



UNIVERSIDAD  
**DE ATACAMA**

FACULTAD DE HUMANIDADES Y EDUCACIÓN

DEPARTAMENTO DE IDIOMAS

**A CATEGORICAL CONTENT ANALYSIS OF LESSON PLANS DESIGNED BY  
PRESERVICE TEACHERS OF ENGLISH PEDAGOGY AT UNIVERSITY OF  
ATACAMA, IN VIRTUAL EFL CLASSES**

Trabajo de titulación presentado en conformidad a los requisitos para obtener el grado de  
Licenciada en Educación y Título de Profesora de inglés

Profesora Patrocinante: Paulina Silvana Dominique Tapia Caballero

Fabiola Diana Constanza Gallardo Valdivia

Javiera Francisca del Pilar Miranda Díaz

Copiapó, Chile 2021



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Undergraduate thesis presented for the Bachelor of Arts in Education and Teacher of  
English as a Foreign Language

Thesis collaborator: Paulina Silvana Dominique Tapia Caballero

Fabiola Diana Constanza Gallardo Valdivia

Javiera Francisca del Pilar Miranda Díaz

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## INDEX

<b>RESUMEN</b> .....	5
<b>ABSTRACT</b> .....	6
<b>CHAPTER I: INTRODUCTORY FRAMEWORK.</b> .....	7
<b>CHAPTER II: THEORETICAL FRAMEWORK.</b> .....	10
<b>1.1 Definition of Teaching Strategies</b> .....	10
<b>1.2 Definition of Meaningful Learning.</b> .....	12
<b>1.3 Lesson Plans</b> .....	12
<b>1.4 What is Didactics?</b> .....	12
<b>1.4.1 Types of Didactics.</b> .....	13
<b>1.4.2 Didactic Activities in the teaching of English.</b> .....	14
<b>1.5 Definition of Teaching Technique.</b> .....	15
<b>1.6 Pre-Service Teachers:</b> .....	15
<b>CHAPTER III: METHODOLOGY</b> .....	16
<b>CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULTS.</b> .....	20
<b>CHAPTER V: DISCUSSION OF RESULTS.</b> .....	31
<b>Didactic strategies most used for ELT.</b> .....	33
<b>Less used didactic strategies for ELT.</b> .....	34
<b>Limitations of the Research:</b> .....	34
<b>CHAPTER VI: CONCLUSIONS</b> .....	35
<b>Suggestions for Future Research:</b> .....	36
<b>Final thoughts:</b> .....	38
<b>GLOSSARY</b> .....	39
<b>REFERENCES</b> .....	40
<b>APPENDIX</b> .....	45
• <b>Appendix 1: Informed Consent Letters</b> .....	45
• <b>Appendix 2: Analyzed Lesson Plans.</b> .....	54

## ILLUSTRATION INDEX

Figure 1: Process of article gathering for content analysis.....	17
Chart 1: Codification of Categorical Content Analysis.....	18
Chart 2: Sample of Categorization of strategies chart.....	18
Chart 3: Sample of Lesson Plans Analysis grid.....	19
Chart 4: Codification of Categorical Content Analysis.....	20
Chart 5: Categorization of strategies.....	21
Chart 6: Lesson Plans Analysis grid.....	22
Figure 2: Results.....	30

## **RESUMEN**

Existen diferentes tipos de estrategias didácticas que están relacionados con el ELT (enseñanza del idioma Inglés), como por ejemplo, aprendizaje basado en juegos, recursos en línea, reporte grupal, entre otras. Estas estrategias tienen como objetivo facilitar el proceso de enseñanza-aprendizaje, ya que guía y apoya la adquisición de conocimientos en los estudiantes. El objetivo de este estudio es analizar las estrategias didácticas utilizadas por los profesores en formación de Pedagogía en Inglés de la Universidad de Atacama, a través de un análisis de contenido categórico de sus planificaciones del primer semestre de 2021 durante el proceso de práctica. En esta investigación se llevó a cabo un análisis de las planificaciones recolectadas en un lapso de 5 semanas, el cual tuvo como enfoque principal el uso de estrategias en la secuencia didáctica de estas planificaciones. Los resultados de este estudio arrojan que los profesores en formación tienden a crear y utilizar estrategias didácticas en las que la tecnología juega un papel fundamental. Esto se refleja en los resultados del análisis de las planificaciones estudiadas, las cuales indican que la estrategia más utilizada es Recursos en línea.

Palabras Claves: ELT, Planificaciones, Profesores en formación, Estrategias y Estrategias Didácticas.

## **ABSTRACT**

Several types of didactic strategies are related to ELT (English Language Teaching), such as game-based learning, online resources, group report, among others. These strategies aim to facilitate the teaching-learning process, as it guides and helps the acquisition of knowledge in students. The objective of this study is to analyze the didactic strategies used by pre-service teachers of English Pedagogy at the Universidad de Atacama, through a categorical content analysis of their planning of the first semester of 2021 during the practice process. In this research, an analysis of the plans collected in a period of five weeks was carried out, which had as its main focus the use of strategies in the didactic sequence of these plans. The results of this study reveal that pre-service teachers have the tendency to create and use didactic strategies in which technology has a fundamental role. This is reflected in the results of the analysis of the lesson plans studied, which indicate that the most used strategy is Online Resources.

Key words: ELT, Lesson Plans, Pre-service Teachers, Strategies and Didactic Strategies.

## CHAPTER I: INTRODUCTORY FRAMEWORK.

Education has had to adapt to a new reality due to the new global health context in which we are immersed. For this, classrooms were taken to homes and the computer became a notebook. The new virtual modality has driven teachers to reinvent their teaching models, looking for new strategies, methodologies and activities to teach from the computer.

According to the Collins dictionary website, ELT means English Language Teaching, which refers to the teaching of English specially to students whose native language is not English. Closely related to the concept of ELT, Malba Barahona states in her book "English Language Teacher Education in Chile: A cultural historical activity theory perspective" that the interest in ELT has emerged because English has become an international communication tool as a result of globalization. In her words, the author states that: "This has resulted in English becoming a compulsory foreign-language subject in many school systems". (Barahona, M. 2016. p.1)

Moreover, in relation to ELT in the Chilean context, Malba Barahona states that:

In the last 25 years, Chile has embraced public discourse aiming to become a 'bilingual' country. To achieve this aspiration different governments have implemented strategies and measures to make Chilean citizens proficient speakers of English. Consequently, the need to improve the teaching and learning of English and EFL teacher education has become an educational imperative. English became the compulsory foreign-language subject from the 5th to 12th grades at schools in the late 1990s. (Barahona, M. 2016. p. 1)

English is nowadays a subject present throughout the entire Chilean educational system and curriculum, so it is required that English teachers look for new methodologies, techniques and resources not only to achieve learning objectives but also to develop language skills. In light of this, several strategies have emerged over the years, all of which cover the different educational realities of the students, and help fulfill the role of

supporting and facilitating the integral development of the teaching-learning process in students.

Regarding the above, our research is based on the study of the use of different didactic strategies implemented for the teaching of English in the virtual context. The main objective of our study is to analyze the didactic strategies used by pre-service teachers of English Pedagogy of University of Atacama, through a categorical content analysis of their lesson plans from the first semester of 2021 during the practicum process. For this reason, in this research a collection of lesson plans will be analyzed and classified individually in a chart, in which we will expose the use of strategies present in the didactic sequence, with the purpose of grasping the most and least used strategies by the pre-service teachers.

When teaching a language, teachers may encounter themselves with different types of didactic strategies that can help them develop their students' skills. In the same way, pre-service teachers need to acquire this knowledge and apply different strategies to achieve learning in their classes. For example, teachers can use the "short lectures" strategy in order to explain concepts that can make students acquire the knowledge related to the lesson, thus facilitate understanding. According to Abulhul, Z. (2021 p. 3), another strategy could be brainstorming, which encourages students to generate ideas related to the lesson. Also, games can be another strategy, as Pan, L. et al (2018, p. 251) mentioned, this activity has specific rules and is employed to attract students' attention. Furthermore, role playing is also a popular strategy, as it can be defined as a dramatic performance in which the participants improvise behaviors and actions in a given scenario. Pan, L. (2018)

As it was mentioned before, there is a variety of teaching strategies that teachers and pre-service teachers can apply; however, a problem that has been described by professors of the English Pedagogy program at University of Atacama is that pre-service teachers tend to apply the same teaching strategies throughout their practicum process, avoiding innovation and affecting meaningful learning. Therefore, the general objective of this research is to analyze the didactic strategies used by pre-service teachers of English

Pedagogy of University of Atacama, through a categorical content analysis of their lesson plans from the first semester of 2021 during the practicum process.

In order to reach this objective, the specific objectives are:

- Gather up lesson plans made by pre-service teachers of English Pedagogy of University of Atacama, from the first semester of 2021.
- Compare the literature on didactic strategies for teaching English with the techniques used by pre-service teachers.
- Identify patterns between the most commonly used strategies in the lesson plans designed by pre-service teachers.

The guiding questions that are meant to be answered by the end of this research are:

- What are the teaching strategies most commonly used in English classes by pre-service teachers?
- How do teaching strategies promote significant learning?
- What strategies are most predominant for the teaching-learning process of ELT?
- How do the strategies implemented in the classroom influence the development of the four English language skills?

The importance of this research lies in making pre-service teachers aware that there is a wide variety of teaching strategies that can promote meaningful learning while helping achieving learning objectives. Another factor that this research tries to consider is to raise awareness in pre-service teachers of the significance of using didactic strategies in lesson plans since they will be able to demonstrate a higher level of proficiency in their lesson plans and future classes.

As a result of the above, this categorical content analysis is a qualitative research using a grounded theory approach to analyze a total of twenty-eight lesson plans created by pre-service teachers at English pedagogy Program at University of Atacama.

## CHAPTER II: THEORETICAL FRAMEWORK.

### 1.1 Definition of Teaching Strategies

According to Pan, L. et al (2018) the term “teaching strategy” refers to a method that is used to guide teaching and help students acquire knowledge and to facilitate their learning. Nowadays, the use of new technologies together with learning strategies helps to integrate and enhance students' competencies, skills and confidence. There is a wide variety of teaching strategies that can be applied in any subject, so in order to organize them, they will be classified according to the different authors.

To begin with, Abulhul, Z. (2021, p.3) proposes the following teaching strategies:

- **Short Lecture:** A short lecture helps all students feel involved in the activities that the teacher is doing. It also stimulates their brains by being able to participate and contribute ideas from their own personal experience.
- **Brainstorming:** The brainstorming strategy is an activity in which they can link their ideas to obtain a favorable result without following a pattern defined by someone else.
- **Online resources:** The use of technology in the classroom helps to improve the educational environment for students. In addition, to promote in students the ability to think critically since they are open to give their opinion about the different types of resources.
- **Group reports:** This strategy is a group exercise and helps students learn to exchange ideas with others and also learn from the opinions of their classmates.

Furthermore, Pan, L. et al (2018, p. 249) propose the following didactic strategies:

- **Game based learning:** This strategy is based on using games as the way to learn. A game can be defined as an activity that is fun and has rules. Games are used to

attract students' attention and interest.

- **Role-playing:** This strategy can be defined as a dramatic performance in which participants improvise behaviors and actions in a given scenario. Through these performances, students understand the importance of behaving and knowing how to act differently in different communicative situations.
- **Debate:** A debate is a discussion between two teams or individuals who defend different positions on a specific topic. This strategy is a learning activity that develops verbal communication skills and critical thinking. It also builds students' empathy and confidence.

Moreover, based on the suggestions of Ramanathan P and Divya KY, (2020, p. 34-39), in the article "Creative Teaching Strategies", the following strategies are taken into consideration:

- **Using Acronyms Creatively:** This strategy proposes the creative use of acronyms for didactic purposes, also used as a mnemonic tool. This strategy can be used in two different ways: First, at the beginning of the class (introduce topic); Second, at the end of the class (Consolidate contents).
- **Erroneous teaching:** This strategy is based on intentionally including errors in our class. For this strategy to be effective, it is necessary to inform the students that there is an error, so that the student's attention is kept on the lesson.

