



English Language Teaching in Spain: Do Textbooks Comply with the Official Methodological Regulations? A Sample Analysis

RAQUEL CRIADO & AQUILINO SÁNCHEZ¹
University of Murcia

ABSTRACT

The goal of this paper is to verify up to what point ELT textbooks used in Spanish educational settings comply with the official regulations prescribed, which fully advocate the Communicative Language Teaching Method (CLT). For that purpose, seven representative coursebooks of different educational levels and modalities in Spain – secondary, upper secondary, teenager and adult textbooks – were selected to be analysed. A full unit randomly selected from each coursebook was examined through the parameters of the *communicative potential* of the activities – measured on a scale from 0 to 10 – and the *communicative nature* of the methodological strategies implemented – measured on a dichotomous scale (yes/no). Global results per educational levels point to the prevailing communicative nature of all the materials, which was shown to be above 50%. The remaining non-communicative block was covered by activities focused on the formal features of language (grammar and vocabulary). This resulting degree of dissociation between official regulations and what is really found in teaching materials may be positive, since the learning of languages is complex and results from the intervention of multiple factors and learning styles, as is evidenced by the professional experience of teachers from different backgrounds and beliefs.

KEYWORDS: Communicative Language Teaching Method, ELT Coursebooks, Foreign Language Syllabus, Spanish regulations on ELT

¹ **Address for correspondence:** Raquel Criado, Departamento de Filología Inglesa, Campus de *La Merced*. Universidad de Murcia. 30071 Murcia, Spain. Tel: 00 34 868888791; Fax: 00 34 868883185; e-mail: rcriado@um.es

Aquilino Sánchez, Departamento de Filología Inglesa, Campus de *La Merced*. Universidad de Murcia. 30071 Murcia, Spain. Tel: 00 34 868883175; e-mail: asanchez@um.es

1. INTRODUCTION

The question we will try to analyse and answer in this article relates to the adequacy between English Language Teaching (ELT) textbooks used in schools and the teaching method they are supposed to adjust to, following the official regulations in Spain. This question is particularly relevant nowadays: governments and educational institutions tend to regulate the syllabi of the various compulsory disciplines in the educational curriculum and those syllabi are the backbone of manuals or textbooks. Hence, it is of paramount importance to look at textbooks and check whether the product they offer is truly that one they should offer, that is, whether the materials they contain adjust or not -and to what extent- to the principles and techniques that support the method defined by the official regulations. The analytical survey carried out in this paper refers to the situation of Spain in this respect at the beginning of the 21st century, and is based, on the one hand, on the latest official regulations issued by the Spanish government, and, on the other, on the analysis of a representative sample of textbooks widely used in the teaching of English as a Foreign Language (EFL) in secondary and adult education.

The teaching of languages in Spain has not been particularly outstanding throughout the history (Monterrey, 2003; Sánchez, 1992; Sofía Gamero, 1961). It is only in the 20th century when key institutions were created with the exclusive purpose of teaching foreign languages (*Escuela Central de Idiomas* in Madrid, 1911), or for promoting research and philological studies, as well as for training teachers (Departments of Modern Philology at the universities of Madrid -1954-, Salamanca -1952, 1954-, Barcelona -1955). Teaching and learning English did not receive any emphasis well until the seventies, when Spain opened up to Europe and initiated a significant economic development. The ‘Law on General Education’ in 1970 (*Ley General de Educación*) was a decisive step forward in the methodological updating of foreign language teaching. The *Audiolingual Method* and/or the *Audiovisual Method* (two methodological varieties of the same structurally based approach) were clearly defined as the method the schools should comply with, as is shown in the guidelines for implementing the teaching of languages in Primary Education. Manuals and teachers should

- *intensificar la práctica de estructuras morfológicas y sintácticas,*
- *demorar la práctica de lectura y escritura hasta un mínimo de seis clases después de empezar el aprendizaje oral.*²

(-intensify the practice of morphological and syntactic structures,
-delay the practice of reading and writing until a minimum of six classes following the onset of oral learning). [Authors’ translation]

² *Orden de 2 de diciembre de 1970 por la que se aprueban las orientaciones pedagógicas para la Educación General Básica (BOE 8-12-1970).* (2nd December 1979 Ministerial decree by which the pedagogical orientations for the Basic General Education (education for children aged 6 to 14) is approved).

In doing so, the teaching of languages in Spain joined the method in fashion in the Western world, a method born in the United States and well rooted in Western Europe.

In the early 70s, however, the mechanical character of the Audiolingual Method received increasing criticism and a new approach emerged: the *Notional Functional Syllabus*, which soon afterwards led to the *Communicative Language Teaching Method (CLT)*. The regulations were already open to the new trends; the learning of the four skills became the target, and the term ‘communicative’ started to be frequently mentioned in the official literature on language teaching. The Spanish syllabus for Secondary Education in 1975 states that,

El área de «Lenguaje» tenderá a ampliar la capacidad de expresión y comprensión verbal del alumno, tanto en la lengua nacional como en otras lenguas modernas, y el objetivo ha de ser que el alumno adquiera un dominio suficiente del lenguaje como medio de comunicación, de tal modo que le permita expresar sus vivencias y comprender los mensajes que recibe...³

(The area of ‘language’ will tend to broaden the capacity of the student’s verbal expression and understanding, both in his/her native language and in other modern languages. The objective is that the student acquires a sufficient command of language as a *means of communication*, in such a way that he/she can express his/her experiences and understand the messages received...) [Authors’ translation]

The CLT, sponsored by the Council of Europe, entered the official syllabi of most European countries in the last quarter of the 20th century; several other European organisations and initiatives joined the new approach. Research at the university and many scholars advocated rather unanimously the ‘communicative’ teaching and learning of foreign languages. The emerging ‘globalisation’ all around the world helped to consolidate the principle that languages had a communicative function and should therefore be learnt with the same purpose and aiming at communicative goals.

The teaching of languages in Spain in this same period was already fully consolidated and adjusted to the current methodological trends in Europe. Consequently, the new laws and regulations on Education (*Ley Orgánica*, 1990 and 2002) included specific references to the communicative language teaching. The *Ley Orgánica* enacted in 2002 (art. 33: j, k) stated for Primary Education that, in the teaching/learning of foreign languages, students had “to be able to communicate fluently in one or more foreign languages” (*Expresarse con fluidez en una o más lenguas extranjeras*). When referring to Secondary Education, the communicative basis of language teaching was still more clearly specified: Students –it is stated– must “develop the communicative competence to understand and communicate adequately in one or more foreign languages, in order to have access to other cultures” (art.

³ *Decreto 160/1975, de 23 de enero, por el que se aprueba el plan de estudios del Bachillerato (BOE 13-2-1975)*. (Decree 160/75, 23rd January 1975, which certifies the approval of the Bachillerato/Upper Secondary syllabus).

21: *g: Desarrollar la competencia comunicativa para comprender y expresarse en una o más lenguas extranjeras de manera apropiada, a fin de facilitar el acceso a otras culturas*).

The communicative paradigm was, therefore, well established at the end of the 20th century. It is true that the CLT is more complex than the Audio-lingual Method and has accordingly been interpreted and applied with greater variety. The complexity of the CLT is rooted in its very foundations: the communicative process is not to be restricted to the formal linguistic system; it takes into account the complex relationships between form and meaning, the innumerable settings and situations within which communication takes place, the variety of students' needs and the large amount of learning styles. Notwithstanding, the degree of complexity of the new method has not been an obstacle regarding its expansion. Official curricula all over the world include CLT as the predominant method in foreign language teaching. This is also the case of the language teaching curriculum in Spain.

