

APPENDIX I: CHECKLISTS

CHECKLIST 1: COURSEBOOK					
		Adequate	Good	Excellent	Comments
I. Design and organization					
1. Are the contents of the coursebook well displayed and organized in a table of contents?	Yes / No				
2. Are units organized... - thematically? - grammatically? - other?	Yes / No Yes / No Specify				
3. Is there... - a summary of the main grammatical points at the end of the coursebook? - a list of English sounds? - a phonetic alphabet or a list of phonetic symbols? - a transcript of the listening texts?	Yes / No Yes / No Yes / No Yes / No				
II. Appropriateness					
4. Are different varieties of English represented?	Yes / No				
5. Are contents and language focus in line with the curriculum?	Yes / No				
III. Materials and motivation					
6. Are the materials used updated in terms of the topics proposed?	Yes / No				
7. Are materials in the coursebook adjusted to the specific purposes of the course – Graphic Design?	Yes / No				
8. Is there a variety of materials?	Yes / No				
9. Does the coursebook foster... - individual work? - pair work? - group work?	Yes / No Yes / No Yes / No				
IV. Methodology					
10. Is the coursebook flexible, that is, does it allow for different teaching and learning styles?	Yes / No				
11. Does the coursebook promote students' communicative competence?	Yes / No				
12. Is there enough emphasis on pronunciation?	Yes / No				
13. Is the pronunciation work	- Integrated work on pronunciation - Isolated work on pronunciation				

built on to other types of work (i.e. listening, dialogues, etc.) or does it stand separately?					
14. Does the coursebook cover the four skills: reading, listening, writing, and speaking? Is there a balance between the skills?	Yes / No Yes / No				
15. Are skills integrated?	Yes / No				
16. Do students review the contents of the coursebook by means of tests or revisions?	Yes / No				
17. In general terms, are activities appropriate to students' level?	Yes / No				
18. Does the material progress in terms of complexity and difficulty?	Yes / No				
V. Supplementary materials					
19. Are supplementary materials, such as a teacher's book, a students' workbook, CDs/tapes with the recordings, etc. provided?	Yes / No				
20. Is there a webpage of reference?	Yes / No				

Comments

--

CHECKLIST 2: ORAL COMMUNICATIVE ACTIVITIES

		Adequate	Good	Excellent	Comments
I. General Impression					
1. Are activities challenging and varied?	Yes / No				
2. Are activities balanced in format, going from controlled to freer practice?	Yes / No	- Controlled - Semi-controlled - Free			
3. Within each unit, are the surrounding activities organized in such a way that a logical and progressive learning process is promoted?	Yes / No				
4. Is listening material... - well recorded? - authentic? - associated with background information?	Yes / No Yes / No Yes / No				
5. If there are specific listening passages, what kind of activities are based on them? - Dictation? - Filling in the blanks? - Ticking the right answer? - Comprehension questions? - Extracting information? - Information gap? - Jigsaw listening? - Other?	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Specify				
6. Which listening strategies and subskills are practiced in the coursebook? - Listening discrimination? - Intensive listening? - Extensive listening? - Elaboration? - Inference? - Summarising? - Note-taking?	Yes / No Yes / No				
7. What kind of speaking activities are contained in the coursebook? - Oral presentations? - Practice of language items? - Dialogues? - Role-plays? - Information gap?	Yes / No Yes / No Yes / No Yes / No Yes / No				
8. Is there enough emphasis on segmental features such as... - individual sounds (vowels, diphthongs, and consonants)?	Yes / No				

<ul style="list-style-type: none"> - sound sequences? - minimal pairs? - letter-pronunciation associations? <p>Is there enough emphasis on suprasegmental features such as...</p> <ul style="list-style-type: none"> - segmentation? - word stress? - sentence stress? - weak and strong forms? - rhythm? - intonation? - assimilation? - elision? - linking? - intrusion? - juncture? - contractions? 	Yes / No Yes / No Yes / No Yes / No Yes / No				
<p>9. Does the coursebook include material that reflects upon the nature of spontaneous oral discourse and communicative interaction, as regards...</p> <ul style="list-style-type: none"> - shared background knowledge? - interactional features (i.e. topic change, turn-taking)? - simplicity of structures (i.e. lack of subordination, vagueness, restricted vocabulary range, etc.)? - real-time production (i.e. no time for planning and editing the message)? - normal dysfluencies (i.e. hesitation pauses, repetitions, false starts, etc.)? - co-constructed units? - adjacency pairs? - interactive particles (i.e. discourse markers, response forms, etc.)? - use of vocatives? - exclamative interjections? 	Yes / No Yes / No				
II. Listening activities					
10. Does the activity reflect authentic, real-life situations?	Yes / No				
11. Does the activity make use of real, authentic materials?	Yes / No				
12. If non-authentic material is used, is it nevertheless a good model for learners to follow?	Yes / No				
13. Are students well prepared to	Yes / No				