Finally, the book "Teaching and Learning Strategies" by School Drug Education and Road Aware (2013, p. 164) states that "Circle Talk" is one of the most common and innovative strategies, which is defined as:

- **Circle talk:** This strategy helps students share their own opinions and listen to the opinions of others about a specific topic being discussed in the classroom. This exercise seeks to get students to be able to engage in a meaningful conversation.

## **1.2 Definition of Meaningful Learning.**

According to Vallester, A. (2014, p. 199-209) meaningful learning is a tool that allows all students to acquire a durable learning in which they can generate a greater retention of the content that they are learning. This learning helps them to facilitate the content with the purpose of being able to relate it to their personal environment. Meaningful learning occurs when students involve memorization in the content and this makes a relationship between the vocabulary and their familiar environments, since it is much easier for students to learn something relate it with their personal environment.

## **1.3 Lesson Plans**

Considering Stauffer, B. (2019) he postulates that a lesson plan is a teacher's daily guide to help organize what students should learn, how it will be taught, and how learning will be assessed. It helps teachers to be more effective in the classroom by providing them with an organized outline of time and activities to follow in the classroom.

## **1.4 What is Didactics?**

Citing Mallart J. (2001), he states that the concept of didactics is related to the teaching-learning process, and has also been influenced by educational sciences. On the one hand, he states that psychology influences the understanding of students' continuous learning, so it is considered that didactics is part of psychology. However, pedagogy is responsible for the education and academic training of people, so they claim that didactics is part of pedagogy. Finally, it can be said that didactics is a science that is in charge of intervening in the teaching-learning process of people with the purpose of obtaining the integral formation of the student. It is essential to clarify that the original source is in Spanish, so the information used was translated by the authors of this research.

### 1.4.1 Types of Didactics.

According to the website *Tipos de Didácticas* (n.d), there are different types of didactics, such as General, Differential, Specific, Ordinary and Variable Didactics. The objective of these is to be applied in the context of teaching.

- **General Teaching:** This doctrine is applied in a setting where the environment, the person and the information being taught are not taken into account. This didactics is based on the elaboration of principles and techniques that are useful for all types of learning, mostly related to values or general norms within education. Teaching is taken as a whole that is studied and analyzed to create models focused on learning processes. Therefore, description, explanation and interpretation tools are provided that are useful to any object of study.
- **Differential didactics:** This didactics is designed to take into account the socio-cultural situations, knowledge, skills and characteristics of the people to receive this type of methodology. On the other hand, the subject matter and information to be discussed is not relevant, since it is based on the subject's capabilities and emphasizes the processes of people to achieve knowledge. This discipline is aimed at preschool, primary and special education, where the important thing here is the learning process rather than the content to be learned.
- **Specific didactics:** Specific didactics focuses on developing plans and modes of study that are related to the contents that people must learn, since different types of strategies are used to adapt them to each specific area of teaching. This didactic aims at more advanced levels of learning, where the content to be taught is of prime importance, and based on this, plans and strategies are created to achieve a more efficient and effective learning process.
- **Ordinary didactics:** Ordinary didactics refers to the different methodologies that are made with a colloquial language, since they are designed for a practical cognitive environment. This didactic is usually used in group workshops or work situations that allow learning to be generated without using so much detail in the contents.
- **Variable didactics:** These are didactic methods that change and evolve over time.

In addition, they constantly include new ways and tools to achieve the learning process, both in language and in the elements used.

It is important to mention that the original source is in Spanish, so information was translated by the authors of this research.

#### **1.4.2 Didactic Activities in the teaching of English.**

According to the website Total English Teaching (n.d), there are different types of didactic activities focused on the different aspects of English teaching, such as:

- **English Word Activities:** These are simple activities that help students to expand their knowledge of the language and become familiar with it.
  - Pictionary
  - Word search.
  - Crossword puzzles.
- **English vocabulary activities:** To dominate the language it is necessary to know and become familiar with the terms of the language, in order to communicate fluently. These activities can be adapted to the different abilities and needs of the students.
  - Continue the song.
  - Continue the story.
  - Where is the treasure?
- **Educational activities in English:** These activities focus on specific language skills. This is knowledge that will be useful in your daily life, such as telling time, expressing frequencies, professions, places, etc.
  - Guess what my profession is.
  - Hot Ball.
  - What time is it Mr. Wolf?

It is important to emphasize that the original document is in Spanish, so the information was translated by the authors of this research.

### **1.5 Definition of Teaching Technique.**

According to Cuello, P. and Vizcaya, M. (2002), techniques are concrete ways in which people achieve a certain objective. In this case, teachers must use different types of teaching techniques so that all students can learn in a unanimous way the contents of the class. The objective of the techniques is that students can acquire the contents in the same way as their classmates, in a clear and precise method. This information was originally in Spanish, and was translated into English by the authors of this research.

### **1.6 Pre-Service Teachers:**

Based on Cháves and Martínez's works, (2016, p. 14-21), pre-service teacher refers to the person who is in the process of academic training to become a teacher. That is why from the perspective of teacher training, the teacher as an active agent of learning with significance for personal and social development. The teacher as a subject of education is a main actor for society, a transmitter of culture and an enabler of learning. This is why the process of teacher training is necessary. Moreover, this teacher training should be permanent and continuous, in order to achieve a true agent of transformation of society. It is relevant to point out that this information was translated into English by the authors of this research.

### CHAPTER III: METHODOLOGY

Universities that offer teaching programs must be responsible for providing the most up-to-date theory in order for future teachers to be able to apply the necessary strategies for their students to achieve learning. In order to do so, pre-service teachers need to be aware of the variety of strategies that exist in order for them to apply them. The following research aims to analyze lesson plans of pre-service teachers in order to later suggest the use of less common strategies that may enhance the learning process, positively affecting meaningful learning, and for doing this the most appropriate method was the Categorical Content Analysis.

According to Hsieh, H. and Shannon, S. (2005), based on Rosengren (1981), a content analysis “describes a family of analytic approaches ranging from impressionistic, intuitive, interpretive analyses to systematic, strict textual analyses” (p. 1277). According to the same authors, “Research using qualitative content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text (Budd, Thorp, & Donohew, 1967; Lindkvist, 1981; McTavish & Pirro, 1990; Tesch, 1990).”

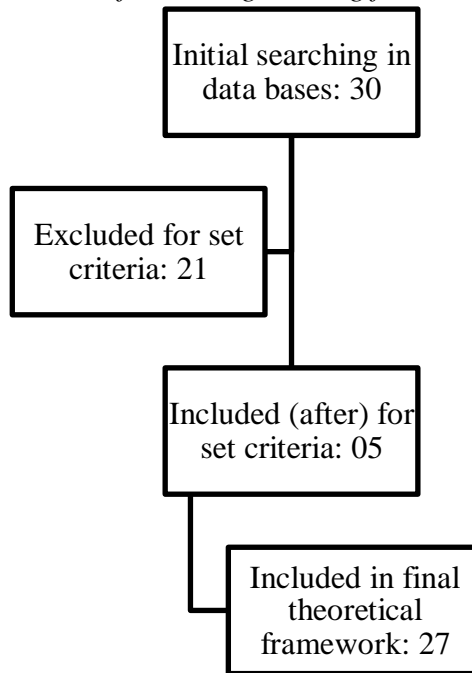
On the other hand, the widely known online collection of scientific journals, SpringerLink, has provided a glossary of qualitative research terms in which they define the categorical content analysis as “a method of data analysis that identifies categories by selecting utterances from a text, which are then classified and grouped together. (Narrative Inquiry, p. 51)”. (n.d., p. 307)

Henceforth, a categorical content analysis was carried out in order to analyze lesson plans made by pre-service teachers, and identify teaching strategies and activities used. To do so, theory associated with teaching strategies was looked up mainly in qualitative/quantitative/mixed research, found in databases for indexed journals such as Scopus, SciElo, Google Scholar, ERIC and Springer Link, following these criteria:

- a) Indexed scientific papers
- b) Books
- b) References written in English; if not, in Spanish
- c) References related different teaching strategies;
- d) Worldwide research;
- f) References from 21<sup>st</sup> century.

Based on the inclusion criteria, the process of selecting articles was the following:

*Figure 1: Process of articles gathering for content analysis*



Some of the key words used in data bases included: “Didactic + Strategies”, “Teaching + Strategies”, “Strategies”, “English + Strategies”, “English + Teaching + Strategies”, “Didactics”, “Types + Didactics”, “Meaningful + Learning”, “Didactics + Activities”, “Activities”, “Lessons + Plans”, “Pre-Service + Teachers”, “Teaching + Techniques”.

The initial search was carried out by two revisers using the previously mentioned key words combined. Once this task was done, the results were incorporated into the theoretical framework, divided by authors. At the same time, researchers made contact

with pre-service teachers that went through the practicum process during the first semester of 2021 to explain the research and its objectives, and shared with them an “informed consent” letter in which all participants voluntarily agreed to take part of the study. As a result of this, 17 participants shared a total of 28 lesson plans with the corresponding consent letter. It must be mentioned that lesson plans used in the program follow the format of PPP.

Afterwards, researchers determined the codes that were going to be used in order to analyze the lesson plans, concluding the following:

*Chart 1: Codification of Categorical Content Analysis.*

Code	Meaning	Type of unit
LP	Lesson Plan	Sampling unit
Two Numbers	Planning number	Sampling unit
P1	Presentation	Registration unit
P2	Practice	Registration unit
P3	Production	Registration unit
A/F	Assessment/Feedback	Registration unit

Once the codes were determined, the strategies that emerged from the theoretical framework were organized in a chart, as in the following example:

*Chart 2: Sample of Categorization of strategies chart*

Role Playing	According to Pan, L. (2018), this strategy can be defined as a dramatic performance in which participants improvise behaviors and actions in a given scenario. Through these performances, students understand the importance of behaving and knowing how to act differently in different communicative situations.
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After organizing information, researchers started the codification process of lesson plans in a grid, where they included:

- Sampling unit: Referred to the lesson plan analyzed.
- Registration unit: Referred to the stage of the lesson (presentation, practice, production or assessment/feedback).

- Context unit: Referred to the specific text that appeared in the lesson plan in which a teaching strategy appeared to be included.
- Categories: Referred to the category of teaching strategy according to the classification made by researchers and based on the corresponding context unit.

Below, there is an example of the grid where results were included:

*Chart 3: Sample of Lesson Plans Analysis grid.*

	Sampling unit	Registration unit	Context Unit	Categories.
1	LP01	P1	“Students are asked if they went or where they would like to go on vacation after the pandemic ends”	Group Reports.
		P3	“The content to be worked on is presented through a powerpoint”	Online Resources.
		A/F	“To end the class, two general questions will be asked about what was seen in class with immediate feedback”.	Group Reports.

Finally, once the lesson plans were analyzed following the process of the categorical content analysis, researchers identified and analyzed the most and least used strategies by pre-service teachers who participated in the study, and created graphics from which they drew quantitative and qualitative conclusions.

## CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULTS.

The following analysis has the objective of identifying the strategies used by pre-service teachers during the creation of their lesson plans. As a consequence, once they were analyzed we categorized them into the most and least used.

*Chart 4: Codification of Categorical Content Analysis.*

<b>Code</b>	<b>Meaning</b>	<b>Type of unit</b>
LP	Lesson Plan	Sampling unit
Two Numbers	Planning number	Sampling unit
P1	Presentation	Registration unit
P2	Practice	Registration unit
P3	Production	Registration unit
A/F	Assessment/Feedback	Registration unit

The following chart presents the categories of some of the most commonly used strategies for English language teaching. These categories are based on what was previously investigated in the theoretical framework.