2. THE CLT METHOD DEFINED

Since the CLT is the method prescribed in the official syllabus in Spain, we must firstly define with accuracy its main features. Such a definition will facilitate a comparison against the teaching materials used for the implementation of the method in the classroom. We must bear in mind though that the complexity of the CLT makes it difficult to offer a precise, short and clear profile. The platform on which our analysis will be based takes into account the following facts and assumptions:

1. The fact that methods are always operative in the classroom through the activities designed in each one of the units or lessons.
2. The fact that activities are the means through which the teaching action reaches the learners; at the same time, activities condition the students' learning.
3. The fact that activities are defined as units of action in the classroom, through which specific goals are to be attained applying specific strategies.
4. The fact that the analysis of such activities, centred on the identification of their goals, strategies and sequencing (see Criado, 2008), will necessarily offer a faithful picture of the predefined teaching/learning path assumed by the textbook.
5. The fact that if the goals and strategies pursued by the activities which integrate the teaching materials are in line with the CLT requirements, in that case we can reliably conclude that the materials match the Communicative Method.
6. The main features of the Communicative Method in language teaching will be those specified in 2.1. Those detailed in 2.2. will account for the main features of the communicative activities.

2.1. Distinctive features of the CLT

Literature on CLT is abundant (Brumfit & Johnson, 1981; Candlin, 1981; Littlewood, 1981; Moirand, 1982; Richards & Rodgers, 2001; Sánchez, 1997, 2009, among others), and it also reveals that the 'communicative approach' includes many nuances and offers many variants in different countries and textbooks. We will offer here the key features of the CLT, following Sánchez (1997, 2009):

1. Language is considered a tool for communication among human beings.
2. Communication aims at the transmission/reception of messages (centrality of meaning).
3. The transmission of meaning requires a formal code which users must know and adjust to. The formal component of the code (linguistic component) is essential in the communicative process, but it is not enough for reaching full efficiency in communication.
4. Learning the formal code of the language is necessary, but it must be subordinated to the communicative functions, which are centred on meaning. In practical terms, this principle implies that syllabi must first define the communicative situations we need (*what* we want to say and *in which circumstances*), and then specify *which elements* of the linguistic code (grammar) are needed to be fluent in those contexts.

2.2. Distinctive features of the communicative activities

Communicative activities must comply with the principles and conditions of a communicative approach (Sánchez, 1993, 2009), that is:

1. Their main goal must be first centred on the transmission/reception of information (meaning). Language used and taught must therefore be meaningful for the learners.
2. Emphasis on formal elements must be secondary, subordinated to the attainment of a specific communicative purpose.
3. Formal elements to be learned should be the ones needed to perform specific communicative functions.
4. Interaction lies at the basis of communicative situations. Consequently, activities should favour real communicative interaction.
5. The variety of communicative situations should be also found in the variety of communicative activities offered.
6. The strategies through which goals are to be achieved should aim at engaging in interactive situations, centred on the transmission/reception of meaning.
7. Activities aimed at learning linguistic forms (grammar and/or vocabulary) are not truly communicative activities, even though they may be necessary in order to learn the linguistic forms needed for engaging in real and true communicative situations.
8. Communicative activities should develop within a relevant and adequate communicative context.

3. THE SELECTION AND ANALYSIS OF SAMPLE TEXTBOOKS

3.1. The selection of textbooks

Since the goal of this paper is to check whether the prescribed methodology for teaching English as a foreign language is that really applied in textbooks, we need to analyse representative manuals of the different educational levels and modalities in Spain. Due to the vast choice, it is not possible to analyse all the textbooks used in the teaching of English in Spain in private and public schools, for children, teenagers or adult education. We will therefore select a representative sample of manuals, according to the following criteria:

(i) ELT textbooks will refer to the first year in each one of the educational levels selected. As the history of language teaching reveals (Sánchez, 1992, 1997), methods are most often -and more clearly and sharply- implemented in initial levels, probably because the complexity and difficulty of the language being taught is lower than in more advanced stages.

(ii) The compulsory educational levels to analyse are two: *ESO* (*Enseñanza Secundaria Obligatoria*, i.e. Compulsory Secondary Education -hence *Secondary* alone- with 11-15 year-old students) and *Bachillerato* (or *Upper Secondary/Baccalaureat*, with 16-18 year-old students). Primary Education (6-11 year-old children) has not been included in this study because we consider that the methodology applied at this age is affected by special factors that would require a partially different approach in the research.

(iii) In addition to the *compulsory education* in the *ESO* and *Bachillerato*, the teaching of languages is also regulated in the *Escuelas Oficiales de Idiomas* (Official Schools of Languages), a large network of official schools in Spain attended by more than 350,000 students (academic year 2006-07; two thirds (2/3) of them are registered as students of English)⁴. These students are classified as ‘adults’, since the Official Schools of Languages accept students over 16. In the academic year 2006-07, more than 200,000 students registered in these Schools were over 25 years old. Consequently, textbooks for adults have also been selected.

(iv) There are also textbooks for *teenagers* (13-19 years of age) which may overlap with *ESO*, *Bachillerato* and the Official Schools of Languages students. We took this fact into account and decided to include in our analysis a textbook for teenagers as well, since this kind of manuals are aimed at students attending official and private schools that cover this particular stretch of age.

(v) *Representativeness* of the textbooks selected has been a key issue along the selection process. In order to comply with this criterion, we have collected information based on publishers, bookshops, school syllabi (as published in the Internet) and teachers of English at the different educational levels all around Spain. Our sample of units is by necessity a convenience sample, given that the variety and number of ELT textbooks is high.

⁴ Numbers of Education in Spain. Spanish Ministry of Science and Education (www.mec.es).

Still, we consider that the selection process of the sample is reasonably indicative of the teaching materials used in most schools in Spain.

The books selected are the following:

- a) *ESO (Compulsory Secondary Education)*:
 - a.1. *Challenge for ESO 1*. By Charlotte Addison and Pamela Field. Burlington Books España, 2006.
 - a.2. *Oxford Spotlight 1*. By Paul A. Davies and Tim Falla. Oxford University Press. 2007
- b) *Bachillerato (Upper Secondary Education/Baccalaureat)*:
 - b.1. *Looking Forward 1*. By David Spencer. Macmillan, 2002.
 - b.2. *Bachillerato Made Easy 1*. By Adela Fidalgo, Alberto Fontanillo, Inmaculada Mayorga and Sarah Dague. Santillana Richmond Publishing, 2001.
- c) *Teenagers*:

English in Mind Student's Book 1. By Herbet Puchta and Jeff Stranks. Cambridge University Press, 2004.
- d) *Adults*:
 - d.1. *Face2Face Elementary*. By Chris Redston and Gillie Cunningham. Cambridge University Press, 2005.
 - d.2. *New English File Elementary Student's Book*. By Clive Oxenden, Christina Latham-Koenig and Paul Seligson. Oxford University Press, 2004.

Units analysed have been selected at random from each one of the textbooks. The textbook taken as a sample is always the first one for each educational level. We must keep in mind that first year students of *ESO* and *Bachillerato* are not true beginners, which means that textbooks for these levels are usually designed both for A1 and A2 levels (according to the Common European Framework levels), or 'elementary', as opposed to 'starters' or 'beginners' (it is assumed that students have already a basic knowledge of the language learnt).

3.2. The identification of the communicative features

A full unit has been selected from each textbook, with the exception of *English in Mind*, where two units were selected because they are shorter. All the activities in these units have been analysed and contrasted against the communicative features specified in section 2.2. The identification of the features and characteristics that define the CLT and the communicative activities is a necessary condition in order to check whether or not specific teaching materials comply with the communicative requirements. We have already mentioned above that the official syllabus in Spain adheres to the CLT. The goal of reaching the *competencia comunicativa* ('communicative competence') in the language learnt is

explicitly mentioned in the Law of Education⁵ enacted in 1991 for the different educational levels (pre-primary, primary and secondary education). Later regulations keep the same goals in methodology⁶. This means that teaching materials must be approved by educational authorities in order to qualify as textbooks for pre-primary, primary and secondary schools. Textbooks must therefore adapt to the communicative syllabus in order to meet the official requirements. The question is: Do they really adjust to the CLT?

