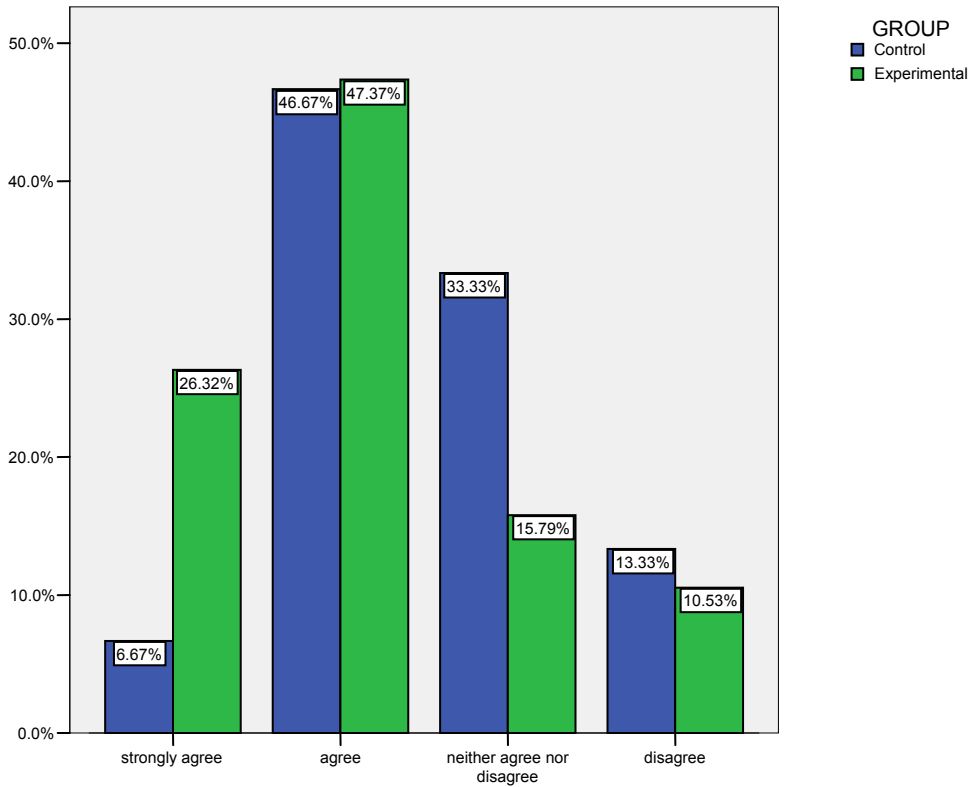
\* Correlation is significant at the 0.05 level (2-tailed).

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

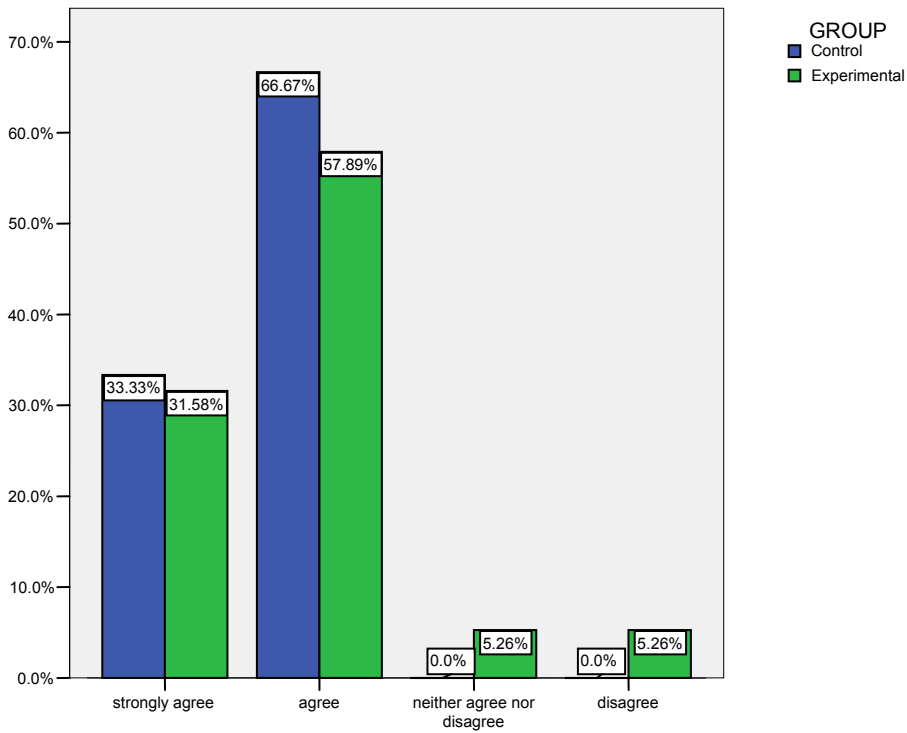
	FCE_1	FCE_2	FCE_3	FCE_4	FCE_5	FCE_total	OSL_rep	OSL_mc	OSL_writ	OSL_lis
FCE_1	1									
FCE_2	.441	1								
FCE_3	.560(*)	.477(*)	1							
FCE_4	.363	.494(*)	.629(**)	1						
FCE_5	.512(*)	.513(*)	.313	.395	1					
FCE_total	.741(**)	.763(**)	.828(**)	.783(**)	.663(**)	1				
OSL_rep	.368	.249	.487(*)	.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).

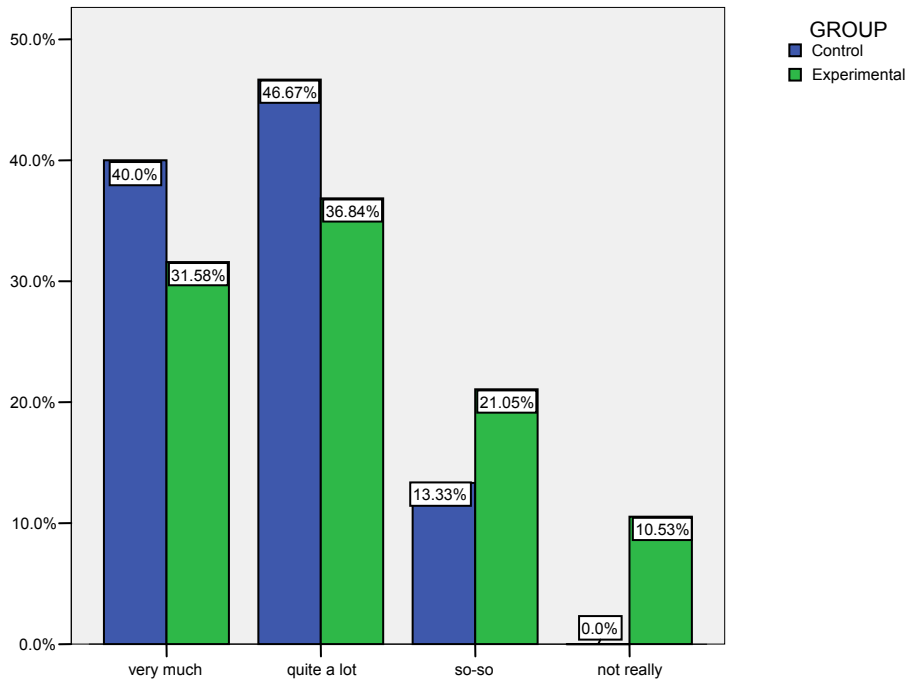
\* Correlation is significant at the 0.05 level (2-tailed).