*Chart 5: Categorization of strategies.*

Role Playing	According to Pan, L, (2018) this strategy can be defined as a dramatic performance in which participants improvise behaviors and actions in a given scenario. Through these performances, students understand the importance of behaving and knowing how to act differently in different communicative situations.
Brainstorming	The brainstorming strategy is an activity in which they can link their ideas to obtain a favorable result without following a pattern defined by someone else. (Abulhul, 2018)
Short Lectures	A short lecture helps all students feel involved in the activities that the teacher is doing. It also stimulates their brains by being able to participate and contribute ideas from their own personal experience. (Abulhul, 2018)
Online Resources	The use of technology in the classroom helps to improve the educational environment for students. In addition, to promote in students the ability to think critically since they are open to give their opinion about the different types of resources. (Abulhul, 2018)
Group Reports	This strategy helps students learn to exchange ideas with others and also learn from the opinions of their classmates. (Abulhul, 2018)
Game Based Learning	This strategy is based on using games as the way to learn. A game can be defined as an activity that is fun and has rules. Games are used to attract students' attention and interest. (Pan, 2018)
Debate	A debate is a discussion between two teams or individuals who defend different positions on a specific topic. This strategy is a learning activity that develops verbal communication skills and critical thinking. It also builds students' empathy and confidence. (Pan, 2018)
Using Acronyms Creatively	This strategy proposes the creative use of acronyms for didactic purposes, also used as a mnemonic tool. This strategy can be used in two different ways: First, at the beginning of the class (introduce topic); Second, at the end of the class (Consolidate contents). (Ramanathan and Divya, 2020)
Circle Talk	This strategy helps students share their own opinions and listen to the opinions of others about a specific topic being discussed in the classroom. This exercise seeks to get students to be able to engage in a meaningful conversation. (School Drugs Education and Road Aware, 2013)
Erroneous Teaching	This strategy is based on intentionally including errors in our class. For this strategy to be effective, it is necessary to inform the students that there is an error, so that the student's attention is kept on the lesson. (Ramanathan and Divya, 2020)

Regarding the examination of lesson plans, the subsequent chart exposes the results obtained from the analysis of the use of teaching strategies applied in the lesson plans of pre-service teachers of the English teaching program at the Universidad de Atacama. It is crucial to explain that the context units were transferred exactly as they appear in lesson plans.

Chart 6: Lesson Plans Analysis grid.

	Sampling unit	Registration unit	Context Unit	Categories.
1	LP01	P1	“Students are asked if they went or where they would like to go on vacation after the pandemic ends”	Group Reports.
		P3	“The content to be worked on is presented through a powerpoint”	Online Resources.
		A/F	“To end the class, two general questions will be asked about what was seen in class with immediate feedback”.	Group Reports.
2	LP02	P1	“The content to be worked on is presented through a powerpoint”.	Online Resources.
		P2	“The teacher presents the game of hangman related to the seasons of the year”	Game based learning.
		A/F	“To end the class, a few questions are asked about what was seen in class today”.	Group Reports.
3	LP03	P1	“A PPT slide is presented with the aim of the class, the vocabulary, and its content”.	Online Resources.
		P2	“Students perform an activity related to the class content carried out with the teacher's help called "What is this?" "It's a red backpack," in which students must find the identical pairs in a game and mention which object and colors it corresponds to in order to remember and practice essential vocabulary”.	Game based learning.
		A/F	“Students answer questions like "What color is it?" related to the worksheet”.	Group Reports.
4	LP04	P1	“A slide is presented with the aim of the class, a video, vocabulary, and its content”.	Online Resources.
		P2	“Students perform an activity related to the class content carried out with the teacher's help called “Match the School Supplies”. They must match the name of the school supply with the correct image to remember and practice essential vocabulary”.	Game based learning.
		A/F	“Students answer questions like "What is it?" "How many color pencils are there?" related to the worksheet”.	Group Reports.
5	LP05	P1	“Teachers ask questions related to their timetable using the "when and who" structure”.	Group Reports.

		A/F	“Questions are generated about what was learned in class”.	Group Reports.
6	LP06	P2	“Teachers ask questions: What vocabulary words do you remember? Do you remember something about the vocabulary?”.	Group Reports.
			“Teachers share a song using a youtube video”.	Online Resources.
7	LP07	P1	“Teachers ask questions: Can you tell me what you saw last class? (Do you remember something about the vocabulary?)”.	Group Reports.
		P2	“Teachers do a mini review of School Subjects vocabulary using eye-catching powerpoint images”.	Online Resources.
			“Teachers tell students that this is a group activity where the teacher will read the descriptions (in English) and they will have one minute to think about each answer”.	Group Reports.
8	LP08	P1	“Generate the question "How did you have a good time during the anniversary week?" to get students to feel confident”.	Group Reports.
		P2	“Teachers ask questions ¿recuerdas cuál es el significado de subject? (Do you remember the meaning of the word subject?) ¿Qué asignaturas recuerdan? (What school subject do you remember?)”.	Group Reports.
			“Teachers do a mini review of School Subjects vocabulary using eye-catching powerpoint images”.	Online Resources.
9	LP09	P1	“The teacher introduces the vocabulary of the unit by showing a powerpoint presentation”.	Online Resources.
		A/F	“Teacher asks students the following questions: How did you feel about today’s class? What was the most difficult and the easiest concept in this lesson?”	Group Reports.
10	LP10	P3	“Students will play a game in which they have to choose the correct answer to a question in order to advance to the next level. This game is similar to the videogame ‘Pacman’”.	Game based learning.
		A/F	“Teachers will ask students: Name 3 words that you learnt. What was the most difficult and the easiest concept in this lesson? How did you feel about today’s class?”.	Group Reports.
11	LP11		“The students predict the topic of the class through questions such as: What did we do last class?”.	Group Reports.

		P1	“Then to introduce vocabulary and activate knowledge, students watch and interact with a PowerPoint presentation about the rules of the simple past and the rules about reading comprehension”.	Online Resources.
		P3	“As a second activity, students will enter a Wordwall (game) in which they will have to choose the correct past simple expression”.	Game based learning.
		A/F	“As a feedback the teachers ask the students What did we learn today? Do you consider it important to learn about this? Why? Did you like the activities?”.	Group Reports.
12	LP12	A/F	“Students participate in a survey in Google Forms”.	Online resources.
			“Students answer the question "How did you feel doing the activities in today's class?".	Group Reports.
13	LP13	P1	“The content, which is Past Simple, is presented by using the Canva presentation”.	Online Resources.
		P2	“Students are invited to play a game in Kahoot.it to practice the content”.	Game based learning.
		A/F	“Students are given a Google Form as an Exit ticket, where they have to write 2 things they learned in class, how they felt and how difficult the content was”.	Online Resources.
14	LP14	P2	“Students are invited to play a game on Quizizz.com. There, they have to choose the right past form of the verbs shown according to each spelling rule of regular verbs”.	Game based learning.
		A/F	“Learners are requested to answer a questionnaire on Quizizz. There, they have to write one simple sentence in Past Simple tense according to each spelling rule of regular verbs”.	Online Resources.
			“Students are given a Google Form as an Exit ticket, where they have to write 2 things they learned in class, how they felt and how difficult the content was”.	Online Resources.
15	LP15	P1	“Then the Canva presentation is shared, along with this, the teachers communicate the outcome as well as the activities that will be carried out throughout the lesson”.	Online Resources.
		P2	“Students are asked to play a game on Kahoot.it. There, they have to choose the correct answer according to the way in which each irregular verb is written”.	Game-based Learning.
			“Students are invited to play a game on Quizizz.com. There, they have to write the right past form of the verbs shown according to each spelling rule of regular verbs”.	Game-based Learning. Online Resources.

		P3	“Learners are asked to enter a Jamboard and create four sentences in Past Simple”.	Group Report
		A/F	“Students use the same Jamboard to write two things they learnt in class and how they would improve the lessons”.	Online Resources Group Report
16	LP16	P1	“Then the Canva presentation is shared, along with this, the teachers communicate the outcome as well as the activities that will be carried out throughout the lesson”.	Online Resources
		P2	“Students are asked to play two games on Wordwall.net. In the first game, they have to match the correct way in which each regular verb is written with its infinitive form. In the second game, they have to match the correct way in which each irregular verb is written with its infinitive form”.	Game-based Learning
		P3	“Learners are asked to enter a Jamboard and create 5 sentences in Past Simple”.	Online Resources Group Report
		A/F	“Students fill in a checklist in Google Forms. There, they have to answer 4 questions related to the objectives of the lesson”.	Online Resources Group Report
17	LP17	P2	“In a PPT presentation, they are introduced to the key vocabulary of the text to be read in the next activity”.	Online Resources
			“Students read a text in relation to the second conditional, where they become familiar with the structure of the second conditional by reading the text”.	Short Lecture
		P3	“Once they finish reading the text, students perform the post reading activity, where they must answer multiple choice questions to demonstrate comprehension of what they have read”.	Group Report
			“Students are then introduced to the content to be covered in the second unit, through a ppt presentation. Then, students perform an activity based on songs, through a video where they must read and listen to song lyrics to identify the structure of the second conditional”.	Online Resources
		A/F	“As a Self-Assessment activity, students perform the traffic light activity, where they select a color of the traffic light depending on their personal appreciation in relation to the understanding of the class contents”.	Circle Talk
18	LP18		“Before starting the activities, the structure of the second conditional is reminded and reinforced through a presentation (PPT)”.	Online Resources

		P2	“As the first activity of the class, students, with the help of their teachers, participate in a multiple-choice quiz”.	Group Report
			“The second activity begins, where students complete sentences with the missing words using the second conditional”.	Group Report
		P3	“As a last activity, students exercise the structure of the second conditional, performing a matching activity”.	Group Report
		A/F	“As a self-assessment, students answer a scale of words (Bad, ok, Good, Great) represented with Emojis, in relation to their performance during the class”.	Circle Talk
19	LP19	P2	“Before starting the activities, the structure of the second conditional is reminded and reinforced through a presentation (PPT)”.	Online Resources
			“Students get into groups of 4 to start working on a "Jamboard"”.	Group Report Online Resources
		P3	“Then, at the end of the first part of the activity, students read the assigned question and begin brainstorming how they would answer the question they were given”.	Brainstorming
			“Later, on the same "Jamboard", each student of the group must answer the question given to them, using the structure of the second conditional seen in class”.	Group Report.
		A/F	“In this activity students answer a Google form”.	Online Resources
20	LP20	P1	“The students will observe a canva presentation, where they will find three questions related to the part time work of themselves or their families”.	Online Resources
		P2	“Students will look at a canva presentation, where appear images of different jobs and characteristics. Students must choose the characteristic that corresponds to the job”.	Online Resources
		P3	“Students will have to look at a word document, with a short text related to jobs. This text will be read by the teachers, and students will have to perform skimming and scanning skills on this text and answering questions”.	Online Resources Short Lecture
21	LP21	P1	“Students will see a canva presentation in which there will be different images about jobs”.	Online Resources