Cerezo (Cerezo, 2007 and Cerezo, in this issue) has demonstrated that language teachers' action in the classroom is not predominantly communicative in nature. The author analyses the regulations derived from the official syllabus in the first year of *Bachillerato* and contrasts them against the activities really developed by the teachers in the classroom. The conclusions lie far beyond expectations: grammatical and repetitive structural activities of a rather mechanical character are the most frequent ones, while communicative activities are scarce. These data confirm the dissociation between theory and practice, or between official regulations and praxis in the classroom. On the basis of these findings, the question above could be paraphrased as follows: do textbooks comply with the official regulations and thus adjust to the CLT regarding the character of the materials and the activities offered in such materials? This is the question we will try to answer in this article.

Our data will derive from the analysis of the activities included in the units selected, attending to the *goals* they aim at and the methodological *strategy* applied in each case for reaching such a goal. We assume that the goal of each activity defines its communicative or linguistic nature, since the emphasis on content or form go in close association with the emphasis on the communicative or the linguistic component of language respectively (Sánchez, 1993). The strategy applied to reach the goal will be analysed from the perspective of (i) whether or not meaning and content are emphasized, and (ii) whether or not interaction is promoted, given that interactive activities are at the core of communicative situations.

The communicative or linguistic potential of each activity is taken here as an index of analysis suitable for our purposes, with no further connotations on its quality or value in other domains. We only evaluate whether the activity is primarily designed to reach the goals it intends to or is supposed to reach. A linguistic activity is not necessarily a 'bad' activity; it may be very useful to learn – particularly in an explicitly way – the grammar of the language, and insofar as students acquire a good command of the linguistic system, it

⁵ *Real Decreto 1330/1991, de 6 de septiembre, por el que se establecen los aspectos básicos del currículo de la Educación Infantil (BOE 7-9-1991). Real Decreto 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Primaria (BOE 26-6-1991). Real Decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria (BOE 26-6-1991). Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato (BOE 21-12-1992).* (Royal Decrees which establish the requirements of the teaching for Pre-primary, Primary, Compulsory Secondary and Upper Secondary Education).

⁶ *Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación (BOE 307 de 2002).* (Constitutional Law of Quality of Education 10/2002, 23rd December, BOE 307 of 2002).

may also help improving communication. As Criado states (2008: 219), “[...] *grammar* and *vocabulary* do underlie all the four skills and that their mastery is necessary for the correct - or at least acceptable - performance in both receptive and productive based activities”. The Common European Framework or CEFR (2001) also claims that “The development of the learner’s linguistic competences is a central, indispensable aspect of language learning” and that “Grammatical competence, the ability to organise sentences to convey meaning, is clearly central to communicative competence” (CEFR, 2001: 149 and 152 respectively).

On the other hand, a communicative activity will favour the communicative use of the language, but it may not be as efficient in acquiring declarative knowledge on the linguistic system.

The following examples from Unit 5 in *Bachillerato Made Easy 1* will illustrate the procedure and criteria applied. The *communicative potential* of each activity will be quantified along a scale from 0 to 10, with five marks in the continuum: 0, 2.5, 5, 7.5 and 10 (notice that a five-mark-continuum favours a reasonably objective and standard evaluation, even though a larger set of marks would favour a more refined – and subjective – evaluation). The activity *What is the main idea of the text?* asks the students to read the text or listen to a recording. It is considered fully communicative – hence, the maximum in the scale is assigned, i.e. 10. The degree of its communicative potential is defined by its goal, which is centred on understanding the content or message of the text. In other words, students can only reach the goal (identify the main idea) if they understand the text as a whole, even if they miss some formal details or the comprehension of specific words.

The activity *Fill in the gaps with the correct form of the phrasal verbs from activity 10* is fully centred on the learning of formal aspects of the language (phrasal verbs). Consequently, the communicative potential assigned is 0, since the goal is primarily aimed at the learning of linguistic elements.

Some activities, however, may imply emphasis on form and meaning, which implies as well that the figure for the communicative potential will fluctuate between 0 and 10. This is the case of activities such as the following:

a) *Choose the correct connector* (a set of sentences follows). The sentences offered require comprehension and thus imply some emphasis on meaning (communicative character), even if the main goal is linguistic in nature. Accordingly, the communicative potential allotted is 5.

b) *Compare these 2nd type conditional sentences with the ones in the box above*. The linguistic nature of this activity clearly prevails over its communicative function. Understanding of the content is not to be excluded, but is clearly secondary. Consequently, the communicative index assigned is only 2.5.

As for the *communicative nature of the strategy* applied, quantification along a continuum is more problematic, since strategies will either focus on the transmission/comprehension of meaning or on the learning of linguistic forms. Thus, we only include a *Yes/No* option. Consider the following examples from *New English File Elementary*:

- Listen again and complete the dialogue.
- Larry and Louise and the estate agent go upstairs. Listen. What problem is there with one of the bedrooms? Do they decide to rent the house?

The underlying strategies (*Listen and complete. Listen and find the problem...*) require the understanding of the message and may favour a real communicative interaction. Hence, the option *Yes* is selected. Conversely, study the following activities from *Looking Forward I*:

- Choose the correct form of the verb in each sentence. If you think both forms are possible, give a reason.
- Complete each sentence with the correct form of 'will, going to', or the present continuous. If you think more than one form is possible, give a reason.

These activities aim at the learning of linguistic goals and do not directly promote communicative interaction (which should be obviously centred on meaning). Therefore, the option assigned is *No*.

A total of 366 activities were analysed with this method. The data gathered, systematised and computed are shown and commented on in section 4.

4. THE ANALYSIS OF DATA

A global evaluation of the results reveals a consistent relationship between the communicative goals of the activities and the communicative character of the strategies implemented. As shown in Table 1, the *communicative potential* of the activities and the *communicative nature* of the strategies are very close to each other: 6.15/10 and 63.64% respectively. Both reveal the prevailing communicative nature of the teaching materials, which is well above 5. The reader is referred to the appendix for the detailed analysis of all the activities from the units selected in every single textbook – in accordance with the two previous parameters, communicative potential of the activity and communicative character of the methodological strategy. Means for the first parameter and percentages for the *yes/no* option in the second parameter are also included.

Textbook	Educational level	Total communicative potential of the activities (0-10)	Total communicative nature of the strategies applied (%)
<i>Grand Total</i>	All levels	6.15	63.64%

Table 1. Total results

This *communicative* coefficient and/or percentage, significantly distant however from the maximum that could be expected in the third and fourth columns (10 and 100% respectively), also confirm the often perceived dissociation between theory and practice in teaching materials and praxis (Cerezo, 2007). Teaching materials usually include elements from different methods and approaches. The complexity of language, the nature and complexity of learning and the variety of learners and learning situations make it extremely difficult to follow a single method or approach, as it is often and implicitly assumed by theorists, pedagogues and sometimes by official regulations. In the activities analysed here, only 62.57% (the mean of both parameters in all textbooks analysed) adjust fairly well to the expectations of the CLT in both parameters. The rest of activities (37.43%) are mostly of a linguistic character (i.e., they aim at linguistic goals) and focus directly on the learning of grammar and vocabulary.

A more detailed analysis of textbooks as undertaken per levels and individually reveals important differences, though. Textbooks for *teenagers* offer some striking differences regarding the three other groups (*ESO*, *Bachillerato* and *adults*), where results are more homogeneous (Table 2):

Textbook	Educational level	Communicative potential of the activities (0-10)	Communicative nature of the strategies applied (%)
Total of textbooks per level	<i>ESO 1</i>	6.04	68.52
Total of textbooks per level	<i>Bachillerato 1</i>	5.31	50.38
Total of textbooks per level	Teenagers	7.93	82.69
Total of textbooks per level	Adults	6.23	62.50

Table 2. Results per educational levels

The teenagers' manual reaches a communicative potential coefficient of 7.93 and a percentage of 82.69% in the communicative nature of strategies, 2.62 and 32.35 points over the *Bachillerato* textbooks respectively; 1.89 and 14.17 points over the *ESO* textbooks respectively; and 1.70 and 20.19 points over the textbooks for adults respectively. The teenagers' textbook is not subject to official regulations, since it does not aim at any specific official educational level. This may count as one of the reasons for the higher communicative character of the materials included. However, a larger sample and a more complete analysis would be needed to validate this conclusion.