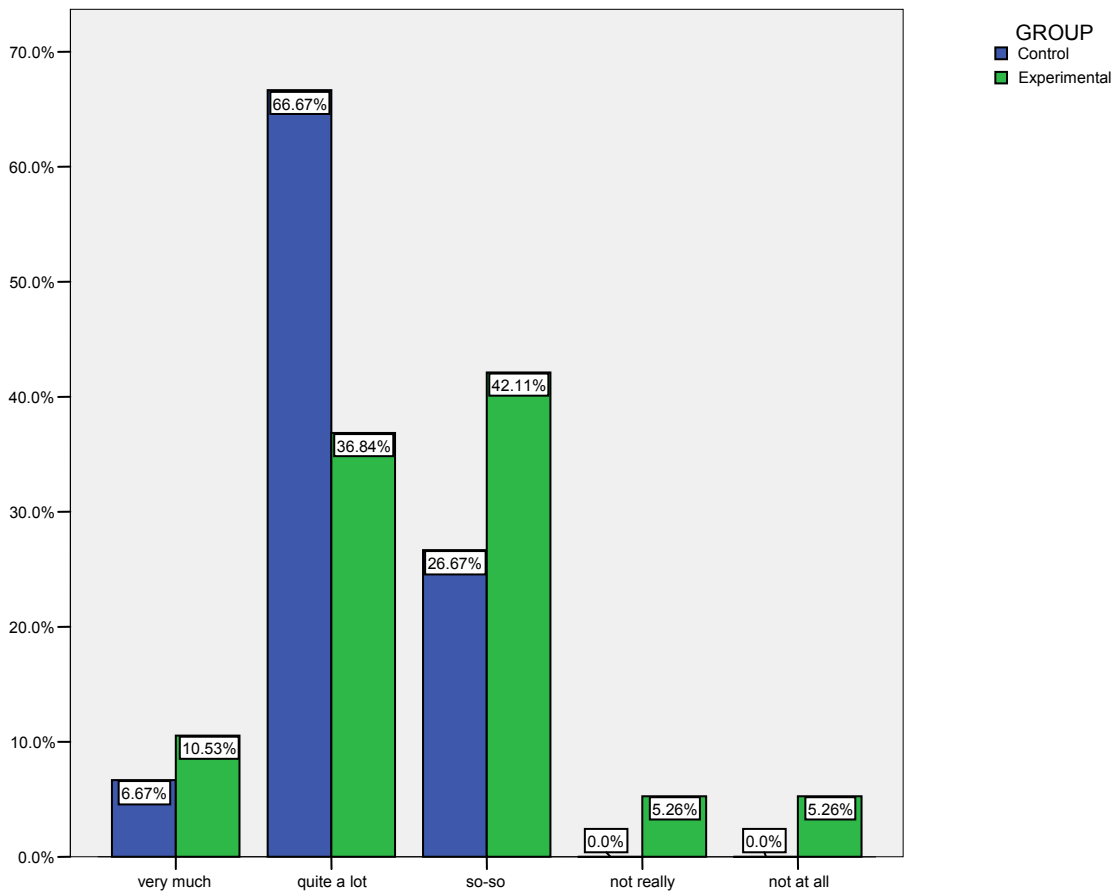
**FIGURE A1**  
**FQ1/5. THE TEXTBOOK HAS A WIDE RANGE OF ACTIVITY TYPES**



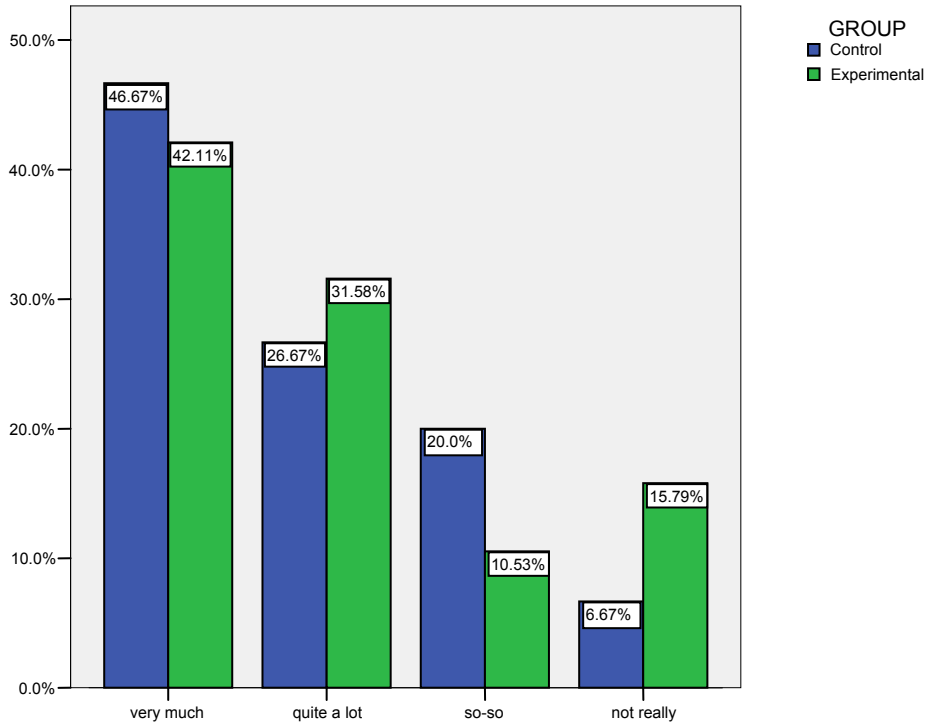
**FIGURE A2**  
**FQ1/9. DIFFERENT TYPES OF ACTIVITIES HAVE BEEN CARRIED OUT IN CLASS**



