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**A critical material analysis on the teaching of vocabulary of the Aprendo
en Casa ELT material**

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INTRODUCTION

This study on critical material analysis proposes to thoroughly examine how the Teaching of Vocabulary is aligned to the National Curriculum for Basic Education in the Aprendo en Casa material for A1 level used in distance learning in the context of the Pandemic. The selected material is part of a larger series that belong to the Aprendo en Casa strategy. For the purpose and scope of this research one of the levels will be analysed.

The National Curriculum for Basic Education in Peru has the Competency-based approach as its main basis and adds the Communicative Approach to Language Teaching for the English Area. Additionally, it mentions that the teaching of English is aligned to the Common European Framework of Reference for Languages. The analysis will cover how the Teaching of Vocabulary is present in the material as stated in the Curriculum.

This research has been organized in seven main chapters. The first chapter corresponds to the Justification of the study and it consists of the academic and personal motivations for the elaboration of this study as well as the impact it can have in the TEFL field.

The second chapter describes the main and specific aims this study has. These aims are the thread all along the research and that are crucial for the results and conclusions. The third chapter presents a review of the most important theories and concepts that support the material analysis of this investigation. The fourth chapter corresponds to the methodology of the study used for the material analysis. In the fifth chapter, the corpus under analysis is presented. The sixth chapter shows the results of the detailed analysis of the material. The seventh chapter presents the conclusions and contributions of this study.

The appendix displays the tables that contain detailed analysis of the corpus and tasks as evidence of the analysis made.

1. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

Learning English is relevant in the present and future world. Currently, non-native speakers of English outnumber English native speakers in the globe. (English First, 2018 report) Less than a quarter of the world's English speakers are "natives," and that proportion will continue to decline as more people learn English as an additional language. In addition to this, the World Wide Education Index (2018) for the future indicates that English is likely to be the language that will guarantee access to information, access to education around the world, better work conditions, collaboration in research, and economic growth at least for the following fifty years. "English has become a key tool in the promotion of a more socially just approach to our understanding of the world". (see Kamhi-Stein, Díaz & de Oliveira, 2017, p.2)

Consequently, governments have drawn their actions to implement English in the education of their citizens. Peru has established that English as a Foreign language is a compulsory area in the National Curriculum for Basic Education (Currículo Nacional para la Educación Básica or the acronym CNEB for their initials in Spanish). The English area is said to be developed within the Communicative Approach for Language teaching and learning and aligned to the Common European Framework of Reference for Languages. (Ministerio de Educación del Perú, 2016)

At present, distance education has become the solution to the Education systems in many a country in the context of COVID-19. The World Economic Forum (2020, <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>). mentions that "While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic." This current situation has forced governments to introduce strategies to overcome the closure of schools. In Peru, the Ministry of Education has implemented the '*Aprendo en Casa*' strategy for all subjects of all levels of Basic Education: Initial, Primary and Secondary.

Aprendo en Casa targets students so they can self-study through three different media: Television, Radio and a Website Platform. The latter medium is the one used for the area of English as a Foreign Language.

On the one hand, within the framework of the Communicative Approach, which is the approach adopted by the National Curriculum and therefore the *Aprendo en Casa* material, it is understood that the goal of teaching is the development of communicative competence. This implies that the use of English for meaningful communication should be promoted in the *Aprendo en Casa* material. Richards (2006, p. 3) says the following:

Communicative competence includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions, knowing to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain despite having limitations in one's language knowledge.

When learning a second language, not having enough repertoire of lexical items results in ineffective communication, therefore learning vocabulary is a challenge for students and is crucial within a Communicative approach to language teaching. "Without vocabulary nothing can be conveyed." (Wilkins, 1972 cited by 2002). So, the incorporation of the Teaching of Vocabulary in materials is relevant for language teaching and learning. When referring to vocabulary it is understood 'words' are being learnt. According to McCarten (2007) learners can say they have learnt a word when they know the meaning of the word, its written and spoken form, the parts it has, its grammatical behaviour, its collocations, its register, what associations and connotations it has and its frequency. Other problems associated with teaching vocabulary is how much the learners are provided with segregated or integrated activities that enable them to retain the words so it is incorporated in their lexicon and how these tasks aid the learners are aligned not to the principles of the Communicative approach to language teaching and learning.

On the other hand, the CNEB is a competency-based curriculum, hence the *Aprendo en Casa* material should reflect this too. J. Richards (2006) affirms that what characterizes the competency-based approach is the focus on the outcomes of learning as the driving force of teaching and the curriculum.

This project intends to analyse how the theory and methodology for teaching vocabulary beyond the self-study *Aprendo en Casa* material are aligned to the Communicative and the Competency-based approaches. The level under analysis will be the A1 level that is used by students in their first year of secondary education.

I want to carry out this investigation because *Aprendo en Casa* is the main strategy to reach students in the context of the Pandemic and being able to understand the insights of how the vocabulary component is taught in the material, will be valuable information for the material designers and for teachers of English who teach first grade of secondary education. In this way, they can reflect on it and be able to improve or adapt the material to help students boost their learning of vocabulary and therefore their level of English within the *Aprendo en Casa* material in distance education.

2. RESEARCH QUESTION AND OBJECTIVES

2.1 Research question

To what extent is the Teaching of Vocabulary in the *Aprendo en Casa* material for the A1 level aligned to the National Curriculum for Basic Education (CNEB)?

2.2 Main objective of the Project:

To determine how the teaching of vocabulary in the *Aprendo en Casa* material for the A1 level is aligned to the National Curriculum for Basic Education (CNEB)

2.3 Specific objectives:

- To identify the level of English taught in the *Aprendo en Casa* material within the Common European Framework of Reference for Languages through the corpus analysis of the lexical items (words) in it.
- To analyse how the *Aprendo en Casa* material contributes to the teaching of vocabulary.
- To evaluate if the Teaching Vocabulary Tasks in the *Aprendo en Casa* material address the teaching and learning principles of the Communicative Approach and the Competency-based approach.

Simultaneously, these objectives can be expressed in terms of the following research questions to be addressed along the paper:

1. How is the teaching of vocabulary addressed in the *Aprendo en Casa* material?
2. Does the *Aprendo en Casa* material teach vocabulary within the Communicative approach and the Common European Framework of Reference for Languages?
3. Is the *Aprendo en Casa* material aligned to the Competency –based approach of the National Curriculum for Basic Education (CNEB)?
4. What activities or tasks does the *Aprendo en Casa* material present to acquire and teach vocabulary?

3. THEORETICAL BACKGROUND

3.1 The Teaching of English as a Foreign Language in South America

At a global level the learning of an international language was placed in the scope during the United Nations Educational, Scientific and Cultural Organization (UNESCO) 1999 30th General Conference, where the “countries adopted a Resolution to the use of at least three languages in education: the mother tongue(s), a regional or national language and an international language.” (UNESCO, 1999 <https://en.unesco.org/themes/gced/languages>).

In this respect, the European Union through the Council of Europe, have led the implementation of Language teaching and learning by incorporating the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001). Since then, this has also served as a tool for language implementation in countries outside Europe at government, school and classroom levels.

The Worldwide Educating for the Future Index 2018 study, by the Economist Intelligence Unit, states that the non- English speaking countries of 50 economies around the world mentioned that English should be taught compulsorily as a foreign or second language in secondary education in order to respond better to the challenges of the future of Education. This same research explains how not knowing English affects Latin America:

In Latin America, education systems have no choice, citing as one benefit wider exposure to international research in different fields. “In education, for example, many of the most important publications are in English. Many education faculties in Latin America only read books published in Mexico or Argentina. Those books may be good, but it’s important to be exposed to international literature.” (Colber, cited by the Economist Intelligence Unit, 2018)

There have been efforts of governments in Latin America to implement English compulsorily in Basic Education, being Chile and Colombia the pioneers of taking English to public education with specific Policies in 2004 respectively. The successes, weaknesses, and lessons learnt of these experiences deserve their own studies.

As for Peru, in 2015 it implemented the *Inglés: Puertas al Mundo* National Policy: 2015-2021, but it was derogated in 2019 (Ministerio de Educación, 2019). During these four

years, English was introduced in the National Curriculum for Basic Education, International Teacher development programmes for English teachers in public schools were developed, a software for Teaching English was installed in JEC (Jornada Escolar Completa) secondary public schools, the levels of proficiency of the Common European Framework of Reference were introduced in higher and basic education curricula among other actions. (Cronquist & Fiszbein, 2017).

After the derogation of the *Inglés: Puertas al Mundo* National Policy, the National Curriculum for Basic Education keeps English as a compulsory subject area in Secondary Schools. However; other actions related to the teaching of English in public education are scarce.

It can be said that although South American governments recognise the importance of English as the lingua franca for business and communication in the global economy, the continuity of policies and programmes and the implementation of Monitoring and Evaluation systems need attention and improvement.

3.2 The National Curriculum for Basic Education in Peru

The National Curriculum for Basic Education or *Currículo Nacional de la Educación Básica*, better known as the CNEB for its initials in Spanish, was approved in 2016 through the Ministerial Resolution N°281-2016 – MINEDU and modified through the Ministerial Resolution N°159-2017 – MINEDU. The CNEB expresses the vision and goals of the Peruvian Basic Education system by presenting the graduate students' profile. This profile presents eleven learning goals, one of them being:

El estudiante se comunica en su lengua materna, en castellano como segunda lengua y en inglés como lengua extranjera de manera asertiva y responsable para interactuar con otras personas en diversos contextos y con distintos propósitos.” Students communicate assertively and responsibly in their native language, in Spanish as a second language and in English as a foreign language to interact with other people in different contexts and for different purposes.

3.2.1 *The Competency-based Approach for teaching and learning in the CNEB*

The National Curriculum for Basic Education or the CNEB adheres the development of competencies as the core of teaching and learning. For this purpose, Competency is defined as the ability of a person to combine knowledge, skills and attitudes in order to achieve a specific purpose in a given situation, acting in a pertinent, ethical manner (MINEDU, 2017, p. 31).

Also, the CNEB mentions that competencies are developed when:

- a) students are challenged by meaningful situations. These situations can be real or simulated and can provide students with practice and action schema for future use of their competencies.
- b) students are totally aware of why they address a certain situation and if it is of their interest. In this way, students develop their autonomy.
- c) “situated teaching” guides the development of the competencies. Activities and context are essential to learning and make learning and doing inseparable processes.
- d) students are able to establish the relationship between prior knowledge and new knowledge. To do this, activation of prior knowledge is key.
- e) students achieve a mastery of the new knowledge and the interaction of a range of competencies happens.
- f) mistakes are seen as opportunities for learning and reflection takes place.
- g) cognitive conflict is used to motivate students to search for an answer.
- h) activities enhance students to move from one level of learning to a higher one. The role of the teacher to expose students to tasks of different levels of difficulty or complexity is essential.
- i) cooperative and collaborative work is encouraged among students.
- j) students are stimulated to develop complex thinking. This invites different disciplines to collaborate and complement with each other to better understand the problems and challenges of real life.

Finally, the CNEB suggests that the project-based learning and the problem-based are good examples of models to develop competencies or that they can guide teachers in their choice of models. (MINEDU, 2017, p. 173).

3.2.2 *English as a foreign language in the CNEB*

The English area is one of ten areas in the CNEB and has three competencies out of 31. It is taught compulsorily in Secondary Education with two or three hours a week and five hours a week at the *Jornada Escolar Completa* modality schools.

3.2.3 *Competencies for the English area in the CNEB*

The competencies established in the CNEB for the English area are:

- Students communicate orally in English as foreign language

This competency implies the appropriate use of a range of conversational strategies bearing in mind the modes of courtesy according to the socio-cultural context, such as taking turns appropriately, contributing to a conversation, keeping a conversation going, persuading, among others. It also mentions that in order to develop this competency the following knowledge, skills and attitudes are thrived: obtain information from oral texts, infer and interpret information from oral texts, adapt, organize and develop ideas coherently and cohesively, use non-verbal and paraverbal resources strategically, interact with different speakers strategically and reflect and evaluate the form, content, and context of the oral text.

- Students read a range of texts in English as a foreign language

This competency implies that students are conscious of the specific purposes for reading a text such as reading for leisure, following instructions or researching. It also mentions that in order to develop this competency the following knowledge, skills and attitudes are thrived: obtain information from texts, infer and interpret information from written texts and reflect and evaluate the form, content, and context of the text.

- Students write a range of texts in English as a foreign language

This competency is defined as the use of written language to construct meaning in a text with the purpose to communicate this to others. This competency involves combining the following knowledge, skills and attitudes: adapt the text to the communicative situation, organize and develop ideas coherently and cohesively, use written language

conventions in an appropriate way and reflect and evaluate the form, content, and context of the written text.

3.2.4 The Communicative Approach to Language Teaching in the CNEB

The CNEB affirms that as English is taught as a Foreign Language, and as a consequence English should be used in communicative and active contexts within the classroom as this can be the students' only chance to be exposed to this language. As a consequence, the CNEB mentions that the Approach that supports the development of competencies in the English as a foreign language area is the Communicative Approach. It is then opportune that we revise briefly the Communicative Approach.

The CNEB does not provide specific guidance on the implications of the Communicative Approach in the classroom, tasks or the teachers' role as it is under assumption that teachers understand what the Communicative Approach is. For the purpose of this research, it is necessary to be explicit of what is understood by the Communicative Approach in Language Teaching. 4.3 section intends to do this.

3.2.5 The Common European Framework of Reference in the CNEB

The CNEB acknowledges that the English as a Foreign Language area is also aligned to the Common European Framework of Reference for Languages (CEFR); however, no further explanation of how or what it implies in the classroom is described. For the purpose of this research, it is necessary to be explicit of what the CEFR is. 4.4 section intends to do this.

3.3 The Communicative Approach or Communicative Language Teaching

The Communicative Approach started influencing language teaching in the 1970s and 1980s and was renewed in the 1990's, moving from a traditional grammar based instruction to the development of communicative competence. "...communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed." (Richards, 2006, p.26). The term Communicative Language Teaching or CLT gained recognition in the evolution of the Communicative Approach for the teaching of languages. CLT is preferable to refer to

what actually happens or should happen in the classroom in order to learn a language for communication. “The term CLT still serves a useful function as an “umbrella” term to capture the essence of classroom methodological approaches designed to “improve students’ ability to communicate” (William Littlewood, 2011 cited by Brown, 2014, p. 236).

The following arching features of CLT implications in the classroom can be summarized as follows (Brown 2014) (Richards, 2006):

- The teaching and learning practice should aim to the development the Communicative Competence. The most recent Communicative Competence components were established by Littlewood (2011) who taking Canale and Swain’s dimensions preferred to use the term Pragmatic to Strategic and added the Sociocultural component. As a result, Communicative Competence can be understood as the interactive use of our Linguistic, Discourse, Pragmatic, Sociolinguistic and Sociocultural competences.
- Language teaching practices must invite students to use language with authentic purposes and functions. So, activities and tasks have real communication as its goal.
- The interactive use of receptive and productive skills is present in the classroom.
- Students should experiment the use of language continuously in spontaneous and unpractised contexts. This can cause students to make errors and they are tolerated as this is a sign of the construction of students’ communicative competence.
- Fluency and accuracy complement each other in the process of getting a message across and communicative interaction.
- Students are provided with opportunities to elicit grammar rules.

When the features above are present in a classroom the role of the teacher and students are refreshed. The teacher is viewed as a facilitator and co-learner, the learners’ autonomy is boosted and the interaction with others is essential for learning.

3.4 The Common European Framework of Reference for Languages- CEFR

The CEFR was created in 2001 by the Council of Europe and provides what language learners' can do with regard to the language skills: listening, speaking, reading and writing at six levels. The description of these levels is a framework and reference which means that it does not cover all the possible ways languages can be used as it does not cover all possible contexts for this use.

It is important to highlight that the CEFR model considers that "language activity is the observable performance on a speaking, writing, reading or listening task (a real-world task, or a classroom task)." (University of Cambridge ESOL Examinations, 2011, p.10).

- a) CEFR levels and descriptors: The six levels and descriptors the CEFR presents are:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a

		wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topic which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 3.1: Common Reference Levels: global scale from Chapter 3 of the CEFR (2001)

b) The CEFR for English

The CEFR provided the ELT world with a tool that has proven to be useful for policy makers, language institutes, teachers, students, material designers, assessment practices, researchers and test makers. Cambridge University Press and Cambridge English Language Assessment conducted a research which had the Reference Level Descriptors for English (RLD) as its outcome.

Nonetheless, as this study aims at analysis the teaching of vocabulary, it has considered the insights and tools provided for this specific aspect of language:

- The English Vocabulary Profile: The *English Profile: The CEFR for English* brings together the University of Cambridge, Cambridge English Language Assessment, Cambridge University Press, the British Council, the University of Bedfordshire and English UK to aid educators discern what the CEFR implies for English. *The English Profile* offers free access to two tools: English Vocabulary Profile Online and English Grammar Profile Online. These tools can indicate what vocabulary or grammar is suitable at each level of the CEFR.

This research intends to use the English Vocabulary Profile database in order to analyse the vocabulary appearing in the written and oral texts in the *Aprendo en Casa* material.

- The Global Scale of English (GSE): Based on the CEFR levels, Pearson English has developed a scale from 10 to 90 that means to become a global English language standard reference for educators as well as learners. It presents a free online toolkit among which two of them will be used for this study: The Vocabulary tool and the Text Analyzer tool. For this study, both of these tools will allow the understanding of the reasoning behind the *Aprendo en Casa* material with reference to the CEFR.
- The Core Inventory for General English: The British Council and the European Association for Quality Language Services (EQUALS) (2010) created the Core Inventory for General English with the objective to “provide direction for English teachers in how to select inventory items and plan lessons that will help students gain the competences they need within CEFR”. This document offers the Language content and text types through scenarios that invite students to use language in communicative real contexts throughout the 6 CEFR levels and adds the A2+ and B1+ sub-levels. This inventory will help for the analysis, conclusions and suggestions on the teaching of vocabulary in this research.

3.5 Teaching Vocabulary in second/ foreign language teaching

3.5.1 *The theory of Vocabulary Teaching and Learning*

“The acquisition of vocabulary is arguably the most critical component of successful language learning.” (McCarten, 2007, p. 26). If a second or foreign language learner has limitations in their vocabulary, it can restrict them from effective communication. Although

teachers recognise the importance of vocabulary in language teaching and learning, the nature of what is understood by Vocabulary can influence directly on how tasks, activities and materials present it.

From the learner side, there are challenges that they face when learning the vocabulary of a second/ foreign language that are linked to the understanding of the form and meaning of words and their use. Ergo, it can require from the learner to learn as many words as possible to understand and produce language, be able to retain these words to recall them when necessary and to overcome situations where gaps occur. (Thornbury, 2002).

When we say that someone has a good vocabulary, we might be implying that they have a vast repertoire of words that they can understand and produce. On the one hand, Thornbury (2002) states that knowing a word comprises knowing its form and meaning. On the other hand, in order to say learners have learned a word (Richards, 1976 and Nation, 2001 cited by McCarten, 2002 p.18), it encompasses the following:

- The meaning(s) of the word
- Its spoken and written form
- What “word parts” it has
- It’s grammatical behavior
- Its collocations
- Its register
- What associations it has
- Its frequency
- Its strategic use
- Its special uses that are different in registers

If all of the aforementioned are considered to teach a word, it can become an impossible thing to teach; and that is when teachers and material designers need to make a choice and focus on the aspects their learners need. In addition to this, this decision will be driven by the notion the teacher or material designer has of teaching vocabulary.

It is true that Linguistics has the word as the main unit of lexico-semantic analysis and thereupon the reason why some may infer that teaching vocabulary can mean teaching words, sometimes in context, sometimes in isolation. When the Lexical Approach, Lewis (1993) made clear that “for different purposes different items constitute minimal units” and theorized that “Lexical items are the minimal units for certain syntactic purposes”

drawing to the conclusion that “Lexical items, then, are socially sanctioned independent units. Many are words, but many are multi-word units.”

For the present research and be able to analyse how the *Aprendo en Casa* material contributes to the teaching of vocabulary, the assumption underlying to determine whether the material mean to teach vocabulary or not will be the one presented by Lewis. That is to say, that if the material attempts to teach lexical items as individual words and as multi-word items, then it is teaching vocabulary.

Multi- word items can be collocations and institutionalised expressions.

- Collocations: Collocations are defined as “the way individual words co-occur.” (Lewis, 1993, p. 93). Some examples are: this week, once again, first time, be likely to, prices fell, job, applying for a job, etc.
- Institutionalised expressions: Institutionalised expressions unlike collocations illustrate what the language user is doing. According to Lewis (1993) they can be short, hardly gramaticalised utterances, first words of utterances or full sentences.

The classification of every word or lexical item appearing in the *Aprendo en Casa* Material into the categories above, is beyond this research.

One of the specific aims of this research is to analyse if the teaching vocabulary tasks or activities are presented in segregated vocabulary sections or integrated into text-based activities proposed by Thornbury (2002). It is decisive to understand what is meant by these types of activities:

a) Segregated vocabulary activities

This kind of activities present words within a group of words that have a common thread among them. This is what Thornbury calls lexical sets.

- If the common thread is the meaning of the words, then “elephant, lion, monkey, leopard, giraffe” or “house, kitchen, living room, sofa, TV, rug” are ways to present the vocabulary. Specifically, these words share a relation of Hyponymy.

- If the common thread is the formal properties of the words like affixation or how words combine to form compounds, then “amused, annoyed, tired, interested, bored” or “sunflower, grandmother, mailbox, grasshopper” are ways to present the vocabulary. In other words, word formation is the focus of this kind of activities.
- If the aim is, for example to use mnemonics and word cards, guess from context and use dictionary in order to deepen specific vocabulary learning strategies and develop the learner’s autonomy, then the training of the learner is the main focus.

b) Integrated into text-based activities

Text based activities can take two forms: Pre- teaching of vocabulary or Follow-up activities.

- Pre teaching activities: these activities are designed as preparation for learners before reading, listening, speaking or writing activities in which the words presented or used will later appear in the text (spoken or written).
- Follow-up activities: these activities usually require the learner to return to the text and focus on words in it. An example of an activity may ask students to match words that appeared in the text with definitions or complete gapped sentences.

In this research, all the teaching vocabulary tasks (TVT) will be analysed and classified into segregated activities or integrated into text- based activities. Once this is done, the next step is to analyse if the principles beyond the teaching vocabulary task (TVT) is the Communicative Language Teaching.

3.5.2 *Application of CLT in the Teaching of Vocabulary*

The appearance of the Communicative Approach in the 1970s, as explained in 4.2.2 in this study, also caused many a theorists and language teachers to reexamine the role of vocabulary. At first, in the view of the Communicative Approach, the acquisition of second language vocabulary did not need the intervention of pedagogical practices

because it was thought to be the result of incidental learning or rich exposure to input. Later; this view was discarded placing incidental and intentional learning as key processes for vocabulary acquisition.

The importance of teaching vocabulary is inherent to language teaching for communication. Although vocabulary is recognized as essential for Communication, it is important to state which principles underlie the teaching of vocabulary within the Communicative Language Teaching approach.

a) Principles of CLT in vocabulary teaching

The principles enlisted here are the ones proposed by Richards (2006) and I have added the direct implications for the teaching of vocabulary to facilitate the analysis of the material under study in this research:

CLT principles	What it means for teaching vocabulary
- The teaching and learning practice should aim to the development of the Communicative Competence.	- Words need to be presented in their typical contexts. (Thornbury, 2002). This vocabulary should be frequent, current and appropriate to learners' needs. (McCarten, 2007).
- There is a need for communication, interaction, and negotiation of meaning.	- Strategic vocabulary should be included in the activities. - Pair work and group work should be encouraged.
- Language teaching practices must invite students to use language with authentic purposes and functions. So, activities and tasks have real communication as its goal.	- Task based approach activities can favour the use of vocabulary for authentic purposes. - Exposure to talk and text can help for incidental learning of words. (Thornbury, 2002). - The vocabulary learned connects students' lives and interests. - Use of authentic texts to provide valid vocabulary.

- The interactive use of receptive and productive skills is present in the classroom.	- Learners need to see, say, listen, and write the words they are learning repeatedly. A text-based approach has texts (spoken or written) as its main reference for analysis of chunks in it to learn vocabulary.
- Students should experiment the use of language continuously in spontaneous and unpractised contexts. This can cause students to make errors and they are tolerated as this is a sign of the construction of students' communicative competence.	- Error is part of the process of language learning, therefore vocabulary learning. - Learners need to be actively involved in the learning of words. (Thornbury, 2002).
- Students are provided with opportunities to elicit grammar rules.	- Activities should not encourage direct translation from their mother tongue. (Thornbury, 2002). - Students need to be trained to become better learners of vocabulary so they continue learning outside the classroom. (Thornbury, 2002 and McCarten, 2007)
- Fluency and accuracy complement each other in the process of getting a message across and communicative interaction.	- Focus on communication necessarily implies more emphasis on meaning than on form of a word or lexical item.
- Activities should as far as possible bring the real world and use real world or "authentic" sources as the basis for classroom learning.	- The vocabulary taught should be extracted from the real world as much as possible.

Table 3.2: CLT principles and what it means for Teaching Vocabulary – own creation

b) Communicative tasks or activities

Not only does context matter for an activity to be considered a communicative one, but it is also a crucial characteristic that these activities heighten communication demand from students the use of their language resources (knowledge, skills and attitudes) to

surmount an information gap and solve a problem. Functional communication activities and Social interactional activities are Communicative activities. (Richards, 2006).

For this research to be able to identify which teaching vocabulary tasks in the *Aprendo en Casa* material address the teaching and learning principles of the Communicative Approach, the following features stated by Richards (2006) will be expected in the tasks' analysis:

i. Information-Gap Activities:

In actual communication, we communicate to obtain information we do not have. Richard (2006) agrees this is recognised as information gap. "If students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information.", authentic communication is boosted and vocabulary, grammar, and communication strategies are displayed to complete the activity o task.

ii. Jigsaw activities

Jigsaw activities are another form of information- gap activities that require students to be split into two groups. One group has the information the other requires and that is how and why communication takes place. Students are to use their language resources in this act of communication.

iii. Task- Completion Activities

Task- completion activities expect students to use their language resources to complete a task. Tasks can be puzzles, games, map-reading, and others alike. A more elaborated form of instruction of tasks was later provided by the Task-Based Instruction/ Approach/ Learning and can be considered an extension of Communicative Language Teaching.

iv. Information – Gathering Activities

Information- gathering activities ask students to collect information through surveys, interviews and searches. This enables students to use their linguistic resources for a specific purpose.

v. Opinion – Sharing Activities

Opinion – sharing activities require students to contrast their opinions, values, or beliefs.

vi. Information-Transfer Activities

In information-transfer activities, information that is presented in one way are then renewed in a different form. For instance, if students read the description of a bedroom, they will then draw a picture of this bedroom.

vii. Reasoning- Gap Activities

Making inferences, drawing conclusion, contrasting, and alike are essential to reasoning –gap activities. This usually happens by deriving new information from given information.

viii. Role Plays

In role plays students are given roles and make up a setting for communication to take place. Improvisation is enhanced in role plays. Or when assigned roles, students swap given information or clues in specific scenes.

c) *Role of teachers and students*

In CLT teachers are facilitators and moderators who are actively experimenting different forms of teaching to enhance learning. Although they are not the model for accurate use of the language, they provide students with opportunities to produce “plenty of error-free sentences”. Richards (2006).