As can be seen in Table 3 below, when taking textbooks one by one, differences in the communicative potential of activities are salient; they range between 4.41 (*Bachillerato Made Easy*) and 7.93 (*English in Mind*). A similar distance is found regarding the communicative nature of the strategies applied (44.68% vs. 82.69%) in each activity. The *ESO* textbooks appear as fairly homogeneous in their communicative potential and in the communicative nature of their strategies. The *Bachillerato* manuals reveal a more significant difference in the communicative potential (4.41 against 6.21), while the gap decreases in the

communicative nature of the strategies applied (44.68% vs. 56.096%). Textbooks for adults go more hand in hand in their communicative potential (6.31 against 6.16) and they differ slightly in the communicative character of the strategies (59.64 vs. 62.57).

Textbook	Educational level	Total communicative potential of the activities (0-10)	Total communicative nature of the strategies applied in activities (%)
<i>Challenge for ESO 1</i> . (Burlington Books España. 2006. Unit 8)	<i>ESO 1</i>	6.30	66.6
<i>Oxford Spotlight 1</i> (Oxford University Press. 2007. Unit 2)	<i>ESO 1</i>	5.79	70.45
<i>Looking Forward 1</i> (Macmillan. 2002. Unit 4)	<i>Bachillerato 1</i>	6.21	56.09
<i>Bachillerato Made Easy 1</i> (Santillana Richmond Publishing. 2001. Unit 5)	<i>Bachillerato 1</i>	4.41	44.68
<i>English in Mind Student's Book 1</i> (Cambridge University Press. 2004. Units 7-8)	Teenagers	7.93	82.69
<i>Face2Face Elementary</i> (Cambridge University Press. 2005. Unit 10)	Adults	6.31	65.27
<i>New English File Elementary Student's Book</i> (Oxford University Press. 2004. Unit 6)	Adults	6.16	59.74

Table 3. Results per textbook

The differences detected among textbooks are certainly significant and may be surprising if we take into account that the official regulations are the same for all of them. But the reasons for such differences may derive from various sources (authors' understanding and adaptation of the CLT, attention to the age factor, idiosyncrasy of the learners, learning styles, background beliefs, etc.), which is not the goal of this study to analyse this issue.

All in all, however, the teaching materials analysed here may be classified within the communicative stream in methodology. Still, they also include a significant component of non-communicative activities (an average ranging from 35% to 50%, as can be seen in Table 3). The nature of those non-communicative activities reveals as well that the complementary element to the communicative aspect is centred on the formal features of language, i.e., grammar and vocabulary. The strategies used to reach those linguistic goals heavily rely on repetitive practice (sometimes of a mechanical character) and deductive or explicit knowledge of the linguistic system.

5. CONCLUDING REMARKS

The analysis carried out in seven textbooks allow for a reasonably optimistic conclusion: as a whole, textbooks adapt fairly well to the expectations regarding the communicative nature of their activities, with the exception of one of them (rating below 5). This global appraisal notwithstanding, there are some more comments relevant to the analysis above.

Official regulations insist on the communicative character of the materials to be used in the classroom. The function of language as a tool for communication is taken as the main reason and rationale to prescribe the use of the CLT in the classroom and teaching materials. Theorists and language pedagogues support this view, which is also readily assumed by educational administrators and teachers. Other methodological options tend to be automatically excluded –at least theoretically. In spite of this, the analysis of teaching materials and the classroom action (Cerezo, 2007) do not seem to fully comply with the principles governing the CLT and with the regulations based on them. As observed above, the textbooks analysed offer a range of about 50-80% real communicative activities per level, whilst the remaining percentage covers formal or linguistic activities. It is not our purpose in this paper to analyse the reasons and beliefs behind this situation. We only stress the fact that both the communicative and formal components of language have their share in the teaching materials, either distorting or enriching – it depends on the point of view of the evaluator – the communicative syllabus strictly speaking. At the same time, techniques and activities designed for using the materials in the classroom are open to methods other than the CLT, or are directly opposed to neatly communicative praxis.

We can reasonably assume that the authors of teaching materials, as well as publishers and institutional evaluators, turn to eclectic or integrative materials because their experience and the real situation of learners with their learning styles and different backgrounds advise them to proceed in that way. Thus, dissociation emerges, on the one hand, between official regulations – as firmly rooted on theoretical tenets – and classroom materials and practice, on the other. The question is whether theory should prevail over practice, or whether both should go together and complement each other. The latter seems to be the case in so far as teaching materials are concerned, both from the perspective of real-life pedagogic experience and complete language mastery.

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Appendix

Textbooks analysed and rating of the communicative character of each one of the activities (goal and strategy).

1. Challenge for ESO 1. Burlington Books España. 2006 (ESO 1)

Unit 8

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Vocabulary 1. Listen and repeat. Which of the items can you find in the pictures?	5	Yes
2. Which of the items in exercise 1 have you got in your bedroom?	7.5	Yes
3. Complete the chart with the words from exercise 1.	7.5	Yes
Reading 4. Read the title of the text. What do you think <i>smart homes</i> are? Read the text and check your answer.	10	Yes
5. Who said it?	7.5	Yes
6. Where are there real smart homes?	10	Yes
7. Complete the sentences with the words below. Are the sentences true for you?	7.5	Yes
Listening 8. Listen to a description of the Future Homes Exhibition. Which of the things below can...?	10	Yes
Pronunciation 9. Listen. Are the words in colour strong forms or weak forms?	0	No
10. Listen again and repeat.	0	No
11. Listen and repeat.	0	No
12. Change the words in colour to make a new dialogue. Practice the dialogue with your partner.	7.5	Yes
Grammar 13. Where was everyone when it started to rain? Look at the picture and complete the sentences. Use <i>was</i> , <i>were</i> , <i>wasn't</i> or <i>weren't</i> .	5	No
14. Listen and check your answers to exercise 1.	2.5	No
15. Complete the sentences. Use <i>was</i> , <i>were</i> , <i>wasn't</i> or <i>weren't</i> . Make the sentences true for you.	5	No
16. There was a party in Sandy's house last night. What did her parents see when they returned home? Write questions with the words below. Then look at the picture and answer the questions.	7.5	Yes
17. What do you remember about the picture in exercise 4? Close your book and write as many sentences as you can. Use <i>There was</i> , <i>There were</i> . Then open your books and check your answers.	7.5	No
18. Complete the text with <i>was</i> , <i>were</i> , <i>wasn't</i> or <i>weren't</i> .	2.5	No
Vocabulary 19. Listen and repeat the words below. Find them in the picture. Which one isn't in the picture?	2.5	No
20. In pairs, describe the house ten years ago.	7.5	Yes
21. What was a typical British house like in 1800s? How was it different from a modern house? Read and find out.	10	Yes
22. True or false? Correct the false sentences.	7.5	Yes
23. Complete the sentences according to the text	7.5	Yes
Listening 24. Listen to the dialogue about the Victorian period. Match the pictures of the different types of housework to the correct days of the week.	10	Yes
25. Listen again and choose the correct answer.	10	Yes
Speaking	10	Yes