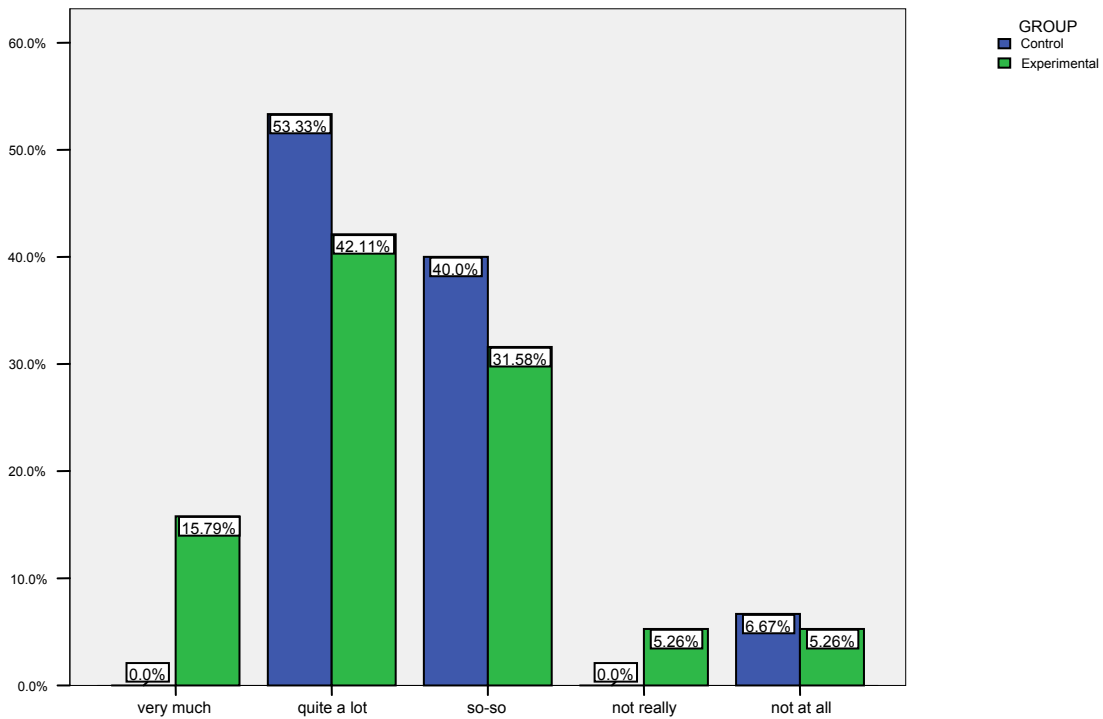
**FIGURE A3**  
**FQ1/10.1. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: LISTENING ACTIVITIES**



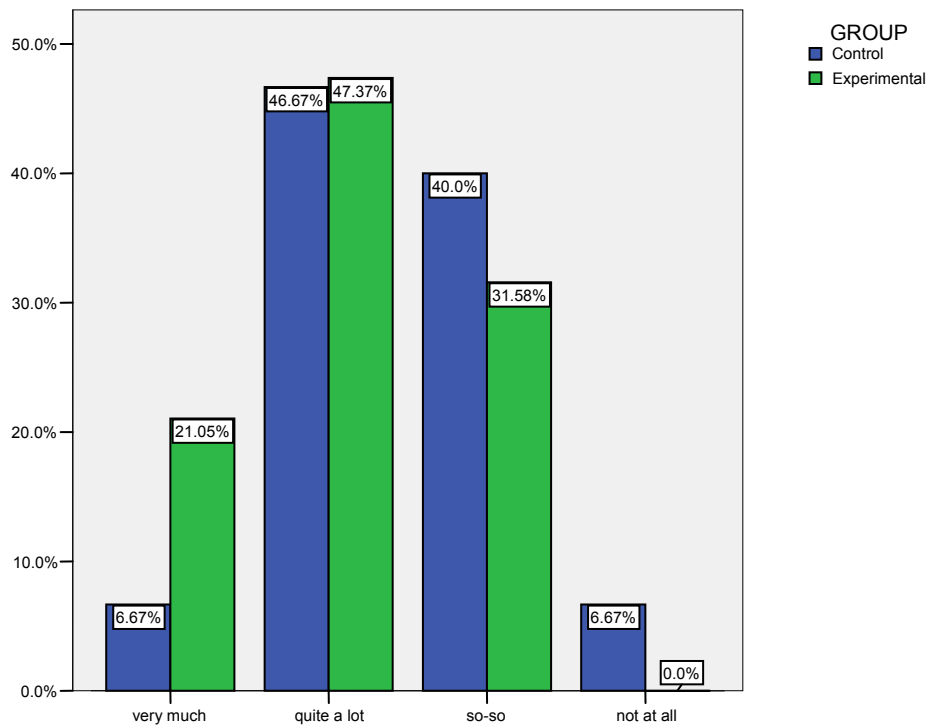
**FIGURE A4**  
**FQ1/10.2. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: READING ACTIVITIES**



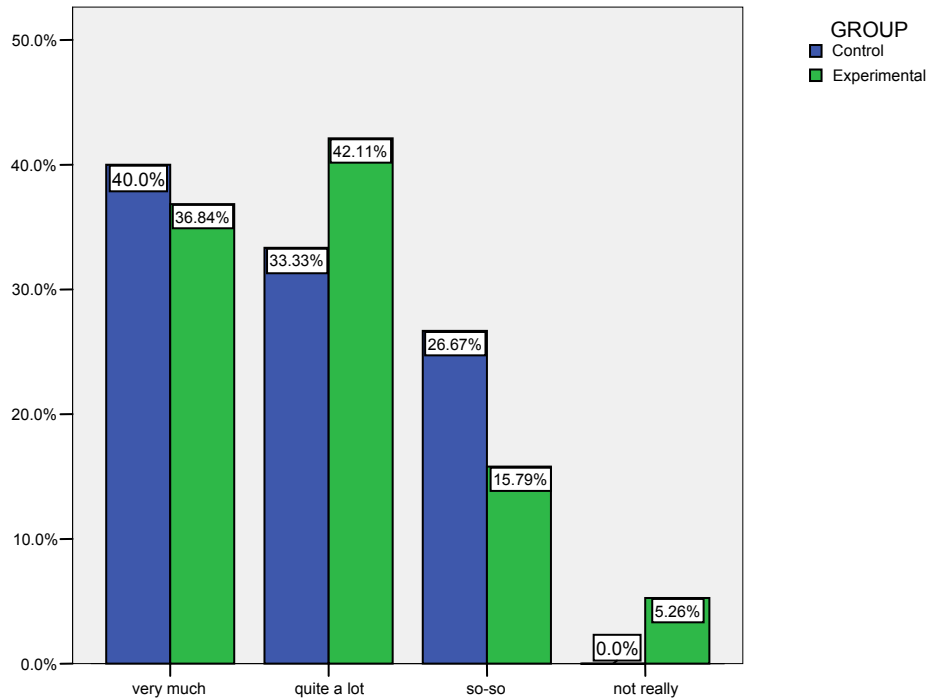
**FIGURE A5**  
**FQ1/10.3. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: SPEAKING ACTIVITIES**



