

## APPENDIXES

### *Appendix 1: The questionnaire*

Published and teacher-generated materials. A questionnaire for teachers

Please fill a questionnaire for each level you teach / book you use.

Course:

Book used:

Year of adoption:

1- Why did you choose the book you are using? (You can tick more than one)

- |   |                          |                                      |                          |
|---|--------------------------|--------------------------------------|--------------------------|
| I know it well                                | <input type="checkbox"/> | It is well aligned to the curriculum | <input type="checkbox"/> |
| It was recommended by a colleague             | <input type="checkbox"/> | It is aligned to my teaching style   | <input type="checkbox"/> |
| It is decided within the department           | <input type="checkbox"/> | It offers loads of support material  | <input type="checkbox"/> |
| It leaves room for my own materials and ideas | <input type="checkbox"/> | It is aligned to exams requirements  | <input type="checkbox"/> |

Other reasons

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.....  
.....

2- The level of the textbook you chose:

- |  |                          |
|--|--------------------------|
| Is perfect for the course I'm teaching                               | <input type="checkbox"/> |
| There is not a traditional level which is appropriate for the course | <input type="checkbox"/> |
| Is the one every teacher is using                                    | <input type="checkbox"/> |
| There are no other options in any catalogue                          | <input type="checkbox"/> |
| I'm trying something different because                               |                          |

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Other considerations

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3- Your books vs. the curriculum vs. your goals

- |  |                          |
|--|--------------------------|
| The book I use is perfectly aligned with the curriculum and my goals | <input type="checkbox"/> |
| The book I use is often aligned with the curriculum and my goals     | <input type="checkbox"/> |
| The book I use is rarely aligned with the curriculum and my goals    | <input type="checkbox"/> |
| The book I use is never aligned with the curriculum and my goals     | <input type="checkbox"/> |

4- Which percentage of your goals is covered by the book you are using?

Less than 40%	50%	60%	70%	80%	90%	100%

5- Where is your book really solid? (you can tick more than one)

- Linguistic contents       Writing       Speaking and interaction   
 Reading       Listening       Topics

Other

.....  
 .....

6- What do you like the most of it?

.....  
 .....  
 .....  
 .....

7- Are you satisfied with the book?

I couldn't live without it	It is very good	It is OK	Not so much	It's a bluff

8- What does the book consistently offer? (you can tick more than one)

- Solid support for students and teacher       Coherent learning units   
 Good progression of contents and difficulty       Good topics and discussion issues   
 Good preparation for end of year exam materials       A starting point for hand-made   
 Loads of communicative activities       Extra materials   
 Good pronunciation practice       ICT materials

Other

.....  
 .....

9- What do you miss in your book? (You can tick more than one)

- |                                    |                          |                                     |                          |
|------------------------------------|--------------------------|-------------------------------------|--------------------------|
| More linguistic contents           | <input type="checkbox"/> | More engaging topics and activities | <input type="checkbox"/> |
| More spoken interaction activities | <input type="checkbox"/> | More pronunciation exercises        | <input type="checkbox"/> |
| More listening tasks               | <input type="checkbox"/> | More exam practice                  | <input type="checkbox"/> |

Other

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10- Do you usually get feedback from your students about the textbook?

- Yes  No

What do they say about it?

.....  
.....  
.....

11- Do you offer teacher made materials to your students?

- Always  Very often  Almost never  Never

12- Are they adapted from books or taken and adapted from other sources?

- Mostly from books  Half and half  Mostly form other resources

13- What are the objectives of those materials? (you can tick more than one)

- To cover book's lacks
- To complete weak parts of the book
- To extent the contents of the book
- To make different things (not those of the book)
- To give students more support
- To provide students with exam practice

Other

.....  
.....

14- What kind of materials you make more often? (you can tick more than one)

- |               |                          |           |                          |               |                          |
|---------------|--------------------------|-----------|--------------------------|---------------|--------------------------|
| Role plays    | <input type="checkbox"/> | Games     | <input type="checkbox"/> | Grammar       | <input type="checkbox"/> |
| Vocabulary    | <input type="checkbox"/> | Listening | <input type="checkbox"/> | Reading       | <input type="checkbox"/> |
| Writing tasks | <input type="checkbox"/> | Tasks     | <input type="checkbox"/> | Exam practice | <input type="checkbox"/> |

15- Do your materials work?

Always  Most of the times  Not too often  Oh my God!

16- Do you get feedback from your students about your materials?

Yes  No

What do they say?

.....  
.....

17- Do you use the Interactive Whiteboard?

Every lesson  Very often  Not so much  Never

18- Do you use it for published or teacher made materials? ( you can tick more than one)

- I use it for the digital version of my text book
- I use it for the digital version of other text books
- I use it for ESL materials I find on the Internet
- I use it for non-specific materials I find on the Internet
- I use for materials I create from scratch

19- How have ICTs influenced your development of teacher made materials?

- Now I make more because it is easier
- Now I make more because the results are better
- I make the same amount of materials than before
- Now I make less

Other considerations

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.....

20- Before and after the new curriculum. Please mark true or false.