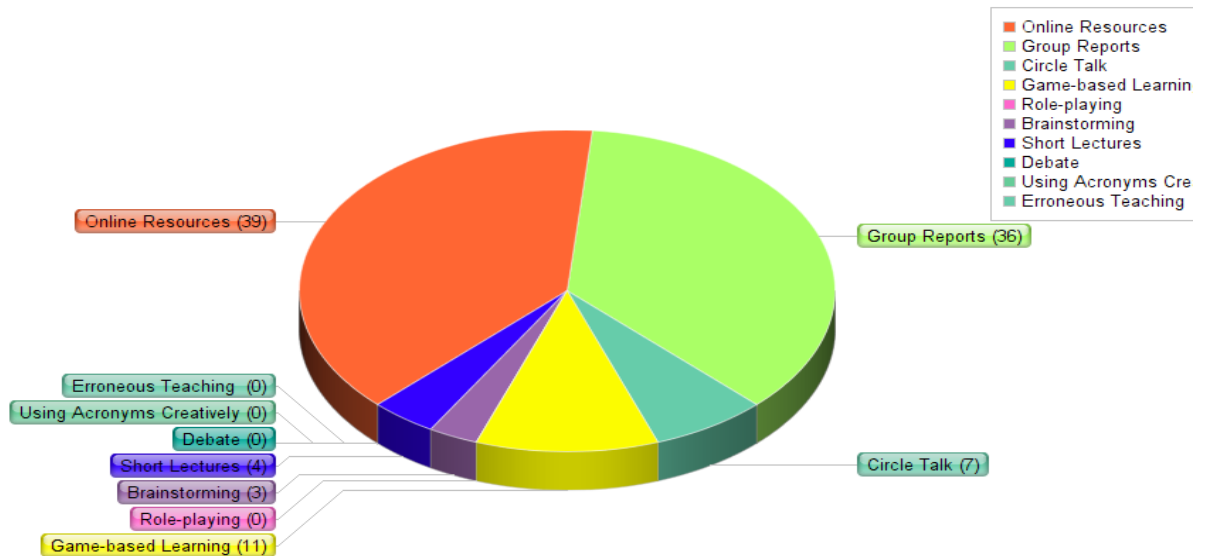
		P3	“Students will answer a series of questions in relation to everything that we have seen in previous classes and during this class”.	Group Report
22	LP22	P2	“Students listen carefully to the instructions of the teachers, which consists of observing a guide that will be projected on the screen of one of the teachers, where they must identify some present verbs in a text of a daily routine”.	Online Resources
		P3	“Students will observe a Canva presentation, where they will find sentences in which they will have to identify the differences between Adverbs of Frequency and Time”.	Online Resources
			“Students watch a video projected and then they should identify the regular and irregular verbs present in the video and order them together with the teachers in a comparative table in canva”.	Online Resources Group Report
		A/F	“A Google Form that will be sent as homework to the students, with the objective of giving feedback on what they saw in the class”.	Online Resources.
23	LP23	P1	“The teachers ask questions as a lead-in activity”.	Group Report
		P2	“The teachers introduce a video by asking questions and students have to predict the content”.	Online Resources Brainstorming
			“The teachers play a video and students have to identify and write in their notebooks the study techniques for their own learning style and share their answers”.	Online Resources Group Report
		P3	“The teachers explain to the students what a schedule is, its purpose and how to create one. Students create their own schedule and share with the class”.	Group Report
		A/F	“The teachers ask students some questions about the class”.	Circle Talk
24	LP24	P1	“The teachers present a PPT with the class vocabulary, use of past continuous and simple past”.	Online Resources
		P3	“The students create 2 sentences using the past continuous and simple past, share their sentences and explain which is the verb that interrupts the previous action”.	Group Report
		A/F	“The teachers ask students some questions about the class”.	Circle Talk
			“As an EXIT TICKET, the teachers present a video and students should guess the movie”.	Online Resources Game-based

				Learning
25	LP25	P1	“The teachers present a PPT with the class vocabulary and show an image to create a comparison between simple present tense and simple past tense”.	Online Resources
		P2	“The students predict the topic of the next activity by observing images and answering a question”.	Brainstorming
			“The students read a text presented by the teachers and identify the verbs that are in simple past tense in the text”.	Short Lecture
		P3	“Students create the same sentence in the three forms (Affirmative, negative and interrogative) in simple past tense. Then, the teachers ask students to share one of the sentences”.	Group Report
		A/F	“The teachers ask students some questions about the class”.	Circle Talk
26	LP26	A/F	“The teachers ask students some questions about the class”.	Circle Talk
27	LP27	P1	“The teachers present a PPT with the class vocabulary”.	Online Resources
		P2	“The teachers review the use of past simple by showing a chart through which students should indicate the past form of the verbs”.	Group Report
		P3	“The teachers present a fill in the blanks activity; students should complete it by using past simple and past continuous”.	Group Report
			“Students have to create 2 sentences using the past continuous and simple past, and share their sentences and explain which is the verb that interrupts the previous action”.	Group Report
		A/F	“The teachers and students review a semantic map”.	Online Resources
			“The teachers ask students some questions about the class”.	Circle Talk
28	LP28	P1	“The teachers present a PPT with the class vocabulary and explain the use of the past continuous”.	Online Resources
		P2	“The teachers present a chart with sentences in the past continuous tense. Students should complete the chart by creating the correct sentences”.	Group Report

		P3	“The students create sentences according to the images presented by the teachers and then present their sentences”.	Group Report
		A/F	“The teachers ask students some questions about the class”.	Circle Talk
			“As an EXIT TICKET the teachers request students to read a tongue twister”.	Short Lecture Game-based learning

According to the results of the analysis of the lesson plans gathered for this research, the following graph exposes the percentage of use of didactic strategies planned by pre-service teachers in their lessons (based on the list from the theoretical framework).

*Figure 2: Results.*



Based on the information collected, the didactic strategies most used by the pre-service teachers are:

- Group Reports: 36 %
- Online Resources: 39%
- Game Based Learning: 11%
- Circle Talk: 7%
- Short Lectures: 4%
- Brainstorming: 3%

On the other hand, the least used didactic strategies are: Debate - Erroneous Teaching - Role Playing and Using Acronyms Creatively with 0% use.

Another result that was found was that in the presentation and practice stages, the most used strategies were Online Resources with 57%, while in the Production stage it was Group Report with 33%, and in Assessment/Feedback it was Group Report with 28%.

## CHAPTER V: DISCUSSION OF RESULTS.

The general objective of our research is to analyze the didactic strategies used by pre-service teachers of English Pedagogy of University of Atacama, through a categorical content analysis of their lesson plans from the first semester of 2021 during the practicum process. Moreover, we were able to observe the strategies most and least used by the pre-service teachers, such as Online Resources, Game-Based Learning, among others.

It is important to note that there is a large number of teaching strategies for the English language, but in this research, we focus on the ten most used strategies according to different authors, such as Abulhul, Z., Ramanathan, P., Divya KY. and Pan, L. On the other hand, we considered as the object of study the lesson plans made by the pre-service teachers during the practice process of the first semester of the year 2021. This is due to the fact that the process of the first semester is already finished as opposed to the current process (second semester); therefore, this facilitates the analysis process of our research.

The first step in this research is to search for articles that are related to our objective, which is focused on the different strategies in ELT. Then, once we have read the appropriate articles for our research, we begin to collect the definitions and information necessary for our study.

After reading and selecting each of the articles, we searched for definitions and information on teaching strategies and resources that could be useful for our categorical analysis study. As a result of this search, we found different definitions from various authors, but the one that best suited the needs and requirements of our research is:

Teaching strategy is a method that is used to guide teaching and help students acquire knowledge, information and to facilitate their learning. Teaching strategies are required in different learning environments, such as online or face-to-face teaching. (Pan, L. et al 2018 p.249)

Considering the previous definition, this orients the searching and selection of strategies for ELT. Therefore, and taking into account the information collected from different articles, we consider that the ten strategies most frequently repeated among various authors are:

- Online Resources
- Group Report
- Circle Talk
- Game-based Learning
- Role Playing
- Brainstorming
- Debate.
- Short Lectures.
- Erroneous Teaching.
- Using Acronyms Creatively.

After the strategies are collected, we begin to analyze the lesson plans created by the pre-service teachers of the program during the practice process of the first semester of the year 2021.

Next, the lesson plans are analyzed focusing on the use of teaching strategies during each period of the didactic sequence separately. Then, a chart is created with the purpose of systematizing the results obtained from the categorical analysis of the lesson plans. In this chart we established four indicators related to our study, which are the sampling unit, the registration unit, the context unit and finally the categories (didactic strategies). These indicators help us to organize and classify the information obtained from the strategies according to the stages of the didactic sequence. In addition, this chart organizes the use of the most recurrent strategies during ELT. On the other hand, it allows us to identify the most optimal strategies, techniques and activities to work on in each period of the class.

From the analysis of the lesson plans, we obtain as a result the percentage of the use of the didactic strategies, which are classified as follows:

## **Didactic strategies most used for ELT.**

Based on the data obtained in the analysis, it is evidenced that the most used strategy by the pre-service teachers for the teaching of English is Online Resources, since 39% of them are used in the lesson plans. Therefore, it can be said that technological tools and resources are a fundamental part of the development of an English class, and that many teachers support and base their teaching on these technologies. Also, according to what was raised by Abulhul, Z. (2018):

The use of technology in the classroom helps to improve the educational environment for students. In addition, to promote in students the ability to think critically since they are open to give their opinion about the different types of resources.

On the other hand, the results also show that there are strategies that are used more according to the stage of the lesson, that is, strategies more commonly used in presentation, practice, production and assessment/feedback. These are broken down as follows:

- Presentation (P1): The most commonly used strategy in this stage is Online Resources, which reflects that pre-service teachers tend to use digital resources to introduce class content and vocabulary.
- Practice (P2): The strategy that the pre-service teachers mostly use in stage is Online Resources, which may mean that in order to teach, explain and exemplify the content they usually employ digital resources (such as Power Point, videos, or online platforms).
- Production (P3): In this stage of the lesson, the most used strategy among pre-service teachers is Group Report. From this, it can be said that teachers prefer collaborative work when implementing exercises, review and consolidation of content.
- Assessment/Feedback (A/F): For the last part of the class, pre-service teachers tend to resort mostly to the Group Report strategy. This reflects that in order to consolidate the class, teachers prefer to do it together with the students.

### **Less used didactic strategies for ELT.**

On the other hand, the results obtained during this research show that there are strategies that are not usually used by pre-service teachers. Taking into account the results of the lesson plans analysis, the least used strategies for ELT are: Debate, Erroneous Teaching, Role Playing and Using Acronyms Creatively with 0% of use. These results may be based on the fact that student participation is fundamental for the implementation of these strategies, therefore this may be the factor that influences the low use of these strategies.

### **Limitations of the Research:**

During our research process, we found two problems that entangled the beginning of our study: the small number of articles in English and Spanish that were related to our research topic, and also it was very difficult for us to collect all the lesson plans of the pre-service teachers of the English Pedagogy program because students were focused on their academic obligations, so their time was limited.

First, as mentioned above, the first limitation in our research was the lack of articles in the different databases (Scielo, Scopus, among others) in relation to our topic. Our first topic to investigate was about teaching strategies in the English language. This topic is not that complicated to research, however relating teaching strategies to ELT is clearly a slower process of research.

Secondly, another problem was the collection of the lesson plans to be used in our research. Although we started asking our colleagues at different levels for the lesson plans in anticipation, this process took much longer than we had expected. This is because not all of the pre-service teachers who were asked for their help gave us quick access to their lesson plans. From the beginning we had as a goal a number of specific lesson plans to analyze them, but unfortunately there were fewer than we had planned, since not all the people we asked for their support in the research were able to help us.

## CHAPTER VI: CONCLUSIONS

Through our research, we were able to compile some of the most used didactic strategies in ELT by pre-service teachers. The main and specific objectives of our research were achieved, since we were able to analyze the different lesson plans designed by the pre-service teachers of the English Pedagogy at the Universidad de Atacama, focusing on the use of didactic strategies for ELT. This study resulted in the strategies most used by the pre-service teachers, which we were able to classify according to the ten most used strategies for ELT according to several authors. This allowed us to create a chart, where we were able to systematize the results of the use of these strategies. This classification was focused on the entire didactic sequence of the lesson plans. Systematizing the information in charts, graphics and figures helped us to achieve the objectives of our research.

Based on our study, it can be concluded that pre-service teachers tend to use didactic strategies in which technology has a fundamental role. This is reflected in the results of the analysis of the lesson plans, which indicate that the most used strategy is Online Resources. This is because pre-service teachers had to adapt their classes to the new virtual modality as a result of the pandemic. Therefore, the creation of teaching resources and activities requires the use of digital resources and ICT.

Considering the guiding questions of our research, that were posed at the beginning of our study, they will be answered following. The first question is: *What are the teaching strategies most commonly used in English classes by pre-service teachers?* The most common strategy used by pre-service teachers is Online Resources; this is because of the results obtained in the analysis of the Lesson Plans. Answering the second question *How do teaching strategies promote significant learning?* According to the results of the research, it can be said that teaching strategies promote significant learning because they help the student to acquire the necessary knowledge. Furthermore, the use of diverse strategies in the classroom allows teaching to be varied and knowledge to reach

each student, thus promoting meaningful learning. The third question is *What strategies are most predominant for the teaching-learning process of ELT?* This question can be answered based on the results of the lesson plans analysis. These results demonstrate that the three predominant strategies most frequently used in the teaching-learning process of the English language are: Online Resources, Group Reports and Game-based Learning, since these strategies were the most repeated in the didactic sequence of the analyzed lesson plans. Finally, the fourth question is *How do the strategies implemented in the classroom influence the development of the four English language skills?* The strategies implemented in the classroom directly influence the development of the language skills because depending on the strategy to be used, it must be coherent with the skill to be developed. For example, if teachers want to use the listening skill, they should consider activities that are related to this specific skill. Furthermore, an efficient strategy to develop the four language skills can be Game-based Learning, since it stimulates students to learn through games, in which they interact with the language through the four skills (speaking, writing, reading and listening).