26. What was your room like when you were 5 years old? Tell your partner at least four things.		
Writing 27. Read the text and find: two subjects, two verbs, an adjective before a noun, an adjective after the verb <i>to be</i> .	0	No
28. Put the verbs in the correct order to make sentences. Which of the sentences can you use to complete the story in Exercise 7?	5	Yes
29. Read the text. Find four mistakes in word order and correct them.	2.5	No
30. Now write about a celebration or party you attended. Pay attention to word order.	5	Yes
Speaking 31. Look at the picture of the house. Then cover the picture with a piece of paper. With your partner, decide which of the following sentences are true. Check your answers.	8	Yes
32. Look at the picture of the house again. Close your book and tell your partner what you remember. Use <i>was</i> , <i>were</i> , <i>wasn't</i> or <i>weren't</i> . Who can remember the most things?	7.5	Yes
Writing 33. Write a paragraph about the house. Use <i>was</i> , <i>were</i> , <i>wasn't</i> or <i>weren't</i> .	7.5	Yes
TOTAL	275 (Mean = 8.33)	Yes: 22 No: 11

2. Spotlight 1. Oxford University Press. 2008 (ESO 1)

Unit 2

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Vocabulary 1 Listen and repeat.	2.5	No
2. Listen to Debbie. Match her daily activities with the times.	7.5	Yes
3. What time do you do your daily activities? Complete the sentences.	7.5	Yes
4. In pairs, compare your answers to exercise 3.	5	Yes
5. Read the texts and match them to the flags.	10	Yes
6. Find Spain, India and the United Kingdom on the maps on pages 124, 125 and 126-7.	5	Yes
7. Are the sentences true or false? Correct the false answers.	7.5	Yes
Vocabulary 8. Match the words with the pictures. Then listen and repeat.	7.5	Yes
9. Copy and complete the chart. Use the sports in exercise 1.	5	Yes
10. Write sentences about you, your family and your friends. Use <i>play</i> , <i>go</i> and <i>do</i> and <i>sports</i> .	5	Yes
11. Listen to Sara, Ben and Lucy. Which sports do they do?	7.5	Yes
12. Read and listen. Match the characters with the sports.	10	Yes
13. Correct the mistakes in the sentences.	5	Yes
14. Find the expressions in the story. Translate them in your notebook.	5	Yes
15. Find the prepositions <i>in</i> , <i>on</i> , <i>at</i> in the story. Copy and complete the chart with the correct prepositions.	2.5	No
16. Add the time expressions to the chart in exercise 4.	2.5	No
Grammar 17. Study the table.	0	No
18. Complete the sentences. Use <i>doesn't</i> or <i>don't</i> .	2.5	No
19. Make the sentences negative.	0	No
20. Write questions.	2.5	No

21. In pairs, ask and answer the questions in exercise 4.	2.5	Yes
22. Complete the dialogue. Use the simple present affirmative, negative and interrogative.	2.5	No
23. Listen to the intonation in this sentence.	0	No
24. Listen and repeat. Pay attention to the intonation.	0	No
25. Match the questions with the answers in the box.	5	Yes
26. Complete the quiz. Use these question words: <i>Who, when, how, where</i> .	2.5	No
27. In pairs, ask and answer the quiz.	5	Yes
28. Read and listen. Answer the questions.	10	Yes
29. Listen and repeat the sentences from the dialogue. Translate them in your notebook.	7.5	Yes
30. Practice reading the dialogue.	0	No
31. Write your own dialogue. Use your name, address and telephone number.	7.5	Yes
32. Act your dialogue.	7.5	Yes
Listening 33. Listen to Greg at the sports centre. Complete the membership card.	10	Yes
Reading 34. Read the interview with Wayne Cooper. Choose the correct times.	10	Yes
35. Read the interview again. Answer the questions.	10	Yes
36. (Maps) Find Sunderland on the map on page 124.	5	Yes
Writing 37. Complete the sentences. Use the correct subject pronoun.	5	No
38. Read the information about the English swimmer Kate Haywood. Write an interview with her.	10	Yes
39. Look at the photos. What sports can you see?	10	Yes
40. Read the information about the English swimmer K. H. Write an interview with her.	10	Yes
41. Look at the photos. What sports can you see?	10	Yes
42. Read the information.	10	Yes
43. Answer the questions.	10	Yes
44. (Maps) Find Sydney, Athens and Beijing on the maps on page 125, 126-7.	5	Yes
TOTAL	255 (Mean = 5.79)	Yes: 31 (7045%) No: 13 (29.55%)

3. Looking Forward 1. Macmillan. 2005 (Bachillerato)

Unit 4

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Starting out 1. Think of a type of shop and the things you can buy there. Tell your partner the things you can buy. Can your partner guess the kind of shop?	10	Yes
2. Work in pairs. Discuss these questions.	10	Yes
Reading 3. Read the text quickly. You only have five minutes. Which is the best definition of super shop?	10	Yes
4. Read these questions and make sure you understand them.	10	Yes
5. Find these words in the text. What does each one refer to?	7.5	Yes
6. Complete each definition with a word from the text.	7.5	Yes
7. Reading quickly for specific information.	10	Yes
8. Read these questions. Then turn to page 94 and find the information in the shopping catalogue extract.	10	Yes

9. Read these sentences.	5	No
10. Match each phrase in bold to one of these meanings.	7.5	Yes
Introduction to phrasal verbs	0	No
11. A phrasal verb is a combination of a verb with an adverb or preposition. Is the meaning literal or non-literal?		
12. Complete each sentence with the correct form of a phrasal verb above.	2.5	No
13. Work in groups. Write a story using five phrasal verbs above.	7.5	No
14. Now read the story to the class. For each phrasal verb say BEEP! Can the class identify the verbs?	7.5	No
Will, going to and present continuous	0	No
15. Look at these phrases. What are the future forms in bold?		
16. Match each sentence to one of these uses.	5	Yes
17. Write a sentence with <i>going to</i> for each picture.	5	No
18. A resolution is an intention to do something. Look at this picture. What are these people's resolutions?	10	Yes
19. Look at the arrangements in Paul's diary. Write what he's doing each day next week.	10	Yes
20. Write three or more sentences about your arrangements for next week.	7.5	Yes
21. Complete these sentences with your predictions using <i>will</i> or <i>won't</i> .	5	No
22. Now make predictions about yourself. Choose a verb for each sentence.	5	No
Grammar link	0	No
23. Turn to page 89 for when + present simple to talk about the future.		
24. Choose the correct form of the verb in each sentence. If you think both forms are possible. Give a reason.	0	No
25. Complete each sentence with the correct form of <i>will</i> , <i>going to</i> or the present continuous. If you think more than one form is possible. Give a reason.	2.5	No
26. Work in groups. For each of these topics. Write two predictions for the next six months.	7.5	Yes
27. Display your predictions in the classroom. In June, find out how many predictions have come true.	10	Yes
Grammar link.	0	No
28. Turn to pages 89-90 for an introduction to the future continuous and future perfect.		
Money	10	No
29. Can you answer these questions?		
30. Complete each sentence with the correct form of a word from 1.	2.5	No
Listening	10	Yes
31. Listen to four radio adverts and put the pictures in the correct order.		
32. Listen again and answer these questions.	10	Yes
33. Listen again. Pay attention to the intonation of the speakers. How do they make their messages interesting?	5	No
34. Work in pairs. Think of an advert you have seen or heard recently and describe it. Can your partner tell what the advert is for? Do you like the advert? Why/Why not?	10	Yes
35. Discuss these questions with your partner.	10	Yes
36. Read the description and choose the best title.	10	Yes
37. Read again. Where does the writer suggest going if you want to?	10	Yes
38. Work in pairs. Discuss these questions and make notes of your answers.	10	Yes

39. Put your notes and ideas in order and write a shopping guide to your town or city.	10	Yes
40. Look at these incorrect sentences from another student's composition. Match each one to a mistake in the checklist.	2.5	No
41. Checking for mistakes.	2.5	No
TOTAL	275 (Mean = 6.21)	Yes: 23 (56.09%) No: 18 (43.91%)