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

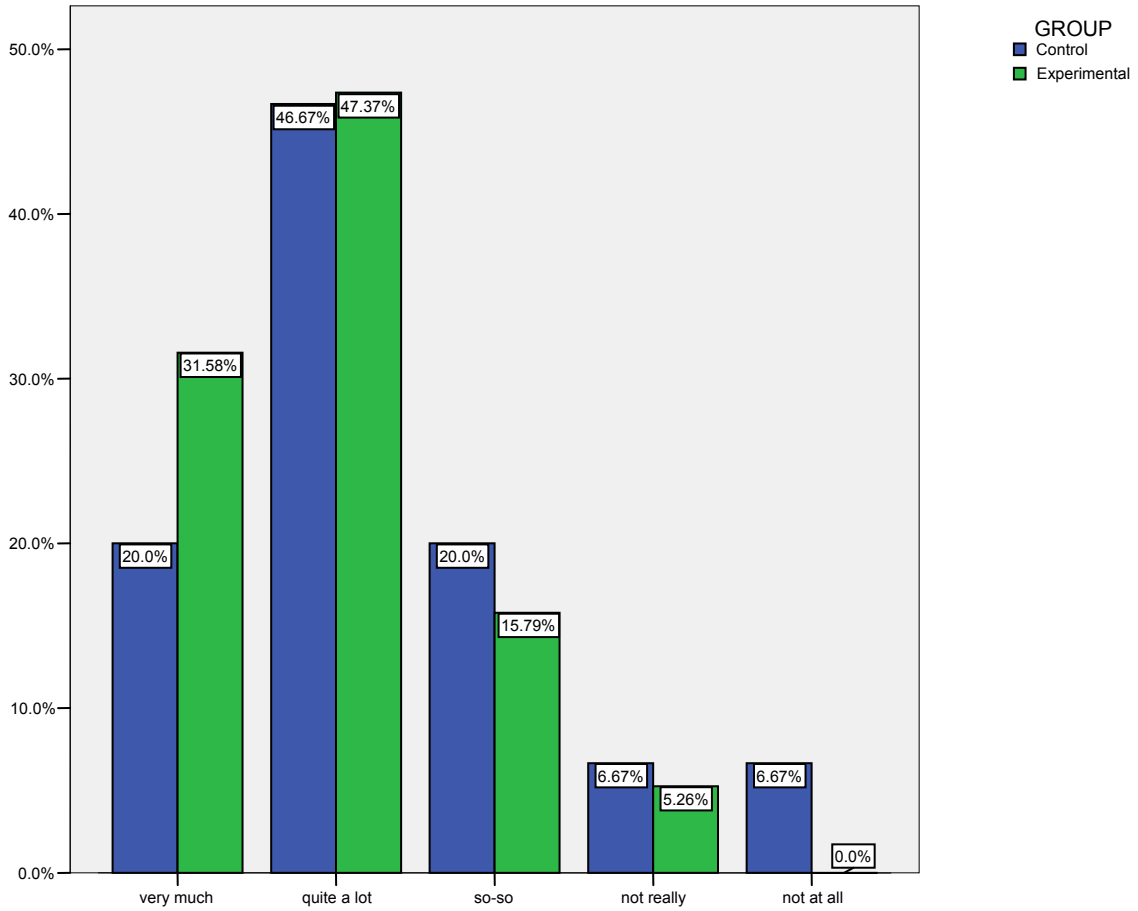


**FIGURE A7**  
**FQ1/10.5. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: GRAMMAR ACTIVITIES**

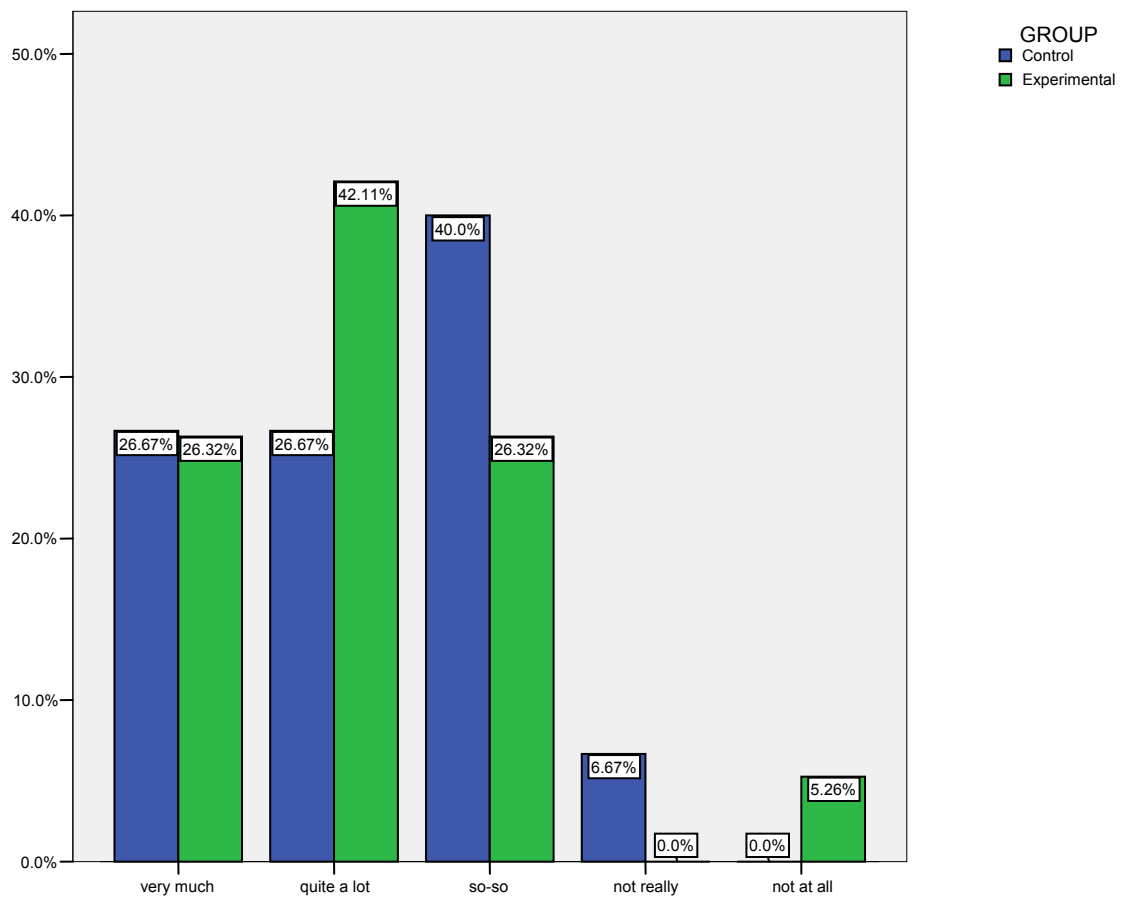


**FIGURE A8**  
**FQ1/10.6. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: VOCABULARY ACTIVITIES**

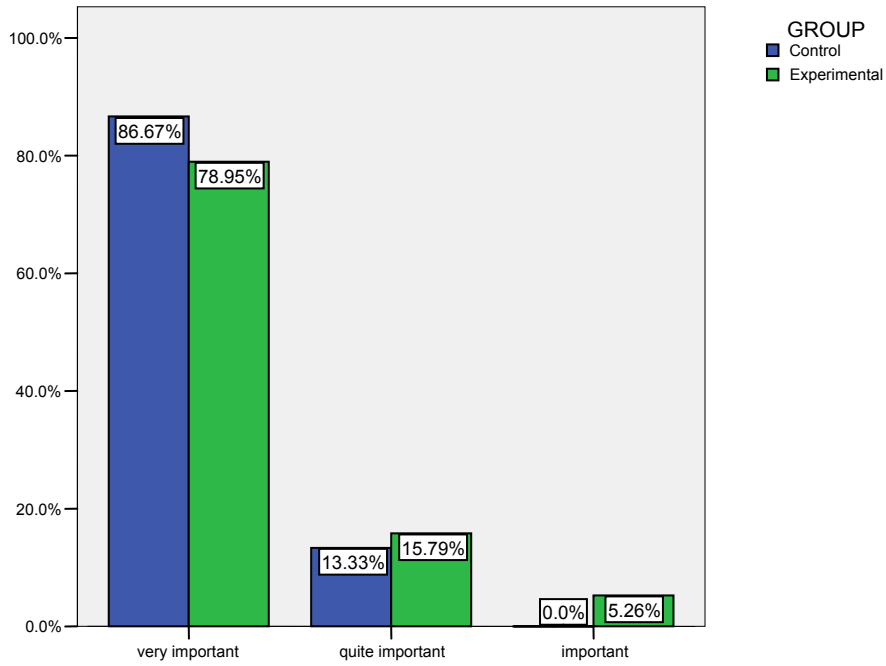