### **Suggestions for Future Research:**

Based on the articles that we read during this research, we are able to realize that there are a great number of didactic strategies for ELT. These are very important and useful for our future as teachers, since they help us to facilitate and innovate the teaching of English to our students.

Although these articles bring us knowledge about the most common strategies for ELT, they do not cover certain questions such as the lack of evidence to prove their effectivity in the classroom and also how to adapt these strategies according to the skill that we want to develop in students.

The first suggestion for future research is to know if these strategies proposed in our research were helpful for the acquisition of the English language in students because it is important to know if these strategies will benefit the students. If we only focus on one

didactic strategy, for example, Game-based Learning, we can say that this is a methodology where teachers use games to capture the attention of students. The activities that are related to games generate a greater effect of interest and increase the motivational effect on students. “This innovative methodology can boost formative processes, favoring that student acquire learning in a motivating way learning in a motivating way” (Foster & Shah, 2015; Hamari et al., 2016; Jabbar & Felicia, 2015; Ke, 2014; Wouters & Van, 2013. p.178)

Riemer & Schrader (2015. p.178) say that there are different educational experiences in which teachers have used this strategy of Game-based Learning and students have been able to acquire the development of basic competence skills without problem using this strategy.

On the other hand, regarding the use of the Game-based Learning strategy for the development of language skills, Moral Pérez, M. et al (2016. p. 180-181) postulate that: “There are experiences oriented to favor language learning through ludic applications based on the training of different language skills that highlight the motivational of virtual worlds and video games for this particular area.”

Added to the previous, the authors also state that: Role-Playing Game or video games support both oral and written language (...), contributing to the increase of this capacity, in the same way happens with social video games since they require communication skills to interact with other players. (Moral Pérez, M. Esther, & Fernández García, Laura Carlota, & Guzmán-Duque, Alba Patricia. 2016. p. 180-181).

It is important to mention that the original source is in Spanish, so information was translated by the authors of this research.

According to the authors, the game-based learning strategy favors education and the development of language skills. This is because the nature of this strategy is to motivate learning through games. Therefore, based on the authors' postulates, we can say that one of the most effective strategies for the development of language skills is game-

based learning.

Although we can talk about the efficiency of this strategy for teaching language skills, there are still uncertainties about the effectiveness of the rest of the strategies, so it is a very important theme that can be addressed in future research.

### **Final thoughts:**

According to the information we were able to read in the articles, we realized that there is a wide range of didactic strategies for ELT. Although for this study we focused on the ten most repeated ones, the total number of strategies found doubled this number. Nevertheless, we were able to observe, through the analysis of the lesson plans, that pre-service teachers repeatedly use the same strategies for their classes.

Therefore, as future teachers we should be able to expand our knowledge about the use of different types of teaching strategies for the learning of all students. Besides, the incorporation of strategies in the classroom is fundamental to achieve meaningful learning in students, since innovating in teaching catches the attention of students.

Finally, as a conclusion, our research helped us to acquire knowledge about the different types of teaching strategies that can be used in the classroom. Also, thanks to this research we were able to realize that teachers should not only focus on the same strategies as always, but also look for new techniques to innovate in ELT, so it is required that teachers vary their teaching in order to adapt the different strategies to the characteristics and needs of students. Furthermore, we consider that this research was useful since it will help us to understand how students can acquire the knowledge and skills taught in class through more playful, entertaining and different strategies.

## **GLOSSARY**

- **ICT:** Information and Communications Technology
- **ELT:** English Language Teaching
- **EFL:** English as a Foreign Language
- **PPT:** PowerPoint
- **PPP:** Presentation – Practice – Production (Type of Lesson Plan Format)

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## APPENDIX

- **Appendix 1: Informed Consent Letters**

Informed consent letter.

I, Matias Cordero ID: 20.479.122-8 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

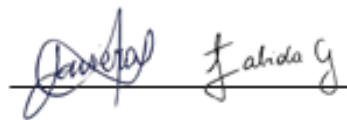
In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

Matias Cordero Aravena

Signature of Participants.



Signature of researchers.

Informed consent letter.

I, Pilar Daniela Ortiz García ID: 20.152.417-2 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

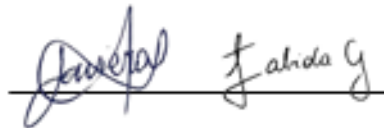
I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

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Pilar Ortiz

Signature of Participants.

Handwritten signatures of Javiera Miranda and Fabiola Gallardo in blue ink, positioned above a horizontal line.

Signature of researchers.

Informed consent letter.

I, Rubén Arce Contreras \_\_\_\_\_, ID: 19.911.013-6 \_\_\_\_\_ authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

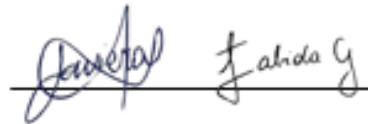
In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

\_\_\_\_\_  
Rubén Arce Contreras.

Signature of Participants.

Handwritten signatures of Javiera Miranda and Fabiola Gallardo, with the name 'Fabiola G' clearly legible.

Signature of researchers.

Informed consent letter.

I, Javiera Belén Apolaza Gallardo , ID: 18.970.557-3 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

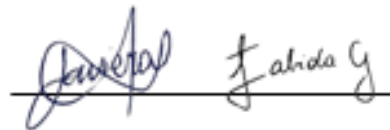
In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 07-09-, 2021



Signature of Participants.



Signature of researchers.

Informed consent letter.

I, Demi Pinto, ID: 20.151.538-6 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

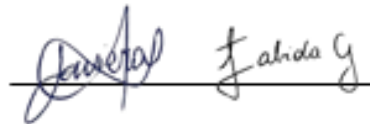
I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

Demi Pinto.

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Signature of Participants.

Handwritten signatures of Javiera Miranda and Fabiola Gallardo in cursive script, positioned above a horizontal line.

Signature of researchers.

Informed consent letter.

I, Javiera Castillo ID: 19.910.493-4 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

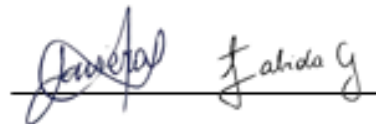
I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

Javiera Castillo Iriarte

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Signature of Participants.

Handwritten signatures of Javiera Miranda and Fabiola Gallardo in blue ink, written over a horizontal line.

Signature of researchers.

Informed consent letter.

I, Catalina Guerrero Cortés, ID: 20.152.372-9 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

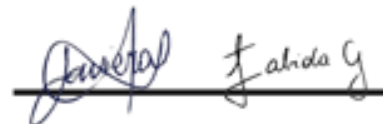
I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-08-, 2021

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Catalina Guerrero Cortés

Signature of Participants.



The image shows two handwritten signatures in cursive script, one for Javiera Miranda and one for Fabiola Gallardo, positioned above a horizontal line.

Signature of researchers.

Informed consent letter.

I, Carla Herrera Caro, ID: 19.480.375-4 authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

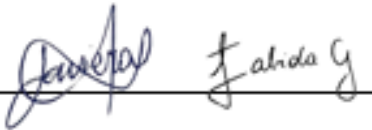
In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

\_\_\_\_\_  
Carla Herrera Caro.

Signature of Participants.

  
\_\_\_\_\_  
Javiera Miranda Fabiola Gallardo

Signature of researchers.

Informed consent letter.

I, Andrés Carvajal, ID: 20.726.296-K authorize my participation in the study "A categorical content analysis of lesson plans designed by preservice teachers of English Pedagogy at University of Atacama, in virtual EFL classes", which consists of sharing and sending the lesson plans used during the practice process of the first semester of the year 2021, with the purpose of contributing to this research. I additionally authorize Javiera Miranda and Fabiola Gallardo, students of level 402 of English Pedagogy, to use the lesson plans made during my practicum process as research and analysis material for this study.

In addition, I acknowledge that my participation in this study is completely voluntary, anonymous and that the information collected is for research and academic purposes. Therefore, I accept the invitation freely and voluntarily, and I declare to be informed that the results of this research will result in a report, to be presented as part of the graduate work.

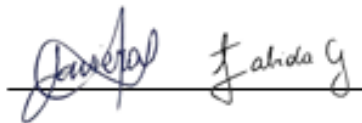
I have read this letter of consent and I agree to participate in this research according to the established conditions.

Copiapó, 05-09-, 2021

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Andrés Carvajal

Signature of Participants.



Signature of researchers.

- Appendix 2: Analyzed Lesson Plans



### Lesson Plan (Covid-19 Context)

Educational Institution: Colegio Byennèt		Level: 6th	
Collaborating Teacher: Betsy Juarez		Date/ Time: May 24, 2021	
Student Teacher: LP01		ICT: Google Meet	Zoom x Classroom
Unit Name: Seasons and Weather		WhatsApp	
		Other ICTs or resources used: Power Point	
		(S-T T-S S-S)	
<p><b>Learning outcome: (OA12)</b> <i>Participate in dialogues with peers and teachers reviewing the relevant past simple material, indicate components and structure of the affirmative of past simple and be able to give simple answers to questions given by the teacher in charge.</i></p> <p><b>Attitudes:</b> <i>Show curiosity and interest in knowing both their own reality and other realities and cultures, valuing their own, expanding their knowledge and vocabulary with activities related to the past simple.</i></p>	<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>Verb tense (past simple)</li> <li>My beautiful vacations</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Weather: 'wɛðə</li> <li>Cloudy: 'klaʊdi</li> <li>Rainy: 'reɪni</li> <li>Sunny: 'sʌni</li> <li>Hot: hɒt</li> <li>Visited: 'vɪzɪtɪd</li> <li>Learned: 'lɜ:nɪd</li> <li>Played: pleɪd</li> <li>Went: wɛnt</li> <li>Gastronomy: gæs'trɒnəmi</li> <li>Carnival: 'kɑ:nɪvəl</li> <li>Rarely: 'reəli</li> </ul>	<p><b>Lesson Sequence</b></p> <p><b>Presentation (10 min):</b> Students are greeted with a good morning and the content to be worked on is presented through a power point, students are asked if they went or where they would like to go on vacation after the pandemic ends, after that they should work on the activity "My beautiful vacations" which will be explained by the teacher.</p> <p><b>Practice (10 min):</b> After the students have listened and read the text, they are assigned a task that consists of answering reading comprehension questions.</p> <p><b>Production (20 min):</b> The content to be worked on is presented through a power point, the presentation begins with the question: <i>What do you know about the past simple?</i> proceeding to explain the structure and some examples about this verb tense, then together we will develop a short activity which consists of identifying the components of the past simple in a series of sentences.</p> <p><b>Assessment/Feedback (5 min):</b> To end the class, two general questions will be asked about what was seen in class with immediate feedback.</p>	<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>Identify the different components of the affirmative past simple structure.</li> <li>Understand the difference between a regular and an irregular verb</li> <li>Demonstrate understanding of a text related to the seasons and weather unit.</li> </ul>



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Y EDUCACIÓN  
Departamento de Idiomas

<p>(OAT) <i>Interest, respect and participation in what the teacher explains in class is valued, answering questions and interacting with their environment.</i></p>	<p>Morphosyntax: Past simple, present simple</p>	<p>Recorte rectangular</p>		
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Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_



Lesson Plan (Covid-19 Context)