4. *Bachillerato Made Easy 1*. Santillana Richmond Publishing, 2001 (*Bachillerato*)

Unit 5

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Warm up 1. Look at the photos and the words below. Ask and answer these questions in pairs.	10	Yes
Reading 2. What do you know about mobile phones?	10	Yes
3. Do you think they are dangerous?	10	Yes
4. Look at the title of the text. Which sentences do you think you will find?	10	Yes
5. While you read the text, check your guesses from activity 3.	10	Yes
6. The key words in paragraph are <i>mobile</i> , <i>phone</i> and <i>information</i> . Read the first and the last sentences of paragraphs 2 and 3 and identify the key words. What is the main idea of each paragraph? How do the other sentences develop each idea?	7.5	Yes
7. What is the main idea of the text?	10	Yes
8. True or false. Quote the text.	5	No
9. Answer these questions about the text.	10	Yes
10. There are two key words in the title: <i>mobile phones</i> and <i>dangerous</i> . Make a list of the key words in the text which are related to <i>danger</i> .	7.5	Yes
11. Match the definitions with the phrasal verbs.	0	No
12. Fill in the gaps with the correct form of the phrasal verbs from activity 11.	0	No
Grammar 13. Identify the modal verbs in the sentences.	0	No
14. Can you find other modal verbs in the text?	0	No
15. Match these sentences to the modal use.	0	No
16. Fill in the chart with the help of the previous activities. Follow the example.	0	No
17. Look back at the text on page 43. What conditional sentences can you find?	0	No
18. Compare these 2 nd type conditional sentences with the ones in the box above.	0	No
19. Join the beginnings and endings using <i>if</i> . Follow the example.	0	No
20. Fill in the gaps with the correct word form. Follow the example.	0	No
Vocabulary 21. Look at the sentences above and write two more examples.	2.5	No
22. Put a preposition from the box after the following nouns. Follow the example.	0	No
23. Choose three 'noun + preposition' constructions from the	2.5	No

previous activity and make sentences of your own.		
24. (Adverbs of degree) What words do they usually modify?	0	No
25. Is it the same in your own language?	0	No
26. Put the adverbs in the correct column. Follow the example.	0	No
27. Choose an adverb from each of the columns and make a sentence of your own.	0	No
28. Put the verbs into the corresponding box by adding a suffix. Follow the examples.	0	No
29. Error analysis.	0	No
Listening	2.5	Yes
30. Match the words with their definitions or synonyms.		
31. (While listening): Read these key sentences from the interview you are about to hear. Fill in the missing information.	10	Yes
32. Look at the sentences above. Then listen to the interview and put them in the correct order.	10	Yes
33. (After listening): Read the questions below. Then listen again and answer them.	10	Yes
Pronunciation	0	No
34. Copy this list into your notebook and tick the sounds you hear.		
35. Copy this list into your notebook and tick the sounds you hear.	0	No
Speaking	10	Yes
36. What do you hate most? What 'ticks you off'? Rank the following from the most hated to the least hated. Then compare your list with your partner. Share your most hated items with the class.		
Writing	7.5	Yes
37. Give an appropriate answer to the following sentences using the exclamations from the box.		
38. Choose the correct connector.	5	No
39. Complete these sentences with a connector which expresses the meaning given in brackets.	5	Yes
40. Think about a piece of personal news you want to give to a friend.	10	Yes
41. Remember to complete the 'subject line' so that the receiver knows what the e-mail is about. Remember to keep it short and to the point. Decide if you are going to use any emoticons to express your emotions. Use abbreviations to save space.	10	Yes
42. Read over the e-mail to check its content.	10	Yes
43. Check the spelling and punctuation.	0	No
44. Go to the 'Checklist' in Writing Reference 5 and check your e-mail	0	No
45. Look at the e-mail and interpret the symbols. Compare it with your own e-mail.	5	No
46. Put these sentences in order to make a telephone conversation.	7.5	Yes
47. In pairs. Write and practice a similar conversation.	10	Yes
TOTAL	207.5 (Mean = 4.41)	Yes: 21 (44.68%) No: 26 (55.32%)

5. English in Mind Student's Book 1. Cambridge University Press. 2004 (teenagers)**Units 7-8**

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
(Unit 7) Read and listen 1. Look at the photos. Match the people with the jobs. Write 1-6 in the boxes.	10	Yes
2. Read the text again and listen. Answer the questions.	10	Yes
3. What do you think people need to be successful? Tick the things that you think are necessary. Then compare ideas with a partner.	10	Yes
4. Alex did a school project on 'Successful people'. Listen to the last part of his presentation. What does he think successful people need? Are his ideas the same as yours?	10	Yes
5. Think of someone you know who is successful but not famous. In what ways is this person successful? Discuss your ideas with a partner.	10	Yes
Grammar 6. Look at the examples. Complete the rule and the sentences.	0	No
7. Complete the sentences. Use <i>have/has to</i> or <i>don't/doesn't have to</i> .	2.5	No
8. Listen and repeat the sentences.	0	No
Speak 9. Write ✓ for the things you have to do at home. Write X for the things you don't have to do.	10	Yes
10. Work with a partner. Ask and answer questions about the activities in exercise 4a.	7.5	Yes
Vocabulary 11. Match the names of the jobs with the pictures. Write 1-10 in the boxes. Then listen, check and repeat.	7.5	Yes
12. Write the names of four more jobs you are interested in. Use a dictionary or ask your teacher.	7.5	Yes
13. Listen to four teenagers. Which job does each one want to do in the future? Fill in the spaces with four of the jobs in the box.	10	Yes
Speak 14. Read the dialogue between two students. Fill in the spaces with the phrases from the box. Then listen and check your answers.	10	Yes
15. Work with a partner. Continue the dialogue between Jenny and Mark. Use the phrases in the box. Then practice the whole dialogue.	10	Yes
16. Work with a different partner. Find out about what he/she wants to be. Use the dialogue between Jenny and Mark to help you.	10	Yes
Read 17. This text is about a family who lived like people in 1900. What do you think it says about? Read the text quickly and check your ideas.	10	Yes
18. Now read the text again and answer the questions.	10	Yes
19. Make a list of things that the Bowlers had to do and didn't have to do. Use the words in the box.	10	Yes
20. Look at your list from exercise 7c. Write sentences about the things you have to do and don't have to do.	7.5	Yes
21. Hilary said: I think I'd like to live in the future, not the past!. Do you agree with her? Would you like to go back in	10	Yes

time like the Bowlers? Why/Why not?		
Read and listen 22. Look at the photo story. What's Amy's dream? Read and listen to find the answer.	10	Yes
23. Answer the questions.	10	Yes
24. Find expressions 1-4 in the photo story and match them with expressions a-d.	7.5	Yes
25. Read the dialogues. Fill in the spaces with expressions 1-4 from exercise 9a.	7.5	Yes
Write 26. Read the questions Hakan asked his uncle. Then read what he wrote about his uncle's job. Match the questions with the paragraphs. Write 1-3 in the boxes.	10	Yes
27. Ask a friend or family member about his/her job. Then write about the information you get. Use Hakan's questions and text to help you.	10	Yes
(Unit 8) Read and listen 28. Who are your favourite singers? Do they write their own songs? What's your favourite song and why?	10	Yes
29. Nick plays in the band 4Tune. COOL is the name of the magazine at Nick's school. Read the beginning of an interview in the magazine and answer the questions.	10	Yes
30. Now read the text again and listen. Mark the sentences True or False.	10	Yes
Grammar 31. Look at the examples from the interview on page 68. Complete the rule.	0	No
32. Complete the sentence with <i>some</i> or <i>any</i> .	2.5	No
Speak 33. Work with a partner. Student A: Look at the picture of Nick's desk on this page. Student B: Turn to page 136. Find out what is different in your partner's picture. Take it un turns to ask and answer.	10	Yes
Grammar 34. Look at the examples. Then complete the table.	0	No
35. Replace the underlined words with possessive pronouns.	0	No
Listen 36. Nick wrote the song <i>What makes you think they're happy?</i> After he heard a conversation. Think about questions 1-3 while you read and listen to the song.	10	Yes
Pronunciation 37. Match the rhyming pairs. Then listen, check your answers and repeat.	0	No
38. Do the same with these words	0	No
Read 39. When do you usually think of new ideas? What do you do when you're thinking hard?	10	Yes
40. Read the text about how people think of new ideas. Which picture shows Walt Disney when he was working on an idea?	10	Yes
Vocabulary 41. Look at the expressions about sleep. Match the opposites. Then listen. check and repeat.	7.5	Yes
42. What's the difference between <i>dreaming</i> and <i>daydreaming</i> ?	7.5	Yes
43. Complete the sentences with the expressions in the box. Use the correct form of the verbs. You can check with the list of irregular verbs on page 138.	7.5	Yes