As for the learners, they take a protagonist role based on cooperative learning, leaving aside the individualistic approach. They listen to their peers in group or pair work activities for a model and so take more responsibility for their own learning.

d) *Authenticity*

In CLT there are two views on authenticity in Language Teaching. Some argue that the language input should bring the real world to the classroom and the purposes for the use of material must be the same as the one in real life. “Others (e.g., Widdowson 1987) argued that it is not important if classroom materials themselves are derived from authentic texts and other

forms of input, as long as the learning processes they facilitated were authentic.” (Richards, 2006).

For the purposes of this research authentic materials within the CLT approach are those that are motivating for students, graded but also presents language superior to students’ level, the activities that accompany the material have a focus on meaning and finally authentic materials have an authentic appearance like those in real life like articles, posters, stories, e-mail messages, etc.

3.6 Competency- based instruction in teaching vocabulary

The Competency based approach in Education has had direct influence in the National Curriculum for Basic Education as mentioned in 4.2.1. In Language Teaching this approach is categorized as a Product – Based Communicative Language Teaching Approach. It highlights that the Competency-based approach highlights the importance of outcomes or products at the stage of a course or material design. (Richards, 2006).

The main purpose of Competency- based language teaching is to provide students with the basic skills (linguistic resources) they need to face situations they find in real or everyday life.

Aureback (1986) cited by Richards (2006) presents eight characteristics in programmes under Competency-based language teaching:

1. The focus of the programme is on trying to assure the success of students functioning in society. In this way, students can cope with the challenges of the world.
2. Language is not taught in isolation. As the focus of Competency-based language teaching is on life skills, language should be taught as a function of communication about concrete tasks. So, the vocabulary to be taught is the one that is likely to be needed in the specific situation given.
3. The important thing is what students can do as a result of instruction. This result is observable. It is not focused on knowledge or the ability to talk about language and skills. So, it is a task or performance- oriented instruction.

4. “Language learning is broken down into meaningful chunks.” This is called Modularised instruction. What is important is that teachers and students are able to understand what their aims are to have a clear sense of progress. To do this language, objectives can be more precise through sub-objectives.
5. Outcomes are well known and agreed by the teacher and the learner. To have a clarity of what is expected from students, observable goals are presented to them.
6. Continuous and ongoing assessment. Pre- test and post-test are key to learn if the expected level of mastery has been achieved or not. If the results do not show the progress desired, students continue to work on the objective.
7. Pencil tests and traditional paper tests are put aside. Mastery of performance objectives are demonstrated through pre-established observable actions or behaviours.
8. Students are different. They have different needs, show progress at their own paces and they are at different levels of mastery of the competencies. They can work more on the competences they lack. Consequently, it is an individualized, student-centred instruction.

3.7 Distance Education in the context of COVID-19 pandemic

Due to the COVID-19 Pandemic, schools have been closed as a measure to stop the spread of the virus and protect the most vulnerable.

According to the August 2020 report brief on the impacts of COVID-19, this measure has impacted on over 990 million children In Latin America the situation is complex having 39 countries out of 43 with schools closed. Although some attempts to reopen have been made in different continents, it is being done with fear and confusion. The risk of an outbreak is latent and some countries have decided to re-close schools. (World Bank, 2020 <https://www.worldbank.org/en/data/interactive/2020/03/24/world-bank-education-and-covid-19>). This is still a heating debate and the response in most countries is to use distance education as the main way to try to keep students engaged with their education.

3.7.1 *Self-instruction and distance learning in language learning*

In the language teaching and learning literature self- instruction and distance learning have rarely been asserted as potent forms for developing autonomy. Although self- instruction and distance learning can be easily recognized as forms that expect students to learn on their own without direct teacher contact, there seems to be evidence that it is not an effective mode for language learning.

Most people (with the possible exception of those who market teach yourself learning materials) know that learning in isolation is a poor way to acquire language. In most of these attempts, learner flounder around in frustration, making little or no progress. However, some learners, presumably the most motivated and talented ones, do succeed in achieving at least some of their learning goals. (Rosewell and Libben, 1994, p. 668-9 cited by Benson, 2001, p. 131)

One major survey that took place in 1996 Fernández –Toro and Jones (1996) found that “Self- instruction appears to ‘kick in’ at roughly intermediate level, i.e. once the learner is able to cope with real-life texts and interactions.” In another study led by Rosewell and Libben (1994) where students of a university were learning foreign languages through self-instructional methods, after six months, most of the students considered they had progressed very little. Those who considered they had been more successful can be explained under the assumption that they had a high degree of autonomy.

Similarly, distance learning in language teaching relies on packaged resources and are meant to be isolated from their peers. It is suggested that distance learning unlike self- instruction is an institutional form of learning in which teachers are involved. Nonetheless, ‘the teacher is not available to set up and oversee learning activities to intervene when problems are struck’ (White, 1995, p.208 cited by Benson, 2001, p. 133).

The materials that are used for distance learning must guide, motivate, explain, provoke, remind, ask questions, discuss alternative answers and other actions alike as if the teacher was there. (Rowntree, 1990, p. 11 cited by Benson, 2001 p. 133)

It is also emphasized that a key issue in resource-based approaches to language learning is the scarce opportunities to foster communicative interaction and authentic communication.

3.7.2 *Aprendo en Casa Strategy in Peru*

Aprendo en Casa is defined as follows by the Ministry of Education of Peru:

Strategy that establishes activities that the student can do from home to continue learning. This strategy uses web, radio and television to reach all students of the country and it is organised in levels, cycles, grades or ages, depending on the modality.

The Strategic Monitoring and Evaluation Office (OSEE) of the Ministry of Education in Peru in collaboration with Innovations for Poverty Action (IPA) and the Inter-American Development Bank (IDB), developed a survey to learn about the experiences of school administrators, teachers, and parents with the *Aprendo en Casa* strategy whose results were published in June 2020. Some of the main findings were:

- TV and radio are the most used devices.
- A third of parents interviewed access *Aprendo en Casa* using their smartphones.
- Most families have been in contact with teachers by phone or WhatsApp.
- There is little level of satisfaction with the content, especially in the case of radio.
- 22% access distance education through website.
- 78% access it through television
- 20% access it through radio
- From those who access using internet, 89% use their cellphones, 28% their laptops, 2% their tablets and 1% other devices.

(Ministerio de Educación and Innovation for Poverty Action 2020, <https://www.poverty-action.org/blog/realities-remote-learning-lessons-initial-findings-8000-household-survey-peru-during-covid-19>)

3.8 Material analysis and design in English Language Teaching

The present research will use the framework proposed by Tomlinson (2011), which has considered Breen and Candlin and Richards and Rogers models, to analyse the *Aprendo en Casa* material.

3.8.1 *Aspects of Analysis*

The framework considers publication and design as the main sections. Publication is concerned with the physical features of the materials. Whereas design is focused on the reasoning underlying the materials.

a) Publication

One of the aspects to observe is the relationship between the student's materials and other components like access to answer key, audios, videos, and alike.

Another aspect is the form of the material. If it is presented in paper print, electronic, etc., it can influence the methodology.

Also, by observing how the material is organised (sections, sub-sections) it can help determine the coherence maintained.

Finally, how access into the materials is supported by wordlists, hyperlinks, etc.

b) Design

The analysis of the design of materials helps understand the possible aims it has, the reasoning for the selection and sequencing of the tasks, language and content of it, and what the essence and aim of the content in the materials are.

During the analysis of the design of materials, it is decisive to pay attention construct to the actions students are requested to do and how this is linked to 'process competence'. Process competence is defined as the students' readiness to use knowledge, their affects, and their abilities to express, interpret and deduce meanings; and use their reading, listening, writing and speaking skills. (Breen and Candlin, 1987 cited by Tomlinson, 2011, p. 184)

In addition, the analysis of design can help what the material role is in the process of learning. Whether it is to provide specific instruction ('micro-manage') or only ideas for teachers and students to choose from.

In order to be able to draw conclusions on the usefulness and significance of the material under analysis, both aspects, publication and design, supply exhaustive information of the content and methodology governing this material.

3.8.2 **Levels of Analysis**

Tomlinson (2011) proposes three levels of analysis that move gradually from an Objective description of the material to a Subjective inference. These levels are:

Level 1 – Objective description

Level 2 - Subjective analysis

Level 3 - Subjective inference

Level 1 - Objective description: The analysis at this level describes the obvious features of the material like the date of publication and the target audience. It also describes how the materials are meant to be used, the physical components, how the material is organised, how the teachers and students access the different elements of the material and how a unit or module is subdivided. It is suggested that when analysing materials in-depth it can be useful to do this with about 10 percent of the total of the material.

Level 2 – Subjective analysis: It is a deeper level of analysis of the material, therefore it requires to analyse each task in turn. It is substantial to have a sound and clear understanding of what a task is. Tomlinson (2011) identifies three aspects of a task:

- What process learners and teachers should follow.

This process covers three dimensions: Turn-take, Focus and Mental Operation.

- Turn-take refers to the role students are to take: produce scripted response using the language given in the material, initiate a response with no language supplied or not to take any interactive role.
- Focus, relates to analyse if the learner is requested to pay attention the meaning of language, its form or both.
- Mental operation, intends to see how learners are requested to do mental processes like deducing language rules, repeating, negotiating, etc.

- With whom this process is done.

Here, the analysis will focus on participation, that is to say how the task requires students to work in pairs, groups, the entire class or their own.

- What content the learner will have to focus on

Here, the focus is on nature of the input learners receive and the output they are expected to produce. In other words, the content. It seeks to analyse if the language content is written or spoken, presented in sentences, words or extended discourse, where it comes from (the material, the teacher or the student) and if the nature of the content is general knowledge, personal information, fiction, grammar explanation, etc.

Level 3 – Subjective inference: Relying on the analysis done at Levels 1 and 2, the material analyst can draw conclusions about the supposed principles underlying the materials.

Some of the inferences that will come out are related to:

- The aims of the materials and the support for selecting and sequencing the tasks and the content
 - What roles the teachers and learners have. This can mainly be inferred thanks to the turn-take analysis.
 - What nature of what students are requested in order to accomplish learning.
 - What role the material has as a whole.

The following Schedule is presented by Tomlinson (2001) to summarise the levels of inference in the analysis of materials:

Levels of inference	Corresponding source of evidence in the schedules (Explicit Nature and Task Analysis)
Aspects of the materials: Publication	
Level 1: Place of learner's material in the set	EN/ A3 Extent, A5 Distribution
'What is there' Published form of the materials	EN/ A3 Extent, A4 Design and layout
Subdivision of learner's materials	EN/ A7 Subdivision, B2 Sequence of Activity

	Subdivision of sections into sub-sections	EN/ A7 Subdivision, B2 Sequence of Activity
	Continuity	EN/ A7 Subdivision, B2 Sequence of Activity
	Route	EN/ A6 Route
	Access	EN/ A5b
Aspects of the materials: Design		
Level 2:	Subject matter and focus	TA/III With what content?
'What is required for users'	Types of teaching/ learning activities	TA/I What is the learner required to do?
	Participation: who does what with whom	TA/II Who with?
Level 3	Aims	Syllabus, sequences of activities (EN/B2)
'What is implied'	Principles of selection	Nature of the tasks (TA/I-III)
	Principles of sequencing	Sequence of tasks
	Teacher roles	Distribution (EN/A5, turn-take (TA/IA)
	Learner roles (classroom)	Source (TA/III)
	Learner roles (in learning)	Demands on process competence (TA/I – III)
	Role of the materials as a whole	Deduction from levels 1 to 3
Key		
EN schedule for recording the explicit nature of the materials		
TA schedule for analysing the task		
A3, A4, I, II, III item/question on the appropriate schedule		

Table 3.3: Summary of how the analysis schedules provide information for an analytical description of material (Tomlinson, 2011, p. 198)

4 METHODOLOGY OF THE PROJECT

This chapter presents the methodological reasons for this investigation and explains the approaches beyond.

4.1 Justification of the selection of materials and components analyzed

The material selected for analysis is the *Aprendo en Casa* material for the A1 level for students of 1st grade of secondary level. This material is published in *Aprendo en Casa: Plataforma Educativa – Minedu* website, so students from public schools of the country in the context of home learning due to the Pandemic can access it.

The *Aprendo en Casa* material for English has been organised in the following levels for each grade of secondary education:

- A1 level
- A1 level
- A2 level
- A2+ level

All Peruvian students are to use this material on their own. Unlike regular textbooks that are used in the classroom with the possibility to interact with other students face to face and the direct teaching and guidance of a teacher, the *Aprendo en Casa* material addresses the students under the assumption that they have no contact with a teacher.

For this research we will focus on the A1 level for students of first grade of secondary education because this is the beginning of their learning of English as well as their first grade in secondary level.

This research will analyse all the tasks, including reading texts, writing prompts, guidelines, audios and complementary sources.

4.2 Description of the Approach of Analysis

The purpose of this section is to describe the methodological considerations to conduct this research.

The general objective of this research is to determine how the teaching of vocabulary, in three units of the material of *Aprendo en Casa* for the A1 level, is aligned to the National Curriculum for Basic Education.

The specific objectives are to analyse identify the level of English taught in the *Aprendo en Casa* material within the Common European Framework of Reference for Languages through the corpus analysis of the lexical items (words) in it, how the *Aprendo en Casa* material contributes to teaching of vocabulary and to identify which teaching vocabulary tasks in the *Aprendo en Casa* material address the teaching and learning principles of the Communicative Approach and the Competency-based approach.

The approach of analysis of this research will involve qualitative and quantitative methods in order to accomplish the objectives aforementioned.

The quantitative method will be used to determine four aspects that will allows us to respond to how the *Aprendo en Casa* material contributes to the teaching of vocabulary:

- Corpus analysis: the main reading and spoken texts as well as the words and phrases presented in the different sections of the *Aprendo en Casa* material will be analysed to identify frequency of words. This analysis will serve as an inventory of the vocabulary syllabus behind the material and to determine if this corresponds to the A1 level of the Common European Framework of Reference for Languages.

The results will be organized and recorded in tables using Excel, and the information will be quantified in graphs and tables to have a visual representation of the findings.

The use of the qualitative and quantitative methods will contribute to the comprehensive analysis of the tasks¹ as well as the objective data regarding the ratio of Teaching Vocabulary Tasks (TV tasks) and Non- Teaching Vocabulary Tasks (non- TV tasks).

- Qualitative analysis: Each task will be analysed using the three levels of analysis proposed by Tomlinson (2011) to finally match the deductions made from this analysis with the criteria to determine whether a task is a

¹ Tasks for this study refers to all types of activities or exercises that a have a teaching purpose.

TV or Non-TV task. To determine whether a task falls into TV or Non-TV, each task will be thoroughly read and analysed considering two of the three ways in which vocabulary tasks can be incorporated that were established by Thornbury (2009): segregated and integrated vocabulary activities.

- Quantitative analysis: A ratio will be established. The ratio of tasks that are present in the *Aprendo en Casa* material to Teach vocabulary (TV tasks) against the total number of Non-teaching vocabulary (Non-TV Tasks) tasks in each unit under analysis.

The qualitative analysis will be organized in schedules for each task and the deductions as a result of this analysis will accompany each schedule. And the ratio of TV and Non-TV tasks will be quantified in graphs and tables to have a visual representation of the findings.

Similarly, qualitative methods will be used to determine whether or not particular learning tasks contribute to teaching vocabulary within the Communicative competence and the Competency-based approach stated in the National Curriculum for Basic Education (CNEB).

- Qualitative analysis: The qualitative data will consider the analysis of the tasks (Booklets) using the three levels of analysis proposed by Tomlinson (2011) to finally match the deductions made from this analysis with the criteria to establish whether a task addresses the teaching of vocabulary within the Communicative Approach and the Competency-based approach. To do this, the analysis will consider the principles stated by Richards (2006) for developing activities within the Communicative Approach to Language Teaching and the Competency-based approach.
- Quantitative analysis: A ratio will be established. The ratio of TV Tasks that are present in the *Aprendo en Casa* material within the principles of the Communicative Approach to Language Teaching and the Competency-based Approach against the total number of TV Tasks in each unit under analysis.

The qualitative analysis will be organized in schedules for each TV task and the deductions as a result of this analysis will accompany each schedule. And the ratio of TV Tasks within the principles of the National Curriculum against the total number of TV Tasks will be quantified in graphs and tables to have a visual representation of these results.

Consequently, both methods, quantitative and qualitative, are used to determine how the teaching of vocabulary in the *Aprendo en Casa* material for the A1 level is aligned to the National Curriculum for Basic Education (CNEB).

4.3 Description of the criteria and stages of the analysis

The methodology will be focused on the analysis of the tasks in the *Aprendo en Casa* material for A1 level. The analysis will be centred on existing theory or framework.

The following criteria will be used:

- A. In order to analyse the corpus of the main reading texts and spoken texts of the *Aprendo en Casa* material, the categories for analysis proposed by McCarten (2007) will be used:

Criteria	Definition
Frequency	- Most frequent words and most rare.
Grammatical behaviour	- How it works in the grammar system.

Table 3.4 Criteria to analyse the Corpus in the *Aprendo en Casa* material

The written and oral texts will also be analysed as a whole by using the English Vocabulary Profile by the University of Cambridge ESOL Examination.

English Vocabulary Profile	CEFR Level	Word count
Level from A1 to C1	A1 – A2- B1 – B2 – C1- C2	Number of words in the text

Table 4.1 Criteria to identify the level of the written and oral texts.

- B. In order to analyse if a task appearing in the *Aprendo en Casa* material is a TV or non TV task, the proposal of how the coursebook vocabulary syllabus is

realised in the actual content of the book by Thornbury (2009) is used as the criteria to make this distinction:

Dimension	Criteria	Definition
Teaching vocabulary tasks (TV tasks)	Segregated	<ul style="list-style-type: none"> - Vocabulary is presented in lexical sets because of their similarity in meaning - Vocabulary is presented in lexical sets because of their formal properties: affixation or compounds - Vocabulary is presented to develop certain learning strategies.
	Integrated	- Vocabulary work is integrated into text-based activities in the form of pre- teaching of vocabulary or follow-up activities.

Table 3.6 Criteria to identify the type of vocabulary input incorporation in the *Aprendo en Casa* material

C. For the qualitative analysis this research will bear in mind the following criteria proposed by Richards (2006) to determine whether a task is developed within the Communicative Approach:

Dimension	Principles	Criteria for the Teaching of Vocabulary
Communicative tasks	Principle 1: Development of the Communicative Competence.	<ul style="list-style-type: none"> - Words presented in their typical contexts. This vocabulary should be frequent, current and appropriate to learners' needs.
	Principle 2: Communication, interaction and negotiation of meaning	<ul style="list-style-type: none"> - Strategic vocabulary included in the activities. - Pair work and group work are encouraged.
	Principle 3: Authentic purposes and functions	<ul style="list-style-type: none"> - Task based approach activities - Exposure to talk and text. - The vocabulary connects students' lives and interests.

	Principle 4: Use of Receptive and productive skills	- Learners need to see, say, listen, and write the words. A text-based approach has texts (spoken or written) as its main reference.
	Principle 5: Errors are tolerated	- Error is part of the process of language learning, therefore vocabulary learning. - Learners need to be actively involved in the learning of words.
	Principle 6: Elicitation of grammar and meaning	- Activities do not encourage direct translation from their mother tongue. - Students need to be trained to become better learners of vocabulary so they continue learning outside the classroom.
	Principle 7: Fluency and accuracy in communicative interaction	- More emphasis on meaning than on form of a word or lexical item.
	Principle 8: Real world or “authentic” sources	- The vocabulary taught is extracted from the real world as much as possible.

Table 4.2 Criteria to identify if the task address the teaching of Vocabulary within the Communicative approach for Language Teaching.

D. And the following criteria will be used to determine, also proposed by Richards (2006), whether a task is developed within the Competency-based approach:

Dimensions	Characteristics	Criteria
Competency-based approach tasks	Assure the success of students functioning in society	Vocabulary helps them cope with the world.
	Language is not taught in isolation	Vocabulary to be taught is the one that is likely to be needed in the specific situation given.
	Result is observable	It is a task or performance- oriented instruction.

	Modularised instruction.	Language objectives can be more precise through sub-objectives.
	Outcomes are well known and agreed	To have a clarity of what is expected from students, observable goals are presented to them.
	Continuous and ongoing assessment.	Pre- test and post-test are key to learn if the expected level of mastery has been achieved or not.
	Pencil tests and traditional paper tests are put aside	Mastery of performance objectives are demonstrated through pre-established observable actions or behaviours.
	Students are different.	They can work more on the competences they lack. Consequently, it is an individualized, student-centred instruction.

Table 4.3 Criteria to identify if the task addresses the teaching of Vocabulary within the Competency-based approach.

The process of analysis of the *Aprendo en Casa* material will be based on the three stages or levels of analysis of language teaching materials by Tomlinson (2011). These levels are:

- Level 1: Objective description of the *Aprendo en Casa* material for the English area
 - o Statements of description
 - o Physical aspects
 - o Main steps in the instructional sections
 - o Corpus
- Level 2: Subjective analysis of what is required of users of the *Aprendo en Casa* material for the English area with reference to vocabulary
 - o Subdivision into constituent tasks
 - a. Task analysis sheet for each task.

Task for this research means “any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language” as defined by Breen and Candlin (1987).
 - b. An analysis of tasks in the unit
 - What students are expected to do
 - Who with
 - With what content

- Level 3: Subjective inference of what is implied in the *Aprendo en Casa* material for the English area with regard to vocabulary.

From the explicit nature of the *Aprendo en Casa* material analysed in Level 1 and the analysis of tasks to teach vocabulary in Level 2, I will be able to make statements where I can:

- o Deduce aims, principles of selection and sequence of the *Aprendo en Casa* material with regard to the teaching of vocabulary
- o Deduce the teacher and learner roles
- o Deduce the demands on learner's process competence
- o Draw conclusions of principles of the teaching of vocabulary in the *Aprendo en Casa* material

Finally, the process will end up in matching the deductions that resulted from the analysis (Level 3) with the criteria established to identify if the tasks are for Teaching Vocabulary, if the tasks address.

The following diagram shows the process of analysis:

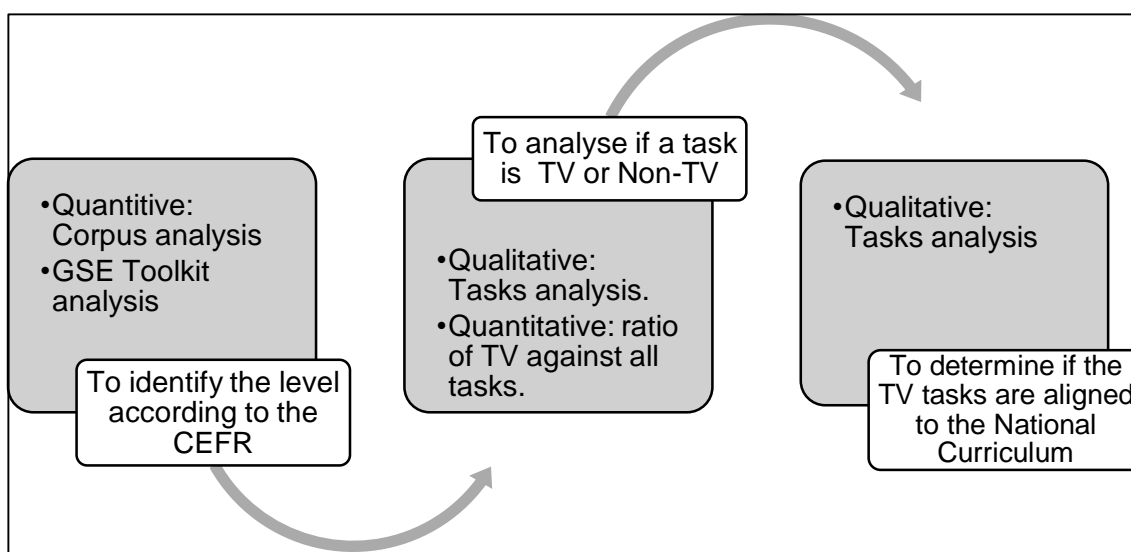


Diagram 4.1 Process of analysis of this study. Own creation.

4.4 Description of the instruments of the analysis

- 4.4.1 **Tool 1:** For the specific Corpus analysis, three of the categories proposed by McCarten (2007) will be used (Frequency, Spoken or Written Form and Grammatical behavior) as shown in the following schedule:

N°	Unit	Week	Word	Frequency	Spoken or written	Grammatical behavior (Part of speech)	Level in the CEFR
1							
2							
3							
4							
Etc							

Table 4.4 Schedule to organize words – own creation

4.4.2 **Tool 2:** Table to summarise number of words the *Aprendo en Casa* material has according to the Common European Framework of Reference

CEFR level	Number of words	%
A1		
A2		
B1		
B2		
C1		
C2		
Total		

Table 4.5 Table to summarise the number of words according to the CEFR levels – own creation

4.4.3 **Tool 3:** Table to summarise the result of the analysis of the corpus of the *Aprendo en Casa* material in relation to the top 10 most frequent words and their level in the Common European Framework of Reference

Top 10 most frequent words	Frequency						Total	CEFR level
	Unit 3		Unit 7		Unit 12			
	Week 8	Week 9	Week 14	Week 15	Week 23	Week 24		

Table 4.6 Table to summarise the results of the corpus related to the CEFR – own creation

4.4.4 **Tool 4:** Table to summarise the written and oral text analysis using the GSE text analyser toolkit

Text					Level			
Unit	Title	Week	Form of text	Type of text	CEFR level	GSE level	Word count	Sentence count

Table 12: Table to summarise results of the analysis of texts using the GSE Text analyser toolkit

4.4.5 **Tool 5:** Schedule to record what units are aligned to the Common European Framework in terms of vocabulary (word, multi-word items, main oral and written texts)

Units analysed	A1 level	
	<i>Aprendo en Casa</i> material	
	Yes	No
Unit 1		
Unit 2		
Unit 3		

Table 13: Table to record what units are aligned to the CEFR

4.4.6 **Tool 6:** The Schedule for analysing each task will be the one proposed by Tomlinson (2011):

Task number	
I. WHAT IS THE LEARNER EXPECTED TO DO?	
A. TURN-TAKE	
Initiate	
Scripted response	
Not required	
B. FOCUS	
Language system (rules or form)	
Meaning	
C. MENTAL OPERATION	

(detailed according to what is found in the materials)	
II. WHO WITH?	
(detailed according to what is found in the materials)	
III. WITH WHAT CONTENT?	
A. INPUT TO LEARNERS	
Form	
Source	
Nature	
B. OUTPUT FROM LEARNERS	
Form	
Source	
Nature	

Table 4.7 Schedule for analysing each task (Tomlinson, 2011, p. 191)

4.4.7 **Tool 7:** The Table to summarise the result of the analysis above: TV tasks or Non-TV tasks

Dimensions	Criteria	Definition	Task number / name
TV tasks	Segregated	- Vocabulary is presented in lexical sets because of their similarity in meaning	
		- Vocabulary is presented in lexical sets because of their formal properties: affixation or compounds	
		- Vocabulary is presented to develop certain learning strategies.	
	Integrated	- Vocabulary work is integrated into text-based activities in the form of pre-teaching of vocabulary.	