carry out the activity successfully, that is, is there a pre-listening activity?					
14. Is the activity well sequenced?	Yes / No				
15. What particular strategies and sub skills are practiced in this activity?					
16. How does the activity contribute to the students' language acquisition and development?					
III. Speaking activities					
17. Does the activity reflect authentic, real-life situations?	Yes / No				
18. Does the activity make use of real, authentic materials?	Yes / No				
19. If non-authentic material is used, is it nevertheless a good model for learners to follow?	Yes / No				
20. Are students well prepared to carry out the activity successfully, that is, is there a pre-speaking activity?	Yes / No				
21. Is the activity well sequenced?	Yes / No				
22. What particular strategies and sub skills are practiced in this activity?					
23. How does the activity contribute to the students' language acquisition and development?					
24. Is interaction required to complete the activity?	Yes / No				
25. Is an outcome required?	Yes / No				
26. Does the activity focus on... - fluency? - accuracy? - asking for clarification? - organization?	Yes / No Yes / No Yes / No Yes / No				

Comments

APPENDIX II: RESULTS OF CHECKLISTS

CHECKLIST 1: COURSEBOOK

		Adequate	Good	Excellent	Comments
I. Design and organization					
1. Are the contents of the coursebook well displayed and organized in a table of contents?	<u>Yes</u> / No			X	The table of contents is very clear and it is excellently organized.
2. Are units organized... - thematically? - grammatically? - other?	<u>Yes</u> / No <u>Yes</u> / No Specify		X		Each unit topic is different from the next but some kind of organization is guessed.
3. Is there... - a summary of the main grammatical points at the end of the coursebook? - a list of English sounds? - a phonetic alphabet or a list of phonetic symbols? - a transcript of the listening texts?	<u>Yes</u> / No <u>Yes</u> / No <u>Yes</u> / No <u>Yes</u> / No		X	X	All the items considered in these questions are covered by <i>NEF</i> .
II. Appropriateness					
4. Are different varieties of English represented?	<u>Yes</u> / No	X			British English is the dominant variety.
5. Are contents and language focus in line with the curriculum?	<u>Yes</u> / No		X		<i>NEF</i> covers the regulations included in the Curriculum of the Community of Aragon.
III. Materials and motivation					
6. Are the materials used updated in terms of the topics proposed?	<u>Yes</u> / No	X			Topics are not updated, they belong to a recent past.
7. Are materials in the coursebook adjusted to the specific purposes of the course – Graphic Design?	<u>Yes</u> / No				Contents do not take into account students' studies.
8. Is there a variety of materials?	<u>Yes</u> / No			X	There is a wide variety of materials: designed for an English lesson, interviews, news, articles, etc.
9. Does the coursebook foster... - individual work? - pair work? - group work?	<u>Yes</u> / No <u>Yes</u> / No <u>Yes</u> / No		X	X	Individual work and group work are less frequent than pair work.
IV. Methodology					
10. Is the coursebook flexible, that is, does it allow for different teaching and learning styles?	<u>Yes</u> / No	X			The teacher can be a formal authority, a model to follow or a facilitator. <i>NEF</i> ,