- Now I offer more communicative activities than before
- Now I find more communicative activities in textbooks than before
- Now I prepare more handmade materials than before
- Now the publishers give us more materials than before
- Now I do more or less the same than before regarding materials.

Appendix 2: Official Schools of languages' lists of text books

Text books lists					
	escuela oficial de idiomas	Nº1 ZARAGOZA			
nivel	texto	editorial	texto		editorial
1º básico-A1	New English File Elementary	OUP	Straight Forward Elem		Macmillan
2º básico-A2	New English File Pre-Intermediate	OUP	Straight Forward Pre-Int		Macmillan
1º int.-B1	New English File Intermediate	OUP	Speak Out Pre-int		Macmillan
2º int.-B1	New English File Intermediate Plus	OUP	Speak Out Intermediate		Pearson
1º avanz.- B2	New English File Upper-Intermediate	OUP	Speak Out Upper-Int		Pearson
2º avanz.-B2	Straight Forward Advanced	Macmillan	Face to Face Advanced		CUP
	escuela oficial de idiomas	Nº 2 ZARAGOZA			
nivel	texto	editorial	texto		editorial
1º básico-A1	New English File Elementary	OUP			
2º básico-A2	New English File Pre-Intermediate	OUP			
1º int.-B1	New English File Intermediate	OUP	Face to Face Pre-Int		CUP
2º int.-B1	New English File Intermediate Plus	OUP	Speak Out Upper-Int		Pearson
1º avanz.- B2	New English File Upper-Intermediate	OUP	Countdown to First Cert		OUP
2º avanz.-B2	New English File Advanced	OUP	New Inside Out Advanced		Macmillan
	escuela oficial de idiomas	UTEBO			
nivel	texto	editorial	texto		editorial
1º básico-A1	New English File Elementary	OUP			
2º básico-A2	English Unlimited Elementary	CUP			
1º int.-B1	New English File Intermediate	OUP			
2º int.-B1	Outcomes Intermediate	HEINLE			
1º avanz.- B2	New English File Upper-Intermediate	OUP	Speak Out Upper-Int		Pearson
2º avanz.-B2	Clockwise Advanced	OUP			
	escuela oficial de idiomas	EJEA	nivel	escuela oficial de idiomas	HUESCA
nivel	texto	editorial	nivel	texto	editorial
1º básico-A1	New English File Elementary	OUP	1º básico-A1	New English File Beginner	OUP
2º básico-A2	New English File Pre-Intermediate	OUP	2º básico-A2	New English File Pre-Intermediate	OUP
1º int.-B1	New English File Intermediate	OUP	1º int.-B1	New English File Intermediate	OUP
2º int.-B1	New English File Intermediate Plus	OUP	2º int.-B1	Speak Out Intermediate	Pearson
1º avanz.- B2	New English File Upper-Intermediate	OUP	1º avanz.- B2	New Inside Out Upper-Intermediate	Macmillan
2º avanz.-B2	New English File Advanced	OUP			
	escuela oficial de idiomas	TARAZONA		escuela oficial de idiomas	SABIÑÁNIGO
nivel	texto	editorial	nivel	texto	editorial
1º básico-A1	New English File Elementary	OUP	1º básico-A1	English Unlimited Starter	CUP
2º básico-A2	New English File Pre-Intermediate	OUP	2º básico-A2	Speak Out Elementary	Pearson
1º int.-B1	New English File Intermediate	OUP	1º int.-B1	New English File Intermediate	OUP
2º int.-B1	New English File Intermediate Plus	OUP	2º int.-B1	New English File Intermediate Plus	OUP
1º avanz.- B2	Face to Face Upper-Intermediate	CUP	1º avanz.- B2	New English File Upper-Intermediate	OUP
2º avanz.-B2	Clockwise Advanced	OUP	2º avanz.-B2	New English File Advanced	OUP
	escuela oficial de idiomas	MONZÓN		escuela oficial de idiomas	ALCAÑIZ
nivel	texto	editorial	nivel	texto	editorial
1º básico-A1	New English File Elementary	OUP	1º básico-A1	New English File Beginner	OUP
2º básico-A2	New English File Pre-Intermediate	OUP	2º básico-A2	Speakout Elementary	Pearson
1º int.-B1	New English File Intermediate	OUP	1º int.-B1	New English File Intermediate	OUP
2º int.-B1	New English File Intermediate Plus	OUP	2º int.-B1	New English File Intermediate Plus	OUP
1º avanz.- B2	First Certificate Expert	Pearson	1º avanz.- B2	New English File Upper-Intermediate	OUP
2º avanz.-B2	CAE Expert	Pearson	2º avanz.-B2	New English File Advanced	OUP
	escuela oficial de idiomas	TERUEL			
nivel	texto	editorial			
1º básico-A1	New English File Beginner	OUP			
2º básico-A2	New English File Elementary	OUP			
1º int.-B1	Speak Out Pre-Intermediate	Pearson			
2º int.-B1	New English File Intermediate	OUP			
1º avanz.- B2	New English File Advanced	OUP			
2º avanz.-B2	STXT	XXX			