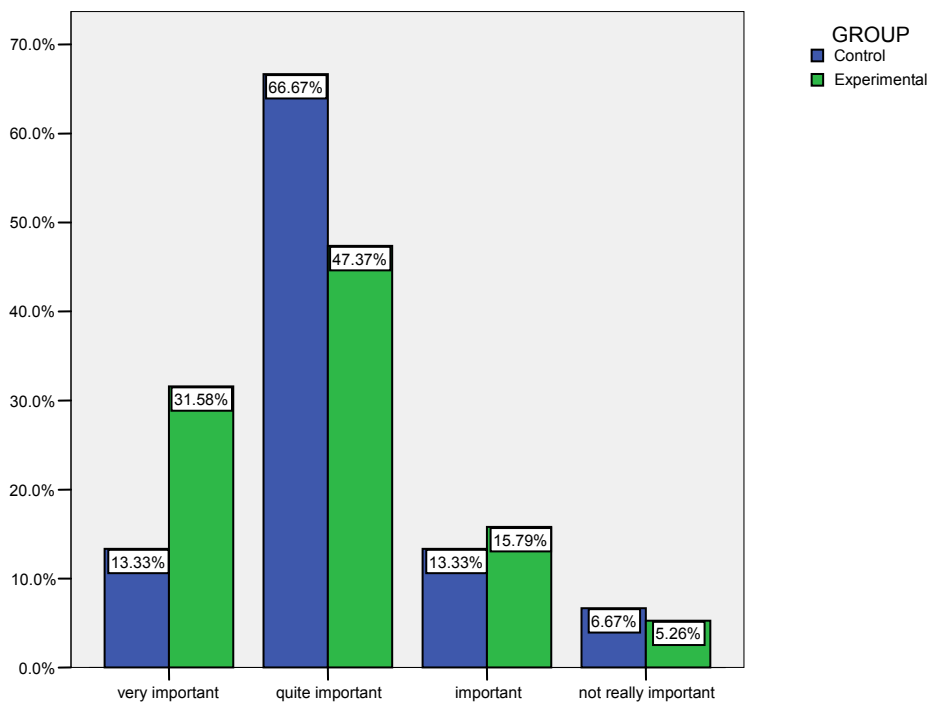
**FIGURE A9**  
**FQ1/10.7. WHICH IS YOUR DEGREE OF PREFERENCE REGARDING THE FOLLOWING CLASSROOM LEARNING ACTIVITIES?: PRONUNCIATION ACTIVITIES**



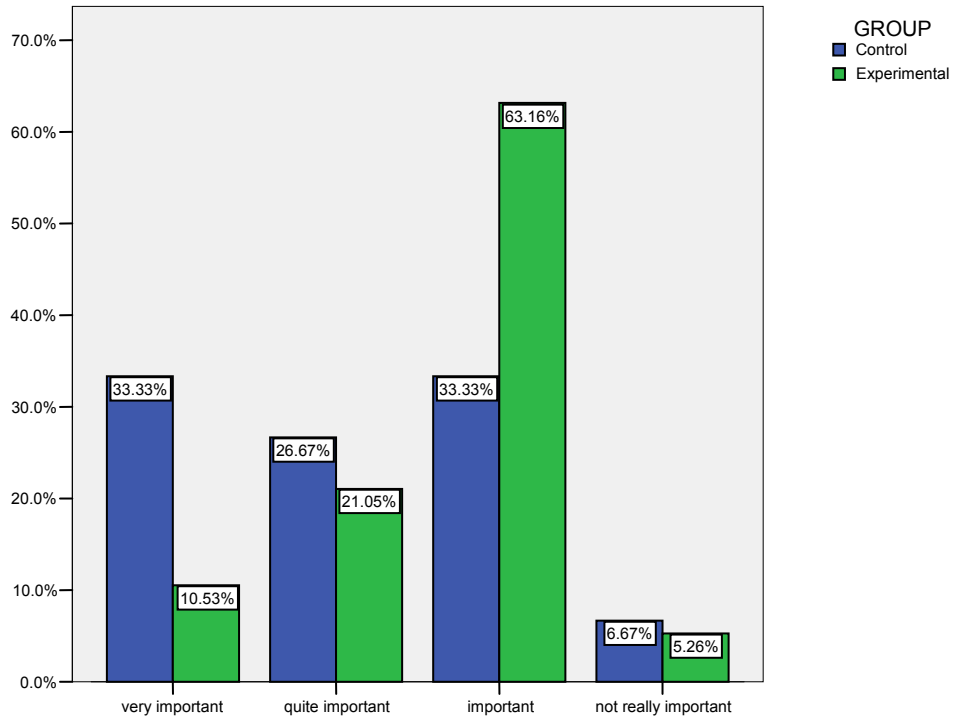
**FIGURE A10**  
**FQ2/5. THE MORE I LIKE ENGLISH LESSONS, THE MORE TIME I DEVOTE TO THE STUDY OF THIS LANGUAGE OUTSIDE THE CLASSROOM**