					however, does not cover a wide variety of learning styles.
11. Does the coursebook promote students' communicative competence?	<u>Yes / No</u>	X			There are few opportunities for freer communication.
12. Is there enough emphasis on pronunciation?	<u>Yes / No</u>		X		There are 'Pronunciation' sections in each unit, but pronunciation work is usually isolated from other types of work.
13. Is the pronunciation work built on to other types of work (i.e. listening, dialogues, etc.) or does it stand separately?		<ul style="list-style-type: none"> - Integrated work on pronunciation - <u>Isolated work on pronunciation</u> 			
14. Does the coursebook cover the four skills: reading, listening, writing, and speaking? Is there a balance between the skills?	<u>Yes / No</u> <u>Yes / No</u>		X X		All four skills are developed and there is a good balance between them.
15. Are skills integrated?	<u>Yes / No</u>	X			The combination of skills is not so frequent in <i>NEF</i> .
16. Do students review the contents of the coursebook by means of tests or revisions?	<u>Yes / No</u>		X		In <i>NEF</i> there are good opportunities for revision; more opportunities for self-assessment would be advisable.
17. In general terms, are activities appropriate to students' level?	<u>Yes / No</u>		X		Appropriate to a B1 level in the CEFR.
18. Does the material progress in terms of complexity and difficulty?	<u>Yes / No</u>		X		Materials and activities, as well as skills, progress in complexity and difficulty. However, there is no progression in strategies and subskills and topics.
V. Supplementary materials					
19. Are supplementary materials, such as a teacher's book, a students' workbook, CDs/tapes with the recordings, etc. provided?	<u>Yes / No</u>			X	<i>NEF</i> is supplemented by a wide variety of materials.
20. Is there a webpage of reference?	<u>Yes / No</u>			X	The Oxford webpage displays more activities and materials.

Comments

CHECKLIST 2: ORAL COMMUNICATIVE ACTIVITIES

		Adequate	Good	Excellent	Comments
I. General Impression					
1. Are activities challenging and varied?	<u>Yes</u> / <u>No</u>	X			Appropriate to students' level, although sometimes repetitive.
2. Are activities balanced in format, going from controlled to freer practice?	<u>Yes</u> / <u>No</u>	- Controlled - <u>Semi-controlled</u> - Free			Activities do not usually promote a free practice; there is always some control over language.
3. Within each unit, are the surrounding activities organized in such a way that a logical and progressive learning process is promoted?	<u>Yes</u> / <u>No</u>		X		Activities are usually well sequenced and it is possible to find pre, while, and post-activities.
4. Is listening material... - well recorded? - authentic? - associated with background information?	<u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u>		X	X	Texts are specially designed for an English lesson.
5. If there are specific listening passages, what kind of activities are based on them? - Dictation? - Filling in the blanks? - Ticking the right answer? - Comprehension questions? - Extracting information? - Information gap? - Jigsaw listening? - Other?	<u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> Specify	X	X X X		The most frequent type of listening activities are filling in the blanks, ticking the right answers, and filling information gaps.
6. Which listening strategies and subskills are practiced in the coursebook? - Listening discrimination? - Intensive listening? - Extensive listening? - Elaboration? - Inference? - Summarizing? - Note-taking?	<u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u>	X	X X X		Some listening strategies and subskills are practiced, especially intensive and extensive listening. However, these skills could be further developed.
7. What kind of speaking activities are contained in the coursebook? - Oral presentations? - Practice of language items? - Dialogues? - Role-plays? - Information gap?	<u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u>	X	X X X		Speaking activities are usually about prepared interviews and dialogues and do not offer a real free practice. Role-plays allow for a freer practice.
8. Is there enough emphasis on segmental features such as...					<i>NEF</i> does not cover many segmental and

12. If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / No	X			English lesson, although they provide an adequate model for students.	
13. Are students well prepared to carry out the activity successfully, that is, is there a pre-listening activity?	<u>Yes</u> / No		X		Listening activities are well sequenced and usually include a pre-listening activity, like the reading of a text, and a post-listening activity, which is usually answering a series of questions.	
14. Is the activity well sequenced?	<u>Yes</u> / No		X			
15. What particular strategies and sub skills are practiced in this activity?	<ul style="list-style-type: none"> - Listening discrimination / comprehension - Intensive / extensive listening - Elaboration / inference / note-taking 					
16. How does the activity contribute to the students' language acquisition and development?						
III. Speaking activities						
17. Does the activity reflect authentic, real-life situations?	<u>Yes</u> / No		X		In terms of the topics they deal with; especially the 'Practical English' sections.	
18. Does the activity make use of real, authentic materials?	<u>Yes</u> / <u>No</u>				Materials are designed for an English lesson, although they provide an adequate model for students.	
19. If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / No	X				
20. Are students well prepared to carry out the activity successfully, that is, is there a pre-speaking activity?	<u>Yes</u> / No		X		Speaking activities are well sequenced and usually include a pre-speaking activity, like the reading of a text or a listening, providing students language and content-oriented output. There is also a post-speaking activity, usually promoting a discussion between students.	
21. Is the activity well sequenced?	<u>Yes</u> / No		X			
22. What particular strategies and sub skills are practiced in this activity?	<ul style="list-style-type: none"> - Pronunciation - Intonation - Turn-taking patterns 					
23. How does the activity contribute to the students' language acquisition and development?						
24. Is interaction required to complete the activity?	<u>Yes</u> / No		X		Interaction is required in most activities.	
25. Is an outcome required?	<u>Yes</u> / No	X			There are few	

					possibilities of producing an outcome.
26. Does the activity focus on... - fluency? - accuracy? - asking for clarification? - organization?	Yes / No <u>Yes</u> / No Yes / No Yes / No		X	X	Activities usually focus on accuracy so there is no work on fluency; some activities promote organization skills.