Speak 44. Work with a partner. Ask and answer these questions.	10	Yes
Read 45. Look at the paragraphs. Do you know who these people are?	10	Yes
46. Read the text quickly. What have Will Young and Hear Say got in common?	10	Yes
47. Now read the text again. Mark the statements True or False.	10	Yes
48. Are there television programmes like Pop stars and Pop Idol in your country? If so, are they popular? If not, would you like to have programmes like this?	10	Yes
Write 49. Close your eyes. Listen and do what the speaker tells you to do.	10	Yes
50. Stefano listened to the same recording and wrote about what he saw. Read his story.	10	Yes
51. Write a paragraph about what you saw while you are listening to the recording.	10	Yes
52. Work with a partner. Read your partner's story. What differences are there between the two stories?	10	Yes
TOTAL	412.5 (Mean = 7.93)	Yes: 43 (82.69%) No: 9 (17.31%)

6. Face2Face Elementary Student's Book. Cambridge University Press. 2008 (adults)

Unit 10

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Vocabulary 1. Tick the phrases you know. Then do the exercise in Language Summary 10.	5	Yes
2. Which of these phrases match a healthy or an unhealthy lifestyle? Why?	10	Yes
3. Work in groups. Do you think you have a healthy lifestyle? Why?	10	Yes
Reading and grammar 4. Work in pairs. Guess the answers to these questions. Don't read the article.	10	Yes
5. Read the article and check your answers.	10	Yes
6. Read the article again and find four things that are good for your heart and four that are bad. Does anything in the article surprise you?	10	Yes
7. We often use imperatives to give very strong advice. Look at these sentences and answer the questions (imperatives).	2.5	No
8. Check in G10.1 p. 143.	0	No
9. Write five tips on how to get fit. Use positive and negative imperatives.	5	No
10. Work in groups of three. Compare sentences and choose your top five tips. Tell the class what they are.	2.5	No
11. Look at the frequency expressions in bold in the article. Then fill in the gaps.	5	No
12. We use <i>How often...?</i> to ask about frequency. Make questions with these words.	2.5	No
13. Check in V10.2 p. 142.	0	No
14. Work in pairs. Ask your partner how often he/she does	5	Yes

these things.		
15. Who has a healthier lifestyle – you or your partner? Why?	10	Yes
Listening and Grammar	10	Yes
16. Listen to Mr Taylor at the doctor's. Is he healthy, do you think? Why?/Why not?		
17. Listen again and answer the questions.	10	Yes
18. (Should. shouldn't) Look at these sentences and choose the correct words in the rules. Then check in G10.2 p. 143.	0	No
19. The doctor gave Mr Taylor more advice. Fill in the gaps with <i>should</i> or <i>shouldn't</i> .	2.5	No
20. Listen and practise.	0	No
21. Write three more pieces of advice to Mr Taylor. Compare sentences in pairs.	7.5	Yes
Get ready... Get it right!	10	Yes
22. Work in groups of three. Follow the instructions (p. 106. 114. 120).		
Vocabulary	10	Yes
23. Look at photos 1-4 for two minutes. Remember the people and their clothes.		
24. Work in pairs. Close your book. Say what the people are wearing.	10	Yes
25. Which group of words do you use with <i>have got</i> ? Which do you use with <i>be</i> ?	0	No
26. Write a description of one person in photos 1-4. Don't write his/her name.	10	Yes
27. Work in pairs. Read your partner's description. Who is it? Are there any mistakes?	5	Yes
28. Tina and Leo want someone for a poster to advertise <i>Break</i> , a new chocolate bar. Listen and put the people they talk to in order.	10	Yes
29. Listen again. Make notes on the people's good points and bad points.	10	Yes
30. Work in pairs. Compare your answers. Who do Tina and Leo choose, do you think? Why?	10	Yes
31. Listen to the end of the conversation. Who did they choose? Why?	10	Yes
Help with Listening. Sentence stress (3)	0	No
32. Look at the beginning of the conversation. Remember: we stress the important words.		
33. Look at R10.3. p. 156. Listen again and notice the sentence stress.	0	No
Vocabulary	10	Yes
34. Tick the sentences that are true for you.		
35. Work in pairs. Compare your answers. How many are the same?	7.5	Yes
36. Match these words to one of the sentences in 6a). Check in V10.4 p. 142.	5	No
37. Work in groups. Use the adjectives in 7 to describe members of your family.	7.5	Yes
Listening and Grammar	7.5	Yes
38. Tina asks Leo about his new girlfriend. Listen and match questions 1-3 to answers a-c. Who is Leo's girlfriend?		
39. Complete the rules with questions 1-3 in 9.	0	No
40. Check in G10.3 p. 143.	0	No
41. Write the questions for these answers.	5	Yes
42. Listen and check. Then listen again and practice.	2.5	No
Get ready... Get it right!	10	Yes
43. Write the names of four friends on a piece of paper. Think how you can describe their character, appearance and the		

things they like doing. Don't write this information.		
44. Work in pairs and swap papers. Take turns to ask and answer the questions in 9 about your partner's friend.	10	Yes
45. Choose one of your partner's friends that you would like to meet. Tell the class why you chose that person.	10	Yes
What's the matter?	10	Yes
46. Match the sentences to the people.		
47. Listen and check.	0	No
48. Work in pairs. Fill in the table with these words.	7.5	Yes
49. Listen and practise.	0	No
50. Work in pairs. Take turns to test your partner.	10	Yes
Get better soon!	2.5	No
51. Match these phrases to the verbs. Check in V10.6 p. 143.		
52. Work in groups. Look at the words in 2a) again. What do you usually do when you are ill?	7.5	Yes
53. Read the conversation and match them to the photos A and B. Then fill in the gaps with the words in the boxes.	7.5	Yes
Real World. Talking about health	7.5	Yes
54. Fill in the gaps with the sentences in bold in 4a).		
49. Check in RW10.1 p. 143	0	No
Help with Listening. Being sympathetic	5	Yes
55. Listen. Which sound sympathetic, a) or b)?		
56. Listen and practice the sentences in 5a). Copy the intonation.	0	No
57. Work in pairs. Choose conversation 1 or 2 from 4a). Practise the conversation until you can remember it.	0	No
58. Close your book. Practise the conversation again.	2.5	No
59. Choose an illness from 2a). Have conversations with other students. Be sympathetic and give advice.	10	Yes
60. Tell the class your illness. What advice did the students give you? Was it good advice, do you think?	10	Yes
Are you SAD in winter?	7.5	Yes
61. Put the seasons in order. Then check in V10.7 p. 143.		
62. Look at photos 1 and 2. Which seasons are they, do you think?	10	Yes
63. Read the first paragraph of the article. Why does the woman in photo 1 have a light on her desk?	10	Yes
64. Read the whole article. Answer these questions.	10	Yes
65. Work in pairs. Check your answers.	10	Yes
66. Work in groups. Discuss these questions.	10	Yes
670. Tick the words you know. Then do the exercise in V10.8 p. 143.	7.5	Yes
68. What's the weather like today?	10	Yes
69. Work in pairs. Follow the instructions.	10	Yes
70. Look at the table. How do we make the adjectives from the nouns? Then fill in the gaps.	2.5	No
71. Choose the correct words.	2.5	No
72. Make the sentences true for where you are living now. Compare sentences with a partner.	7.5	Yes
TOTAL	455 (Mean = 6.31)	Yes: 47 (65.27%) No: 25 (34.73%)