Non – TV tasks	None	- None of the above can be inferred from the analysis.	
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Table 4.8 Table to summarise the result of analysis of TV vs Non-TV tasks – own creation

4.4.8 **Total 8:** Schedule to record the total number of TV and Non-TV Tasks

Tasks	<i>Aprendo en Casa</i> material
TV Tasks	
Non- TV Tasks	
Total	

Table 4.9 Schedule to record total number of TV and Non-TV tasks – own creation

4.5 Description of the materials and their context

According to what is published in the *Aprendo en Casa* Platform of the Ministry of Education, the English area is a four-level teaching material for Secondary students from public schools that aims to teach learners English in the context of distance education during the Pandemic.

The *Aprendo en Casa* material is published every week and for English it has the following components:

- Guide: A guide of the activities in Spanish for students to follow every week. This document explains what is expected from them and briefly explains what they need to do in the Activities file. This is in PDF format and has between 5 to 6 pages.
- Activities: A set of activities around a theme that can be considered the students' book in regular materials for teaching English. This is in PDF format and has between 9 to 11 pages.
- Audio: The audio contains the main text of the Activities and the listening comprehension exercise. This is in MP4 format and lasts between 4 to 8 minutes.
- Transcript: This material has the transcript of the listening comprehension exercise. This is in PDF format and has between 1 to 2 pages.
- Answer sheet: The answers to all the activities appear in this document. This is in PDF format and has between 2 to 3 pages.

The goal of the material is to provide students with activities they can do from home to continue learning. There is no further explanation of the goal the English material has in particular; but it is clearly organised in four levels:

The study will focus on analysis the tasks and activities in one of the materials being published: **A1 level** for students who are in the 1st grade of Secondary Education. I chose this level because this is the beginning of the learning of English as well as their first grade in secondary level. The reason behind this choice was that in public schools, students only study two or three hours a week and their only chance to practise English is the classroom. Due to the current context, this can be much more complex and it is key to analyse if the material they start using enhances learning and engagement in distance education. Investigating this level, the result of the analysis and suggestions can give better insights for the material for the following levels.

The *Aprendo en Casa* material is published every week for the four levels the English area. A unit lasts two weeks making a total of 13 units during 2020. Each week the Activities material has these sections: Let's self-assess - Let's observe – Let's read – Let's understand – Let's practise – Let's create – Let's share – Let's reflect. In the let's practise section, a listening component is included.

The themes found in the material are health in the context of COVID- 19, jobs, food, leisure activities, home, family, animals and global issues.

The three units under analysis has material for two weeks making a total of six-week-material that were chosen at random. In this way we can see how the elaboration of it has evolved with regard to the teaching of vocabulary. It is understood that the *Aprendo en Casa* material under analysis will be treated as a novel strategy that occurs in the world in response to assisting students in distance education.

The three selected units are:

Unit 3: Let's celebrate diversity

- Week 8: People that inspire
- Week 9: Stop Bullying!

Unit 7: Let's talk about new habits

- Week 14: Home sweet home
- Week 15: New Normal

Unit 12: Let's stop violence against women and girls

- Week 23: Do not tolerate violence!
- Week 24: Speak up!

The context of this study is Peru public schools – 1st grade of secondary students who started to learn English this year. There are 544, 070 students in 1st grade in the country according to ESCALE of the Ministry of Education (2019). However; it is also known that in the distance education setting

This study would allow me to determine how the teaching of vocabulary, in four units of the material of *Aprendo en Casa* for the A1 level, is aligned to the National Curriculum for Basic Education.

Therefore, this study will allow material designers, teachers and researchers to improve the teaching of English within the National Curriculum for Basic Education through the *Aprendo en Casa* material published for students.

5 CORPUS

In this section I provide details of the material being analysed and the justification of why the analysis of the material is carried out.

The *Aprendo en Casa* material for the English area has been created by the Ministry of Education of Peru in collaboration with the *Regional English Language Office –US Embassy in Peru* and the *British Council Sucursal Lima* and it is published in the *Aprendo en Casa* web platform: <https://aprendoencasa.pe/#/> . This material aims to be used by secondary students of public schools in Peru.

The *Aprendo en Casa* platform presents five grades of Secondary Education: 1st, 2nd, 3rd, 4th, and 5th grades. For the English area, each grade displays four levels of the material every week: Pre-A1, A1, A2 and A2+. There are twenty-seven weeks during 2020.

The material under analysis is the A1 level for 1st grade of Secondary education. The reason why A1 level has been chosen as the matter of analysis lies on the premise that 1st grade students of Secondary Education start the learning of English formally in Peru, and it is likely to be the level most students are at since the National Curriculum has been implemented lately.

In order to determine how the teaching of vocabulary in the *Aprendo en Casa* material for the A1 level is aligned to the National Curriculum for Basic Education (CNEB), a profound analysis is required. Therefore, this research will take into account the number of units to be analysed suggested by Tomlinson (2010) who states that for an in-depth study, it is advisable to do this with about 10 percent of the total of the material. Also, this material analysis follows the requirements established in *Proyectos Finales de Formación de Profesorado (2017)* that says that when one component of the material is analysed, a maximum of three should be analysed. As a consequence, out of fourteen (14) units published in *Aprendo en Casa*, three units will be analysed.

The following table shows all the units the material covered

Learning experiences or Units	Weeks covered	Number of booklets for each unit
1. COVID-19, my family and me	1, 2, 3 y 4	4
2. Healthy food	5 y 6	2
3. Let's celebrate diversity	8 y 9	2
4. Story time	10	1

5. Let's protect our mental health	11 y 13	2
6. Verbs, verbs, verbs	12	1
7. Let's talk about our new habits	14 y 15	2
8. Reflexionemos sobre nuestro aprendizaje	16	1
9. Let's talk about new jobs	17 y 18	2
10. Let's help endangered animals	19 y 20	2
11. My project	21 y 22	2
12. Let's stop violence against women and girls	23 y 24	2
13. Let's manage solid waste	25 y 26	2
14. Chronicles 2020	27	1

Table 5.1 List of the Units of the *Aprendo en Casa* material for A1 level

It is important to highlight that most units consist of the following material:

Section in the Platform	Name of material as it appears in the Platform	Name of material in English under analysis	Short description
Guidelines for the activities	Audio: <i>Introducción</i>	Not under analysis	General brief description of what students are expected to do during the week in all subject areas. It is in Spanish and has someone using signal language.
	PDF: <i>Planificador de actividades</i>	Not under analysis	Chart summarizing what students will do during the week in all subject areas. It is in Spanish.
	PDF: <i>Día 2 y 4: Nombre de la Experiencia de Aprendizaje</i>	Guidelines (only under analysis when the task is given here and not in the main material)	Handout giving specific guidelines to students on what they should do with the English material during the week. It is in Spanish.
	PDF: <i>Portafolio</i>	Not under analysis	General brief guidelines to students for them to keep a portfolio. It is in Spanish and is the same document for every week.
Resources	PDF: <i>Actividades 1 y 2</i>	Booklet	Booklet of activities for students to do during the week. It is in English.
	PDF: <i>Respuestas</i>	Answer sheet	Answer sheet with all the answers to the exercises in the Booklet of activities. It is in English.
	PDF: <i>Transcripción audios</i>	Audio Transcript	Transcript of the section 2 of the listening comprehension exercise in the Booklet of activities. It is in English.
	Audio	Audio	Audio with two sections: Section 1: Listen and read-

			Audio of the main text in the Booklet of activities Section 2: Exercise- Audio for a listening comprehension exercise in the Booklet of activities. The audio is in English.
--	--	--	--

Table 5.2 Brief description of the components of the *Aprendo en Casa* material for the A1 level

The units and material under analysis are:

Units	Week	Guidelines	Booklet	Answer Sheet	Audio transcript
Unit 3: Let's celebrate diversity	Week 8	x	✓	x	✓
	Week 9	x	✓	x	✓
Unit 7: Let's talk about our new habits	Week 14	x	✓	x	✓
	Week 15	x	✓	x	✓
Unit 12: Let's stop violence against women and girls	Week 23	✓	✓	x	✓
	Week 24	x	✓	x	✓

Table 5.3 *Aprendo en Casa* material for the A1 level under analysis

5.1 Booklets

5.1.1 Unit 3: Let's celebrate diversity

Week 8: Booklets

LET'S OBSERVE AND READ!

OBSERVE - EXERCISE 1

Put the letter next to the correct phrase. Follow the example:



- 1 blind B
- 2 vitiligo
- 3 arms and legs

OBSERVE - EXERCISE 2

Match the jobs and occupations with the activities. Follow the example:



- A She is a musician.
- B He is an athlete.
- C He is a singer.
- D She is a pilot.
- E She is a swimmer.
- F He is a speaker.
- G He is a model.
- H He is a ballet dancer.

Example: 1 G 2 3 4 5 6 7 8

READ

Read about these people that inspire: Madeline¹, Nick², Winnie³ and Luis⁴.

PEOPLE THAT INSPIRE

- 1  Her name is Madeline Stuart. She is from Brisbane, Australia and she is 23 years old. She is a famous model and has Down's syndrome. Her mother is Rossana. She is a great support for Madeline.  "Giving is the most satisfying thing you can do."
- 2  His name is Nick Vujicic. He is from Melbourne in Australia and he is 37 years old. He is a famous motivational speaker and has no arms or legs. His wife is Kanae. She is a great support for Nick.  "If you can't get a miracle, become one."
- 3  This is Winnie Harlow. She is from Toronto, Canada and she is 25 years old. She is a famous model and has vitiligo. Her mother is Lisa, her father is Windsor and her sister is Christins. They are a great support for Winnie. Their love for Winnie is unconditional.  "Just a little encouragement is amazing."
- 4  His name is Luis Sandoval López. He is from Chiclayo, Peru and he is 22 years old. He is a famous athlete and is blind. His friends are his eyes. They are a great support for Luis. Their love for Luis is unconditional.  "It is very important to achieve equality."

Figure 5.1 Extract from *Aprendo en Casa* material – A1 level: Week 8 (1)

LET'S UNDERSTAND!

UNDERSTAND - EXERCISE 1

Circle the best response. Follow the example:

Example:



How old is Madeline?

- a) She's from Italy.
- b) She's 23 years old.**
- c) She is a model.
- d) Her mother is a great support for Madeline.

1 Who is Winnie's support?

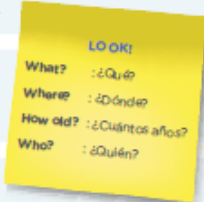
- a) Her mother
- b) Her parents and sister
- c) Her father and sister
- d) Her mother and sister

2 Where is Nick from?

- a) His father is Boris.
- b) He's 37 years old.
- c) He's from Australia.
- d) He's a speaker.

3 What's Luis job or occupation?

- a) He's an athlete.
- b) He's 22 years old.
- c) He's from Chiclayo.
- d) He's blind.



UNDERSTAND - EXERCISE 2

Read the questions and answer with their full name. Follow the example:

Example: Who has vitiligo? **Winnie Harlow**

- 1 Who is blind? _____
- 2 Who has no arms or legs? _____
- 3 Who has Down's syndrome? _____

UNDERSTAND - EXERCISE 3

Read and circle True or False. Follow the example:

Example: Jessica's inspirational message is "Just a little encouragement is amazing." TRUE **FALSE**

- 1 Luis's inspirational message is "It is very important to achieve equality." TRUE FALSE
- 2 Nick's inspirational message is "Just a little encouragement is amazing." TRUE FALSE
- 3 Winnie's inspirational message is "If you can't get a miracle, become one." TRUE FALSE
- 4 Madeleine's inspirational message is "Giving is the most satisfying thing you can do." TRUE FALSE

LET'S PRACTISE!

PRACTISE - EXERCISE 1

PERSONAL PRONOUNS

He ▶ He is from Australia.
He is 37 years old.
He is a speaker.

She ▶ She is from Canada.
She is 25 years old.
She is a model.

They ▶ They are from Peru.
They are athletes.

POSSESSIVE ADJECTIVES

His ▶ His name is Nick.
His father is Boris.

Her ▶ Her name is Winnie.
Her father is Windsor.

Their ▶ Their names are Gladys and Ines.

Figure 5.2 Extract from *Aprendo en Casa* material – A1 level: Week 8 (2)

Complete the questions with "his", "her" or "their" and then answer them. Follow the examples:

Example 1:

- 1 What's her name?
- 2 Her name is Susan Ochoa.
- 3 What's her job?
- 4 She is a singer.



Example 2:

- 1 What are their names?
- 2 Their names are Yeny Vargas and Israel Hilario.
- 3 What are their jobs?
- 4 They are athletes.



- 1 A: What's _____ name?
B: _____
A: What's _____ job?
B: _____ is a _____.
- 2 A: What are _____ names?
B: _____
A: What are _____ jobs?
B: _____ are _____.
- 3 A: What's _____ name?
B: _____
A: What's _____ job?
B: _____ is a _____.
- 4 A: What are _____ names?
B: _____
A: What are _____ jobs?
B: _____ are _____.



1 Imágenes de Yeny e Israel. Fuente: Via Asociación Nacional Paralímpica del Perú (web)

PRACTISE-EXERCISE 2

Answer the questions about one member of your family. Follow the example:

	Example	Your mother / father / sister / brother?
Who is he/ she?	my brother	
What's his / her name?	Pedro	
Where is he/ she from?	Piura, Peru	
How old is he/ she?	16	
What's his/ her job?	student	
Who is his / her support? Names?	best friend Gonzalo - my mother.	

Write a paragraph about your family member. Follow the example:

Example: **My brother**
He is my brother. **His** name's Pedro. **He** is from Piura, Peru and **he** is 16 years old. **He** is a student.
His best friend Gonzalo and my mother are a great support for Pedro. **They** love Pedro. **Their** love for Pedro is unconditional.

Your family member:

My _____
_____ is my _____. _____ name's _____. _____ is from _____ and _____ is _____ years old and _____ is _____.
_____ best friend _____ and my _____ are a great support for _____. _____ love for _____ is unconditional.

Figure 5.3 Extract from *Aprendo en Casa* material – A1 level: Week 8 (3)

PRACTISE - EXERCISE 3

4 Match the pieces of the puzzle and learn more messages from Nick, Winnie, and Madeline. Then, write the complete message on the lines. You can use a dictionary. Follow the example:

Example: I 3-B II III

Example: I Nick says, "Life is full of great experiences. Just live them."

II _____
III _____

5 Which is your favourite message? Can you translate it into Spanish? You can use a dictionary. Follow the example:

	English	Spanish
Example:	Nick says: "Life is full of great experiences. Just live them."	Nick dice: "La vida está llena de grandes experiencias. Solo vivelas."
Your favourite message		

Figure 5.4 Extract from *Aprendo en Casa* material – A1 level: Week 8 (4)

Week 9: Booklets

LET'S OBSERVE AND READ!

OBSERVE - EXERCISE 1

Complete the missing boxes with the correct ordinal number. Use the words from the box below "LOOK AND COMPLETE!". Follow the examples:

LOOK AND COMPLETE!

1st : first	primera/o	6th : sixth	sexta/o
2nd : second		7th : seventh	séptima/o
3rd : third		8th : eighth	
4th : fourth	cuarta/o	9th : ninth	novena/o
5th : fifth		10th : tenth	

LET'S CREATE!

Write a text about a person who represents the celebration of diversity. Follow Madeline, Nick, Winnie or Luis' texts as examples. Copy an inspirational message from this person or from other person about diversity. Finally, draw or put a picture of that person.

It is OK to use the inspirational messages from the section READ or PRACTISE, or investigate. You can use a dictionary to translate it into English if it is in Spanish or keep it in Spanish. You can draw the person, take a photo, cut a picture out from magazines, download or edit existing pictures.

You can do it on paper or any other material. You can also use Power Point. Remember to use the Internet with the help of a responsible adult.

OBSERVE - EXERCISE 2

Write the meaning using your dictionary or guide. Follow the example:

FEELINGS

1 scared: C asustada/o 2 embarrassed: _____
3 strong: _____ 4 happy: _____
5 sad: _____ 7 unhappy: _____
6 brave: _____ 8 glad: _____


OBSERVE - EXERCISE 3

Look at the pictures. Tick the pieces of advice to stop bullying in your school and cross out the ones are not good. Follow the example:

Figure 5.5 Extract from *Aprendo en Casa* material – A1 level: Week 9 (1)

READ


Read what George, Stefano and Charlotte feel about bullying and look at the graffiti they made in their notebooks.



Hello, I am George and I am American. I am 15 years old and I am in my third year of secondary school.

My classmates bully me because I am black. They insult me. I think bullying is terrible. I am very unhappy and scared but my parents help me a lot.


Don't be unhappy!
TALK TO AN ADULT
BE BRAVE
BE HAPPY!
Don't insult your friends!
RESPECT YOUR CLASSMATES



Hello, I am Stefano and I am Spanish. I am 12 years old and I am in my first year of secondary school.

My classmates bully me because I dance ballet. They send me horrible messages. I think bullying is terrible. I am very sad and embarrassed but my teachers help me a lot.

DON'T BE SAD
Talk to your parents
BE POSITIVE!
DON'T BE EMBARRASSED!
USE KIND WORDS
DON'T SEND HORRIBLE MESSAGES



Hello, I am Charlotte and I am Canadian. I am 13 years old and I am in my second year of secondary school.

My classmates bully me because I have big ears. They insult me. I think bullying is terrible. I am very scared and sad but my teachers help me a lot.

Don't be scared!
BE BRAVE
DON'T BE SAD
BE FRIENDLY
USE KIND WORDS
DON'T INSULT YOUR CLASSMATES

LET'S UNDERSTAND!

UNDERSTAND - EXERCISE 1

Choose the correct alternative, follow the example.

Example:

Stefano is fifteen years old and he is from Peru.

twelve Spain

seventeen The U.S.

LOOK!

COUNTRIES NATIONALITIES

Canada	Canadian
Spain	Spanish
The U.S.	American

1 Charlotte is twelve years old and she is from Canada.

fifteen Peru

thirteen The U.S.

2 George is fifteen years old and he is in Italy.

twelve Japan

seventeen The U.S.

UNDERSTAND - EXERCISE 2

Complete the sentences with the correct feelings. Follow the example:

1  He is and .

2  She is and .

3  He is and .

Figure 5.6 Extract from *Aprendo en Casa* material – A1 level: Week 9 (2)

PRACTISE - EXERCISE 1

Look at the images and complete with the Imperative in the positive or negative form. Follow the examples:

LET'S STOP BULLYING!

BE

DON'T BE



1 Be .



2 Don't be .



3 .



4 .



5 .



6 .



7 .



8 .

LET'S CREATE!

Write a text about how a person who is a victim of bullying can feel and create graffiti to promote celebrating diversity. Use Stefano, Charlotte and George's texts and graffiti as examples. Include images that represent your message. Be creative! Use your own pictures - you can draw, take photos, cut out from magazines, download images or edit existing pictures.

You can use the phrases from the READ or PRACTISE sections. You can also use a dictionary if necessary. Be creative! you can use Font-generator programme at <https://www.font-generator.com/graffiti/>. Remember to use the Internet with the help of a responsible adult.

PRACTISE - EXERCISE 2

Look the information in the chart above and write correct sentences in the boxes. Follow the example:

Example:  Stefano - Spanish - 12 His name is Stefano. He is Spanish and he is 12 years old.

1  Charlotte - Canadian - 13

2  George - American - 15

Figure 5.7 Extract from *Aprendo en Casa* material – A1 level: Week 9 (3)

5.1.2 Unit 7: Let's talk about our new habits
Week 14: Booklets

LET'S OBSERVE AND READ!

OBSERVE: EXERCISE 1

Match the actions with the rooms of the house. Follow the example:

ROOMS OF THE HOUSE

WHERE DO YOU ...

1. read a book?
IN THE BEDROOM

2. eat lunch?

3. wash a car?

4. make breakfast?

5. take a shower?

6. watch TV?



Select the correct answer.

- Which country is in Africa?
a) Yemen
b) The Democratic Republic of the Congo
- Which country is in Asia?
a) Yemen
b) The Democratic Republic of the Congo

LISTEN AND READ

Listen to and read the descriptions of Muna's house and Cornell's house.

MUNA'S HOUSE?



Good morning, everyone! I'm Muna Zayed from Yemen and I'm eight years old. We are under lockdown here and schools are closed. It's very important to stay at home to prevent the spread of COVID-19.

Today, I want to show you my home. My dad likes watching TV in the living room every afternoon. Sometimes I do my homework here in the morning. We eat lunch together in the dining room. My sister Reema and I sleep in one bedroom. She reads books here every afternoon and I do my homework here every morning. I love my bedroom! My sister and I dance here every night. My mom cooks breakfast, lunch and dinner in the kitchen every day. My sister and I help my mom, regularly.

I love my family and my home but I miss my school friends. Sometimes we speak on the phone.



Figure 5.8 Extract from *Aprendo en Casa* material – A1 level: Week 14 (1)

NOTE

Sunday	=	domingo
Monday	=	lunes
Tuesday	=	martes
Wednesday	=	miércoles
Thursday	=	jueves
Friday	=	viernes
Saturday	=	sábado

CORNELL'S HOUSE?



Good morning, everyone! My name is Cornell from the Democratic Republic of Congo and I'm twelve years old. We are under lockdown here and schools are closed. It's important to stay at home to prevent the spread of COVID-19.

Today, I want to show you my home. My dad makes breakfast in the kitchen every morning and my mom cooks lunch and dinner here every day. Sometimes, my brother and I help my mom in the kitchen. My bathroom is big. My dad takes a shower here every morning and the rest of us take a shower every afternoon. I like my bedroom. My brother and I share the bedroom. Hassan reads a book in our bedroom every afternoon. Sometimes I do my homework here in the evening. My brother and I wash the family's car in the garage every Saturday.

I love my family and my home, but I miss school. My friends and I chat on the phone every day.



LET'S UNDERSTAND!

UNDERSTAND: EXERCISE 1

Label the rooms in Muna and Cornell's houses according to the texts and pictures. Follow the example:

dining room - living room - bedroom - bathroom - kitchen - garage

UNDERSTAND: EXERCISE 2

Who does each activity? Choose the correct name from the orange box and then choose where they do the activity from the blue box. Follow the example:

- Muna	- Cornell	- kitchen
- Muna's dad	- Cornell's dad	- bedroom
- Muna's mom	- Cornell's mom	- bathroom
- Muna's sister	- Cornell's brother	- dining room
	- Cornell's sister	- garage

Figure 5.9 Extract from *Aprendo en Casa* material – A1 level: Week 14 (2)

Who?	Name	Where?
Example: likes watching TV every afternoon?	Muna's dad	Living room
1. cooks lunch every afternoon?		
2. dances every night?		
3. does homework in the evening?		
4. takes a shower every morning?		

PRACTISE: EXERCISE 1

Correct the following sentences about routines. Number one is the example:

1. Every day my mom takes a shower in the bathroom.

My mom takes a shower in the bathroom every day.

2. I play football every mornings in the yard.

3. My family eats dinner in the dining room every evenings.

4. Every afternoons my dad washes the dishes in the kitchen.

LISTENING COMPREHENSION

PRACTISE: EXERCISE 2

Listen to five teenagers talking about their favourite room at home. Listen to the activity they do in that room and circle the correct option a, b or c. You will hear each dialogue twice. Number one is the example:

Example:

The listening comprehension exercise consists of a 3x3 grid of question cards. Each card has a number in a yellow circle and three options labeled A, B, and C, each with a corresponding icon. Option A is circled in red on the first card. The icons represent: a bedroom (bed, desk, chair), a bathroom (bathtub, sink, mirror), a living room (couch, TV, coffee table), a dining room (table, chairs), a kitchen (stove, sink, refrigerator), and a bedroom (bed, desk, chair).

Figure 5.10 Extract from *Aprendo en Casa* material – A1 level: Week 14 (3)

LET'S CREATE!

STEP 1: First, draw your house and label each room.



This is the bedroom

This is the kitchen

STEP 2: Then, write five sentences with the activities you do in each room using the word "every". You can use the phrases from the boxes. Follow the example:

- eat with my family
 - read a book
 - watch tv
 - etc.

- bedroom
 - living room
 - kitchen
 - etc.

Example: I take a shower in the bathroom every evening.

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 3: Choose on of the following sentences to start your description with:

- I stay at home to prevent the spread of COVID-19.
- We are under lockdown here and schools are closed.

STEP 4: Write your full description. Put the phrase you choose first and the your five sentences separated with periods (.) and add the drawing of your house (STEP 1). You can use the following template.

SUGGESTED TEMPLATE:

(Description of your house)



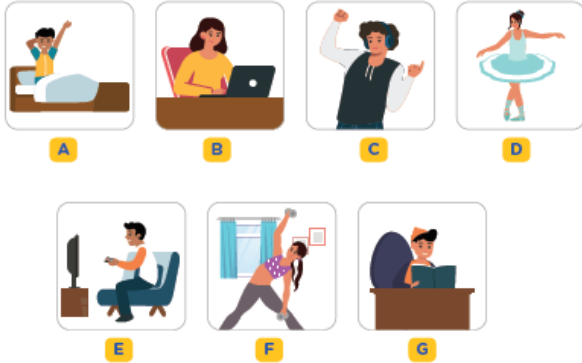
Figure 5.11 Extract from *Aprendo en Casa* material – A1 level: Week 14 (4)

Week 15: Booklets

LET'S OBSERVE AND READ!

OBSERVE: EXERCISE 1

Match the activities with the correct words. Number one is the example:



1. HAVE VIRTUAL CLASSES: **B** 2. EXERCISE: _____ 3. READ A BOOK: _____
4. GET UP: _____ 5. WATCH TV: _____ 6. LISTEN TO MUSIC: _____
7. DANCE BALLET: _____

Listen to and read Saira's and John's descriptions of their new routines or "new normal" on a video giving a tour of their houses

Saira's new normal



Hello everyone! I'm Saira Sidhu and I'm twelve years old. I'm from New Delhi.

This is my new normal during lockdown.

First, I get up at 6am and I have virtual classes every morning. I always study here in my bedroom. I love dancing, so I dance in the living room every afternoon. I watch my favourite TV show with my mom and dad every Sunday at 6pm.

Then, we eat dinner together here in the kitchen every evening and we go to bed at 10pm.



John's new normal



Hi! My name is John Muigai. I'm fifteen years old and I'm from Nairobi, Kenya.

This is my new normal during lockdown.

First, I get up at 7am every day and then I have virtual classes at 8am. I listen to music here in my bedroom every afternoon. I always play my favourite song. Saturdays are family day! We play different games here in the dining room every evening.

Then, I take a shower in the bathroom and I go to bed at 10pm every night.

