**Supporting Information-S1: Details of L2 Use inside Classrooms**

During the time of the project (December 2016 – March 2017), the participating students in the present study were enrolled in seven 50-minute EFL lessons per week—(a) five lessons entitled ***General English*** and (b) two lessons entitled ***English Production***. These classes were taught by the same three teachers throughout the academic year, incorporating a number of comprehension and production tasks to apply newly learned grammar points and useful expressions to real communication. We had full access to all the standard syllabus and lesson plans for General English and English Production, and conducted classroom observations for all the instructors on February 8th, 2017. In what follows, we provided a detailed description of the two different EFL classes that the participating students engaged during the time of the project.

**General English (*n* = 5 lessons per week)**

The content and foci of General English were mainly based on textbook materials where each lesson was designed to enhance students’ accurate and fluent use of certain phonological, lexical and grammatical structures. For each lesson, the instructors began with an explanation of target linguistic features, followed by a range of comprehension-based (reading and listening passages) and production-based (e.g., translation, dictation, discussion, crossword puzzles) activities. To enhance the students’ interests in using the target language for meaningful communication, the students were also encouraged to use English to discuss a range of familiar and interesting topics in geography, psychology and sociology—a concept comparable to Content and Language Integrated Learning. According to our classroom observations, the instructors constantly provided support to their students during the comprehension activities, and gave an adequate amount of corrective feedback during the production activities.

**English Production (*n* = 2 lessons per week)**

To follow up and reinforce what the students learned in General English (5 lessons per week), English Production (2 lessons per week) mainly offered more speaking and writing practice opportunities. The students engaged in oral communication in pairs and groups through a wide variety of communication tasks, such as debates, interviews, role plays and monologue. At the same time, students were encouraged to pay attention to the accurate and fluent use of the target language while using L2 English for meaningful purposes. In addition, the students also took part in structured and free writing tasks in order to learn the various crucial components of L2 English writing processes, such as word choice, linking words, grammar usage and overall organization. Throughout these opportunities, the students were encouraged to build a sense of confidence and achievement by carrying out various kinds of commands in L2 English.