Comments

APPENDIX III: ANALYSIS OF SAMPLE ACTIVITIES

In this appendix, I will provide an analysis of sample activities –two listening and two speaking activities– according to the questions designed in the sections II and III from Checklist 2, respectively. First, I will analyse two listening activities and then two speaking activities.

2 LISTENING

a **2.12** Listen to Martin talking about his journey from London to Avignon by car. Number the pictures 1–7.

b Listen again. Mark the sentences T (true) or F (false).

- 1 There's a lot of traffic in London on Saturday mornings.
- 2 Petrol is more expensive in Britain than in France.
- 3 There are two ways to cross the English Channel by car.
- 4 You can't drive through the Channel Tunnel.
- 5 The journey through the tunnel takes an hour.
- 6 Drivers must sit in their car when they go through the tunnel.
- 7 The speed limit on French motorways is 120 km/h.
- 8 French motorways aren't free.
- 9 It's 970 kilometres from Calais to Avignon.

c **2.13** Listen to Martin talking about his journey and fill in the By car column in the chart. Now compare the information with your answers in 1a.

London to Avignon	By plane	By train	By car
How long did it take? (from home)	5 hours 45 mins	6 hours 40 mins	
How much did it cost?	£63	£65.80	
Comfort /10	5	8	
Convenience /10	5	9	

d Think of a town / city in your country. How many different ways are there of getting there? Which do you think is the best? Why?

Figure 12. Listening activities from Unit 2C, page 29, *NEF*.

II. Listening activities					
Does the activity reflect authentic, real-life situations?	<u>Yes</u> / No		X		In terms of the topic it deals with: travel and transports.
Does the activity make use of real, authentic materials?	<u>Yes</u> / No				Materials in this activity are not authentic, they are adapted from a recording of a persona talking in the British press; however, they provide an adequate model for students.
If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / No	X			
Are students well prepared to carry out the activity successfully, that is, is there a pre-listening activity?	<u>Yes</u> / No				There is a pre-listening activity, which is a reading where some vocabulary items are introduced to and practiced by the students. The transcript is provided together with the activity.
Is the activity well sequenced?	<u>Yes</u> / No	X			
What particular strategies and sub skills are practiced in this activity?	<ul style="list-style-type: none"> - Listening comprehension - Intensive / extensive listening - Elaboration 				

	<p>- Note-taking</p> <p>How does the activity contribute to the students' language acquisition and development?</p> <p>These activities provide comprehensible input so they allow students to further develop their listening skills and subskills: trying to get the general meaning of the listening and also focusing on details.</p>
--	---

a Look at the photograph. In pairs, answer the questions.

- 1 Who do you think the man and woman are?
- 2 Where do you think they are?
- 3 What film do you think was being made?
- 4 What do you think is happening?

b **6.6** Listen to the first part of an interview with Dagmara and check your answers to a.

c Listen again and answer these questions.

- 1 Where does Dagmara live?
- 2 What was she doing before the shooting of the film started?
- 3 Was that her real job?
- 4 Where did she meet Spielberg?
- 5 What did she have to do there? Why?
- 6 How well did she do it?
- 7 What happened afterwards?

d **6.7** Now listen to the second part of the interview and then make notes under the headings below.

What she had to do during the film

go to the film set every day, translate

The most difficult thing about the job

The worst moment

What it was like to work with Spielberg

Her opinion of the film

How she feels when she watches the film

e Compare with a partner. Then listen again and complete your notes.

Figure 13. Listening activities from Unit 6B, page 91, *NEF*.