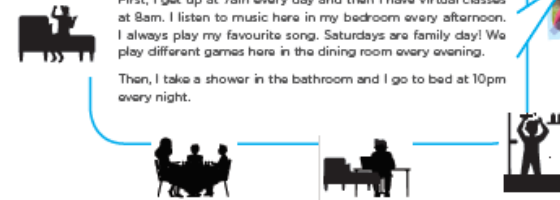


Figure 5.12 Extract from *Aprendo en Casa* material – A1 level: Week 15 (1)

UNDERSTAND: EXERCISE 1

Complete the following chart with the action from the box. Follow the example.

listen to music - take a shower - dance - eat dinner - have virtual classes (X2)
go to bed (X2) - play games



SAIRA	1. have virtual classes	2.	3.	4.
JOHN	5.	6.	7.	8.
				9.

UNDERSTAND: EXERCISE 2

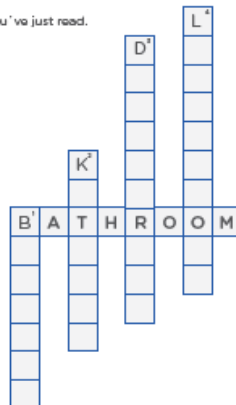
Complete the following crossword puzzle about the texts you've just read. Follow the example:

ACROSS

1. John takes a shower in the bathroom.

DOWN

1. John listens to music in the _____
2. Saira eats dinner in the _____
3. John plays games in the _____
4. Saira dances in the _____



PRACTISE: EXERCISE 1

Look at the picture and unscramble the sentences. Follow the example.



1. (every/take a shower/I/morning)

I take a shower every morning.

2. (evening/every/exercise/I)

3. (I/clean the kitchen/afternoon/every)

4. (night/I/every/eat dinner)

LISTENING COMPREHENSION

PRACTISE: EXERCISE 2

Listen to a conversation between two teenagers about their new routine and circle the correct answer. You will hear the conversation twice. Number one is the example:

1. Flor: I ___ get up ___ at 7AM every day.
a. watch TV
b. get up
c. read a book
2. David: I _____ every afternoon.
a. watch TV
b. exercise
c. read
3. Flor: I love _____ with my mom and dad.
a. playing music
b. dancing
c. reading
4. David: I love _____, especially rock in Spanish.
a. listening to music
b. dancing
c. watching TV

Figure 5.13 Extract from *Aprendo en Casa* material – A1 level: Week 15 (2)

LET'S CREATE!

DO IT YOURSELF - D.I.Y.

What is your routine or new normal?

UNICEF está promoviendo que las niñas, niños y adolescentes de diferentes partes del mundo, compartan lo que realizan durante el confinamiento causado por la pandemia COVID-19. Muestra también tu nueva rutina o nueva normalidad en casa. Recuerda que, de esta manera, estamos evitando que siga expandiéndose el COVID-19.

Step 1: Complete the text with information about your new routine or new normal.

- Mention three rooms and the activity you do in each of them.
- Mention when you do the activity using "every".

USE THESE PHRASES IN YOUR TEXT

Every morning - every afternoon - every evening
every night

Suggested template

My new normal
Halo everyone! I'm _____ and I'm _____ years old. I'm from _____
This is my new normal during lockdown.
First, _____
Then, _____

Step 2: Read your text aloud to practise:

- The pronunciation of:
- The activities
 - The rooms of the house
 - "every" "morning" "afternoon" "evening" "night"

The pauses:
After each sentence.

NOTE:

Watch Camila's video from UNICEF as an example:
https://www.youtube.com/watch?v=TIULnpl_X2I

Step 2: Choose one of the following:

Option A: Video	Option B: Audio and presentation	Option C: Text with pictures
<ul style="list-style-type: none"> ✓ Practise, practise, practise until you remember your text. ✓ Start recording your video. Remember: your video must show the activity in the room you are describing. ✓ Save your video in your portfolio. 	<ul style="list-style-type: none"> ✓ Practise, practise, practise until you remember your text. ✓ Record your audio and create your presentation showing pictures of activities in the rooms that you mention in the audio. ✓ Save your audio and presentation in your portfolio. 	<ul style="list-style-type: none"> ✓ Draw three pictures of the activities you do in each room. ✓ Label or point each picture with the corresponding sentence from your text. ✓ Put together your text and the pictures in one document, paper or poster.

Figure 5.14 Extract from *Aprendo en Casa* material – A1 level: Week 15 (3)

5.1.3 Unit 12: Let's stop violence against women and girls
Week 23: Booklets

Listen to and read the story.

Do not tolerate violence!
This is the story of a friend's friend.

A.
Sandra had been in love with Mario forever.
Sandra was shy but very friendly.
Eventually, Sandra and Mario became boyfriend and girlfriend. Sandra felt they were soul mates.
At the beginning, everything was perfect. Mario was charming and Sandra was on top of the world. They went out for long walks. They had fun together.

B.
But as time went on, things started to change.
Mario was not the person she thought she knew. Mario started to act differently.
At first, Mario did not like what Sandra did or said. Sandra liked to hang out with friends, but Mario didn't like that.
Then, Mario did not like the way Sandra dressed.

C.
He did not like what Sandra did in her freetime either. Sometimes Mario embarrassed Sandra in front of others.
At school everybody was worried for Sandra. Sandra was not happy with Mario anymore. She was anxious and stressed out.

Figure 5.15 Extract from *Aprendo en Casa* material – A1 level: Week 23 (1)



Figure 5.16 Extract from *Aprendo en Casa* material – A1 level: Week 23 (2)

Week 24 – Text 6

Listen to and read the infographics about violence against women and girls.

LEAD IN

Match the pictures with the correct type of violence:

- Sexual violence _____
- Psychological violence _____
- Physical violence _____

I. Your partner hits you or pushes you.
 II. Your partner forces you to have sex.
 III. Your partner controls you and humiliates you.

INFOGRAPHIC 1

SIGNS OF A HEALTHY RELATIONSHIP

- You have time to spend with your friends and family.
- Your partner respects your decisions.
- You do activities together and help each other.
- You talk to find a solution to any problem.

VIOLENCE AGAINST WOMEN USUALLY COMES FROM THEIR PARTNERS

- Physical:** Your partner hits you or pushes you.
- Sexual:** Your partner forces you to have sex.
- Psychological:** Your partner controls you or humiliates you.

Call 100 100 for help!

LOVE BUILDS, IT DOES NOT DIVIDE

DO NOT TOLERATE VIOLENCE!

INFOGRAPHIC 2

VIOLENCE AGAINST WOMEN AND GIRLS CAN TAKE MANY FORMS:

- Physical
- Sexual
- Psychological

Let's raise awareness about violence against women!

IT HAPPENS ALL OVER THE WORLD

There is more violence in some countries than others.

Some consequences:

- 1 in every 3 women experienced sexual or physical violence.
- Depression
- Unwanted pregnancy
- Injuries

Figure 5.17 Extract from *Aprendo en Casa* material – A1 level: Week 24 (1)

UNDERSTAND - EXERCISE 1:

Choose the correct option to complete the sentences about the infographics. Follow the example.

Example: In a healthy relationship, _____

- a. you have time to spend with your friends and family
- b. your partner controls you
- c. you talk to find a solution to your problems
- d. Options a. and c.

According to Infographic 1:

1. Controlling your partners is an example of _____

- a. physical violence.
- b. psychological violence.
- c. emotional violence.
- d. Options a. and b.

2. An example of physical violence is _____

- a. forcing your partner to have sex.
- b. humiliating your partner in front of other people.
- c. pushing your partner.
- d. Options a. and c.

3. You can call 100 if _____

- a. you are a woman.
- b. you are a victim of violence.
- c. you know a victim of violence.
- d. Options b. and c.

According to Infographic 2:

4. The three types of violence against women and girls are: _____

- a. physical, sexual and psychological.
- b. physical, emotional and psychological.
- c. violent and non-violent.
- d. Options a. and c.

5. One in every three women is a victim of _____

- a. violence against women.
- b. sexual or psychological violence.
- c. physical or sexual violence.
- d. Psychological violence.

6. Some consequences of violence against women and girls are _____

- a. injuries and depression.
- b. unwanted pregnancy.
- c. problems with your partner.
- d. Options a. and b.

LET'S PRACTISE!

PRACTISE - EXERCISE 1:

Label the parts of the infographic. You can use the words from the box more than once. Follow the example.

PICTURE - MESSAGE - RELIABLE INFORMATION / FACTS

Example: PICTURE

2. _____

1. _____

SIGNS OF A HEALTHY RELATIONSHIP

- 1. You have time to spend with your friends and family
- 2. Your partner respects your decisions
- 3. You can discuss your problems with your partner
- 4. You discuss your relationship with your partner

LOVE BUILDS, IT DOES NOT DIVIDE

VIOLENCE AGAINST WOMEN USUALLY COMES FROM THEIR PARTNERS

- Physical: Your partner hits you or injures you
- Sexual: Your partner forces you to have sex
- Psychological: Your partner humiliates you or controls you

DO NOT TOLERATE VIOLENCE

3. _____

4. _____

5. _____

PRACTISE - EXERCISE 2:

Match each sentence² with the graphic or picture. Follow the example.

RELIABLE INFORMATION PICTURES

Example: 35% women experience physical or sexual violence. **A**

- 1. Violence has serious consequences in women's mental health. _____
- 2. Violence against women normally comes from their partner. _____
- 3. Violence against women and girls is a problem around the world. _____
- 4. In a healthy relationship, partners respect each other. _____



Figure 5.18 Extract from *Aprendo en Casa* material – A1 level: Week 24 (2)

LISTENING COMPREHENSION

PRACTISE - EXERCISE 3

Listen to a presentation from the United Nations about violence. Choose the message and picture that best represents the presentation. You will listen to the presentation twice.

Message:

- 1. Let's stop violence because it affects us all!
- 2. Together we can stop violence against women and girls!
- 3. Love is never violent!

Pictures:



What is the best message and picture that represent the presentation?

Message: _____ Picture: _____

LET'S CREATE!

Create an infographic to raise awareness about violence against women and girls

Sabemos que muchas mujeres y niñas en el mundo son víctimas de violencia. Además, la semana pasada, leímos una historia que muestra que la violencia puede disfrazarse de amor. Entonces, para que otros adolescentes en el mundo conozcan más sobre este problema, publicaremos, en la página web de las Naciones Unidas (UNWomen.org), una infografía que ayude a crear conciencia sobre la violencia contra las mujeres y niñas. Para ello, puedes escoger entre las siguientes opciones:

Option A: Create an infographic about healthy and unhealthy relationships using information from this week and from last week's texts.

Option B: Create an infographic about violence against women using information from other reliable sources.

Option A: Create an infographic about healthy and unhealthy relationships using information from this week and from last week's texts.

- Step 1:** Reread the story from last week and the infographics from this week.
- Step 2:** Identify sentences or phrases that define healthy relationships.
- Step 3:** Identify sentences or phrases that define unhealthy relationships.

HEALTHY RELATIONSHIP	UNHEALTHY RELATIONSHIP
Example: Partners help each other.	4. _____
1. _____	5. _____
2. _____	6. _____
3. _____	

Step 4: Draw or find a picture that represents each sentence you wrote. Follow the example.

Example: One partner controls the other.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Step 5: Identify a message to raise awareness about violence against women and girls. Find a message in the story you read last week or create your personal message.

For example:

Do not tolerate violence!

Step 6: Organise your information in an infographic.

Option B: Create an infographic about violence against women using information from other reliable sources.

Step 1: Find information about violence against women. You can check these links:

- United Nations Women: https://apps.who.int/iris/bitstream/handle/10665/82751/WHO_NMH_VIP_PVL_13.1_eng.pdf;sequence=1
- World Health Organization: https://www.who.int/reproductive-health/publications/violence/VAW_infographics/en/

NOTE
Una fuente es confiable cuando tiene como sustento una investigación seria.

Figure 5.19 Extract from *Aprendo en Casa* material – A1 level: Week 24 (3)

Step 2: Identify sentences or phrases about violence against women and girls.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Draw or find a picture that represents each sentence you wrote. Follow the example.

1. _____		3. _____	
2. _____		4. _____	
	5. _____		

Step 4: Identify or adapt a message to raise awareness about violence against women and girls. Use the links from Step 1 as a guide.

Step 5: Organise your information in your infographic.

For options A and B, you can use this suggested template:

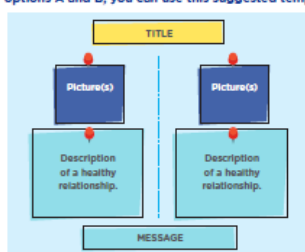


Figure 5.20 Extract from *Aprendo en Casa* material – A1 level: Week 24 (4)

5.2 Audio Transcripts

5.2.1 Unit 3: Let's celebrate diversity

Unit 3 does not have Listening Comprehension Exercises for weeks 8 or 9. Ergo, it does not have audio transcripts.

5.2.2 Unit 7: Let's talk about new habits

Week 14	Week 15
<p>Text 1 (Listening) Example: A: Hi Carla! What's your favourite room at home? B: Hello, I like sleeping in this room. I also do my homework and dance here every day.</p> <p>Text 2 A: Hello, Rubén! What's your favourite place at home? B: Hi! It is the place where I cook every day and bake cakes every Saturday.</p> <p>Text 3 A: Morning Mariela! What's your favourite room at home?</p>	<p>Text</p> <p>David: Hi, Flor and I are brother and sister. We will tell you about our new routine during the lockdown. What's your new normal, Flor? Flor: I get up at 7AM every day now and I start my virtual classes at 8AM. How about you, David? David: I have more time to read books now. I read every afternoon. What do you do in the afternoon, Flor? Flor: I love dancing with mom and dad. You hate dancing, right David? David: Yeah, but I love listening to music, especially rock in Spanish. Flor: Nice! I love rock, too. This is our new normal. What is your new normal?</p>

<p>B: Hello! I really like singing here. Especially when I take a shower here every morning.</p> <p>Text 4</p> <p>A: Hello! What's your favourite place at home, Joel?</p> <p>B: Hello! I think my favourite place is where my family and I have breakfast, lunch and dinner every day.</p> <p>Text 5</p> <p>A: Hi Gloria! What's your favourite room at home? B: Hello! I do my homework here because the table is big. My family and I have lunch here too.</p>	
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Table 5.4: Audio transcript of Unit 7

5.2.3 Unit 12: Let's stop violence against women and girls

Week 23	Week 24
<p>This week material does not have listening comprehension exercises. Ergo, it does not have audio transcript.</p>	<p>In the world, one in every three females experience physical or sexual violence in their lifetime, but only 10% reports the case to the police. This problem affects women and girls in every country in the world. It also affects their families, communities, and countries. The objective of the UN Women, a United Nations organization, is to end violence against all women and girls in the world. For that reason, we need your help to raise awareness about this problem. Together, you, me, your friends, your family, boys and girls can end violence and protect every woman and girl in the world!</p>

Table 5.5 Audio transcript of Unit 12

6 RESULTS AND DISCUSSION

In this section, the findings of the analysis of the *Aprendo en Casa* material are elaborated and presented so a critical discussion about these results based on the theoretical background previously stated can take place.

6.1 EVALUATION OF THE CORPUS OF THE *APRENDO EN CASA* MATERIAL ACCORDING TO THE CEFR

In order to analyse the corpus of the *Aprendo en Casa* material, the main written and oral texts as well as the vocabulary: words, multi-word items and main oral and written texts appearing in all the sections were based on two processes of analysis.

6.1.1 Analysis of the main written and oral texts

As described in the theoretical background, the Global Scale of English created by Pearson provides a free Teacher Toolkit. One of the tools is called the GSE Text Analyser which establishes the CEFR level, the GSE level it and the number of words and sentences the text has.

From the analysis of the texts in the three units of the *Aprendo en Casa* material for the A1 level, it can be observed in Table 6.1 below, that the main oral and written texts of Unit 7 is the closest to the level the students are developing with this material: A1. Whereas the level of Units 3 and 12 are aligned to B1 and B1+ of the CEFR respectively.

Text					Level			
Unit	Title	Week	Form of text	Type of text	CEFR level	GSE level	Word count	Sentence count
3	Let's celebrate diversity	8	Written	Speech bubbles	B1	48-52	197	26
		9	Written	Graffiti in Notebooks	B1	41-45	218	20
7	Let's talk about our new habits	14	Oral	Dialogues	A1	22-26	141	22
		14	Written	Description	Below A1	19-23	314	32
		15	Oral	Conversation	A1	24-28	109	15

		15	Written	Description with pictures	A1	21-25	185	17
12	Let's stop violence against women and girls	23	Oral & Written	Story	B1+	51-55	419	43
		24	Oral	Presentation	B1+	50-54	101	6
		24	Written	Infographic	B1+	51-55	131	12

Table 6.1 Summary of results of the analysis of the texts according to the CEFR level

Day and Bamford (2000, p. 13) state that when learning a language, the reading material should be in agreement with the student's linguistic competence: vocabulary and grammar: "When students find no more than one or two difficult words on a page, the text is appropriately easy." On the other hand, Hedge (2000) explains that the use of authentic texts makes students be in contact with the authentic use of the language, which is one of the main principles of the Communicative Approach to Language Teaching.

The *Aprendo en Casa* material should consider the use of the Global Scale of English Text Analyser when making the material so the alignment with the CEFR is reassured.

The evaluation one can make, out of the results in Table 6.1, might be that the texts presented in the *Aprendo en Casa* material are too high for the intended level which can cause frustration on students and refrain students from reading fluently. However; in the next section on the analysis of vocabulary (words, multi-word items and main written and oral texts) this apparent inference will be subject to further reasoning.

6.1.2 To analyse the vocabulary: words, multi-word items and main written and oral texts

As mentioned in the theoretical background, for the present research and be able to analyse how the *Aprendo en Casa* material contributes to the teaching of vocabulary, the assumption underlying what vocabulary means is the one presented by Lewis (1993). That is to say, that if the material attempts to teach lexical items as individual words and as multi-word items, then it is teaching vocabulary.

The tool that has been used to analyse the vocabulary was the English Vocabulary Profile – The CEFR for English by Cambridge University Press.

When analysing the vocabulary: words, multi-word items and main written and oral texts altogether the following results can be seen:

CEFR level	Number of words	%
A1	780	59%
A2	216	16%
B1	110	8%
B2	84	6%
C1	12	1%
C2	3	0%
DS*	114	9%
Total	1319	100%

Table 6.2 Summary of number of words according to the CEFR level

*DS stands for *Doesn't say* as the level is not indicated in the English Profile for Vocabulary.

Table 6.2 shows that almost 60% of the vocabulary in the *Aprendo en Casa* material for A1 level is aligned to this very same level. See Appendix 01 for the distribution of the number of words according to the CEFR level and their frequency. This can mean that most of the vocabulary presented was in correspondence with the level students were to develop in the material according to the CEFR as stated in the National Curriculum for Basic Education.

This is an opportunity for improvement in the elaboration of the *Aprendo en Casa* material. First of all, if the use of the English Vocabulary Profile free tool is installed in the process, it can be better aligned to the CEFR.

Furthermore, when analysing the vocabulary classified as A2, B1, B2, C1 and C2 levels, it can be seen that 122 of them (29% of them) are cognates for Spanish words or multi-item words. For example: experience, solution, violence, republic and information. See Appendix 02 for the complete list of cognates identified. The use of cognates can help students understand a text better as well as develop strategies to improve their understanding. Whether this use of cognates was done intentionally or not, it can be a good strategy to make the material more accessible to students at this level. There is room for conscious improvement in the elaboration of the material regarding vocabulary.

Another important analysis of the vocabulary in the *Aprendo en Casa* material that can be made is in reference with the top ten most frequent content words.

Order	Top Ten content words	Frequency	Grammatical behaviour	CEFR level
1	is	151	Verb	A1
2	violence	41	Noun	B2
3	love	25	Verb	A1
4	years	21	Noun	A1
5	name	17	Noun	A1
6	kitchen	16	Noun	A1
7	women	16	Noun	A2
8	have	15	Verb	A1
9	afternoon	13	Noun	A1
10	partner	13	Noun	A2

Table 6.3 Top Ten content words in the *Aprendo en Casa* material for the A1 level

It can be seen that although seven out of the top ten content words belong to the A1 CEFR level, **violence**, the second most frequent word is aligned to the B2 level. It can be said that the word *violence* is a cognate for Spanish speakers as it is the case for Peruvian students and therefore they will not find difficult to understand.

After the analysis of the vocabulary, it can be concluded that the *Aprendo en Casa* material for the A1 level is mostly aligned to the Common European Framework of Reference, with 59% of the lexical items belonging to the A1 level. Nonetheless; it can be identified that when analysing the main texts of the material as a whole, only one unit out of the three analysed is consistent with the A1 level. The main room for improvement of the material when it comes to the alignment of it with the CEFR, will be on how the vocabulary is presented in larger written or oral texts (extended discourse).

6.2 EVALUATION OF HOW THE *APRENDO EN CASA* MATERIAL CONTRIBUTES TO THE TEACHING OF VOCABULARY

As stated in the theoretical framework, it is understood that if the task attempts to teach vocabulary or lexical items as individual words or multi-word items, then it is teaching vocabulary. Lewis (1993).

As a consequence, in order to evaluate whether the *Aprendo en Casa* material contributes to the Teaching of Vocabulary, two processes of analysis will be considered: a) Analysis of all tasks appearing in the *Aprendo en Casa* material for the A1 level and,

b) Analysis of all the tasks in the three units selected that appear in the *Aprendo en Casa* material for the A1 level.

To analyse if a task appearing in the *Aprendo en Casa* material is a TV or non TV task, the proposal of how the coursebook vocabulary syllabus is realised in the actual content of the book by Thornbury (2009) is used as the criteria to make this distinction as mentioned in the theoretical background:

- Segregated vocabulary task:

If an activity/ task presents vocabulary in lexical sets because of their similarity in meaning or their formal properties: affixation or compounds, or if the vocabulary is presented to develop certain learning strategies, it will be considered a Teaching Vocabulary Task (TV Task).

- Integrated vocabulary task:

If an activity / task presents vocabulary integrated into text-based activities in the form of pre- teaching of vocabulary or follow-up activities, it will be granted a Teaching Vocabulary Task (TV Task) as well.

- If the activities analysed do not fall in any of the types of tasks stated by Thornbury, above described, it will be acknowledged as a Non- Teaching Vocabulary Task (Non TV Task).

Having analysed all the tasks appearing in the *Aprendo en Casa* material for the A1 level, the summary of the results are as follows:

Dimension	Criteria	Number of tasks	% of tasks
TV Tasks	Segregated	0	0
	Integrated	138	85%
Non-TV Tasks	None	24	15%
Total		162	100%

Table 6.4 Summary of TV and Non-TV Tasks in the *Aprendo en Casa* material for the A1 level

Table 6.4 portrays that 85% of the tasks in the *Aprendo en Casa* material for the A1 level are TV Tasks while 15% of them are Non-TV Tasks. So, it can be ascertained that the material under analysis promotes the Teaching of Vocabulary.

Also, it can be interpreted that all of the tasks identified as TV Tasks fall into the 'Integrated' category, one of the types of activities proposed by Thornbury (2002). This

means that the *Aprendo en Casa* material takes two forms: Pre- teaching of vocabulary or Follow-up activities.

- Pre teaching activities: these activities are designed as preparation for learners before reading, listening, speaking or writing activities in which the words presented or used will later appear in the text (spoken or written). In the material this is done through all the activities/ tasks in the section **Let's Observe (Lead in)**. This section appears before the main text and prepares the learner with the vocabulary in the form of words, phrases or sentences. The activity that is used the most are matching pictures with words or phrases and completing phrases or sentences.
- Follow-up activities: these activities usually require the learner to return to the text and focus on words in it. In the *Aprendo en Casa* material these types of activities/ tasks appear in the sections: **Let's Understand, Let's Practise and Let's Create**. In the *Let's Understand* section, students are requested to go back to the main texts to focus on words or phrases to answer to comprehension questions (true-false, complete graphs, matching). In the *Let's practise* section, there is more specific focus on words, multi-word items, phrases that appeared in the main texts. Whereas the *Let's Create* section requires students to use the vocabulary presented in all the previous sections of the material.

The result of the analysis of all the tasks in all the units of the *Aprendo en Casa* material for the A1 level is presented in the following table.

Tasks	<i>Aprendo en Casa</i> material - A1 level	
TV Tasks	138	85%
NTV Tasks	24	15%
Total Tasks	162	100%

Table 6.5 Summary of analysis of the tasks in the *Aprendo en Casa* material for the A1 level.

See Appendix 05 for the details of the analysis of each task in the *Aprendo en Casa* material for the A1 level.

However; for this research the corpus takes into consideration the three units under analysis: Units 3, 7 and 12. The results of this analysis is shown in the following table:

Tasks	<i>Aprendo en Casa</i> material - A1 level (3 Units)	
TV Tasks	35	81%
NVT	8	19%
Total Tasks	43	100%

Table 6.6 Summary of analysis of the tasks in the *Aprendo en Casa* material for the A1 level: Units 3, 7 and 12

81% of the tasks in the *Aprendo en Casa* material are TV Tasks while 19% of them are Non-TV Tasks. In the subsequent section each of the 35 tasks will be analysed.

6.3 EVALUATION OF THE TEACHING VOCABULARY TASKS IN THE *APRENDO EN CASA* MATERIAL

In this research, once the teaching vocabulary tasks (TVT) have been identified, the next step is to analyse if the principles beyond these Teaching Vocabulary Tasks (TVT) is the Communicative Language Teaching as the National Curriculum for Basic Education determines.

As mentioned in the theoretical background, this research will use the three levels of analysis for material evaluation proposed by Tomlinson (2011).

Level 1: Presents the explicit nature of the *Aprendo en Casa* materials

Levels 2 and 3: Presents the analysis of each of the tasks in Units 3, 7 and 12.

6.3.1 Level 1: Analysis of the explicit nature of the *Aprendo en Casa* materials

Publication

Title: *Aprendo en Casa – Inglés A1* Author: Ministerio de Educación del Perú

Publisher: Ministerio de Educación del Perú Year: 2020

A. COURSE PACKAGE AS A WHOLE

1. Type: 'general', 'main course', class use for A1 level

2. Intended audience:

Age-range: 12- 14 school: secondary school location:
Peru

3. Extent:

a. Components:

- Downloadable PDF: Booklet of activities, Guidelines for students, Audio transcript, Answer sheet

- Audio: YouTube link

b. Total estimated time: one school year

4. Design and layout:

Colour PDF for Booklet of activities, Guidelines, Answer sheet and Audio Transcript.

MP4 Audio in YouTube

5. Distribution

a. Material	teacher	learners
Audio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Audio script	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Answer key	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Guidance on use of the material	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b. Access

Wordlists

6. Route through material:

Specified

User-determined

7. Subdivision

Fourteen units each consisting of two-week material. Each Booklet has seven sub-sections, with some standardized elements:

Let's self-assess section contains a four-scale chart for students to self-assess what they can do with English.

Let's observe and read section presents Vocabulary tasks before students read a text in the form of pre-teaching activities. Then, it present the text per se.

Let's understand section contains tasks to check reading comprehension of the main text.

Let's practise section contains practice on vocabulary or grammar items.

Let's create section contains guidance on students to create a text using the language learnt throughout the previous sections.