New English File Elementary Student's Book. Oxford University Press. 2004 (Adults)

File 6

Activity	Communicative character of the main goal (0-10)	Communicative character of the strategy applied (YES-NO)
Vocabulary	5	Yes
1. Order the letters to make three rooms in a house.		
2. Name two things you usually find in these rooms.	10	Yes
3. Vocabulary Bank. Flats and houses. Do parts 1 and 2.	0	No
4. Rooms. Match the words and pictures.	10	Yes
5. Furniture and decoration. Match the words and pictures.	10	Yes
6. Cover the words and look at the pictures. Test yourself with a partner.	0	No
7. What things do you have in your house / flat?	10	Yes
Listening	10	Yes
8. Read the advert and look at the photo. Would you like to live in this house? Why (not)?		
9. Larry and Louise are from the USA. They want to rent the house. Cover the dialogue and listen. Which three rooms in the house do they go into?	10	Yes
10. Listen again and complete the dialogue.	10	Yes
11. Larry and Louise and the estate agent go upstairs. Listen. What problem is there with one of the bedrooms? Do they decide to rent the house?	10	Yes
Grammar	5	No
12. Read the dialogue in 2c. Complete the chart.		
13. What's the difference between 'There are four glasses in the cupboard' and 'There are some glasses in the cupboard'?	0	No
Grammar Bank 6A.	0	No
14. Read the rules and do the exercises.		
15. Complete the sentences with <i>There's</i> or <i>There are</i> .	0	No
16. Write + - or ? sentences with <i>there is / are</i> .	0	No
17. Complete with the correct form of <i>there was</i> or <i>there were</i> .	0	No
Pronunciation	0	No
18. Listen and repeat. Copy the rhythm.		
19. In groups of three. Roleplay the dialogue in 2c between the estate agent and Louise and Larry.	10	Yes
Speaking	0	No
20. Complete the question with <i>is there. are there</i> . In pairs. ask and answer.		
21. Quickly draw a plan of your living room. Show the room to your partner.	10	Yes
Listening	10	Yes
22. On their first night in the house. Larry and Louise go to the local pub. Listen and answer the questions.		
Vocabulary	10	Yes
23. Match the word and pictures.		
24. In pairs. Ask and answer with the pictures.	10	Yes
Vocabulary Bank. Flats and houses. Play <i>Where's the ghost?</i>	7.5	Yes
Reading	10	Yes
25. Look at the photos and read the introduction below. Answer the questions.		
26. Do you believe in ghosts? Would you like to spend a night in room 11 of Gosforth Hall Hotel? Why (not)?	10	Yes
27. From memory. Correct the information in these sentences. Quickly read the article again to check.	10	No

28. Do you think Stephen saw the ghost?	10	Yes
Listening 29. Listen to Stephen describing what happened. Did he see the ghost?	10	Yes
21. Listen again. Complete this report.	10	Yes
Grammar 30. Complete the sentences from the article with <i>was</i> , <i>wasn't</i> , <i>were</i> , <i>weren't</i> .	0	No
Grammar Bank. Read the rules and do the exercises. 31. Look at the hotel information. Write a + or - sentence with <i>There was / were</i> .	0	No
32. Complete with the correct form of <i>there was</i> or <i>there were</i> .	0	No
Speaking 33. Communication Room 11 p. 111. Look at the picture for one minute. Try to remember what's in the room.	7.5	Yes
Pronunciation 34. Practice saying these words. Cross out the silent letter in each one.	0	No
35. Listen and check.	0	No
Vocabulary & Speaking 36. Read the article about neighbours. Complete the list of problems with these verbs.	7.5	Yes
37. In groups of two or three. Answer the questions in the survey.	10	Yes
Grammar 38. Match the sentences with flats 1-8.	10	Yes
39. Cover the sentences and listen. What's happening? Where?	10	Yes
30. Complete the chart.	2.5	No
40. Listen and repeat the sentences in the chart. Copy the rhythm.	0	No
Grammar Bank 6C. Read the rules and do the exercises. 41. Write a question and answer for each picture.	7.5	Yes
Put the verbs in brackets in the present continuous.	0	No
42. In pairs. Point and ask and answer about the people in the flats.	10	Yes
43. Listen to the sounds. Write six sentences to say what's happening.	7.5	Yes
Pronunciation 44. Practice saying the words in the six sound pictures. Then put two words from the box in each column.	5	No
45. Listen and check. Practice saying the words.	2.5	No
46. Listen to a man on a mobile. Write the six present continuous sentences.	2.5	No
Speaking 47. Communication. <i>They're having a party!</i> A p. 110 B p. 113. Describe the pictures and find eight differences.	10	Yes
Grammar 48. Look at the photos of four top tourist attractions in London. What are they? Imagine you have one morning in London. Which two would you like to go?	10	Yes
49. Where are Ivan and Eva? Cover the dialogues and listen. Number the pictures 1-4.	10	Yes
50. Listen again. Put the verbs in brackets into the present continuous or the present simple. What's the difference between the two tenses?	2.5	No
Grammar Bank 6D. Read the rules and do the exercises. 51. Right or wrong? Tick (✓) or cross (x) the sentences.	0	No

52. Put the verbs in brackets in the present simple or continuous.	0	No
Reading 53. Quickly read the guidebook extract about the London Eye and answer the questions.	10	Yes
54. Match the highlighted words and expressions with their meanings.	5	Yes
Vocabulary 55. Is there a building in your town with a very good view? Where is it? What's its name?	10	Yes
Vocabulary Bank. Town and city. 56. Match the words and pictures.	10	Yes
57. Cover the words and look at the pictures. Test yourself or a partner.	0	No
Speaking 58. In pairs. Answer these questions.	10	Yes
Pronunciation 59. Listen. What are the eight cities?	5	No
60. Listen again and repeat the city names. Which city names have a schwa sound?	0	No
61. Practice saying the city names.	0	No
Sound Bank. 62. Look at the spellings for schwa.	0	No
Song. Waterloo Sunset 63. Complete sentences 1-9 with adjectives from the list.	0	No
64. Now listen to the song. Complete the gaps with an adjective. Some adjectives are used more than once.	5	Yes
Vocabulary 65. Match the words and the pictures.	10	Yes
66. Cover the words and test your partner.	10	Yes
Asking for directions 67. Allie and Mark are trying to find the restaurant. Cover the dialogue and listen. Can you mark the King Street in the map?	10	Yes
68. Listen again. Complete the YOU HEAR phrases.	2.5	No
69. Listen and repeat the YOU SAY phrases. Copy the rhythm.	0	No
70. In pairs. Roleplay asking for and giving directions. A asks for the art gallery and the car park. B asks for the museum and the station. Start where Allie's car is.	10	Yes
Social English 71. Listen and complete the sentences.	2.5	No
72. Do they enjoy the dinner?	10	Yes
73. Who says the useful sentences, Mark or Allie? Listen again and check. How do you say them in your language?	10	Yes
Writing 74. Look at the two postcards. Do you know which city it is?	10	Yes
75. Quickly read Melanie's postcard. Which postcard is it?	10	Yes
76. Read the postcard again. Put the verbs in the correct form (present simple, present continuous, or past simple).	2.5	No
77. Write a postcard to another student. Imagine you're on holiday in another town or city. Give this information.	10	Yes
TOTAL	475 (Mean = 6.16)	Yes: 46 (59.74%) No: 31 (40.26%)