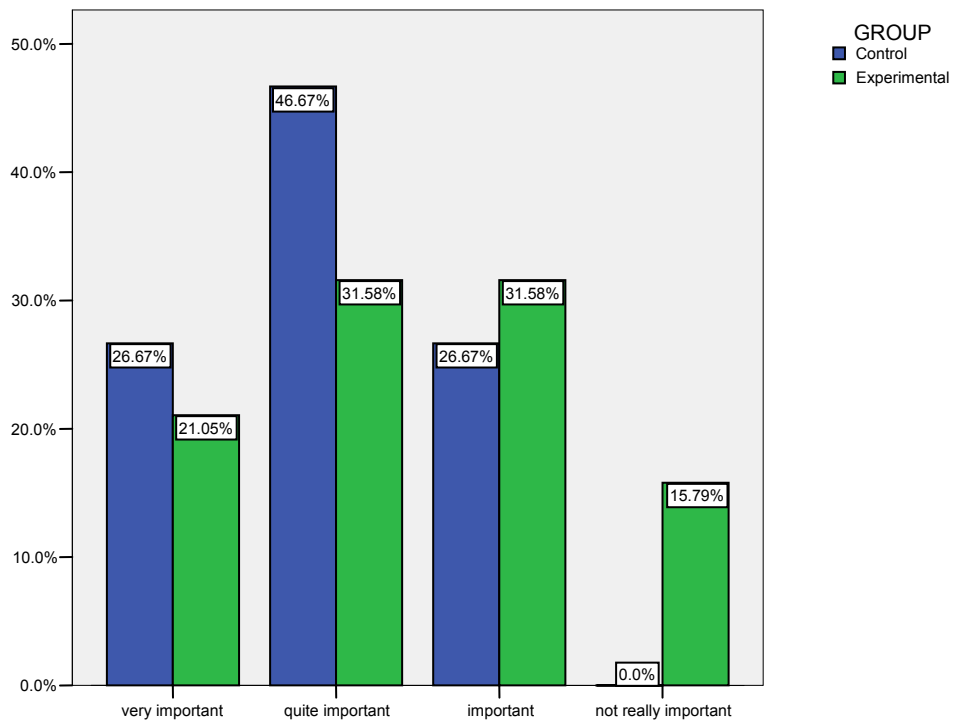
**FIGURE A11**  
**FQ2/6.1. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF ENGLISH OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE TEACHER'S WAY OF TEACHING**



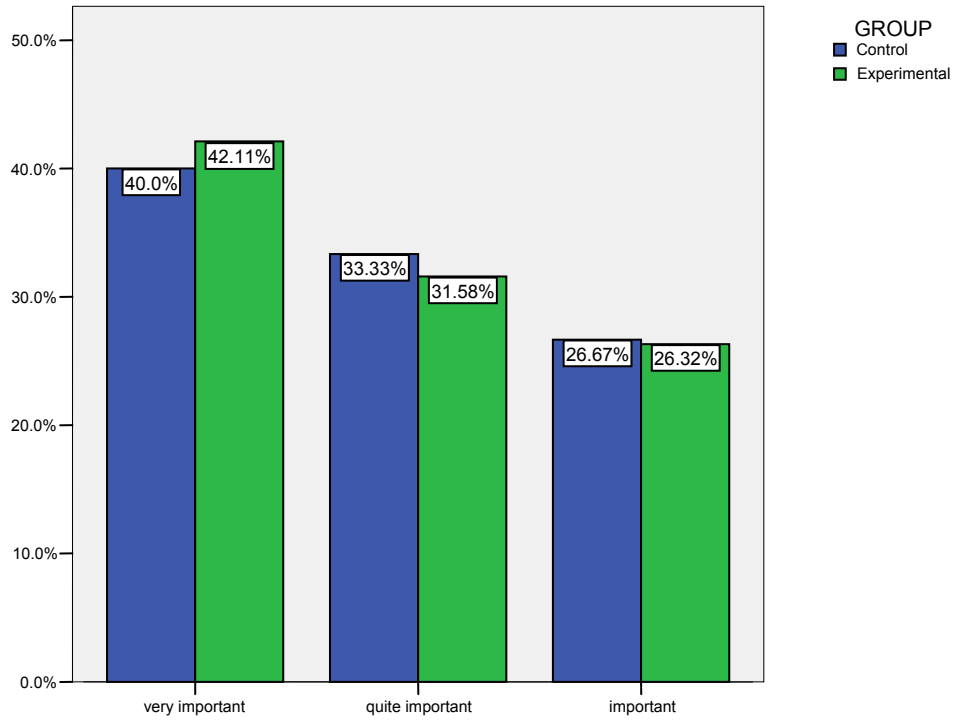
**FIGURE A12**  
**FQ2/6.2. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE TEACHER'S PERSONALITY**



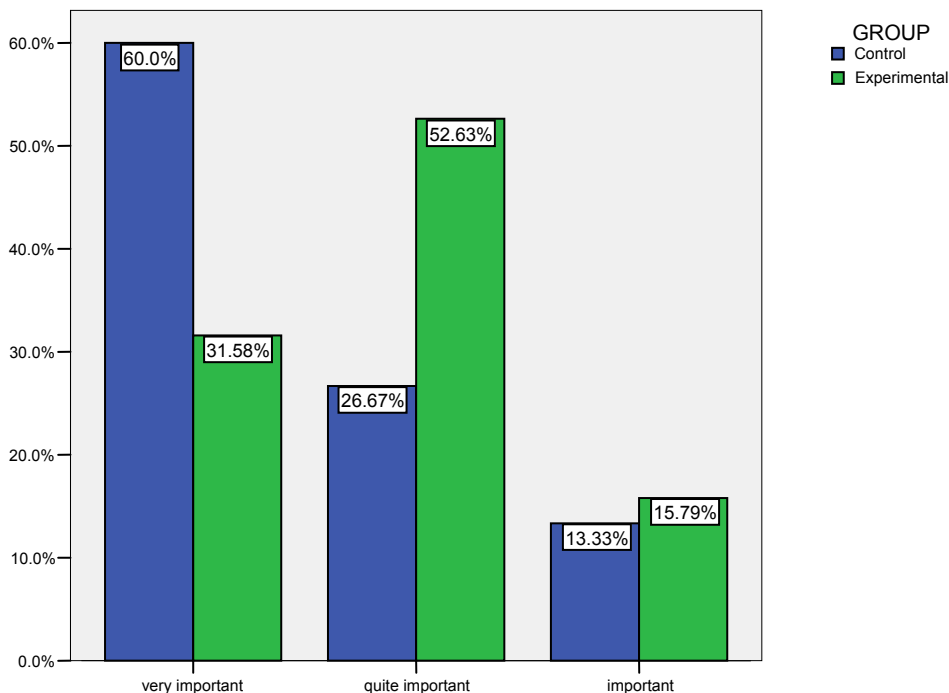
**FIGURE A13**  
**FQ2/6.6. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE EXTRA ACTIVITIES (BOOKS, FILMS, WORKSHOPS...)**