Let's share section contains guidance on students to show their work to their family members or teacher if they are in contact.

Let's reflect section contains the same chart of the *Let's self-assess* section for students to self-assess what they can do with English after having done all the tasks.

Notemos algo section contains grammar specific noticing guidance.

B. OVERVIEW OF AN EXTRACT FROM THE BOOKLET OF ACTIVITIES

1. Length: three units out of fourteen, 21% of the Booklet of activities for students
2. Sequence of Activity:
Unit: Title based on theme (Each unit consists of material for two weeks)
Week 1 and Week 2: The same theme is treated along the material. Week 1 or the first week presents the vocabulary/ language about the theme and Week 2 or the second week reinforces the same vocabulary/ language. Almost all weeks have all the sections. When a story is presented the sections are *Let's understand* and *Let's create*. This happens only twice among the 27 weeks.

Table 6.7 Level 1 Analysis

In the wake of the Level 1 Analysis presented above, the following analytical description can be made about the *Aprendo en Casa* material for the A1 level:

1. Place of learner's materials in the set
 - All the *Aprendo en Casa* material is for the student
 - Support facilities (Answer key and transcript) are provided for the student
 - Learner's materials are meant to be used independently of the teacher's guidance.
 - Learner's materials form focal point for outside of classroom work or from home.
2. Published form of the learner's material
 - Booklet: monolingual throughout (English)
 - Guidelines: monolingual throughout (Spanish)
 - PDF downloadable material for learner from *Aprendo en Casa* platform
3. Subdivision of the learner's materials
 - Subdivided in fourteen units with materials for two weeks.
 - Each week, the material has a standardized number of pages

- a) Booklet: 7 to 10 pages
- b) Guidelines: 5 to 6 pages
- Each material has standardized seven sections: Let's self-assess, Let's observe and read, Let's understand, Let's practise, Let's create, Let's share, Let's reflect (Notemos algo)

4. Subdivision of sections into sub-sections

Unit: Title based on theme (Each unit consists of material for two weeks)

Week 1 and Week 2: The same theme is treated along the material. Week 1 or the first week presents the vocabulary/ language about the theme and Week 2 or the second week reinforces the same vocabulary/ language. Almost all weeks have all the sections. When a story is presented the sections are Let's understand and Let's create. This happens only twice among the 27 weeks. The material under analysis has the following sub-sections:

Week 8

Let's observe and read: Match pictures with words. Match pictures with sentences. Read a text.

Let's understand: Answer comprehension questions by selecting the correct answer (a,b,c or d) Answer questions by selecting the person it refers to. Circle true or false.

Let's practise: Complete short dialogues with information given following a pattern. Complete a chart with information of a member of their families. Complete a short paragraph with information of a member of their families. Match pieces of a quote Translate the quotes.

Let's create: Write a text about a person who represents celebration of diversity. Cite a quote of this person too. Research about this person.

Week 9

Let's observe and read: Complete sequence using ordinal numbers given and translate them. Match labelled pictures in Spanish of feelings with their English translation. Choose pictures that portrait positive actions to stop bullying. Read a text.

Let's understand: Complete sentences with the correct option. Complete sentences with words from the main text.

Let's practise: Complete phrases with BE or DON'T BE (aided with pictures) to give advice to stop bullying. Write a sentence using the information and prompt given.

Let's create: Create some graffiti with phrases to stop bullying.

Week 14

Let's observe and read: Match labelled pictures of actions at home with a labelled picture of the rooms in a house. Answer to two questions about general knowledge. (Aided with a picture of a map). Read a text.

Let's understand: Label the rooms of a house according to main text. Select who does what according to main text.

Let's practise: Correct sentences. Listen and choose the correct picture they are talking about.

Let's create: Create a description of the activities they do at home with pictures.

Week 15

Let's observe and read: Match pictures with phrases. Read a text.

Let's understand: Complete a char with actions given that appeared in the main text. Complete sentences with one word from the main text.

Let's practise: Unscramble sentences. Listen to a conversation and complete sentences with the correct option (a, b, c)

Let's create: Create a paragraph describing what they do in their new normal at home following the prompt given.

Week 23

Let's observe and read (Before you read): See picture of the main characters of the story, know their names and guess what relationship they may have. Read a story.

Let's understand: Match pictures with extracts from the story. Answer one question with the best option.

Let's create: Make picture for three extract of the story.

Week 24

Let's observe and read: Match labelled pictures with a phrase. Read a text.

Let's understand: Complete sentences with the correct option (a, b, c, d)

Let's practise: Label a poster with their parts. Match pictures with sentences. Listen and match message of the presentation with a picture that represents it.

Let's create: Create an infographic to stop violence against women and girls.

5. Continuity

- Provided by an integrated set of activities around the title of the unit and the main text of the material.
- Subsections in the material exploit the topic and language related to it a basis for the final outcome

6. Route

- Guidelines are provided in the students' mother tongue (Spanish) for them to follow a specific order.

7. Access

- Means of access to the materials: a listing of the material that is organized in weeks in the online *Aprendo en Casa* platform

Level 1 Analysis provides objective information about the *Aprendo en Casa* material for the A1 level and the conclusions that can be drawn are:

- It is a recent material created by the Ministry of Education of Peru (2020)
- It is a self-study material as there is no material for teachers. This can mean that the teacher's role is not specified or taken into consideration-
- It intends to be the main course for students during the school year.
- It can be accessed through an online platform.
- The material has a recurrent standard pattern in its design.

6.3.2 Levels 2 and 3: Analysis of each of the tasks in Units 3, 7 and 12

At these Levels a deeper analysis is made and will directly lead to accomplish the objective of this research. As Tomlinson (2011) declares, the analysis will consist of drawing deductions about what teachers and students have to do when using the materials. In order to do this, the *Aprendo en Casa* material has been divided into their tasks and each of the tasks have been analysed in turn. In the *Aprendo en Casa* material the tasks are all types of actions or activities students are to do with the language appearing in the booklets. In this respect, four out of the seven sections were scrutinized. The sections under analysis were: Let's observe and read, Let's understand, Let's practise and Let's create.

In order to help determine which Teaching Vocabulary Tasks (TVT Tasks) in the *Aprendo en Casa* material address the teaching and learning principles of the Communicative Approach and the Competency-based approach, all tasks of Units 3, 7 and 12 in the *Aprendo en Casa* material for A1 level were examined making a total of 41 tasks analysed. See Appendix 06 for details of analysis of each task in the Task Analysis Sheet.

A quantitative and qualitative analysis can be made out using the Schedule proposed by Tomlinson (2011).

The quantitative analysis is summarised in this table:

I. WHAT IS THE LEARNER EXPECTED TO DO?	% of TV Tasks
A. TURN-TAKE	
Scripted response	95%
Not required	5%
B. FOCUS ON	

Language system (rules or form)	5%
Meaning	76%
Meaning/ system/form relationship	20%
C. MENTAL OPERATION	
repeat identically	2%
repeat selectively	7%
repeat with transformation	5%
repeat with expansion	5%
retrieve from Short-term memory / working memory	39%
retrieve from Long-term memory	24%
formulate items into larger unit	12%
decode semantic/ propositional meaning	32%
select information	49%
analyse language form	2%
apply stated language rule	24%
apply general knowledge	20%
review own Foreign language output	7%
Research	7%
express own ideas / information	22%
II. WHO WITH?	
learner individually outside the class	100%
III. WITH WHAT CONTENT?	
A. INPUT TO LEARNERS	
a. FORM	
Graphic	39%
word/ phrases sentences: written	63%
word/ phrases sentences: oral	0
extended discourse: written	22%
extended discourse: oral	7%
b. SOURCE	
Materials	95%
Teacher	0
learner(s)	0
outside the course/ lesson	15%
c. NATURE	
metalinguistic comment	0
linguistic items	29%
non-fiction	32%

Fiction	29%
personal information/ opinion	10%
B. EXPECTED OUTPUT FROM THE LEARNERS	
a. FORM	
Graphic	29%
word/ phrases sentences: written	66%
word/ phrases sentences: oral	0
extended discourse: written	12%
extended discourse: oral	2%
b. SOURCE	
Materials	80%
Teacher	0
learner(s)	0
outside the course/ lesson	20%
c. NATURE	
metalinguistic comment	0
linguistic items	27%
non-fiction	24%
Fiction	24%
personal information/ opinion	22%

Table 6.8 Summary of results of Analysis Levels 1 and 2 according to Tomlinson

The analytical description of the findings in the analysis is presented along these lines:

1. Aims and objectives

- To develop learner's linguistic competence in reading and writing
- To develop language that is contextualised in current issues through themes like the new normal, bullying, violence against women and girls.
- The learner is expected to express him/herself through language which has been narrowly defined
- To focus on meaning for understanding and producing written language.

2. Principles of selection

- Types of tasks: the learners are mainly expected to extract information from a given written text, retrieve from Short-Term working memory as

well as Long-Term memory, decode the 'surface' meaning of given language, draw on knowledge of 'general facts' about the world, repeat selectively, use a given language rule in order to transform or produce language, check his/her own language production for its intended meaning, use the target language, express personal opinions, knowledge or other ideas, and personally find relevant information from sources not provided in the material.

- Content: contextualised themes based on current issues; learner's personal information / ideas.
- Language: Integrated vocabulary activities relevant to themes and around the main text of the material. Grammar exercises are scarce in the material.

3. Principles of sequencing

- Tasks: pre- teaching of vocabulary that will later appear in the main text. Comprehension questions about the main text, focused on meaning. Practise of specific vocabulary in the form of follow-up exercises (words, multi-word items, phrases) and a listening comprehension exercise in some units that reinforces the language presented in the previous sections. Finally, the creation of written texts is stated using the language studied throughout the material.
- Content: the content is driven by the themes of each unit and to act in specific settings (situations).
- Language: There is no specific sequence based on language. The language and skills aim for students to act in specific settings (situations).

4. Subject matter and focus of subject matter

- No metalinguistic comment on forms presented.
- Non-fiction, fiction and specific linguistic items are the input for students in the Aprendo en Casa material. This is coherent with the authenticity of language that should be presented in CLT.

5. Types of teaching / learning activities

- Students' focus is directed exclusively to meaning.
- All tasks require a scripted response. Students do not have the opportunity to adopt an 'initiate' position.
- The Aprendo en Casa material directs all tasks to the learner to work on his own outside the classroom. (Home learning). There are no tasks that require students to interact with other students or the teacher using the language studied.
- Predominant operations required: select information, retrieve from Short-term and Long-term memory.
- Mother tongue called upon in very few tasks analysed. Especially, for translating complex phrases.
- Emphasis on exposure to connected texts, reading rather than listening, writing rather than speaking.
- The writing tasks predominant operations require students to express their own ideas/ information and research using the language studied in the unit.

6. Participation: who does what with whom

- All of the tasks require students to work on their own outside the classroom.

7. Classroom roles of teachers and learners

- 'Decision – making' weighted entirely towards the students by the material (answer key, wordlists, guidelines)
- Students are expected to follow directions in the materials. There are no directions for the teacher at all.
- Learner's role: follow the task directions

- Teacher's role: Not stated.

8. Learner roles in learning

- Undertake the tasks as directed in the materials.
- Learning as the need to communicate in specific settings (situations) around themes that are contextualised to Peruvian students. Vocabulary seen as the most important linguistic element to express meaning.

9. Role of the materials as a whole

- To structure the learning of English in the context of distance education.
- To provide a rout for learning in English.
- To provide a resource of motivating content (current issues, stories, cross-curricular topics) and engaging tasks.

6.3.3 *To what extent are the aspects of design and the aspects of publications of the Aprendo en Casa material under the paradigms or principles of the Communicative Language Teaching and the Competency-based approach for the Teaching of Vocabulary?*

From the scrutiny of the material in Levels 1, 2 and 3 of Analysis proposed by Tomlinson (2011), it can be seen that there are opportunities for improvement in the *Aprendo en Casa* material: when contrasted against the principles of the Communicative Language Teaching and the Competency based approach for the Teaching of Vocabulary:

Role of the teacher and the learner:

- It should add material for the teacher. In the Communicative Approach to Language Teaching (CLT) Richards (2006) emphasizes that the role of the teacher has been adjusted throughout time but not eliminated. The material for the teacher should bear in mind the role of facilitator and moderator within the CLT approach and most importantly provide guidance on how to deal with students' errors and promote pair or group work among students. Also, the teacher's material can provide guidance

on how to scaffold the greater responsibility students are taking in their own learning in the CLT approach.

- It is understood that the *Aprendo en Casa* material has responded to the Pandemic context pushing Education systems to develop distance learning. However; distance learning is an institutional form of teaching that differs from self-study material. Self-study material for language learning has mostly been designed for adults and has little evidence of its efficacy. As specified in the theoretical framework (White, 1995, p.208 cited by Benson, 2001, p. 133), it is suggested that distance learning unlike self-instruction is an institutional form of learning in which **teachers are involved**. Nonetheless, in the *Aprendo en Casa* material 'the teacher is not available to set up and oversee learning activities to intervene when problems are struck'. Material for teachers that consider all the points mentioned here is a great opportunity for improvement.

Principle 1: The teaching and learning practice should aim to the development of the Communicative Competence.

Implication for the Teaching of Vocabulary: Words need to be presented in their typical contexts. (Thornbury, 2002). This vocabulary should be frequent, current and appropriate to learners' needs. (McCarten, 2007).

The *Aprendo en Casa* material for the A1 level has paid especial attention to the context and current situation in Peru and the world for the Teaching of Vocabulary rather than the prescribed simple to complex paradigm. Individual words, multi-word items and extensive texts responded to the theme to keep students engaged and the use of cognates have been predominant for this purpose. It can be concluded that the material under analysis meets principle 1.

Principle 2: There is a need for communication, interaction, and negotiation of meaning.

Implication for the Teaching of Vocabulary: Strategic vocabulary should be included in the activities. Pair work and group work should be encouraged.

The *Aprendo en Casa* material for the A1 level lacks tasks that require students to work in pairs or groups. It is understandable that in distance education it can be more complex but it should be stated or encouraged. It is suggested that specific guidance and tasks are included for cooperative and collaborative

learning. Using the tools provided by platforms, devices like phones or smartphones among others can be of great support to develop interaction and use the language in a more communicative way.

For example:

Task as it appears in material:

LET'S OBSERVE AND READ!

OBSERVE: EXERCISE 1

Match the actions with the rooms of the house. Follow the example:

ROOMS OF THE HOUSE

WHERE DO YOU ...

1. read a book?
IN THE BEDROOM

2. eat lunch?
.....

3. wash a car?
.....

4. make breakfast?
.....

5. take a shower?
.....

6. watch TV?
.....

Figure 6.1 Extract from *Aprendo en Casa* material – A1 level: Week 8 (1)

Task adding suggestions for interaction:

Now, call a friend and ask him/ her:

- Where do you watch TV? _____
- Where do you eat lunch? _____
- Do you have the same answers? YES - NO

Diagram 6.1 Example of activity proposed to be inserted in material

Principle 3: Language teaching practices must invite students to use language with authentic purposes and functions. So, activities and tasks have real communication as its goal.

Implication in the Teaching of Vocabulary: Task based approach activities can favour the use of vocabulary for authentic purposes. Exposure to talk and text can help for incidental learning of words. (Thornbury, 2002). The vocabulary learned connects students' lives and interests. Use of authentic texts to provide valid vocabulary.

The *Aprendo en Casa* material for the A1 level has a specific section called Let's create in which students produce an extensive written text using the language studied and around a specific situation that calls for action.

Principle 4: The interactive use of receptive and productive skills is present in the classroom.

Implication in the Teaching of Vocabulary: Learners need to see, say, listen, and write the words they are learning repeatedly. A text-based approach has texts (spoken or written) as its main reference for analysis of chunks in it to learn vocabulary.

The *Aprendo en Casa* material has taken into consideration the use of a main text in each booklet. The vocabulary studied is presented through integrated vocabulary activities as defined by Thornbury (2002).

Principle 5: Students should experiment the use of language continuously in spontaneous and unpractised contexts. This can cause students to make errors and they are tolerated as this is a sign of the construction of students' communicative competence.

Implications in the Teaching of Vocabulary: Error is part of the process of language learning, therefore vocabulary learning. Learners need to be actively involved in the learning of words. (Thornbury, 2002).

Although in the Guidelines presented in Spanish of the *Aprendo en Casa* material students are encouraged to use the language and keep trying, the fact that the teacher has no specific intervention nor other peers, it makes it difficult for a student to realise when they make error or how to avoid them. This is one of the

weakest characteristic in the material. This can be assisted if the *Aprendo en Casa* material adds guidance for the Teacher.

Principle 6: Students are provided with opportunities to elicit grammar rules.

Implications in the Teaching of Vocabulary: Activities should not encourage direct translation from their mother tongue. (Thornbury, 2002). Students need to be trained to become better learners of vocabulary so they continue learning outside the classroom. (Thornbury, 2002 and McCarten, 2007).

In spite of the fact of having found few tasks that require students to translate, it can be said that the *Aprendo en Casa* material for the A1 level, does not encourage direct translation at all times. Most of the tasks require students to decode the meaning of words or phrases by matching pictures, guessing by context, applying general knowledge and using cognates. Also, in the guidelines in Spanish, students are always encouraged to use other strategies instead of translating.

Principle 7: Fluency and accuracy complement each other in the process of getting a message across and communicative interaction.

Implications in the Teaching of Vocabulary: Focus on communication necessarily implies more emphasis on meaning than on form of a word or lexical item.

Under the process of Analysis of material proposed by Tomlinson (2011) one of the main features of the material is that it is focused on meaning, but as mentioned in Principle 2, interaction is not promoted throughout the material.

Principle 8: Activities should as far as possible bring the real world and use real world or “authentic” sources as the basis for classroom learning.

Implications in the Teaching of Vocabulary: The vocabulary taught should be extracted from the real world as much as possible.

The main texts used in the *Aprendo en Casa* material can be considered “authentic” sources. It is true that they were created with learning purposes, but they simulate very well the real world bringing non-fictional texts and the follow-

up tasks require students to give their opinion/ information as well as research more on the issue or theme read.

As for the Competency – based instruction, the tasks in the *Aprendo en Casa* material for the A1 level, are all based around a specific setting or situation as the theoretical framework explains it should be.

Aureback (1986) cited by Richards (2006) presents eight characteristics in programmes under Competency-based language teaching that after the analysis will contrast how the *Aprendo en Casa* material meets these features or not:

1. The focus of the programme is on trying to assure the success of students functioning in society. In this way, students can cope with the challenges of the world.
2. Language is not taught in isolation. As the focus of Competency-based language teaching is on life skills, language should be taught as a function of communication about concrete tasks. So, the vocabulary to be taught is the one that is likely to be needed in the specific situation given.

Characteristics 1 and 2 are met since the *Aprendo en Casa* material for the A1 level treats a specific theme extracted from current situations in Peru and the world, presenting students with tasks (challenges) to respond to that specific setting. The vocabulary presented and to be used is given in the material.

3. The important thing is what students can do as a result of instruction. This result is observable. It is not focused on knowledge or the ability to talk about language and skills. So, it is a task or performance- oriented instruction.

Every week, the *Aprendo en Casa* material for the A1 level requires students to create an extensive written text in the form of an infographics, poster, graphic organizer, among others. However; as the material is focused on reading and writing other types of performances have been put aside. It can be relevant to encourage other forms of performance that are observable.

4. "Language learning is broken down into meaningful chunks." This is called Modularised instruction. What is important is that teachers and students are able to understand what their aims are to have a clear sense of progress. To do this language, objectives can be more precise through sub-objectives.
5. Outcomes are well known and agreed by the teacher and the learner. To have a clarity of what is expected from students, observable goals are presented to them.

When analyzing the *Aprendo en Casa* material for the A1 level characteristics 4 and 5 are met as it presents two sections that can allow students to know what they are expected to do or what their objectives are. The Let's self-assess and Let's reflect sections that are in Spanish enhances Modularised instruction. Notwithstanding; the outcomes are not agreed by the teacher nor the learner. Everything is scripted in the material for students to do as they are directed.

6. Continuous and ongoing assessment. Pre- test and post-test are key to learn if the expected level of mastery has been achieved or not. If the results do not show the progress desired, students continue to work on the objective.
7. Pencil tests and traditional paper tests are put aside. Mastery of performance objectives are demonstrated through pre-established observable actions or behaviours.

In the *Aprendo en Casa* material there is no evidence that this is done. Here there is an opportunity for improvement. The Pre-test and post tests can be handed out to the teachers in the material that should be created for them. The observable actions are self-assessed by students in the Let's self-assess and Let's reflect sections.

8. Students are different. They have different needs, show progress at their own paces and they are at different levels of mastery of the competencies. They can work more on the competences they lack. Consequently, it is an individualized, student-centred instruction.

The fact that students work on their own and that the material is addressed to them could be signs of student-centred instruction. But, as there is no

guidance given to the teacher to facilitate and monitor this process, there is little possibility for individualized instruction. In other words, the material does not give evidence of how to work with students at different levels.

7 CONCLUSIONS

Overall Conclusions

7.1 The level of English taught in the in the *Aprendo en Casa* material is partially aligned to the Common European Framework of Reference for Languages when the corpus of the lexical items (words) were analysed. 59% of the words in the Units analysed belong to the A1 level of the CEFR according to the English Vocabulary Profile free tool.

It is important to highlight that all types of inventory based on the CEFR like the English Vocabulary Profile are a starting point to revise the content of the curriculum (syllabus) and for the *Aprendo en Casa* material it can help organise the input and output students are expected to learn. It is advisable that the material designers and elaborators use these free access online tools. It is valid that other language items (words) are added in the material as long as it is based on needs analysis and interests of students.

7.2 The *Aprendo en Casa* material for the A1 level eminently contributes to the teaching of vocabulary. 85% of the tasks analysed in it, aim to teach vocabulary through integrated activities as defined by Thornbury (2009). The activities or tasks in the material are presented in the form of pre- teaching and follow up in the *Let's observe and read*, *Let's understand*, *Let's practise* and *Let's create* sections.

7.3 The Teaching Vocabulary Tasks in the *Aprendo en Casa* material address the teaching and learning principles of the Communicative and the Competency – based approaches to some extent.

7.4 The *Aprendo en Casa* material for the A1 level should have material for the teacher. In the Communicative Approach to Language Teaching (CLT) Richards (2006) emphasizes that the role of the teacher has been adjusted throughout time but not eliminated. The material for the teacher should bear in mind the role of facilitator and moderator within the CLT approach and most importantly provide guidance on how to deal with students' errors and promote pair or group work among students. Also, the teacher's material can provide guidance on how to scaffold the greater responsibility students are taking in their own learning in the CLT approach.

7.5 Although it is understood that the *Aprendo en Casa* material has responded to the Pandemic context where distance learning has become an institutional form of teaching in Peru, it must be clear that this differs from self-study material. Self-study material for language learning has mostly been designed for adults and has little evidence of its efficacy. As specified in the theoretical framework (White, 1995, p.208 cited by Benson, 2001, p. 133), it is suggested that distance learning unlike self-instruction is an institutional form of learning in which **teachers are involved**. Nonetheless, in the *Aprendo en Casa* material 'the teacher is not available to set up and oversee learning activities to intervene when problems are struck'.

7.6 Material for teachers should therefore consider how to facilitate and monitor learning in the context of distance education, provide guidance on how to scaffold autonomy in students so they have greater responsibility of their own learning, help the teacher deal with students' error within the CLT approach and promote interaction among students.

7.7 The CLT approach states that the teaching and learning practice should aim to the development of the Communicative Competence. This means that for the Teaching of Vocabulary, words need to be presented in their typical contexts. (Thornbury, 2002) and that this vocabulary should be frequent, current and appropriate to learners' needs. (McCarten, 2007).

The *Aprendo en Casa* material for the A1 level has paid especial attention to the context and current situation in Peru and the world for the Teaching of Vocabulary rather than the prescribed simple to complex paradigm. Individual words, multi-word items and extensive texts responded to the theme to keep students engaged and the use of cognates have been predominant for this purpose. It can be concluded that the material under analysis meets principle 1.

7.8 Another principle of the CLT approach assumes that there is a need for communication, interaction, and negotiation of meaning. So, for the Teaching of Vocabulary: Strategic vocabulary should be included in the activities that allow students to negotiate in acts of communication and interaction. Also, pair work and group work should be encouraged as this is fundamental to generate this need for communication. However; the *Aprendo en Casa* material for the A1 level lacks tasks that require students to work in pairs or groups. It is understandable that in distance education it can be more complex but it should be stated or encouraged. It is

suggested that specific guidance and tasks are included for cooperative and collaborative learning. Using the tools provided by platforms, devices like phones or smartphones among others can be of great support to develop interaction and use the language in a more communicative way.

- 7.9 The *Aprendo en Casa* material for the A1 level has a specific section called *Let's create* in which students produce an extensive written text using the language studied and around a specific situation that calls for action. In this way one of the principles of the CLT approach is met as language teaching practices within the CLT approach must invite students to use language with authentic purposes and functions. So, activities and tasks have real communication as its goal. Therefore, in the Teaching of Vocabulary, Task Based Approach activities like the ones presented in the *Let's create* section of the *Aprendo en Casa* material can promote the use of vocabulary for authentic purposes. Exposure to talk and text can help for incidental learning of words. (Thornbury, 2002) and the vocabulary learned connects students' lives and interests. For this purpose, the use of authentic texts are great sources that provide valid vocabulary.
- 7.10 The *Aprendo en Casa* material has taken into consideration the use of a main text in each booklet. The vocabulary studied is presented through integrated vocabulary activities as defined by Thornbury (2002). That is to say that it has texts as its main reference for analysis of chunks in it to learn vocabulary. On the other hand, the CLT approach also mentions that the interactive use of receptive and productive skills should be present in the classroom and as consequence in the Teaching of Vocabulary: Learners need to see, say, listen, and write the words they are learning repeatedly. In this respect, the *Aprendo en Casa* material provides students with opportunities to see and write and none or scarce opportunities to say or listen. A good way to tackle this, could be by adding more audio visual material and as explained in 7.6 help teachers guide students to interact more among them.
- 7.11 The CLT approach enhances students to experiment the use of language continuously in spontaneous and unpractised contexts. This can cause students to make errors and they are tolerated as this is a sign of the construction of students' communicative competence and for the Teaching of Vocabulary it represents that 'Error' is part of the process of language learning, ergo vocabulary learning. Learners need to be actively involved in the learning of words. (Thornbury, 2002).

Although the *Aprendo en Casa* material has Guidelines for students in Spanish where they are encouraged to use the target language and keep trying, the fact that the teacher has no specific intervention nor other peers, it makes it difficult for a student to realise when they make errors or how to avoid them. This is one of the weakest characteristic in the material. This can be assisted if the *Aprendo en Casa* material adds guidance for the Teacher on how to deal with errors within the CLT approach.

- 7.12 In the CLT approach students are provided with opportunities to elicit grammar rules and for the Teaching of Vocabulary, the tasks or activities should not encourage direct translation from their mother tongue. (Thornbury, 2002). Students need to be trained to become better learners of vocabulary so they continue learning outside the classroom. (Thornbury, 2002 and McCarten, 2007).