Educational Institution: Colegio Byennèt		Level: 6th	
Collaborating Teacher: Betsy Juarez		Date/ Time: May 31, 2021	
Student Teacher: LP02		ICT: Google Meet	Zoom x Classroom WhatsApp
Unit Name: Seasons and Weather		Other ICTs or resources used: Power Point and Flippity. (S-T T-S S-S)	
<p><b>Learning outcome: (OA6)</b> <i>Read independently and understand non-literary texts (letters, stories, books or informational articles) to expand their knowledge of the world and form an opinion, extracting explicit and implicit information.</i></p> <p><b>Attitudes:</b> <i>Show curiosity and interest in knowing both their own reality and other realities and cultures, valuing their own, expanding their knowledge and vocabulary with activities related to travel and weather.</i></p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>Seasons and weather</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Weather: 'wɛðə</li> <li>Cloudy: 'klaʊdi</li> <li>Rainy: 'reɪni</li> <li>Sunny: 'sʌni</li> <li>Hot: hɒt</li> <li>Winter: 'wɪntə</li> <li>Summer: 'sʌmə</li> <li>Spring: sprɪŋ</li> <li>Autumn: 'ɔ:təm</li> </ul> <p>Morphosyntax: Past simple, present simple</p>	<p>Lesson Sequence</p> <p><b>Presentation (10 min):</b> Students are greeted with a good morning and the content to be worked on is presented through a power point. A video about the seasons of the year is presented to later review a power point with more information about it, today's goals are indicated to start the activity.</p> <p><b>Practice (10 min):</b> The teacher presents the game of hangman related to the seasons of the year, then a document related to the weather, seasons and their characteristics is presented on the screen.</p> <p><b>Production (20 min):</b> Students are given a work guide related to the content just viewed.</p> <p><b>Assessment/Feedback (5 min):</b> To end the class, a few questions are asked about what was seen in class today.</p>	<p>Achievement aims:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of a text related to the seasons and weather unit.</li> <li>Understand information presented in a video about the unit</li> <li>Relate and match specific concepts</li> </ul>
<p>(OAT) <i>Interest, respect and participation in what the teacher explains in class is valued, answering questions and interacting with their environment.</i></p>			

Supervisor's Name: Deisy Campos Date: 25/06/2021

### Lesson Plan (Covid-19 Context)

Educational Institution: Colegio Buen Pastor		Level: 1° Grade			
Collaborating Teacher: Diego Varela		Date/Time: June 11th, 2021			
Student Teachers: LP03		ICT: Google Meet	Zoom	X	Classroom
Unit Name: Unit 1: In My Classroom		Other ICTs or resources used: Wordwall - PowerPoint		S-T / T-S / S-S	T-S
<p><b>Learning outcome:</b> (OA)</p> <p>OA01: Comprehend texts in audio-visual format, short and simple, with a repeating pattern, such as songs and repetition.</p> <p>OA05: React to what has been heard, establish preferences or opinions through drawings.</p> <p>OA10: Reproduce very short and simple chants, rhymes, and songs to become familiar with English sounds.</p> <p><b>Attitudes:</b> (OAT)</p> <ul style="list-style-type: none"> <li>- Show appreciation and interest in knowing their context and reality, expanding knowledge of their environment.</li> <li>- Show a positive attitude towards themselves and their abilities to learn a new language.</li> </ul>	<p><b>Contents</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- white /waɪt</li> <li>- red /red</li> <li>- pink /pɪŋk</li> <li>- green /grɪn</li> <li>- yellow /'jeləʊ</li> <li>- blue /blu</li> <li>- orange /'ɒrɪndʒ</li> <li>- purple /'pɜ:pəl</li> <li>- brown /braʊn</li> <li>- backpack /bæɡ</li> <li>- color pencil /'kɒləɪŋ 'pensəl</li> <li>- eraser /'eɪsə</li> <li>- book /bʊk</li> <li>- notebook /'nəʊt,bʊk</li> <li>- ruler /'ru:lə</li> <li>- glue /</li> </ul> <p><b>Morphosyntax:</b> <b>Simple present tense:</b> <i>The eraser is white</i></p>	<p><b>Lesson Sequence</b> (45 minutes)</p> <p><b>Presentation:</b> (10 min)</p> <p>The class begins to be recorded, welcoming the students and introducing the rules to be followed during the lesson.</p> <p>A PPT is presented with the aim of the class the vocabulary content students must model the pronunciation of the vocabulary.</p> <p><b>Practice:</b> (10 min)</p> <p>Students perform an activity related to the class content carried out with the teacher's help called "What is this?" "a red backpack in which students must find the identical pairs in a game and mention which object and colors it corresponds to in order to remember and practice vocabulary. The answers are given so that students begin to relate to the sounds and content of the lesson.</p> <p><a href="https://wordwall.net/resource/15896724">https://wordwall.net/resource/15896724</a></p> <p><b>Production:</b> (15 min)</p>	<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>- Listen to and understand information from a and simple text.</li> <li>- Listen and identify some sounds that are repeated in a sentence.</li> <li>- Identify vocabulary heard in the classroom, e.g. ruler, book, bag, door, window, etc.</li> <li>- Recognize characteristics of objects, such as blue pencil, long ruler, etc.</li> <li>- They identify colors.</li> </ul>		
		<p>The students work individually on a worksheet, sent in advance, related to the content of the class in which they must color the school supplies according to the story told by the teacher. In this way, students relate to the sounds of the vocabulary.</p> <p><i>Matias has many color pencils, three pencils are yellow, four are blue and three are red. He writes in his orange notebook. Matias goes to the school with a red backpack his pink ruler and his green book. His glue is blue puts his white eraser on the table with his brown pencil case and his purple scissors</i></p> <p><b>Assessment/Feedback:</b> (10 min)</p> <p>Students answer questions like What color is related to the worksheet.</p>			

**Lesson Plan (Covid-19 Context)**

Educational Institution: Colegio Buen Pastor		Level: 1º Grade					
Collaborating Teacher: Diego Varela		Date/Time: June 18th, 2021					
Student Teachers: LP04		ICT: Google Meet		Zoom	X	Classroom	WhatsApp
Unit Name: Unit 1: In My Classroom		Other ICTs or resources used: Wordwall - PowerPoint - Youtube				S-T / T-S / S-S	T-S
<b>Learning outcome:</b> (OA)  OA01: Comprehend texts in audio-visual format, short and simple, with a repeating pattern, such as songs and repetition.  OA05: React to what has been heard, establish relationships with personal experiences, or express preferences or opinions through drawings.  OA10: Reproduce very short and simple chants, rhymes, and songs to become familiar with English sounds.	<b>Contents</b>  <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>- white /waɪt</li> <li>- red /red</li> <li>- pink /pɪŋk</li> <li>- green /grɪn</li> <li>- yellow /'jeləʊ</li> <li>- blue /blu</li> <li>- orange /'ɒrɪndʒ</li> <li>- purple /'pɜ:pəl</li> <li>- brown /braʊn</li> <li>- backpack /bæg</li> <li>- color pencil /'kɔ:lər 'pensəl</li> <li>- eraser /'ɪreɪsər</li> <li>- book /bʊk</li> <li>- notebook /'nəʊt,bʊk</li> <li>- ruler /'ru:lər</li> <li>- glue /glu</li> <li>- one /wʌn</li> <li>- two /tu:</li> </ul>	<b>Lesson Sequence</b> (45 minutes)  <b>Presentation:</b> (10 min)  The class begins to be recorded, welcoming the students and introducing the rules to be followed during the lesson.  A slide is presented with the aim of the class, a video, vocabulary, and its content. In addition, students must model the pronunciation of the vocabulary.  <b>Practice:</b> (10 min)  Students perform an activity related to the class content carried out with the teacher's help called "Match the School Supplies" in which students must match the name of the school supply with the correct image in order to remember and practice essential vocabulary. The answers are orally given so that students begin to relate to the sounds and content of the lesson.				<b>Achievement aims:</b> <ul style="list-style-type: none"> <li>- Listen to and understand information from a concise and simple text.</li> <li>- Listen and identify some sounds that are repeated in a concise sentence.</li> <li>- Identify vocabulary heard in the classroom, e.g., ruler, book, bag, door, window, etc.</li> <li>- Recognize characteristics of objects, such as blue pencil, long ruler, etc.</li> <li>- They identify colors and are able to count.</li> </ul>	
	<b>Attitudes:</b> (OAT) <ul style="list-style-type: none"> <li>- Show appreciation and interest in knowing their context and reality, expanding knowledge of their environment.</li> <li>- Show a positive attitude towards themselves and their abilities to learn a new language.</li> </ul>	<ul style="list-style-type: none"> <li>- three /θri:</li> <li>- four /fɔ:</li> <li>- five /faɪv</li> <li>- six /sɪks</li> <li>- seven /'sevn</li> <li>- eight /eɪt</li> <li>- nine /naɪn</li> <li>- ten /ten</li> </ul> <b>Morphosyntax:</b>  <b>Simple present tense:</b> <i>The eraser is white</i>	<a href="https://wordwall.net/es/resource/16097706/school-supplies">https://wordwall.net/es/resource/16097706/school-supplies</a>  <b>Production:</b> (15 min)  The students work individually on a worksheet, sent in advance, related to the content of the class in which they must count the school supplies according to the images presented in a slide. Also, students must draw and color according to sentences. In this way, students can relate to the sounds of the essential vocabulary.  <b>Assessment/Feedback:</b> (10 min)  Students answer questions like "What is it?" "How many color pencils are there?" related to the worksheet.				



Lesson Plan (Covid-19 Context)

Educational Institution: Buen Pastor School		Level: 5to básico A-B.	
Collaborating Teacher: Miss Candy Olivares.		Date/ Time: 40 minutes.	
Student Teacher: LP05		ICT: Google Meet	Zoom X
Unit Name: My World.		Classroom	WhatsApp
		Other ICTs or resources used: Power Point, islcollective.	
<p><b>Learning outcome:</b> (OA)</p> <p><b>OA1:</b> Listen to and demonstrate understanding of explicit information in simple adapted and authentic texts, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), that are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the year and to the following topics school, family.</p> <p><b>OA5:</b> Read and demonstrate comprehension of adapted and authentic simple non-literary texts containing frequently used words.</p> <p><b>OA12</b> Engage in interactions with peers and teachers by</p>	<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- The School.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Subject.</li> <li>- School timetable.</li> </ul> <p><b>Morphosyntax:</b></p> <ul style="list-style-type: none"> <li>-when</li> <li>- who</li> <li>- I have/ I have got.</li> <li>- On.</li> <li>- My_____teacher is.</li> </ul>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>- Greet students. (<i>Good Morning! How are you today?/Good - I'm glad to hear that</i>).</li> <li>- Indicate that students should write their First and LastName in the Chat to mark attendance.</li> <li>- Instruct students that they have 2 minutes to write the date and objective of the class.</li> <li>- They read the objective and date in English.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>- Teachers ask questions like What subject do you remember? (<i>¿Qué asignatura de la escuela recuerdas?</i>).</li> <li>- Students do the activity "Guess the Subject" in which they have to read the description of the subject and indicate what it is.</li> <li>- Teachers teach I have/I have got together with the school subjects and the days of the week.</li> <li>- The School TimeTable is projected and students are reminded of the basic concepts of the School TimeTable.</li> </ul> <p>(Repeat after me!) For this, they use the timetable the students made in advance for review.</p>	<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>- Follow teacher instructions related to the lesson, e.g., <i>Pay Attention Please!</i></li> <li>- Identify explicit information, such as names, quantities, dates, etc., in stories, songs, or expository texts heard.</li> </ul>
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<p>performing the following functions: - greeting and saying goodbye - e.g., spelling, answering questions, etc.</p> <p>OAI4 Complete and write, according to a model and with the support of visual language, non-literary texts (such as postcards, minibooks, shopping lists) and literary texts (such as rhymes, comic strips) with the purpose of sharing information about the themes of the year.</p> <p><b>Attitudes (OAT):</b> Demonstrate a positive attitude towards themselves and their ability to learn a new language.</p>	<ul style="list-style-type: none"> <li>- Teachers ask questions related to their timetable using the "when and who" structure.</li> <li>- Students do the activity "<i>We've got English on Monday</i>", which is an interactive video.</li> <li>- Teachers give instructions and students are chosen to answer the activity.</li> </ul> <p><b>Assessment/Feedback:</b></p> <ul style="list-style-type: none"> <li>- Congratulate the students on their good work.</li> <li>- Questions are generated about what was learned in class. - Students are dismissed until next Monday.</li> </ul>	<p>T-S</p> <p>T-S</p> <p>T-S</p>
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Supervisor's Name: Soledad Mundaca Date: 14-06-2021



Lesson Plan (Covid-19 Context)