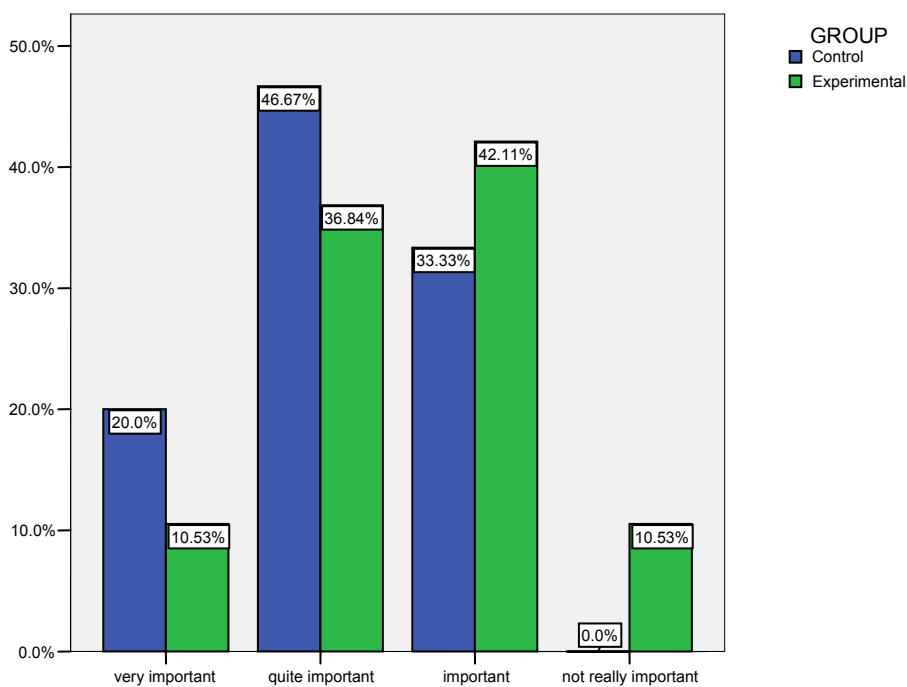
**FIGURE A14**  
**FQ2/6.7. WHICH IS THE DEGREE OF IMPORTANCE IN YOUR LEARNING OF EACH OF THE FOLLOWING FACTORS IN THE ENGLISH CLASS?: THE CORDIALITY WITH CLASSMATES**



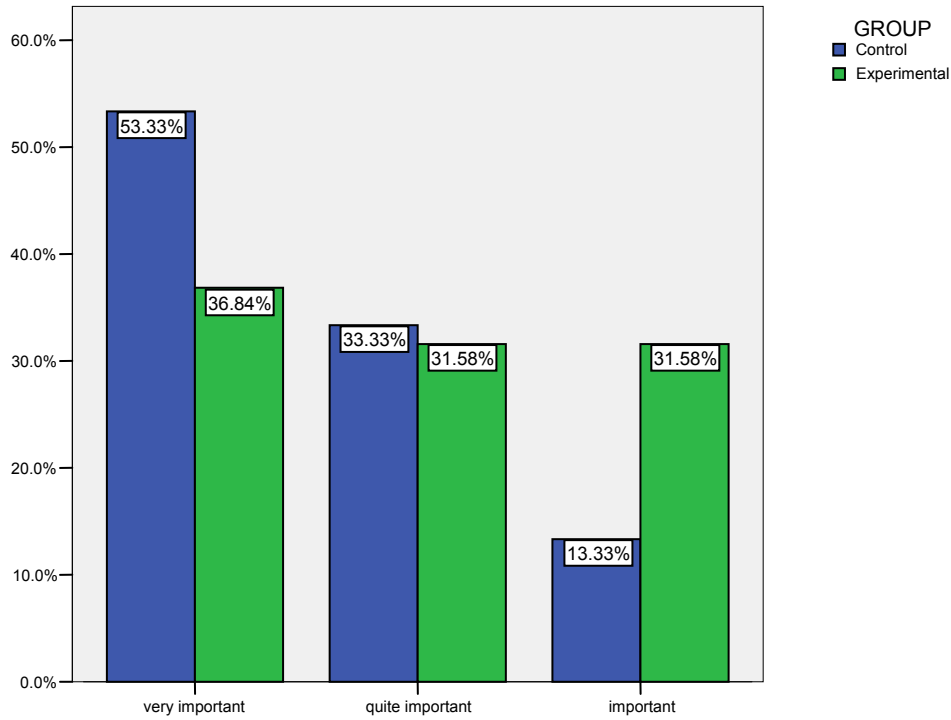
**FIGURE A15**  
**FQ2/7.1. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: THE ACTIVITY TYPES**