In spite of the fact of having found few tasks that require students to translate, it can be said that the *Aprendo en Casa* material for the A1 level, does not encourage direct translation. Most of the tasks require students to decode the meaning of words or phrases by matching pictures, guessing by context, applying general knowledge and using cognates. Also, in the guidelines in Spanish, students are always encouraged to use other strategies instead of translating.

- 7.13 Fluency and accuracy complement each other in the process of getting a message across and communicative interaction. This implies that the Teaching of Vocabulary must focus on meaning rather than on form of words.

Under the process of Analysis of material proposed by Tomlinson (2011) one of the main features of the *Aprendo en Casa* material emphasizes is its focus on meaning throughout the *Let's observe and read*, *Let's understand*, *Let's practise* and *Let's create* sections.

- 7.14 The CLT approach also states that the activities should as far as possible bring the real world and use real world or “authentic” sources as the basis for classroom learning. Consequently, the vocabulary taught should be extracted from the real world as much as possible.

The main texts used in the *Aprendo en Casa* material can be considered “authentic” sources as defined by Widowson (1987). It is true that they were

created with learning purposes, but they simulate very well the real world bringing non-fictional texts and the follow-up tasks require students to give their opinion/information as well as research more on the issue or theme read.

7.15 As for the Competency – based instruction, the tasks in the *Aprendo en Casa* material for the A1 level, are all based around a specific setting or situation as the theoretical framework explains it should be. Also, according to Aureback (1986) cited by Richards (2006) the Competency-based instruction presents eight characteristics in language teaching and learning programmes that after the analysis of the *Aprendo en Casa* material the following conclusions can be drawn.

7.16 Within the Competency-based instruction, the focus of the language teaching and learning programme is on trying to assure the success of students functioning in society. In this way, students can cope with the challenges of the world. In addition to this, Language is not taught in isolation. As the focus of Competency-based language teaching is on life skills, language should be taught as a function of communication about concrete tasks. So, the vocabulary to be taught is the one that is likely to be needed in the specific situation given.

After analysis the *Aprendo en Casa* material for the A1 level, it is evident that it was elaborated around specific themes extracted from current situations in Peru and the world and presented students with tasks (challenges) to respond to that specific setting. The vocabulary presented and to be used is given in the material every week and can be extended by the student in the *Let's create* section.

7.17 The important thing in the Competency-based instruction is what students can do as a result of instruction. This result is observable. It is not focused on knowledge or the ability to talk about language and skills. So, it is a task or performance-oriented instruction.

Every week, the *Aprendo en Casa* material for the A1 level requires students to create an extensive written text in the form of an infographics, poster, graphic organizer, among others. However; as the material is focused on reading and writing other types of performances have been put aside. It can be relevant to encourage other forms of performance that are observable.

7.18 “Language learning is broken down into meaningful chunks.” This is called Modularised instruction. What is important is that teachers and students are able

to understand what their aims are to have a clear sense of progress. To do this language, objectives can be more precise through sub-objectives and outcomes are well known and agreed by the teacher and the learner. To have a clarity of what is expected from students, observable goals are presented to them.

When analyzing the *Aprendo en Casa* material for the A1 level it can be concluded that the Let's self-assess and Let's reflect sections that are in Spanish enhances Modularised instruction. Notwithstanding; the outcomes are not agreed by the teacher nor the learner. Everything is scripted in the material for students to do as they are directed.

- 7.19 Continuous and ongoing assessment. Pre- test and post-test are key to learn if the expected level of mastery has been achieved or not. If the results do not show the progress desired, students continue to work on the objective. Pencil tests and traditional paper tests are put aside. Mastery of performance objectives are demonstrated through pre-established observable actions or behaviours.

In the *Aprendo en Casa* material there is no evidence that this is done. Here there is an opportunity for improvement. The Pre-test and post tests can be handed out to the teachers in the material that should be created for them. The observable actions are self-assessed by students in the *Let's self-asess* and *Let's reflect* sections in the form of can-do statements which is totally aligned to the CEFR.

- 7.20 The fact that students work on their own and that the material is addressed to them could be signs of student-centred instruction. But, as there is no guidance given to the teacher to facilitate and monitor this process, there is little possibility for individualized instruction. In other words, the material does not give evidence of how to work with students at different levels. According to the Competency-based instruction it is crucial to understand that students have different needs, show progress at their own paces and they are at different levels of mastery of the competencies, so they can work more on the competences they lack. Consequently, it is an individualized, student-centred instruction.

- 7.21 Finally, the main conclusion of this study is that the Teaching of Vocabulary in the *Aprendo en Casa* material for the A1 level is mostly aligned to the National Curriculum for Basic Education.

Contribution of this study to the TEFL field

7.22 The main contributions for the field of Teaching English as a Foreign Language (TEFL) is offering teachers and especially material designers of the Ministry of Education in Peru a critical analysis of the material that was designed in the context of the Pandemic and distance learning. There is room for improvement that has been mentioned along the study that can directly contribute to the Teaching of English in Secondary Education, especially in the face of the implementation of a new Curriculum that has the Communicative Language Teaching and Competency-based approaches as its basis. The realization that the material produced by the Ministry of Education and analysed by this study has demonstrated that it is possible to focus on meaning, will help teachers reinforce this when facilitating and monitoring their students' learning.

Future research that can be developed based on this study

7.23 For the purposes and limitations of this research the CEFR alienation has considered the corpus students were exposed to in the material in the form or words, multi-word items and main written and oral texts. It can be meaningful to analyse the *Aprendo en Casa* material in terms of the can-do statements it intends to develop and its correlation with the competencies in the National Curriculum for Basic Education and provide suggestions related to this.

7.24 A further study on text analysis of the *Aprendo en Casa* material and its alienation with the CEFR can contribute to the elaboration of the material.

7.25 The *Let's create* section of the *Aprendo en Casa* material offers a great opportunity for further analysis. To what extent the tasks are achievable and how the other sections of the material provide students with the vocabulary they need to achieve the task.

7.26 Action research on how students actually work with the *Aprendo en Casa* material will help specific contexts in a diverse country like Peru to address the material better or provide meaningful guidance on the adaptation of the material

7.27 An experimental study of one group using the *Aprendo en Casa* material and another group using what the teacher produces will help complement the

conclusions of the efficacy of this material with regard to the Teaching of Vocabulary.

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9 APPENDIX

Appendix 01: Number of words according to the CEFR level and their frequency

CEFR level	Frequency																				Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	21	28		29	42
A1	364	177	86	42	28	19	6	14	14	8	3	1	4	1	3	2	1	3	1	1	1	1	780
A2	154	34	8	7	3	4	1	1	2	1	1												216
B1	77	19	8	4		2																	110
B2	51	18	7	1	3	1	1		1										1				84
C1	8	2	2																				12
C2	1	2																					3
Doesn't say	79	18	10	2	2	1					1	1											114
Total	734	270	121	56	36	27	8	15	17	9	5	2	4	1	3	2	1	3	2	1	1	1	1319

Appendix 02: Cognates

Unit	Week	Word	Frequency	Spoken or Written text / Activity	Grammatical behaviour	CEFR level
7	15	normal	4	Written	noun	A2
7	15	normal	3	Spoken	noun	A2
3	9	terrible	3	Written	adjective	A2
7	15	rock	2	Spoken	noun	A2
12	23	activities	1	W & S	noun	A2
12	24	activities	1	Written	noun	A2
7	14	especially	1	Spoken	adverb	A2
7	15	especially	1	Spoken	adverb	A2
12	24	nations	1	Spoken	noun	A2
12	23	normal	1	W & S	noun	A2
12	23	perfect	1	W & S	adjective	A2
12	24	police	1	Spoken	noun	A2
7	14	rest	1	Written	noun	A2
7	15	right	1	Spoken	noun	A2
7	15	normal	3	Activity	adjective	A2
3	8	difference	2	Activity	noun	A2
3	8	differences	2	Activity	noun	A2
12	23	in front of others	2	W & S	phrase	B1
12	23	in front of others	2	W & S	phrase	B1
12	24	information	1	Activity	noun	A2
3	8	model	2	Written	noun	B1
7	14	prevent	2	Written	verb	B1
12	23	recognise	2	W & S	verb	B1
3	8	occupation	1	Activity	noun	A2
12	23	act	1	W & S	verb	B1
3	8	pilot	1	Activity	noun	A2
3	8	pilots	1	Activity	noun	A2
7	15	rock	1	Activity	noun	A2
3	8	athlete	1	Written	noun	B1
12	23	story	1	Activity	noun	A2
12	24	controls	1	Written	verb	B1
12	23	convince	1	W & S	verb	B1
12	24	types	1	Activity	noun	A2
12	24	decisions	1	Written	noun	B1
3	8	athlete	3	Activity	noun	B1
12	23	divide	1	W & S	verb	B1
12	24	divide	1	Written	verb	B1
12	24	experience	1	Spoken	verb	B1

12	24	controls	2	Activity	verb	B1
3	8	experiences	2	Activity	noun	B1
12	23	in front of others	2	Activity	phrase	B1
3	8	opportunities	2	Activity	noun	B1
3	8	athletes	1	Activity	noun	B1
3	8	ballet	1	Activity	noun	B1
7	15	ballet	1	Activity	noun	B1
12	23	decisions	1	Activity	noun	B1
12	24	experience	1	Activity	verb	B1
12	24	forces	1	Activity	verb	B1
12	24	forces	1	Written	verb	B1
3	8	models	1	Activity	noun	B1
12	24	normally	1	Activity	adverb	B1
7	15	routine	1	Activity	noun	B1
12	24	in front of others	1	Written	phrase	B1
12	24	serious	1	Activity	adjective	B1
12	23	solution	1	Activity	noun	B1
12	24	solution	1	Activity	noun	B1
12	24	violence	21	Activity	noun	B2
12	24	organization	1	Spoken	noun	B1
12	24	physical	7	Activity	adjective	B2
3	9	positive	1	Written	adjective	B1
12	24	protect	1	Spoken	verb	B1
12	24	psychological	5	Activity	adjective	B2
12	24	sexual	5	Activity	adjective	B2
12	24	victim	3	Activity	noun	B2
12	24	violent	3	Activity	noun	B2
7	15	virtual	3	Activity	adjective	B2
12	24	consequences	2	Activity	noun	B2
7	14	democratic	2	Activity	adjective	B2
7	14	regularly	1	Written	adverb	B1
12	24	sex	2	Activity	noun	B2
7	15	routine	1	Spoken	noun	B1
12	23	violence	2	Activity	noun	B2
12	24	affects	1	Activity	verb	B2
12	23	solution	1	W & S	noun	B1
12	24	solution	1	Written	noun	B1
12	24	depression	1	Activity	noun	B2
12	23	total	1	W & S	noun	B1
12	23	violence	9	W & S	noun	B2
12	24	violence	6	Written	noun	B2
3	9	insult	4	Written	verb	B2
12	24	physical	3	Written	adjective	B2
3	9	insult	1	Activity	verb	B2
12	24	sexual	3	Written	adjective	B2

12	24	violence	3	Spoken	noun	B2
12	24	affects	2	Spoken	verb	B2
12	24	mental	1	Activity	adjective	B2
3	8	miracle	1	Activity	noun	B2
12	24	psychological	2	Written	adjective	B2
12	23	offends	1	Activity	verb	B2
12	23	sexual	2	W & S	adjective	B2
12	24	psychological	1	Activity	adjective	B2
12	23	psychological	1	Activity	adjective	B2
3	9	respect	1	Activity	verb	B2
12	24	respect	1	Activity	verb	B2
12	23	respects	1	Activity	verb	B2
12	23	tolerate	2	W & S	verb	B2
12	23	victim	2	W & S	noun	B2
7	14	republic	2	Activity	noun	C1
12	24	pregnancy	1	Activity	noun	C1
7	15	virtual	2	Written	adjective	B2
12	23	abuse	1	W & S	verb	B2
12	24	communities	1	Spoken	noun	B2
12	24	consequences	1	Written	noun	B2
7	14	democratic	1	Written	adjective	B2
12	24	depression	1	Written	noun	B2
12	23	disagreements	1	W & S	noun	B2
12	24	forms	1	Written	noun	B2
12	24	objective	1	Spoken	noun	B2
12	23	offends	1	W & S	verb	B2
12	23	physical	1	W & S	adjective	B2
12	24	physical	1	Spoken	adjective	B2
12	23	psychological	1	W & S	adjective	B2
3	9	respect	1	Written	verb	B2
12	23	respects	1	W & S	verb	B2
12	24	respects	1	Written	verb	B2
3	8	satisfying	1	Written	adjective	B2
12	24	sex	1	Written	noun	B2
12	24	sexual	1	Spoken	adjective	B2
12	24	tolerate	1	Written	verb	B2
7	15	virtual	1	Spoken	adjective	B2
7	14	republic	1	Written	noun	C1

Appendix 03: Top Ten words and their frequency in the three units analysed

Legend: number in yellow box= one of the top ten words in the material

Unit	3		7		12		Total
	8	9	14	15	23	24	
Vocabulary	Frequency						
is	71	21	26	10	15	8	151
and	17	18	24	13	9	19	100
the	4	4	31	12	11	11	73
my	4	9	46	12	1		72
I			33	33			66
a	25	3	11	6	7	11	63
in	1	3	20	14	10	14	62
you	4	1	3	4	24	22	58
every			25	20		5	50
to	3	3	7	10	14	12	49
violence					11	30	41
He	18	8			12		38
your		4	5	3	3	19	34
she	14	4	1		15		34
of	2	3	8		10	10	33
or	5			1	19	8	33
are	18		6	2	2	4	32
this	1		12	4	7	2	26
love	5		3	6	9	2	25
am		16	3	5			24
old	9	9	2	3			23
at			8	9	5		22
years	7	9	2	3			21
her	15	1	1		4		21
be		19			1		20
here			14	4			18
Sandra					18		18
his	16	2					18
name	12	3	1	1			17
their	13					4	17
kitchen			9	7			16
with	2		1	3	7	3	16
women						16	16
have		1	2	6	1	5	15
Mario					14		14
for	10				2	2	14
afternoon			6	7			13
new				13			13
partner						13	13

don't		13					13
home			12				12
Me		9			2	1	12
physical					1	11	12
normal				10	1		11
not					9	2	11
sexual					2	9	11
was					10		10
If	2				7	1	10
against						10	10
TV			4	5			9
did					9		9
get	2			6			8
sad		8					8
read			2	5			7
speak up			1	6			7
music				7			7
embarrassed		5			2		7
classmates		7					7
scared		7					7
classes				6			6
virtual				6			6
Spanish		4		2			6
dancing				5			5
John				5			5
us		4				1	5
insult		5					5
American		4					4
brave		4					4
Canadian		4					4
Charlotte		4					4
George		4					4
Stefano		4					4
unhappy		4					4

Appendix 04: Raw data of vocabulary analysed

Unit	Week	Vocabulary	Frequency	Spoken or Written text / Activity	Grammatical behaviour	CEFR level
3	8	is	42	Activity	verb	A1
3	8	is	29	Written	verb	A1
3	8	a	15	Activity	determiner	A1
3	8	are	15	Activity	verb	A1

3	8	their	11	Activity	possessive adjective	A1
3	8	a	10	Written	determiner	A1
3	8	he	10	Activity	personal pronoun	A1
3	8	her	10	Activity	determiner	A1
3	8	and	9	Written	connector	A1
3	8	his	9	Activity	determiner	A1
3	8	name	9	Activity	noun	A1
3	8	what's	9	Activity	question word	A1
3	8	and	8	Activity	connector	A1
3	8	names	7	Activity	noun	A1
3	8	she	8	Written	personal pronoun	A1
3	8	for	6	Written	preposition	A2
3	8	she	6	Activity	personal pronoun	A1
3	8	what	6	Activity	question word	A1
3	8	he	6	Written	personal pronoun	A1
3	8	who	6	Activity	question word	A1
3	8	job	5	Activity	noun	A1
3	8	message	5	Activity	noun	A1
3	8	old	5	Activity	adjective	A1
3	8	they	5	Activity	personal pronoun	A1
3	8	her	5	Written	determiner	A1
3	8	his	5	Written	determiner	A1
3	8	from	4	Activity	preposition	A1
3	8	great	4	Activity	adjective	A1
3	8	has	4	Activity	verb	A1
3	8	my	4	Activity	determiner	A1
3	8	or	4	Activity	connector	A1
3	8	famous	4	Written	adjective	A1
3	8	from	4	Written	preposition	A1
3	8	great	4	Written	adjective	A1
3	8	old	4	Written	adjective	A1
3	8	jobs	3	Activity	noun	A1
3	8	love	3	Activity	verb	A1
3	8	mother	3	Activity	noun	A1
3	8	years	4	Written	noun	A1
3	8	are	3	Written	verb	A1
3	8	the	3	Activity	determiner	A1
3	8	years	3	Activity	noun	A1
3	8	an	2	Activity	determiner	A1
3	8	has	3	Written	verb	A1
3	8	arms	2	Activity	noun	A1
3	8	best	2	Activity	adjective	A1
3	8	brother	2	Activity	noun	A1
3	8	can	2	Activity	Modal verb	A1
3	8	Luis	3	Written	Proper noun	Doesn't say

3	8	name	3	Written	noun	A1
3	8	ears	2	Activity	noun	A1
3	8	friend	2	Activity	noun	A1
3	8	he	2	Activity	personal pronoun	A1
3	8	he's	2	Activity	contraction be	A1
3	8	his	2	Activity	determiner	A1
3	8	important	2	Activity	adjective	A1
3	8	it	2	Activity	personal pronoun	A1
3	8	legs	2	Activity	noun	A1
3	8	life	2	Activity	noun	A1
3	8	like	2	Activity	verb	A1
3	8	Winnie	3	Written	Proper noun	Doesn't say
3	8	little	2	Activity	adjective	A1
3	8	live	2	Activity	verb	A1
3	8	long	2	Activity	adjective	A1
3	8	of	2	Activity	preposition	A1
3	8	people	2	Activity	noun	A1
3	8	Australia	2	Written	Proper noun	Doesn't say
3	8	same	2	Activity	adjective	A1
3	8	says	2	Activity	verb	A1
3	8	can	2	Written	Modal verb	A1
3	8	student	2	Activity	noun	A1
3	8	them	2	Activity	object pronoun	A1
3	8	to	2	Activity	preposition	A1
3	8	very	2	Activity	adverb	A1
3	8	with	2	Activity	preposition	A1
3	8	you	2	Activity	personal pronoun	A1
3	8	Down's syndrome	2	Written	Proper noun	Doesn't say
3	8	amazing	1	Written	adjective	A2
3	8	become	1	Written	verb	A2
3	8	dancer	1	Activity	verb	A1
3	8	do	1	Activity	verb	A1
3	8	love	2	Written	verb	A1
3	8	eyes	1	Activity	noun	A1
3	8	Madeline	2	Written	Proper noun	Doesn't say
3	8	famous	1	Activity	adjective	A1
3	8	mother	2	Written	noun	A1
3	8	Nick	2	Written	Proper noun	Doesn't say
3	8	friends	1	Activity	noun	A1
3	8	giving	1	Activity	verb	A1
3	8	their	2	Written	possessive adjective	A1
3	8	they	2	Written	personal pronoun	A1
3	8	get	1	Written	verb	A2
3	8	you	2	Written	personal pronoun	A1
3	8	no	1	Activity	determiner	A1

3	8	one	1	Activity	determiner	A1
3	8	in	1	Written	preposition	A2
3	8	just	1	Written	adverb	A2
3	8	arms	1	Written	noun	A1
3	8	she's	1	Activity	contraction be	A1
3	8	most	1	Written	superlative	A2
3	8	Brisbane	1	Written	Proper noun	Doesn't say
3	8	thing	1	Activity	noun	A1
3	8	Canada	1	Written	Proper noun	Doesn't say
3	8	Chiclayo	1	Written	Proper noun	Doesn't say
3	8	Christina	1	Written	Proper noun	Doesn't say
3	8	sister	1	Written	noun	A2
3	8	where	1	Activity	question word	A1
3	8	speaker	1	Written	noun	A2
3	8	do	1	Written	verb	A1
3	8	for	4	Activity	preposition	A2
3	8	just	4	Activity	adverb	A2
3	8	amazing	2	Activity	adjective	A2
3	8	difference	2	Activity	noun	A2
3	8	eyes	1	Written	noun	A1
3	8	differences	2	Activity	noun	A2
3	8	everyone	2	Activity	pronoun	A2
3	8	full	2	Activity	adjective	A2
3	8	how	2	Activity	question	A2
3	8	father	1	Written	noun	A1
3	8	singer	2	Activity	noun	A2
3	8	support	4	Written	noun	B1
3	8	become	1	Activity	verb	A2
3	8	friends	1	Written	noun	A1
3	8	giving	1	Written	verb	A1
3	8	get	1	Activity	verb	A2
3	8	Harlow	1	Written	Proper noun	Doesn't say
3	8	model	2	Written	noun	B1
3	8	most	1	Activity	superlative	A2
3	8	occupation	1	Activity	noun	A2
3	8	achieve	1	Written	verb	B1
3	8	pilot	1	Activity	noun	A2
3	8	pilots	1	Activity	noun	A2
3	8	athlete	1	Written	noun	B1
3	8	important	1	Written	adjective	A1
3	8	blind	1	Written	adjective	B1
3	8	it	1	Written	personal pronoun	A1
3	8	Kanae	1	Written	Proper noun	Doesn't say
3	8	support	4	Activity	noun	B1
3	8	athlete	3	Activity	noun	B1

3	8	legs	1	Written	noun	A1
3	8	blind	3	Activity	adjective	B1
3	8	Lisa	1	Written	Proper noun	Doesn't say
3	8	achieve	2	Activity	verb	B1
3	8	little	1	Written	adjective	A1
3	8	deserve	2	Activity	verb	B1
3	8	experiences	2	Activity	noun	B1
3	8	López	1	Written	Proper noun	Doesn't say
3	8	opportunities	2	Activity	noun	B1
3	8	tiny	2	Activity	adjective	B1
3	8	athletes	1	Activity	noun	B1
3	8	ballet	1	Activity	noun	B1
3	8	Melbourne	1	Written	Proper noun	Doesn't say
3	8	if	1	Activity	connector	B1
3	8	motivational	1	Written	adjective	Doesn't say
3	8	models	1	Activity	noun	B1
3	8	no	1	Written	determiner	A1
3	8	musician	1	Activity	noun	B1
3	8	if	1	Written	connector	B1
3	8	one	1	Written	determiner	A1
3	8	swimmer	1	Activity	noun	B1
3	8	or	1	Written	connector	A1
3	8	Peru	1	Written	Proper noun	Doesn't say
3	8	disabilities	2	Activity	noun	B2
3	8	encouragement	2	Activity	noun	B2
3	8	equality	2	Activity	noun	B2
3	8	miracle	1	Activity	noun	B2
3	8	Rossane	1	Written	Proper noun	Doesn't say
3	8	Sandoval	1	Written	Proper noun	Doesn't say
3	8	satisfying	1	Activity	adjective	B2
3	8	unconditional	2	Activity	adjective	C2
3	8	inspirational	5	Activity	adjective	Doesn't say
3	8	Luis	5	Activity	Proper noun	Doesn't say
3	8	encouragement	1	Written	noun	B2
3	8	equality	1	Written	noun	B2
3	8	Nick	4	Activity	Proper noun	Doesn't say
3	8	Pedro	4	Activity	Proper noun	Doesn't say
3	8	miracle	1	Written	noun	B2
3	8	Stuart	1	Written	Proper noun	Doesn't say
3	8	Vitiligo	3	Activity	noun	Doesn't say
3	8	Winnie	3	Activity	Proper noun	Doesn't say
3	8	hair	2	Activity	noun	Doesn't say
3	8	Peru	2	Activity	Proper noun	Doesn't say
3	8	satisfying	1	Written	adjective	B2
3	8	the	1	Written	determiner	A1

3	8	thing	1	Written	noun	A1
3	8	this	1	Written	determiner	A1
3	8	Australia	1	Activity	Proper noun	Doesn't say
3	8	berto	1	Activity	Proper noun	Doesn't say
3	8	brian	1	Activity	Proper noun	Doesn't say
3	8	chiclayo	1	Activity	Proper noun	Doesn't say
3	8	to	1	Written	preposition	A1
3	8	corden	1	Activity	Proper noun	Doesn't say
3	8	Down's syndrome	1	Activity	Proper noun	Doesn't say
3	8	Toronto	1	Written	Proper noun	Doesn't say
3	8	Dunia	1	Activity	Proper noun	Doesn't say
3	8	Felices	1	Activity	Proper noun	Doesn't say
3	8	González	1	Activity	Proper noun	Doesn't say
3	8	Gonzalo	1	Activity	Proper noun	Doesn't say
3	8	Harlow	1	Activity	Proper noun	Doesn't say
3	8	Hilario	1	Activity	Proper noun	Doesn't say
3	8	very	1	Written	adverb	A1
3	8	Vitiligo	1	Written	noun	Doesn't say
3	8	Vujicic	1	Written	Proper noun	Doesn't say
3	8	Israel	1	Activity	Proper noun	Doesn't say
3	8	Jessica	1	Activity	Proper noun	Doesn't say
3	8	Kate	1	Activity	Proper noun	Doesn't say
3	8	wife	1	Written	noun	A1
3	8	López	1	Activity	Proper noun	Doesn't say
3	8	Windsor	1	Written	Proper noun	Doesn't say
3	8	Madeleine	1	Activity	Proper noun	Doesn't say
3	8	Madeline	1	Activity	Proper noun	Doesn't say
3	8	Méndez	1	Activity	Proper noun	Doesn't say
3	8	Mery	1	Activity	Proper noun	Doesn't say
3	8	Ochoa	1	Activity	Proper noun	Doesn't say
3	8	Piura	1	Activity	Proper noun	Doesn't say
3	8	unconditional	2	Written	adjective	C2
3	8	Sandoval	1	Activity	Proper noun	Doesn't say
3	8	Susan	1	Activity	Proper noun	Doesn't say
3	8	Vargas	1	Activity	Proper noun	Doesn't say
3	8	Wilson	1	Activity	Proper noun	Doesn't say
3	8	Yeny	1	Activity	Proper noun	Doesn't say
3	9	is	18	Activity	verb	A1
3	9	am	16	Written	verb	A1
3	9	be	10	Written	verb	A1
3	9	and	9	Activity	connector	A1
3	9	and	9	Written	connector	A1
3	9	be	9	Activity	verb	A1
3	9	me	9	Written	object pronoun	A1
3	9	my	9	Written	determiner	A1