Educational Institution: Colegio Buen Pastor.		Level: 5to Básico A – B.			
Collaborating Teacher: Candy Olivares.		Date/ Time: 40 minutes			
Student Teacher: LP06		ICT: Google Meet	Zoom	X	Classroom
Unit Name: My world.		Other ICTs or resources used: PowerPoint, youtube, liveworksheets.			WhatsApp
<p><b>Learning outcome:</b> (OA) OA1: Listen to and demonstrate understanding of explicit information in simple adapted and authentic texts, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), that are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the year and to the following topics school, family.</p> <p>OA12 Engage in interactions with peers and teachers by performing the following functions: - greeting and saying goodbye - e.g., spelling, answering questions, etc.</p> <p>OA14 Complete and write, according to a model and with the support of visual language,</p>	<p><b>Contents:</b> - The school.</p> <p><b>Vocabulary:</b> - School Supplies. - Numbers.</p> <p><b>Morphosyntax:</b> - There is... / There are... - How many...?</p>	<p><b>Lesson Sequence</b> <b>Presentation:</b></p> <ul style="list-style-type: none"> <li>- Teachers greet students. (<i>Good morning! How are you today? / Good - I'm glad to hear that</i>)</li> <li>- Teachers share screen to show support material. - Teachers indicate that students should write their First and Last Name in the Chat to mark attendance.</li> <li>- Teachers instruct students to write the date and objective of the class.</li> <li>- Teachers read the objective in English.</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>- Students write their name in the chat room to mark attendance.</li> <li>- Students write the objective and date in their notebook</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>- Teachers ask questions: What vocabulary words do you remember? Do you remember something about the vocabulary?</li> <li>- Students record answers on a collection chart with teacher assistance.</li> <li>- Teachers review How many? and There is / There are.</li> </ul>		<p>(S-T T-S S-S)</p>	<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>- They follow simple instructions from the teacher related to the class; for example: <i>Pay Attention Please!</i></li> <li>- Identify explicit information, such as names, quantities, dates, etc., in stories, songs or expository texts heard.</li> </ul>
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T-S					

<p>non-literary texts (such as postcards, minibooks, shopping lists) and literary texts (such as rhymes, comic strips) with the purpose of sharing information about the themes of the year.</p> <p><b>Attitudes (OAT):</b>          Demonstrate a positive attitude towards themselves and their <u>ability to learn a new language.</u></p>		<ul style="list-style-type: none"> <li>- Teachers share a song using youtube video. <a href="https://www.youtube.com/watch?v=igCzgAGb034">https://www.youtube.com/watch?v=igCzgAGb034</a></li> <li>- Students solve an activity related to There is/ There are. <a href="https://es.liveworksheets.com/worksheets/en/English_language/There_is_there_are/There_is_-_there_are_i1239_309gz">https://es.liveworksheets.com/worksheets/en/English language/There is there are/There is - there are i1239 309gz</a></li> <li>- Teachers review the results together with the students.</li> </ul> <p><b>Assessment/Feedback:</b></p> <ul style="list-style-type: none"> <li>- Made by collaborating teacher.</li> </ul>	<p>T-S</p> <p>S-S</p> <p>S-T</p>	
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Supervisor's Name: Soledad Mundaca      Date: 17-05-2021



Lesson Plan (Covid-19 Context)

Educational Institution: Colegio Buen Pastor.		Level: 5to Básico A – B.	
Collaborating Teacher: Candy Olivares.		Date/ Time: 40 Minutes	
Student Teacher: LP07		ICT: Google Meet	Zoom X Classroom
Unit Name: My World.		WhatsApp	
		Other ICTs or resources used: PowerPoint - (S-T, T-S, S-S) youtube	
<p><b>Learning outcome:</b> (OA) OA1: Listen to and demonstrate understanding of explicit information in simple adapted and authentic texts, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), that are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the year and to the following topics school, family.</p> <p>OA5: Read and demonstrate comprehension of adapted and authentic simple non-literary texts containing frequently used words.</p> <p>OA12 Engage in interactions with peers and teachers by performing the following</p>	<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- The school.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Subjects.</li> <li>- School supplies.</li> </ul> <p><b>Morphosyntax:</b></p> <ul style="list-style-type: none"> <li>- What is your favorite subject?</li> <li>- My favorite subject is...</li> </ul>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <p><i>The teachers:</i></p> <ul style="list-style-type: none"> <li>- The teachers greet the students. (<i>Good Morning! How are you today? / Good - I'm glad to hear that</i>)</li> <li>- Teachers Share screen to show the support material. -Teachers indicate that students should write their Firstname Last Name in the Chat to mark attendance.</li> <li>- Teachers Instruct students to write the date and objective of the class.</li> <li>- Teachers read the objective in English.</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>- Students write their name in the chat room to mark attendance.</li> <li>- Students write the objective and date in their notebook.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>- Teachers ask questions: Can you tell me what you saw last class? (Do you remember something about the vocabulary?)</li> <li>- Students write their answers inside a compilation table separated into two categories. (School</li> </ul>	<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>- They follow simple instructions from the teacher related to the class; for example: <i>Pay Attention Please!</i></li> <li>- Identify explicit information, such as names, quantities, dates, etc., in stories, songs or expository texts heard.</li> </ul>
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DE ATACAMA

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Y EDUCACIÓN  
Departamento de Idiomas

<p>functions: - greeting and saying goodbye - e.g., spelling, answering questions, etc.</p> <p><b>OAI4</b> Complete and write, according to a model and with the support of visual language, non-literary texts (such as postcards, minibooks, shopping lists) and literary texts (such as rhymes, comic strips) with the purpose of sharing information about the themes of the year.</p> <p><b>Attitudes (OAT):</b> Demonstrate a positive attitude towards themselves and their <u>ability to learn a new language.</u></p>		<p>Supplies and School Subjects).</p> <ul style="list-style-type: none"> <li>- Teachers counter-ask or rephrase the question to a simpler one in case students do not respond.</li> <li>- Teachers do a mini review of School Subjects vocabulary using eye-catching powerpoint images.</li> <li>- Teachers introduce the School Subjects Song   What's Your Favorite Class? And questions are generated: What is your favorite Subject? <a href="https://www.youtube.com/watch?v=-Xrs09kihwk">https://www.youtube.com/watch?v=-Xrs09kihwk</a>.</li> <li>- Teachers perform the activity "Read the description and write the school subject that corresponds".</li> <li>- Teachers tell students that this is a group activity where the teacher will read the descriptions (in English) and they will have one minute to think about each answer.</li> <li>- Teachers instruct students to answer the questions.</li> </ul> <p><b>Assessment/Feedback:</b></p> <ul style="list-style-type: none"> <li>- Made by the collaborating teacher.</li> </ul>	<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>	
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Supervisor's Name: Soledad Mundaca Date:24-05-2021



### Lesson Plan (Covid-19 Context)

Educational Institution: Buen Pastor School		Level: 5to básico A-B.			
Collaborating Teacher: Miss Candy Olivares.		Date/ Time: 40 minutes.			
Student Teacher: LP08		ICT: Google Meet	Zoom	X	Classroom
Unit Name: My World.		Other ICTs or resources used: Youtube, Power point.		(S-T T-S S-S)	WhatsApp
<p><b>Learning outcome: (OA)</b></p> <p><b>OA1:</b> Listen to and demonstrate understanding of explicit information in simple adapted and authentic texts, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), that are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the year and to the following topics school, family.</p> <p><b>OA5:</b> Read and demonstrate comprehension of adapted and authentic simple non-literary texts containing frequently used words.</p> <p><b>OA12</b> Engage in interactions with peers and teachers by</p>	<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- The School.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Subject.</li> </ul> <p>- School anthem.</p> <p><b>Morphosyntax:</b></p> <ul style="list-style-type: none"> <li>- What is your favorite subject?</li> <li>- My favorite subject is...</li> <li>- Can you pronounce this word?</li> </ul>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <p><i>Teachers:</i></p> <ul style="list-style-type: none"> <li>- Greet students. (<i>Good morning! How are you today? /Good - I'm glad to hear that.</i>)</li> <li>- Generate the question "How did you have a good time during the anniversary week?" to get students to feel confident.</li> <li>- Indicate that students should write their First and LastName in the Chat to mark attendance.</li> <li>- Instruct students that they have 2 minutes to write the date and objective of the class.</li> <li>- They read the objective and date in English.</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>- Write their first name in the chat to mark attendance.</li> <li>- Write the objective and date in their notebook.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>- Teachers ask questions ¿recuerdas cuál es el significado de subject? (<i>Do you remember the meaning of the word subject?</i>) ¿Qué asignaturas recuerdan? (<i>What school subject do you remember?</i>)</li> </ul>			<p><b>Achievement aims:</b></p> <ul style="list-style-type: none"> <li>- Follow teacher instructions related to the lesson, e.g., <i>Pay Attention Please!</i></li> <li>- Identify explicit information, such as names, quantities, dates, etc., in stories, songs, or expository texts heard.</li> </ul>
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Y EDUCACIÓN  
Departamento de Idiomas

<p>performing the following functions: - greeting and saying goodbye - e.g., spelling, answering questions, etc.</p> <p><b>OA14</b> Complete and write, according to a model and with the support of visual language, non-literary texts (such as postcards, minibooks, shopping lists) and literary texts (such as rhymes, comic strips) with the purpose of sharing information about the themes of the year.</p> <p><b>Attitudes (OAT):</b> Demonstrate a positive attitude towards themselves and their ability to learn a new language.</p>		<ul style="list-style-type: none"> <li>- Teachers ask a counter-question or rephrase the question to a simpler one in case the students do not generate an answer.</li> <li>- Teachers do a mini review of School Subjects vocabulary using eye-catching power point images.</li> <li>- Students are introduced to the next topic (The School Anthem).</li> <li>- The school anthem is played via YouTube at least 2 times. <a href="https://www.youtube.com/watch?v=rBn1DBUul_Qs">https://www.youtube.com/watch?v=rBn1DBUul_Qs</a>.</li> <li>- Students are instructed to point out words that are difficult to pronounce.</li> <li>- The pronunciation will be reinforced and students will have to repeat after the teacher.</li> <li>- Students are chosen to pronounce the words.</li> <li>- The school hymn is played for the last time and students are asked to sing along.</li> </ul> <p><b>Assessment/Feedback:</b></p> <ul style="list-style-type: none"> <li>- Congratulate the students on their good work.</li> <li>- Questions are generated about what was learned in class.</li> <li>- Students are dismissed until next Monday.</li> </ul>	<p>T-S</p> <p>S-T</p> <p>T-S</p> <p>S-T</p> <p>T-S</p>	
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Supervisor's Name: Soledad Mundaca Date: 07-06-2021



**Lesson Plan (Covid-19 Context)**

Educational Institution: Abraham Sepulveda Pizarro.		Level: 4th grade A				
Collaborating Teacher: Pia Tania Vargas		Date/ Time: June 5, 2021.				
Student Teacher: LP09		ICT: Google Meet	X	Zoom	Classroom	WhatsApp
Unit Name: Unit II: The city Means of transportation and occupations.		Other ICTs or resources used: PPT, Wordwall		(S-T T-S S-S)		
<b>Learning outcome: (OA)</b>  OA 12: To participate orally in brief dialogues with the purpose of delivering information about means of transportation.  <b>Attitudes: (OAT)</b>  OAT2: To show a positive attitude towards themselves and their skills/abilities to learn a new language.	<b>Contents:</b>  <b>Vocabulary:</b> Means of transportation: Car; kɑr Bus; bʌs Train; treɪn Truck; trʌk Airplane; ˈerˌpleɪn Helicopter; ˈhɛlɪˌkɑptər Boat; bəʊt Ship; ʃɪp Motorcycle; ˈmɑʊtərˌsaɪkəl Bike; baɪk Bicycle; ˈbaɪsɪkəl  <b>Morphosyntax:</b> Simple present.	<b>Lesson Sequence</b>  <b>Presentation: (20 minutes)</b> <b>The teachers:</b> <ul style="list-style-type: none"> <li>- Welcome the students and ask them how they are doing through the use of pictures.</li> <li>- Ask questions about their vacations.</li> <li>- Remind students that if they want to talk they have to raise their hand (Google Meet Function) and respect when their classmates are talking.</li> </ul> After that, the teacher proceeds to do an activity in which the students are going to guess what kind of vehicle is going to be displayed according to the sound that they hear.			<b>Achievement aims:</b>  -They use structure and vocabulary related to 'Means of transportation'.  -They actively participate in class, answering simple questions.	
		The teacher introduces the vocabulary of the unit by showing a powerpoint presentation.				T-S
		<b>Practice: (15 minutes)</b> (Guided activities)				S-T
		The students associate photos of vehicles with their respective names.				T-S
				S-T		



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		<p>Production: (10 minutes) (Freer activities)</p> <p>The Teacher shows various images of the topic and the students deduce the name of the type of transportation in English. The teacher shows the answer as soon as the students respond.</p> <p>Assessment/Feedback: (5 minutes)</p> <p>Exit Ticket: Teacher asks students the following questions:</p> <p>How did you feel about today's class? (Emojis are used to encourage the students to answer) Name 3 words that you learnt. What was the most difficult and the easiest concept in this lesson?</p>	<p>T-S</p> <p>T-S</p>	
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Supervisor's Name: Rosana Seguel Cabezas. Date: Friday, June 11th, 2021.