II. Listening activities					
Does the activity reflect authentic, real-life situations?	<u>Yes</u> / No		X		In terms of the topics it deals with: cinema and World War II.
Does the activity make use of real, authentic materials?	<u>Yes</u> / No		X		Materials in this activity are authentic, although they are adapted for an English lesson. They provide a good model for students.
If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / No		X		
Are students well prepared to carry out the activity successfully, that is, is there a pre-listening activity?	<u>Yes</u> / No		X		There is a pre-listening, although a freer outcome is not promoted.
Is the activity well sequenced?	<u>Yes</u> / No	X			
What particular strategies and sub skills are practiced in this activity?	<ul style="list-style-type: none"> - Listening comprehension - Intensive / extensive listening - Elaboration / note-taking 				
How does the activity contribute to the students' language acquisition and development?	The practice of listening comprehension, note-taking, and students' interaction with their classmates contributes to their language acquisition and development.				

6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

- 1 Women worry more about their diet than men.
- 2 Young people today eat less healthily than ten years ago.
- 3 Men cook as a hobby, women cook because they have to.
- 4 Vegetarians are healthier than people who eat a lot of meat.
- 5 You can often eat better in cheap restaurants than in expensive ones.
- 6 Every country thinks that their cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in **Useful language**.

Useful language

For example...  I agree.  I don't agree.  I think it's true.  I don't think it's true.  (I think) it depends. 



Figure 14. Speaking activities from Unit 1A, page 7, *NEF*.

III. Speaking activities					
Does the activity reflect authentic, real-life situations?	<u>Yes</u> / No		X		In terms of the topics it deals with: health, food, and restaurants.
Does the activity make use of real, authentic materials?	<u>Yes</u> / <u>No</u>				Materials are designed for an English lesson, although students are given prompts to practice.
If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / No		X		
Are students well prepared to carry out the activity successfully, that is, is there a pre-speaking activity?	<u>Yes</u> / No	X			These speaking activities come at the very end of the unit, so students have been given enough language and content-oriented input in several pre-speaking activities.
Is the activity well sequenced?	<u>Yes</u> / No	X			
What particular strategies and sub skills are practiced in this activity?	<ul style="list-style-type: none"> - Turn-taking patterns - Strategic competence - Use of discourse markers 				
How does the activity contribute to the students' language acquisition and development?	<p>These activities especially promote students' interactional skills, since they have to express their own opinions and listen to those of their classmates. They provide students a series of fixed expressions to help them produce an output.</p>				
Is interaction required to complete the activity?	<u>Yes</u> / No		X		Interaction is required: there is exchange of opinions, negotiation of meaning, and opinion gap.
Is an outcome required?	<u>Yes</u> / No		X		Students are asked to express their own ideas and personal opinions, so an output is produced, but an outcome is not required.
Does the activity focus on...					The activity focuses

- fluency? - accuracy? - asking for clarification? - organization?	<u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u> <u>Yes</u> / <u>No</u>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	on the use of some particular expressions of opinion.
---	--	--	-------------------------------------	-------------------------------------	---

4 SPEAKING

a Look at the circles, and write something in as many as you can.



Figure 15. Speaking activities from Unit 2B, page 25, NEF.

III. Speaking activities					
Does the activity reflect authentic, real-life situations?	<u>Yes</u> / <u>No</u>		<input checked="" type="checkbox"/>		In terms of the topics it deals with: sports, hobbies, and leisure.
Does the activity make use of real, authentic materials?	<u>Yes</u> / <u>No</u>				Materials are designed for an English lesson, although students are given prompts to practice.
If non-authentic material is used, is it nevertheless a good model for learners to follow?	<u>Yes</u> / <u>No</u>		<input checked="" type="checkbox"/>		
Are students well prepared to carry out the activity successfully, that is, is there a pre-speaking activity?	<u>Yes</u> / <u>No</u>		<input checked="" type="checkbox"/>		There is a pre-speaking activity, which involves writing.
Is the activity well sequenced?	<u>Yes</u> / <u>No</u>	<input checked="" type="checkbox"/>			
What particular strategies and sub skills are practiced in this activity?	- Turn-taking patterns				
How does the activity contribute to the students' language acquisition and development?	These speaking activities are very much guided, that is, there is more control over language, and focus on establishing comparisons. They contribute to students' language acquisition and development in terms of exchanging information.				
Is interaction required to complete the activity?	<u>Yes</u> / <u>No</u>		<input checked="" type="checkbox"/>		Interaction is required: students are asked to ask

					questions to their classmates.
Is an outcome required?	<u>Yes</u> / No	X			These activities require the production of an output, rather than an outcome.
Does the activity focus on... - fluency? - accuracy? - asking for clarification? - organization?	<u>Yes</u> / No <u>Yes</u> / No <u>Yes</u> / No <u>Yes</u> / No	X X			The activity focuses on the use of questions, on clarification, and focus on form.