3	9	he	8	Activity	personal pronoun	A1
3	9	don't	8	Written	auxiliary negative	A1
3	9	old	6	Activity	adjective	A1
3	9	classmates	5	Written	noun	A2
3	9	years	6	Activity	noun	A1
3	9	don't	4	Activity	auxiliary negative	A1
3	9	in	3	Written	preposition	A2
3	9	sad	4	Activity	adjective	A1
3	9	she	4	Activity	personal pronoun	A1
3	9	the	4	Activity	determiner	A1
3	9	us	4	Activity	object pronoun	A1
3	9	american	3	Activity	adjective	A1
3	9	canadian	3	Activity	adjective	A1
3	9	fifteen	3	Activity	determiner	A1
3	9	from	3	Activity	preposition	A1
3	9	terrible	3	Written	adjective	A2
3	9	sad	4	Written	adjective	A1
3	9	name	3	Activity	noun	A1
3	9	is	3	Written	verb	A1
3	9	a	3	Written	determiner	A1
3	9	Spanish	3	Activity	adjective	A1
3	9	because	3	Written	connector	A1
3	9	but	3	Written	connector	A1
3	9	twelve	3	Activity	determiner	A1
3	9	hello	3	Written	exclamation	A1
3	9	help	3	Written	verb	A1
3	9	lot	3	Written	determiner	A1
3	9	of	3	Written	preposition	A1
3	9	old	3	Written	adjective	A1
3	9	school	3	Written	noun	A1
3	9	happy	2	Activity	adjective	A1
3	9	kind	2	Written	adjective	A2
3	9	they	3	Written	personal pronoun	A1
3	9	think	3	Written	verb	A1
3	9	his	2	Activity	determiner	A1
3	9	very	3	Written	adverb	A1
3	9	year	3	Written	noun	A1
3	9	years	3	Written	noun	A1
3	9	your	3	Written	possessive adjective	A1
3	9	unhappy	2	Written	adjective	A2
3	9	seventeen	2	Activity	determiner	A1
3	9	adult	1	Activity	noun	A1
3	9	an	1	Activity	determiner	A1
3	9	horrible	2	Written	adjective	A1
3	9	messages	2	Written	noun	A1

3	9	first	1	Activity	adjective	A1
3	9	parents	2	Written	noun	A1
3	9	send	2	Written	verb	A1
3	9	great	1	Activity	adjective	A1
3	9	her	1	Activity	determiner	A1
3	9	horrible	1	Activity	adjective	A1
3	9	talk	2	Written	verb	A1
3	9	teachers	2	Written	noun	A1
3	9	to	2	Written	preposition	A1
3	9	friendly	1	Written	adjective	A2
3	9	use	2	Written	verb	A1
3	9	messages	1	Activity	noun	A1
3	9	words	2	Written	noun	A1
3	9	adult	1	Written	noun	A1
3	9	american	1	Written	adjective	A1
3	9	an	1	Written	determiner	A1
3	9	send	1	Activity	verb	A1
3	9	talk	1	Activity	verb	A1
3	9	big	1	Written	adjective	A1
3	9	black	1	Written	adjective	A1
3	9	thirteen	1	Activity	determiner	A1
3	9	canadian	1	Written	adjective	A1
3	9	Charlotte	1	Written	Proper noun	Doesn't say
3	9	to	1	Activity	preposition	A1
3	9	second	1	Written	adjective	A2
3	9	use	1	Activity	verb	A1
3	9	dance	1	Written	verb	A1
3	9	words	1	Activity	noun	A1
3	9	your	1	Activity	possessive adjective	A1
3	9	don't	1	Written	auxiliary negative	A1
3	9	ears	1	Written	noun	A1
3	9	third	1	Written	adjective	A2
3	9	classmates	2	Activity	noun	A2
3	9	first	1	Written	adjective	A1
3	9	unhappy	2	Activity	adjective	A2
3	9	angry	1	Activity	adjective	A2
3	9	scared	3	Written	adjective	B1
3	9	secondary	3	Written	noun	B1
3	9	friends	1	Written	noun	A1
3	9	eighth	1	Activity	adjective	A2
3	9	George	1	Written	Proper noun	Doesn't say
3	9	brave	2	Written	adjective	B1
3	9	fifth	1	Activity	adjective	A2
3	9	fourth	1	Activity	adjective	A2
3	9	friendly	1	Activity	adjective	A2

3	9	glad	1	Activity	adjective	A2
3	9	embarrassed	2	Written	adjective	B1
3	9	happy	1	Written	adjective	A1
3	9	kind	1	Activity	adjective	A2
3	9	have	1	Written	verb	A1
3	9	ninth	1	Activity	adjective	A2
3	9	second	1	Activity	adjective	A2
3	9	seventh	1	Activity	adjective	A2
3	9	ballet	1	Written	noun	B1
3	9	sixth	1	Activity	adjective	A2
3	9	tenth	1	Activity	adjective	A2
3	9	third	1	Activity	adjective	A2
3	9	scared	4	Activity	adjective	B1
3	9	embarrassed	3	Activity	adjective	B1
3	9	brave	2	Activity	adjective	B1
3	9	positive	1	Written	adjective	B1
3	9	strong	2	Activity	adjective	B2
3	9	insult	4	Written	verb	B2
3	9	insult	1	Activity	verb	B2
3	9	respect	1	Activity	verb	B2
3	9	Spanish	1	Written	adjective	A1
3	9	Charlotte	3	Activity	Proper noun	Doesn't say
3	9	George	3	Activity	Proper noun	Doesn't say
3	9	Stefano	1	Written	Proper noun	Doesn't say
3	9	Stefano	3	Activity	Proper noun	Doesn't say
3	9	respect	1	Written	verb	B2
3	9	Canada	2	Activity	Proper noun	Doesn't say
3	9	Peru	2	Activity	Proper noun	Doesn't say
3	9	Spain	2	Activity	Proper noun	Doesn't say
3	9	bully	3	Written	verb	C1
3	9	bullying	3	Written	noun	C1
3	9	Italy	1	Activity	Proper noun	Doesn't say
3	9	Japan	1	Activity	Proper noun	Doesn't say
3	9	you	1	Written	personal pronoun	A1
7	14	my	28	Written	determiner	A1
7	14	I	21	Written	personal pronoun	A1
7	14	and	18	Written	connector	A1
7	14	the	16	Written	determiner	A1
7	14	my	13	Activity	determiner	A1
7	14	the	13	Activity	determiner	A1
7	14	is	13	Activity	verb	A1
7	14	every	12	Written	determiner	A1
7	14	in	11	Written	preposition	A2
7	14	this	11	Activity	determiner	A1
7	14	here	9	Written	adverb	A1

7	14	I	9	Spoken	personal pronoun	A1
7	14	room	9	Activity	noun	A1
7	14	every	8	Activity	determiner	A1
7	14	a	7	Activity	determiner	A1
7	14	kitchen	6	Activity	noun	A1
7	14	is	8	Spoken	verb	A1
7	14	favourite	6	Spoken	adjective	A1
7	14	home	6	Written	noun	A1
7	14	morning	6	Written	noun	A1
7	14	bathroom	5	Activity	noun	A1
7	14	bedroom	5	Activity	noun	A1
7	14	to	6	Written	preposition	A1
7	14	living room	5	Activity	noun	A1
7	14	and	5	Spoken	connector	A1
7	14	at	5	Spoken	preposition	A1
7	14	bedroom	5	Written	noun	A1
7	14	every	5	Spoken	determiner	A1
7	14	hello	5	Spoken	exclamation	A1
7	14	here	5	Spoken	adverb	A1
7	14	home	5	Spoken	noun	A1
7	14	is	5	Written	verb	A1
7	14	dad	4	Activity	noun	A1
7	14	dining room	4	Activity	noun	A1
7	14	my	5	Spoken	determiner	A1
7	14	of	4	Activity	preposition	A1
7	14	what	5	Spoken	question word	A1
7	14	your	5	Spoken	possessive adjective	A1
7	14	afternoon	4	Written	noun	A1
7	14	are	4	Written	verb	A1
7	14	shower	4	Activity	noun	A1
7	14	mom	4	Written	noun	A1
7	14	evening	3	Activity	noun	A1
7	14	sister	3	Written	noun	A2
7	14	of	4	Written	preposition	A1
7	14	garage	3	Activity	noun	A1
7	14	house	3	Activity	noun	A1
7	14	place	4	Spoken	noun	A1
7	14	I	3	Activity	personal pronoun	A1
7	14	sometimes	4	Written	adverb	A1
7	14	we	4	Written	personal pronoun	A1
7	14	a	3	Written	determiner	A1
7	14	am	3	Written	verb	A1
7	14	brother	3	Written	noun	A1
7	14	tv	3	Activity	noun	A1
7	14	dad	3	Written	noun	A1

7	14	day	3	Written	noun	A1
7	14	day	3	Spoken	noun	A1
7	14	do	3	Written	verb	A1
7	14	afternoon	2	Activity	noun	A1
7	14	family	3	Written	noun	A1
7	14	are	2	Activity	verb	A1
7	14	everyone	2	Written	pronoun	A2
7	14	hi	3	Spoken	exclamation	A1
7	14	homework	3	Written	noun	A1
7	14	book	2	Activity	noun	A1
7	14	kitchen	3	Written	noun	A1
7	14	love	3	Written	verb	A1
7	14	lunch	3	Written	noun	A1
7	14	country	2	Activity	noun	A1
7	14	eat	2	Activity	verb	A1
7	14	family	2	Activity	noun	A1
7	14	miss	2	Written	verb	A2
7	14	mom	2	Activity	noun	A1
7	14	morning	2	Activity	noun	A1
7	14	at	2	Written	preposition	A1
7	14	read	2	Activity	verb	A1
7	14	breakfast	2	Written	noun	A1
7	14	but	2	Written	connector	A1
7	14	closed	2	Written	adjective	A1
7	14	cooks	2	Written	verb	A1
7	14	covid	2	Written	Proper noun	Doesn't say
7	14	watch	2	Activity	verb	A1
7	14	which	2	Activity	question word	A1
7	14	dinner	2	Written	noun	A1
7	14	do	2	Spoken	verb	A1
7	14	also	1	Spoken	adverb	A2
7	14	and	1	Activity	connector	A1
7	14	at	1	Activity	preposition	A1
7	14	family	2	Spoken	noun	A1
7	14	breakfast	1	Activity	noun	A1
7	14	friends	2	Written	noun	A1
7	14	from	2	Written	preposition	A1
7	14	brother	1	Activity	noun	A1
7	14	bake	1	Spoken	verb	A2
7	14	good	2	Written	adjective	A1
7	14	car	1	Activity	noun	A1
7	14	have	2	Spoken	verb	A1
7	14	closed	1	Activity	adjective	A1
7	14	help	2	Written	verb	A1
7	14	dances	1	Activity	verb	A1

7	14	homework	2	Spoken	noun	A1
7	14	day	1	Activity	noun	A1
7	14	important	2	Written	adjective	A1
7	14	dinner	1	Activity	noun	A1
7	14	it	2	Written	personal pronoun	A1
7	14	chat	1	Written	verb	A2
7	14	do	1	Activity	verb	A1
7	14	does	1	Activity	verb	A1
7	14	like	2	Spoken	verb	A1
7	14	eats	1	Activity	verb	A1
7	14	lockdown	2	Written	noun	Doesn't say
7	14	lunch	2	Spoken	noun	A1
7	14	morning	2	Spoken	noun	A1
7	14	old	2	Written	adjective	A1
7	14	on	2	Written	preposition	A1
7	14	football	1	Activity	noun	A1
7	14	phone	2	Written	noun	A1
7	14	especially	1	Spoken	adverb	A2
7	14	reads	2	Written	verb	A1
7	14	school	2	Written	noun	A1
7	14	schools	2	Written	noun	A1
7	14	show	2	Written	verb	A1
7	14	shower	2	Written	noun	A1
7	14	stay	2	Written	verb	A1
7	14	her	1	Activity	determiner	A1
7	14	home	1	Activity	noun	A1
7	14	homework	1	Activity	adjective	A1
7	14	the	2	Spoken	determiner	A1
7	14	likes	1	Activity	verb	A1
7	14	today	2	Written	noun	A1
7	14	lunch	1	Activity	noun	A1
7	14	make	1	Activity	verb	A1
7	14	want	2	Written	verb	A1
7	14	where	2	Spoken	question word	A1
7	14	momy	1	Activity	noun	A1
7	14	years	2	Written	noun	A1
7	14	night	1	Activity	noun	A1
7	14	you	2	Written	personal pronoun	A1
7	14	a	1	Spoken	determiner	A1
7	14	in	1	Spoken	preposition	A2
7	14	play	1	Activity	verb	A1
7	14	rooms	1	Activity	noun	A1
7	14	schools	1	Activity	noun	A1
7	14	bathroom	1	Written	noun	A1
7	14	because	1	Spoken	connector	A1

7	14	stay	1	Activity	verb	A1
7	14	big	1	Written	adjective	A1
7	14	big	1	Spoken	adjective	A1
7	14	book	1	Written	noun	A1
7	14	books	1	Written	noun	A1
7	14	breakfast	1	Spoken	noun	A1
7	14	cakes	1	Spoken	noun	A1
7	14	car	1	Written	noun	A1
7	14	Carla	1	Spoken	Proper noun	Doesn't say
7	14	rest	1	Written	noun	A2
7	14	Congo	1	Written	Proper noun	Doesn't say
7	14	share	1	Written	verb	A2
7	14	to	1	Activity	preposition	A1
7	14	cook	1	Spoken	verb	A1
7	14	wash	1	Activity	verb	A1
7	14	dance	1	Written	verb	A1
7	14	dance	1	Spoken	verb	A1
7	14	washes	1	Activity	verb	A1
7	14	we	1	Activity	personal pronoun	A1
7	14	where	1	Activity	question word	A1
7	14	with	1	Activity	preposition	A1
7	14	dining room	1	Written	noun	A1
7	14	dinner	1	Spoken	noun	A1
7	14	take	1	Written	verb	A2
7	14	you	1	Activity	personal pronoun	A1
7	14	Dornell	1	Written	Proper noun	Doesn't say
7	14	take	1	Spoken	verb	A2
7	14	in	8	Activity	preposition	A2
7	14	eat	1	Written	verb	A1
7	14	eight	1	Written	determiner	A1
7	14	takes	1	Written	verb	A2
7	14	evening	1	Written	noun	A1
7	14	watching	1	Written	verb	A2
7	14	sister	2	Activity	noun	A2
7	14	take	2	Activity	verb	A2
7	14	takes	2	Activity	verb	A2
7	14	dishes	1	Activity	noun	A2
7	14	garage	1	Written	noun	A1
7	14	Gloria	1	Spoken	Proper noun	Doesn't say
7	14	Hassan	1	Written	Proper noun	Doesn't say
7	14	prevent	2	Written	verb	B1
7	14	it	1	Spoken	personal pronoun	A1
7	14	watching	1	Activity	verb	A2
7	14	Joel	1	Spoken	Proper noun	Doesn't say
7	14	like	1	Written	verb	A1

7	14	likes	1	Written	verb	A1
7	14	living room	1	Written	noun	A1
7	14	makes	1	Written	verb	A1
7	14	Mariela	1	Spoken	Proper noun	Doesn't say
7	14	Muna	1	Written	Proper noun	Doesn't say
7	14	name	1	Written	noun	A1
7	14	night	1	Written	noun	A1
7	14	prevent	1	Activity	verb	B1
7	14	one	1	Written	determiner	A1
7	14	yard	1	Activity	noun	B1
7	14	our	1	Written	determiner	A1
7	14	democratic	2	Activity	adjective	B2
7	14	regularly	1	Written	adverb	B1
7	14	really	1	Spoken	adverb	A1
7	14	Reema	1	Written	Proper noun	Doesn't say
7	14	Rubén	1	Spoken	Proper noun	Doesn't say
7	14	saturday	1	Written	noun	A1
7	14	saturday	1	Spoken	noun	A1
7	14	spread	2	Written	noun	B2
7	14	spread	1	Activity	noun	B2
7	14	under	1	Activity	preposition	B2
7	14	under	2	Written	preposition	B2
7	14	she	1	Written	personal pronoun	A1
7	14	republic	2	Activity	noun	C1
7	14	shower	1	Spoken	noun	A1
7	14	singing	1	Spoken	verb	A1
7	14	sleep	1	Written	verb	A1
7	14	sleeping	1	Spoken	verb	A1
7	14	democratic	1	Written	adjective	B2
7	14	speak	1	Written	verb	A1
7	14	table	1	Spoken	noun	A1
7	14	Congo	2	Activity	Proper noun	Doesn't say
7	14	Yemen	2	Activity	Proper noun	Doesn't say
7	14	think	1	Spoken	verb	A1
7	14	africa	1	Activity	Proper noun	Doesn't say
7	14	Asia	1	Activity	Proper noun	Doesn't say
7	14	this	1	Spoken	determiner	A1
7	14	covid	1	Activity	Proper noun	Doesn't say
7	14	together	1	Written	adverb	A1
7	14	too	1	Spoken	adverb	A1
7	14	speak up	1	Written	preposition (phrasal verb particle)	B2
7	14	tv	1	Written	noun	A1
7	14	twelve	1	Written	determiner	A1
7	14	very	1	Written	adverb	A1
7	14	wash	1	Written	verb	A1

7	14	when	1	Spoken	question word	A1
7	14	lockdown	1	Activity	noun	Doesn't say
7	14	republic	1	Written	noun	C1
7	14	Yemen	1	Written	Proper noun	Doesn't say
7	14	Zayed	1	Written	Proper noun	Doesn't say
7	15	I	17	Written	personal pronoun	A1
7	15	every	10	Activity	determiner	A1
7	15	I	8	Activity	personal pronoun	A1
7	15	every	8	Written	determiner	A1
7	15	I	8	Spoken	personal pronoun	A1
7	15	my	8	Written	determiner	A1
7	15	kitchen	6	Activity	noun	A1
7	15	and	7	Written	connector	A1
7	15	the	6	Activity	determiner	A1
7	15	at	6	Written	preposition	A1
7	15	in	6	Written	preposition	A2
7	15	a	5	Activity	determiner	A1
7	15	normal	4	Written	noun	A2
7	15	music	5	Activity	noun	A1
7	15	am	5	Written	verb	A1
7	15	to	5	Activity	preposition	A1
7	15	new	5	Written	adjective	A1
7	15	new	4	Activity	adjective	A1
7	15	is	5	Written	verb	A1
7	15	and	4	Spoken	connector	A1
7	15	tv	4	Activity	noun	A1
7	15	afternoon	3	Activity	noun	A1
7	15	here	4	Written	adverb	A1
7	15	normal	3	Spoken	noun	A2
7	15	classes	3	Activity	noun	A1
7	15	dinner	3	Activity	noun	A1
7	15	new	4	Spoken	adjective	A1
7	15	have	3	Activity	verb	A1
7	15	I'm	3	Activity	contraction be	A1
7	15	my	3	Activity	determiner	A1
7	15	the	4	Written	determiner	A1
7	15	you	4	Spoken	personal pronoun	A1
7	15	is	3	Spoken	verb	A1
7	15	read	3	Activity	verb	A1
7	15	shower	3	Activity	noun	A1
7	15	during	2	Written	preposition	A2
7	15	watch	3	Activity	verb	A1
7	15	Flor	3	Spoken	Proper noun	Doesn't say
7	15	and	2	Activity	connector	A1
7	15	book	2	Activity	noun	A1

7	15	love	3	Spoken	verb	A1
7	15	dance	2	Activity	verb	A1
7	15	dancing	2	Activity	verb	A1
7	15	get	2	Written	verb	A2
7	15	eat	2	Activity	verb	A1
7	15	evening	2	Activity	noun	A1
7	15	in	2	Spoken	preposition	A2
7	15	then	3	Written	adverb	A1
7	15	to	3	Written	preposition	A1
7	15	rock	2	Spoken	noun	A2
7	15	we	3	Written	personal pronoun	A1
7	15	what	3	Spoken	question word	A1
7	15	listen	2	Activity	verb	A1
7	15	is	2	Written	verb	A1
7	15	10pm	2	Written	adverb	A1
7	15	about	2	Spoken	preposition	A1
7	15	afternoon	2	Written	noun	A1
7	15	afternoon	2	Spoken	noun	A1
7	15	always	2	Written	adverb	A1
7	15	love	2	Activity	verb	A1
7	15	morning	2	Activity	noun	A1
7	15	night	2	Activity	noun	A1
7	15	at	2	Spoken	preposition	A1
7	15	bed	2	Written	noun	A1
7	15	bedroom	2	Written	noun	A1
7	15	room	2	Activity	noun	A1
7	15	classes	2	Written	noun	A1
7	15	dancing	2	Spoken	verb	A1
7	15	David	2	Spoken	Proper noun	Doesn't say
7	15	day	2	Written	noun	A1
7	15	do	2	Spoken	verb	A1
7	15	at	1	Activity	preposition	A1
7	15	evening	2	Written	noun	A1
7	15	every	2	Spoken	determiner	A1
7	15	bathroom	1	Activity	noun	A1
7	15	bed	1	Activity	noun	A1
7	15	bedroom	1	Activity	noun	A1
7	15	favourite	2	Written	adjective	A1
7	15	first	2	Written	adjective	A1
7	15	from	2	Written	preposition	A1
7	15	go	2	Written	verb	A1
7	15	clean	1	Activity	verb	A1
7	15	have	2	Written	verb	A1
7	15	dad	1	Activity	noun	A1
7	15	dances	1	Activity	verb	A1

7	15	day	1	Activity	noun	A1
7	15	dining room	1	Activity	noun	A1
7	15	John	2	Written	Proper noun	Doesn't say
7	15	eats	1	Activity	verb	A1
7	15	lockdown	2	Written	noun	Doesn't say
7	15	during	1	Spoken	preposition	A2
7	15	now	2	Spoken	adverb	A1
7	15	old	2	Written	adjective	A1
7	15	our	2	Spoken	determiner	A1
7	15	play	2	Written	verb	A1
7	15	especially	1	Spoken	adverb	A2
7	15	from	1	Activity	preposition	A1
7	15	read	2	Spoken	verb	A1
7	15	everyone	1	Written	pronoun	A2
7	15	games	1	Activity	noun	A1
7	15	games	1	Activity	noun	A1
7	15	Saira	2	Written	Proper noun	Doesn't say
7	15	go	1	Activity	verb	A1
7	15	hello	1	Activity	exclamation	A1
7	15	the	2	Spoken	determiner	A1
7	15	this	2	Written	determiner	A1
7	15	listens	1	Activity	verb	A1
7	15	living room	1	Activity	noun	A1
7	15	to	2	Spoken	preposition	A1
7	15	get	1	Spoken	verb	A2
7	15	mom	1	Activity	noun	A1
7	15	years	2	Written	noun	A1
7	15	your	2	Spoken	possessive adjective	A1
7	15	6am	1	Written	adverb	A1
7	15	6pm	1	Written	adverb	A1
7	15	7am	1	Written	adverb	A1
7	15	7am	1	Spoken	adverb	A1
7	15	8am	1	Written	adverb	A1
7	15	8am	1	Spoken	adverb	A1
7	15	a	1	Written	determiner	A1
7	15	old	1	Activity	adjective	A1
7	15	hate	1	Spoken	verb	A2
7	15	or	1	Activity	connector	A1
7	15	how	1	Spoken	question	A2
7	15	play	1	Activity	verb	A1
7	15	are	1	Written	verb	A1
7	15	are	1	Spoken	verb	A1
7	15	plays	1	Activity	verb	A1
7	15	listening	1	Spoken	verb	A2
7	15	bathroom	1	Written	noun	A1

7	15	Spanish	1	Activity	adjective	A1
7	15	books	1	Spoken	noun	A1
7	15	then	1	Activity	adverb	A1
7	15	brother	1	Spoken	noun	A1
7	15	but	1	Spoken	connector	A1
7	15	this	1	Activity	determiner	A1
7	15	right	1	Spoken	noun	A2
7	15	classes	1	Spoken	noun	A1
7	15	sister	1	Spoken	noun	A2
7	15	dad	1	Written	noun	A1
7	15	dad	1	Spoken	noun	A1
7	15	dance	1	Written	verb	A1
7	15	dancing	1	Written	verb	A1
7	15	what	1	Activity	question word	A1
7	15	day	1	Spoken	noun	A1
7	15	so	1	Written	connector	A2
7	15	Delhi	1	Written	Proper noun	Doesn't say
7	15	song	1	Written	noun	A2
7	15	different	1	Written	adjective	A1
7	15	with	1	Activity	preposition	A1
7	15	dining room	1	Written	noun	A1
7	15	dinner	1	Written	noun	A1
7	15	sunday	1	Written	noun	A2
7	15	years	1	Activity	noun	A1
7	15	your	1	Activity	possessive adjective	A1
7	15	take	1	Written	verb	A2
7	15	in	6	Activity	preposition	A2
7	15	eat	1	Written	verb	A1
7	15	get	3	Activity	verb	A2
7	15	normal	3	Activity	adjective	A2
7	15	will	1	Spoken	Modal verb	A2
7	15	family	1	Written	noun	A1
7	15	fifteen	1	Written	determiner	A1
7	15	take	2	Activity	verb	A2
7	15	yeah	1	Spoken	exclamation	A2
7	15	7am	1	Activity	adverb	A2
7	15	during	1	Activity	preposition	A2
7	15	especially	1	Activity	adverb	A2
7	15	games	1	Written	noun	A1
7	15	everyone	1	Activity	pronoun	A2
7	15	first	1	Activity	adverb	A2
7	15	have	1	Spoken	verb	A1
7	15	hello	1	Written	exclamation	A1
7	15	listening	1	Activity	verb	A2
7	15	hi	1	Written	exclamation	A1

7	15	hi	1	Spoken	exclamation	A1
7	15	playing	1	Activity	verb	A2
7	15	reading	1	Activity	verb	A2
7	15	rock	1	Activity	noun	A2
7	15	takes	1	Activity	verb	A2
7	15	watching	1	Activity	verb	A2
7	15	Kenya	1	Written	Proper noun	Doesn't say
7	15	kitchen	1	Written	noun	A1
7	15	exercise	3	Activity	verb	B1
7	15	listen	1	Written	verb	A1
7	15	living room	1	Written	noun	A1
7	15	lockdown	1	Spoken	noun	Doesn't say
7	15	love	1	Written	verb	A1
7	15	ballet	1	Activity	noun	B1
7	15	mom	1	Written	noun	A1
7	15	mom	1	Spoken	noun	A1
7	15	more	1	Spoken	adverb	A1
7	15	morning	1	Written	noun	A1
7	15	Muigai	1	Written	Proper noun	Doesn't say
7	15	music	1	Written	noun	A1
7	15	music	1	Spoken	noun	A1
7	15	my	1	Spoken	determiner	A1
7	15	Nairobi	1	Written	Proper noun	Doesn't say
7	15	name	1	Written	noun	A1
7	15	nice	1	Spoken	adjective	A1
7	15	night	1	Written	noun	A1
7	15	routine	1	Activity	noun	B1
7	15	speak up	3	Activity	phrase	B2
7	15	virtual	3	Activity	adjective	B2
7	15	routine	1	Spoken	noun	B1
7	15	speak up	2	Written	verb	B2
7	15	saturdays	1	Written	noun	A1
7	15	show	1	Written	verb	A1
7	15	shower	1	Written	noun	A1
7	15	virtual	2	Written	adjective	B2
7	15	Sidhu	1	Written	Proper noun	Doesn't say
7	15	Spanish	1	Spoken	adjective	A1
7	15	start	1	Spoken	verb	A1
7	15	John	3	Activity	Proper noun	Doesn't say
7	15	study	1	Written	verb	A1
7	15	tell	1	Spoken	verb	A1
7	15	Saira	2	Activity	Proper noun	Doesn't say
7	15	this	1	Spoken	determiner	A1
7	15	time	1	Spoken	noun	A1
7	15	together	1	Written	adverb	A1