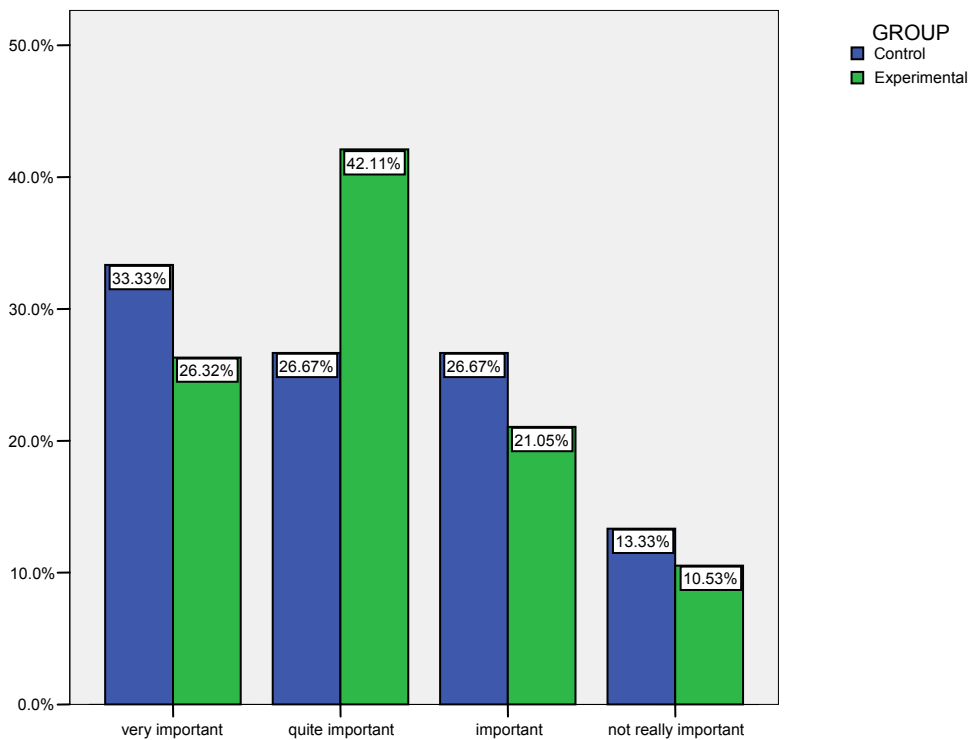
**FIGURE A16**  
**FQ2/7.3. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: BALANCED PRESENCE OF GRAMMAR, LISTENING, WRITING AND SPEAKING ACTIVITIES**



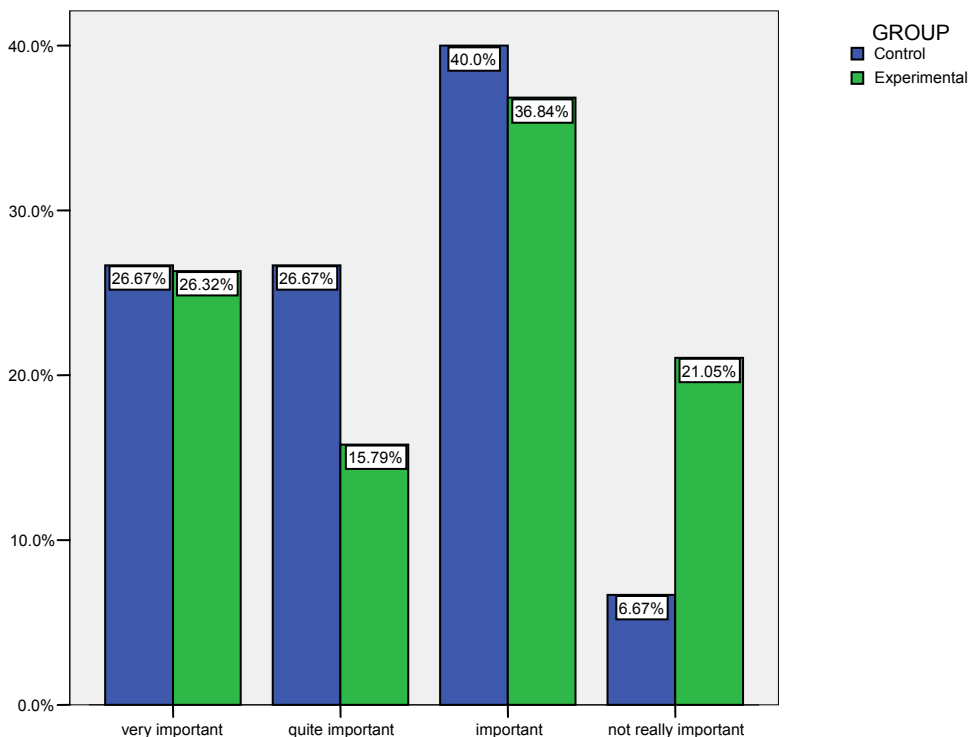
**FIGURE A17**  
**FQ2/7.4. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: EXISTENCE OF ABUNDANT PAIR- AND GROUP-ACTIVITIES**



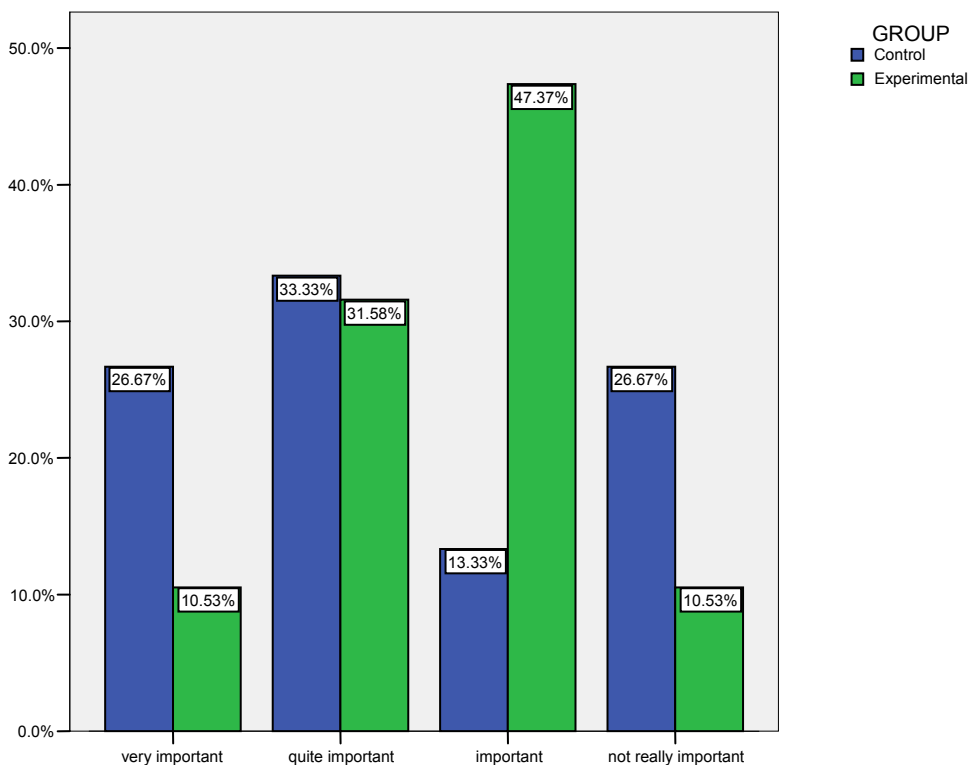
**FIGURE A18**  
**FQ2/7.5. WHICH IS THE DEGREE OF IMPORTANCE THAT YOU ASSIGN TO EACH OF THE FOLLOWING ELEMENTS IN A TEXTBOOK?: INTEREST OF THE PROPOSED TOPICS**



**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...)**