7	15	too	1	Spoken	adverb	A1
7	15	speak up	1	Spoken	verb	B2
7	15	tv	1	Written	noun	A1
7	15	twelve	1	Written	determiner	A1
7	15	virtual	1	Spoken	adjective	B2
7	15	watch	1	Written	verb	A1
7	15	we	1	Spoken	personal pronoun	A1
7	15	lockdown	1	Activity	noun	Doesn't say
7	15	with	1	Written	preposition	A1
7	15	with	1	Spoken	preposition	A1
12	23	you	18	W & S	personal pronoun	A1
12	23	or	15	W & S	connector	A1
12	23	she	14	W & S	personal pronoun	A1
12	23	Sandra	12	W & S	Proper noun	Doesn't say
12	23	is	12	W & S	verb	A1
12	23	Mario	11	W & S	Proper noun	Doesn't say
12	23	to	11	W & S	preposition	A1
12	23	he	10	W & S	personal pronoun	A1
12	23	was	10	W & S	verb	A2
12	23	not	9	W & S	determiner	A1
12	23	the	8	W & S	determiner	A1
12	23	and	7	W & S	connector	A1
12	23	love	7	W & S	verb	A1
12	23	of	7	W & S	preposition	A1
12	23	a	6	W & S	determiner	A1
12	23	in	6	W & S	preposition	A2
12	23	did	5	W & S	auxiliary past	A2
12	23	you	6	Activity	personal pronoun	A1
12	23	this	6	W & S	determiner	A1
12	23	with	5	W & S	preposition	A1
12	23	or	4	Activity	connector	A1
12	23	do	4	W & S	verb	A1
12	23	is	3	Activity	verb	A1
12	23	like	4	W & S	verb	A1
12	23	true	3	W & S	adjective	A2
12	23	of	3	Activity	preposition	A1
12	23	boyfriend	2	W & S	noun	A2
12	23	about	3	W & S	preposition	A1
12	23	change	2	W & S	verb	A2
12	23	at	3	W & S	preposition	A1
12	23	the	3	Activity	determiner	A1
12	23	but	3	W & S	connector	A1
12	23	to	3	Activity	preposition	A1
12	23	what	3	Activity	question word	A1
12	23	and	2	Activity	connector	A1

12	23	at	2	Activity	preposition	A1
12	23	her	3	W & S	determiner	A1
12	23	for	2	W & S	preposition	A2
12	23	it	3	W & S	personal pronoun	A1
12	23	had	2	W & S	verb	A2
12	23	half	2	W & S	noun	A2
12	23	how	2	W & S	question	A2
12	23	he	2	Activity	personal pronoun	A1
12	23	they	3	W & S	personal pronoun	A1
12	23	like	2	Activity	verb	A1
12	23	started	2	W & S	verb	A2
12	23	your	3	W & S	possessive adjective	A1
12	23	love	2	Activity	verb	A1
12	23	are	2	W & S	verb	A1
12	23	because	2	W & S	connector	A1
12	23	went	2	W & S	verb	A2
12	23	activities	1	W & S	noun	A2
12	23	can	2	W & S	Modal verb	A1
12	23	with	2	Activity	preposition	A1
12	23	a	1	Activity	determiner	A1
12	23	each	2	W & S	determiner	A1
12	23	about	1	Activity	preposition	A1
12	23	bad	1	Activity	adjective	A1
12	23	feel	2	W & S	verb	A1
12	23	anymore	1	W & S	adverb	A2
12	23	friend	2	W & S	noun	A1
12	23	friends	2	W & S	noun	A1
12	23	girlfriend	2	W & S	noun	A1
12	23	became	1	W & S	verb	A2
12	23	beginning	1	W & S	noun	A2
12	23	believed	1	W & S	verb	A2
12	23	builds	1	W & S	verb	A2
12	23	call	1	W & S	verb	A2
12	23	know	2	W & S	verb	A1
12	23	each	1	Activity	determiner	A1
12	23	eyes	1	Activity	noun	A1
12	23	loves	2	W & S	verb	A1
12	23	make	2	W & S	verb	A1
12	23	me	2	W & S	object pronoun	A1
12	23	didn't	1	W & S	auxiliary past	A2
12	23	dressed	1	W & S	adjective	A2
12	23	feel	1	Activity	verb	A1
12	23	find	1	Activity	verb	A1
12	23	on	2	W & S	preposition	A1
12	23	free	1	Activity	adjective	A1

12	23	person	2	W & S	noun	A1
12	23	friends	1	Activity	noun	A1
12	23	everybody	1	W & S	pronoun	A2
12	23	everything	1	W & S	pronoun	A2
12	23	girlfriend	1	Activity	noun	A1
12	23	has	1	Activity	verb	A1
12	23	felt	1	W & S	verb	A2
12	23	first	1	W & S	adverb	A2
12	23	her	1	Activity	determiner	A1
12	23	things	2	W & S	noun	A1
12	23	time	2	W & S	noun	A1
12	23	together	2	W & S	adverb	A1
12	23	free time	1	W & S	noun	A2
12	23	friendly	1	W & S	adjective	A2
12	23	make	1	Activity	verb	A1
12	23	makes	1	Activity	verb	A1
12	23	message	1	Activity	noun	A1
12	23	happen	1	W & S	verb	A2
12	23	what	2	W & S	question word	A1
12	23	no	1	Activity	determiner	A1
12	23	having	1	W & S	verb	A2
12	23	healthy	1	W & S	adjective	A2
12	23	herself	1	W & S	reflective pronoun	A2
12	23	out	1	Activity	determiner	A1
12	23	hits	1	W & S	verb	A2
12	23	however	1	W & S	adverb	A2
12	23	knew	1	W & S	verb	A2
12	23	problems	1	Activity	noun	A1
12	23	less	1	W & S	adverb	A2
12	23	schools	1	Activity	noun	A1
12	23	liked	1	W & S	verb	A2
12	23	bad	1	W & S	adjective	A1
12	23	she	1	Activity	personal pronoun	A1
12	23	means	1	W & S	verb	A2
12	23	be	1	W & S	verb	A1
12	23	sometimes	1	Activity	adverb	A1
12	23	talk	1	Activity	verb	A1
12	23	normal	1	W & S	noun	A2
12	23	perfect	1	W & S	adjective	A2
12	23	they	1	Activity	personal pronoun	A1
12	23	pulls	1	W & S	verb	A2
12	23	pushes	1	W & S	verb	A2
12	23	this	1	Activity	determiner	A1
12	23	time	1	Activity	noun	A1
12	23	said	1	W & S	verb	A2

12	23	so	1	W & S	connector	A2
12	23	devotion	1	W & S	noun	Doesn't say
12	23	spend	1	W & S	verb	A2
12	23	story	1	W & S	noun	A2
12	23	does	1	W & S	verb	A1
12	23	did	4	Activity	auxiliary past	A2
12	23	in	4	Activity	preposition	A2
12	23	thought	1	W & S	verb	A2
12	23	top	1	W & S	noun	A2
12	23	tried	1	W & S	verb	A2
12	23	usually	1	W & S	adverb	A2
12	23	way	1	W & S	noun	A2
12	23	were	1	W & S	verb	A2
12	23	family	1	W & S	noun	A1
12	23	without	1	W & S	preposition	A2
12	23	worried	1	W & S	adjective	A2
12	23	find	1	W & S	verb	A1
12	23	true	2	Activity	adjective	A2
12	23	yourself	1	W & S	reflective pronoun	A2
12	23	if	6	W & S	connector	B1
12	23	other half	4	W & S	determiner	B1
12	23	became	1	Activity	verb	A2
12	23	go out	3	W & S	preposition	B1
12	23	boyfriend	1	Activity	noun	A2
12	23	fun	1	W & S	adjective	A1
12	23	felt	1	Activity	verb	A2
12	23	decisions	2	W & S	noun	B1
12	23	first	1	Activity	adverb	A2
12	23	going	1	W & S	verb	A1
12	23	happens	1	Activity	verb	A2
12	23	in front of others	2	W & S	phrase	B1
12	23	in front of others	2	W & S	phrase	B1
12	23	happy	1	W & S	adjective	A1
12	23	jealous	2	W & S	adjective	B1
12	23	have	1	W & S	verb	A1
12	23	recognise	2	W & S	verb	B1
12	23	liked	1	Activity	verb	A2
12	23	help	1	W & S	verb	A1
12	23	relationship	2	W & S	noun	B1
12	23	act	1	W & S	verb	B1
12	23	anxious	1	W & S	adjective	B1
12	23	humiliates	1	W & S	verb	Doesn't say
12	23	said	1	Activity	verb	A2
12	23	important	1	W & S	adjective	A1
12	23	been	1	W & S	verb	B1

12	23	charming	1	W & S	adjective	B1
12	23	controlling	1	W & S	adjective	B1
12	23	story	1	Activity	noun	A2
12	23	convince	1	W & S	verb	B1
12	23	were	1	Activity	verb	A2
12	23	kinds	1	W & S	noun	A1
12	23	differently	1	W & S	adverb	B1
12	23	divide	1	W & S	verb	B1
12	23	either	1	W & S	determiner	B1
12	23	embarrassed	1	W & S	adjective	B1
12	23	long	1	W & S	adjective	A1
12	23	in front of others	2	Activity	phrase	B1
12	23	makes	1	W & S	verb	A1
12	23	controlling	1	Activity	adjective	B1
12	23	many	1	W & S	determiner	A1
12	23	decisions	1	Activity	noun	B1
12	23	either	1	Activity	determiner	B1
12	23	embarrassed	1	Activity	adjective	B1
12	23	hang out	1	Activity	verb	B1
12	23	if	1	Activity	connector	B1
12	23	forever	1	W & S	adverb	B1
12	23	in order to	1	Activity	phrase	B1
12	23	my	1	W & S	determiner	A1
12	23	hang out	1	W & S	verb	B1
12	23	never	1	W & S	adverb	A1
12	23	jealous	1	Activity	adjective	B1
12	23	mates	1	Activity	noun	B1
12	23	solution	1	Activity	noun	B1
12	23	one	1	W & S	determiner	A1
12	23	in order to	1	W & S	phrase	B1
12	23	into	1	W & S	preposition	B1
12	23	mates	1	W & S	noun	B1
12	23	problems	1	W & S	noun	A1
12	23	relationships	1	W & S	noun	B1
12	23	shy	1	W & S	adjective	B1
12	23	violence	2	Activity	noun	B2
12	23	solution	1	W & S	noun	B1
12	23	stressed	1	W & S	adjective	B1
12	23	total	1	W & S	noun	B1
12	23	uncomfortable	1	W & S	adjective	B1
12	23	violence	9	W & S	noun	B2
12	23	disagreements	1	Activity	noun	B2
12	23	that	5	W & S	relative pronoun	B2
12	23	eventually	1	Activity	adverb	B2
12	23	offends	1	Activity	verb	B2

12	23	sexual	2	W & S	adjective	B2
12	23	psychological	1	Activity	adjective	B2
12	23	school	1	W & S	noun	A1
12	23	respects	1	Activity	verb	B2
12	23	soul	1	Activity	noun	B2
12	23	tolerate	2	W & S	verb	B2
12	23	victim	2	W & S	noun	B2
12	23	abuse	1	W & S	verb	B2
12	23	disagreements	1	W & S	noun	B2
12	23	disguise	1	W & S	verb	B2
12	23	Sandra	6	Activity	Proper noun	Doesn't say
12	23	sometimes	1	W & S	adverb	A1
12	23	eventually	1	W & S	adverb	B2
12	23	Mario	3	Activity	Proper noun	Doesn't say
12	23	offends	1	W & S	verb	B2
12	23	physical	1	W & S	adjective	B2
12	23	psychological	1	W & S	adjective	B2
12	23	respects	1	W & S	verb	B2
12	23	talk	1	W & S	verb	A1
12	23	tells	1	W & S	verb	A1
12	23	then	1	W & S	adverb	A1
12	23	there is	1	W & S	phrase	A1
12	23	these	1	W & S	determiner	A1
12	23	soul	1	W & S	noun	B2
12	23	touches	1	W & S	verb	B2
12	23	very	1	W & S	adverb	A1
12	23	myths	2	W & S	noun	C1
12	23	walks	1	W & S	verb	A1
12	23	humiliates	1	Activity	verb	Doesn't say
12	23	consent	1	W & S	noun	C1
12	23	world	1	W & S	noun	A1
12	23	blackmails	1	W & S	verb	C2
12	24	you	13	Activity	personal pronoun	A1
12	24	and	10	Activity	connector	A1
12	24	your	10	Activity	possessive adjective	A1
12	24	a	8	Activity	determiner	A1
12	24	in	7	Spoken	preposition	A2
12	24	of	8	Activity	preposition	A1
12	24	the	8	Spoken	determiner	A1
12	24	you	8	Written	personal pronoun	A1
12	24	and	6	Spoken	connector	A1
12	24	your	6	Written	possessive adjective	A1
12	24	to	5	Activity	preposition	A1
12	24	partner	4	Written	noun	A2
12	24	women	4	Written	noun	A2

12	24	is	5	Activity	verb	A1
12	24	are	4	Activity	verb	A1
12	24	girls	4	Activity	noun	A1
12	24	or	4	Activity	connector	A1
12	24	have	3	Activity	verb	A1
12	24	women	3	Spoken	noun	A2
12	24	to	4	Written	preposition	A1
12	24	world	4	Spoken	noun	A1
12	24	and	3	Written	connector	A1
12	24	end	2	Spoken	noun	A2
12	24	every	3	Spoken	determiner	A1
12	24	an	2	Activity	determiner	A1
12	24	girls	3	Spoken	noun	A1
12	24	can	2	Activity	Modal verb	A1
12	24	or	3	Written	connector	A1
12	24	example	2	Activity	noun	A1
12	24	in	2	Written	preposition	A2
12	24	to	3	Spoken	preposition	A1
12	24	your	3	Spoken	possessive adjective	A1
12	24	is	2	Written	verb	A1
12	24	a	2	Written	determiner	A1
12	24	problems	2	Activity	noun	A1
12	24	stop	2	Activity	verb	A1
12	24	activities	1	Written	noun	A2
12	24	the	2	Activity	determiner	A1
12	24	three	2	Activity	determiner	A1
12	24	all	1	Written	adverb	A2
12	24	with	2	Activity	preposition	A1
12	24	do	2	Written	verb	A1
12	24	all	1	Spoken	adverb	A2
12	24	also	1	Spoken	adverb	A2
12	24	because	1	Activity	connector	A1
12	24	have	2	Written	verb	A1
12	24	comes	1	Activity	verb	A1
12	24	help	2	Written	verb	A1
12	24	builds	1	Written	verb	A2
12	24	it	2	Written	personal pronoun	A1
12	24	call	1	Written	verb	A2
12	24	each	1	Activity	determiner	A1
12	24	every	1	Activity	determiner	A1
12	24	family	1	Activity	noun	A1
12	24	not	2	Written	determiner	A1
12	24	find	1	Activity	verb	A1
12	24	problem	2	Spoken	noun	A1
12	24	friends	1	Activity	noun	A1

12	24	from	1	Activity	preposition	A1
12	24	has	1	Activity	verb	A1
12	24	some	2	Written	determiner	A1
12	24	for	1	Written	preposition	A2
12	24	for	1	Spoken	preposition	A2
12	24	it	1	Activity	personal pronoun	A1
12	24	know	1	Activity	verb	A1
12	24	their	2	Spoken	possessive adjective	A1
12	24	this	2	Spoken	determiner	A1
12	24	love	1	Activity	verb	A1
12	24	message	1	Activity	noun	A1
12	24	happens	1	Written	verb	A2
12	24	never	1	Activity	adverb	A1
12	24	is	1	Spoken	verb	A1
12	24	a	1	Spoken	determiner	A1
12	24	about	1	Written	preposition	A1
12	24	about	1	Spoken	preposition	A1
12	24	healthy	1	Written	adjective	A2
12	24	one	1	Activity	determiner	A1
12	24	hits	1	Written	verb	A2
12	24	people	1	Activity	noun	A1
12	24	picture	1	Activity	noun	A1
12	24	any	1	Written	determiner	A1
12	24	problem	1	Activity	noun	A1
12	24	let's	1	Written	verb	A2
12	24	some	1	Activity	determiner	A1
12	24	nations	1	Spoken	noun	A2
12	24	over	1	Written	adverb	A2
12	24	partners	1	Written	noun	A2
12	24	talk	1	Activity	verb	A1
12	24	police	1	Spoken	noun	A2
12	24	their	1	Activity	possessive adjective	A1
12	24	boys	1	Spoken	noun	A1
12	24	but	1	Spoken	connector	A1
12	24	pushes	1	Written	verb	A2
12	24	reason	1	Spoken	noun	A2
12	24	can	1	Written	Modal verb	A1
12	24	can	1	Spoken	Modal verb	A1
12	24	time	1	Activity	noun	A1
12	24	comes	1	Written	verb	A1
12	24	signs	1	Written	noun	A2
12	24	together	1	Activity	adverb	A1
12	24	us	1	Activity	object pronoun	A1
12	24	countries	1	Written	noun	A1
12	24	countries	1	Spoken	noun	A1

12	24	country	1	Spoken	noun	A1
12	24	we	1	Activity	personal pronoun	A1
12	24	woman	1	Activity	noun	A1
12	24	spend	1	Written	verb	A2
12	24	world	1	Activity	noun	A1
12	24	does	1	Written	verb	A1
12	24	partner	9	Activity	noun	A2
12	24	women	9	Activity	noun	A2
12	24	each	1	Written	determiner	A1
12	24	in	5	Activity	preposition	A2
12	24	take	1	Written	verb	A2
12	24	every	1	Written	determiner	A1
12	24	usually	1	Written	adverb	A2
12	24	families	1	Spoken	noun	A1
12	24	family	1	Written	noun	A1
12	24	family	1	Spoken	noun	A1
12	24	healthy	2	Activity	adjective	A2
12	24	partners	2	Activity	noun	A2
12	24	find	1	Written	verb	A1
12	24	all	1	Activity	adverb	A2
12	24	around	1	Activity	preposition	A2
12	24	against	3	Written	preposition	B1
12	24	call	1	Activity	verb	A2
12	24	friends	1	Written	noun	A1
12	24	friends	1	Spoken	noun	A1
12	24	from	1	Written	preposition	A1
12	24	facts	1	Activity	noun	A2
12	24	girl	1	Spoken	noun	A1
12	24	girls	1	Written	noun	A1
12	24	health	1	Activity	noun	A2
12	24	hits	1	Activity	verb	A2
12	24	information	1	Activity	noun	A2
12	24	let's	1	Activity	verb	A2
12	24	help	1	Spoken	verb	A1
12	24	pushes	1	Activity	verb	A2
12	24	against	1	Spoken	preposition	B1
12	24	pushing	1	Activity	verb	A2
12	24	humiliates	1	Written	verb	Doesn't say
12	24	spend	1	Activity	verb	A2
12	24	controls	1	Written	verb	B1
12	24	it	1	Spoken	personal pronoun	A1
12	24	types	1	Activity	noun	A2
12	24	against	6	Activity	preposition	B1
12	24	decisions	1	Written	noun	B1
12	24	divide	1	Written	verb	B1

12	24	experience	1	Spoken	verb	B1
12	24	controls	2	Activity	verb	B1
12	24	love	1	Written	verb	A1
12	24	relationship	2	Activity	noun	B1
12	24	many	1	Written	determiner	A1
12	24	experienced	1	Written	verb	B1
12	24	controlling	1	Activity	adjective	B1
12	24	me	1	Spoken	object pronoun	A1
12	24	females	1	Spoken	noun	B1
12	24	experience	1	Activity	verb	B1
12	24	forces	1	Activity	verb	B1
12	24	forcing	1	Activity	verb	B1
12	24	forces	1	Written	verb	B1
12	24	if	1	Activity	connector	B1
12	24	more	1	Written	adverb	A1
12	24	in front of others	1	Activity	phrase	B1
12	24	need	1	Spoken	verb	A1
12	24	normally	1	Activity	adverb	B1
12	24	in case of	1	Spoken	Phrase	B1
12	24	reliable	1	Activity	adjective	B1
12	24	of	1	Written	preposition	A1
12	24	of	1	Spoken	preposition	A1
12	24	in front of others	1	Written	phrase	B1
12	24	serious	1	Activity	adjective	B1
12	24	solution	1	Activity	noun	B1
12	24	one	1	Spoken	determiner	A1
12	24	only	1	Spoken	adverb	A1
12	24	or	1	Spoken	connector	A1
12	24	violence	21	Activity	noun	B2
12	24	organization	1	Spoken	noun	B1
12	24	physical	7	Activity	adjective	B2
12	24	other half	1	Written	determiner	B1
12	24	protect	1	Spoken	verb	B1
12	24	psychological	5	Activity	adjective	B2
12	24	sexual	5	Activity	adjective	B2
12	24	victim	3	Activity	noun	B2
12	24	violent	3	Activity	noun	B2
12	24	consequences	2	Activity	noun	B2
12	24	raise	1	Written	verb	B1
12	24	raise	1	Spoken	verb	B1
12	24	emotional	2	Activity	adjective	B2
12	24	problem	1	Written	noun	A1
12	24	relationship	1	Written	noun	B1
12	24	sex	2	Activity	noun	B2
12	24	reports	1	Spoken	verb	B1

12	24	affects	1	Activity	verb	B2
12	24	solution	1	Written	noun	B1
12	24	depression	1	Activity	noun	B2
12	24	violence	6	Written	noun	B2
12	24	injuries	1	Activity	noun	B2
12	24	physical	3	Written	adjective	B2
12	24	sexual	3	Written	adjective	B2
12	24	violence	3	Spoken	noun	B2
12	24	affects	2	Spoken	verb	B2
12	24	mental	1	Activity	adjective	B2
12	24	psychological	2	Written	adjective	B2
12	24	psychological	1	Activity	adjective	B2
12	24	respect	1	Activity	verb	B2
12	24	pregnancy	1	Activity	noun	C1
12	24	communities	1	Spoken	noun	B2
12	24	consequences	1	Written	noun	B2
12	24	unwanted	1	Activity	adjective	C1
12	24	depression	1	Written	noun	B2
12	24	forms	1	Written	noun	B2
12	24	injuries	1	Written	noun	B2
12	24	lifetime	1	Spoken	noun	B2
12	24	objective	1	Spoken	noun	B2
12	24	physical	1	Spoken	adjective	B2
12	24	respects	1	Written	verb	B2
12	24	talk	1	Written	verb	A1
12	24	than	1	Written	preposition	A1
12	24	the	1	Written	determiner	A1
12	24	their	1	Written	possessive adjective	A1
12	24	there is	1	Written	phrase	A1
12	24	sex	1	Written	noun	B2
12	24	sexual	1	Spoken	adjective	B2
12	24	three	1	Spoken	determiner	A1
12	24	time	1	Written	noun	A1
12	24	together	1	Written	adverb	A1
12	24	together	1	Spoken	adverb	A1
12	24	that	1	Spoken	relative pronoun	B2
12	24	tolerate	1	Written	verb	B2
12	24	united	1	Spoken	adjective	B2
12	24	humiliates	1	Activity	verb	Doesn't say
12	24	awareness	1	Written	noun	C1
12	24	humiliating	1	Activity	adjective	Doesn't say
12	24	awareness	1	Spoken	noun	C1
12	24	we	1	Spoken	personal pronoun	A1
12	24	pregnancy	1	Written	noun	C1
12	24	with	1	Written	preposition	A1

12	24	woman	1	Spoken	noun	A1
12	24	world	1	Written	noun	A1
12	24	unwanted	1	Written	adjective	C1
12	24	you	1	Spoken	personal pronoun	A1

Appendix 05: Details of the analysis of the tasks (TV or Non- TV Tasks)

Legend: 0=Non existing task

1= Existing task

1 in blue box: TV Task

1 in white box= Non-TV task

Title	Unit	Week	Sections of the <i>Aprendo en Casa</i> material for the A1 level													Output	
			Let's observe			Let's understand			Let's practise				Let's create	¡Notemos algo!		Text Type	
			1	2	3	1	2	3	1	2	3	4	1	Gram	Voc		
Covid-19, my family and me	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	Poster about COVID	
Covid-19, my family and me	1	2	1	0	0	1	1	0	1	1	1	0	1	0	0	Phrase in a shape	
Covid-19, my family and me	1	3	1	0	0	1	1	0	1	1	1	1	1	0	0	Introducing oneself bubble	
Covid-19, my family and me	1	4	1	0	0	1	1	0	1	1	1	0	1	0	0	Description / picture	
Healthy Food	2	5	1	1	0	1	1	1	1	1	1	0	1	0	0	Description / recipe	
Healthy Food	2	6	1	0	0	1	1	1	1	1	0	0	1	1	0	Brochure	
0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Let's celebrate diversity	3	8	1	1	0	1	1	1	1	1	1	1	1	1	0	Description (other's personal infor)	
Let's celebrate diversity	3	9	1	1	1	1	1	0	1	1	0	0	1	1	0	Description and graffiti	
Story time	4	10	0	0	0	0	0	0	0	0	0	0	1	0	0	Draw pictures about extracts of a story	
Let's protect our mental health	5	11	1	1	0	1	1	0	1	1	0	0	1	0	1	Poster with tips	
Verbs,verb, verbs	6	12	0	0	0	0	0	0	1	0	0	0	1	0	0	Oraciones con verbos	
Let's protect our mental health	5	13	1	1	0	1	1	0	1	1	1	0	1	1	0	E-mail compeltion (own info)	
Let's talk about our new habits	7	14	1	1	0	1	1	0	1	1	0	0	1	0	1	Description of house + picture	
Let's talk about our new habits	7	15	1	0	0	1	1	0	1	1	0	0	1	1	0	Description of routine	
Self-assessment	8	16	0	0	0	0	0	0	0	0	0	0	0	0	0	Self-assessment	
Let's talk about new jobs	9	17	1	1	0	1	0	0	1	1	1	0	1	1	0	Description of a job + pictures	
Let's talk about new jobs	9	18	1	0	0	1	0	0	1	1	1	0	1	1	0	Article about job	
Let's protect endangered animals	10	19	1	0	0	1	0	0	1	1	1	0	1	1	0	Factsheet	

Let's protect endangered animals	10	20	1	0	0	1	0	0	1	1	1	0	1	1	0	Brochure
My project	11	21	1	0	0	1	0	0	1	1	0	0	1	1	0	Graphic organiser
My project	11	22	1	0	0	1	0	0	1	1	0	0	1	0	1	Interview
Let's stop violence against women and girls	12	23	0	0	0	1	0	0	0	0	0	0	1	0	0	Pictures + text from story
Let's stop violence against women and girls	12	24	1	0	0	1	0	0	1	1	1	0	1	0	0	Infographic
Let's manage solid waste	13	25	1	0	0	0	0	0	1	1	0	0	1	0	1	List of recyclable materials
Let's manage solid waste	13	26	1	0	0	0	0	0	1	0	0	0	1	1	1	Illustrated instructions
Self-assessment	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	Self-assessment