**Lesson Plan (Covid-19 Context)**

Educational Institution: Abraham Sepulveda Pizarro.		Level: 4th grade A	
Collaborating Teacher: Pía Tania Vargas		Date/ Time: Friday 18, 2021	
Student Teacher: LP10		ICT: Google Meet	X
		Zoom	
		Classroom	
		WhatsApp	
Unit Name: The city: Means of Transportation and occupation.		Other ICTs or resources used: PowerPoint, Wordwall	
		(S-T T-S S-S)	
<p>Learning outcome: (OA)</p> <p>OA 11: They participate in class interactions related with occupations and places of the city.</p> <p>OA2: They understand vocabulary associated with occupations and places of the city.</p> <p>Attitudes: (OAT)</p> <p>OAT2: To show a positive attitude towards themselves and their abilities to learn a new language.</p>	<p>Contents:</p> <p>Vocabulary:</p> <p>Occupations: <i>Nurse; nɜrs</i> <i>Doctor; 'daktər</i> <i>Firefighter; 'faɪr faɪtər</i> <i>Police officer; pə'lis 'ɔfəsər</i> <i>Zookeeper; zu 'ki:pər</i> <i>Security guard; sɪ'kjʊrəti gɑrd</i> <i>Cashier; kæ'ʃɪr</i> <i>Farmer; 'fɑ:mər</i></p> <p>Work places: <i>Hospital; 'hɔspɪtəl</i> <i>Fire station; 'faɪər 'steɪʃən</i> <i>Police station; pə'lis 'steɪʃən</i> <i>Zoo; zu</i> <i>Supermarket; 'supər mɑ:kɪt</i> <i>Farm; fɑ:m</i> <i>Restaurant; rɛstə'rɑnt</i></p> <p>City places:</p>	<p>Lesson Sequence (add length)</p> <p>Presentation: The teachers:</p> <ul style="list-style-type: none"> <li>- Welcome the students and ask them how they are doing.</li> <li>- Remind students that if they want to talk they have to raise their hand (Google Meet Function) and respect when their classmates are talking.</li> <li>- Tell the student to prepare their things to take notes.</li> </ul> <p>The teacher proceeds to do an activity using the app Wordwall in which the students are going to see nine different cards with some clues in Spanish. The teacher is going to give them the clues and the students have to answer with the name of the means of transportation, then the card is going to be revealed.</p> <p>The teacher now introduces the new vocabulary of the unit (occupations and workplaces)</p> <p>Practice: (Guided activities)</p>	<p>Achievement aims:</p> <ul style="list-style-type: none"> <li>-They use structure and vocabulary related to 'Means of transportation', 'occupations' and 'places of the city'.</li> <li>-They actively participate in class, answering simple questions.</li> </ul> <p>T-S</p> <p>T-S</p>



	<p><i>Cinema; 'sɪnəmə</i>  <i>Park; park</i>  <i>Train station; treɪn 'steɪʃən</i>  <i>Airport; 'eɪ.pɔːt</i>  <i>Library; 'laɪ.brəri</i>  <i>Mall; mɔːl</i>  <i>Drugstore; 'drʌg.stɔː</i>  <i>Municipality; ,mjuːnɪsə'pæləti</i>  <i>School; skuːl</i></p> <p>Morphosyntax: Simple Present.</p>	<p>After teachers introduce the new vocabulary, students will do an activity in which a wheel is going to spin to choose a place; students will have to say who works in that chosen place, along with the teacher.</p> <p>After that, teachers continue presenting new vocabulary (places in the city)</p> <p>Production: (Freer activities)</p> <p>Students will play a game in which they have to choose the correct answer to a question in order to advance to the next level. This game is similar to the videogame "Pacman".</p> <p>Assessment/Feedback:</p> <p>Teachers will ask students:          -Name 3 words that you learnt.          -What was the most difficult and the easiest concept in this lesson?</p> <p>How did you feel about today's class? (Emojis are used to encourage the students to answer)</p>	<p>S-T</p> <p>T-S</p> <p>S-T</p> <p>T-S</p>	
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Supervisor 's Name: Rosana Seguel Cabezas. Date: Friday, June 18th, 2021

**Lesson Plan (Covid-19 Context)**

Educational Institution: Liceo Politécnico Belén		Level: 8th Grade				
Collaborating Teacher: Maria Soledad Espinoza Morales		Date/ Time: 60 min.				
Student Teacher: LP11		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: "Unit 3: Sports and free time activities"		Other ICTs or resources used: PowerPoint - Wordwall				
<p>Learning outcome: (OA)</p> <p>OA5. Present information orally, using multimodal resources that creatively reinforce the message, on a variety of topics.</p> <p>Attitudes: (OAT)</p> <ul style="list-style-type: none"> <li>- Work responsibly and proactively with a common goal, and showing respect for</li> </ul>	<p>Contents: Simple Past.</p> <p>Vocabulary: Wake (Woke up) Get up (Got up) Have (Had) Listen (Listened) Wait (Waited) Work (Worked) Study (Studied) Wash (Washed) Surf (Surfed) Phone (Phoned) Yesterday The other day Last week Last month Last year</p> <p>Morphosyntax:</p>	<p>Lesson Sequence</p> <p>Presentation: Presentation: The teacher greets the students saying "Good morning students, how do you feel ?" On ship scale What's your mood today? waiting for the return of greeting for the students. The students predict the topic of the class through questions such as: <b>What did we do last class?</b> Then to introduce vocabulary and activate knowledge, students watch and interact with a PowerPoint presentation about the rules of the simple past and the rules about reading comprehension. Then, the teacher presents the objective of the class.</p> <p>Practice: (Guided activities) As a first activity the students must change the sentences in the present simple presented by the teacher through pictures to the past simple by changing the verb. Then the students will check if their sentences are correct together with the teacher by writing them in the chat or telling them through the microphone to be checked.</p>			<p>Achievement aims:</p> <ul style="list-style-type: none"> <li>- They predict the content based on their knowledge of the subject through answering a question.</li> <li>- The Students apply what they have learned by changing sentences in the present simple to sentences in the past simple</li> </ul>	



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<p>the interests and ideas of others.</p>	<p>Verbs in past simple, sentences in past simple, expressions in past.</p>	<p>Production: As a second activity, students will enter a Wordwall (game) in which they will have to choose the correct past simple expression <a href="#">Expressions in Past</a>, then the teacher asks the students the correct answers of each sentence to solve the game together.</p> <p>After the wordwall game, the teacher explains to the students a rubric for their next evaluation.</p> <p>(Freer activities)</p> <p>Assessment/Feedback: The students create a sentence including a past verb and an expression in the past.</p> <p>As a feedback the teachers ask the students <b><i>What did we learn today? Do you consider it important to learn about this? Why? Did you like the activities?</i></b></p> <p>As a farewell, the teacher congratulates the students for their participation during class and says; <i>Goodbye, See you next week.</i></p>	<ul style="list-style-type: none"><li>- The students distinguish expressions by choosing the correct past expression through an online game in wordwall</li> <li>- The students acquire knowledge about their next evaluation through a rubric explained by the teacher</li> <li>- They demonstrate that they learned by answering orally or writing in the chat direct questions.</li></ul>
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Supervisor's Name: Deisy Campos Galdames Date: 02.06.2021



**Lesson Plan (Covid-19 Context)**

Educational Institution: Escuela Técnico Profesional ETP		Level: 4°E				
Collaborating Teacher: Yalixa Malebrán Cerda		Date/ Time: May, Tuesday 18th (8.15-9.00/45 Min)				
Student Teacher: LP12		ICT: Google Meet	X	Zoom	Classroom	WhatsApp
Unit Name: Unit 1 " The shop is opened at five".		Other ICTs or resources used: PPT and Google Forms				
<p><b>Learning outcome:</b> <b>(OA)</b> -Understand information relevant to a specific purpose in texts written in contexts related to their interests and concerns. <b>(OA1)</b></p> <p>-Use their knowledge of English to understand and produce clear texts, in order to build a personal opinion.<b>(OA3)</b></p> <p><b>Attitudes:</b> <b>(OAT)</b> - Demonstrate a responsible and effective use of communication technologies for obtaining and giving information, respecting the work of others.</p>	<p><b>Contents:</b> - Passive Voice - Infinitive Verbs - Participle Verbs</p> <p><b>Vocabulary:</b> Grow/grown - send/sent - allow/allowed - speak/spoken - serve/served - sell/sold - make/made - supply/supplied - show/showed - sing/sung - feed/fed - water/watered.</p> <p><b>Morphosyntax:</b> -Verbs in the past -Verbs in present -Verbs in participle</p> <p><b>Grammar:</b> -Passive voice structure in present: Subject + Verb to be in present + Verb in past participle + Complement.  -Passive voice structure in past: Subject + Vet to be in past + Verb in past participle + Complement.</p>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b> -Teachers greet the students and display pictures in order to ask the students how they feel today. Students answer (in the chat) by selecting the pictures that represent their mood. -Teacher and students talk about the rules of the virtual classroom: "Turn on the microphone only to respond or write comments and responses in the Meet chat". Then, the learning objectives to be worked in class are socialized:</p> <ul style="list-style-type: none"> <li>● Reinforce content seen in previous classes. ●</li> <li>Identify and learn verbs in the past participle.</li> <li>● Do practice exercises in the passive voice.</li> </ul> <p>-(As a lead-in) students complete a multiple choice activity with the teachers' help; they must answer, in the Meet chat, with the correct conjugation of the verb in the past participle.</p> <p><b>Practice:</b> (Carried out by the collaborating teacher)</p>	<p><b>Achievement aims:</b></p> <p>-The student actively participates in class activities by answering the teacher's questions, participating in the multiple choice activity and in the self-assessment activity.</p> <p>-The student listens attentively to the teacher's instructions giving answers to the questions that teachers ask in class.</p> <p>-The student listens respectfully to the responses of his/her classmates, giving a silent listening space when students express their doubts, answers, or comments in class.</p>			

	<p><b>Punctuation:</b>  -Capital letter.  -Period.</p>	<p>Students develop different activities to practice the passive voice.</p> <p><b>Assessment/Feedback:</b>  -As a Self-Assessment activity, students participate in a survey in Google Forms where they will respond to the following statements:</p> <ul style="list-style-type: none"> <li>● From 1 to 5, how important do you think today's contents were?</li> <li>● Do you think the class objectives were achieved?</li> <li>● When we use the passive voice, does the object have more importance than the subject?</li> <li>● What did you like the most about the class?</li> </ul> <p>-To end the class, students answer the question "How did you feel doing the activities in today's class?" through a scale represented with images that reflect different moods. (The same images used at the beginning of the class). Finally, students are congratulated for their participation and teachers say good-bye.</p>	
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Supervisor's Name: Rosana Seguel Cabezas Date: May, Tuesday 18th, 2021



Lesson Plan (Covid-19 Context)

Educational Institution: Liceo Politécnico Belén		Level: 7°B	
Collaborating Teacher: Gladys Espinoza		Date/ Time: 28/05/2021 - 9:45-10:45 am	
Student Teacher: LP13		ICT: Google Meet	X
Unit Name: Unit 3 - The Natural World		Zoom	Classroom
		WhatsApp	
		Other ICTs or resources used: Canva, Kahoot, Wordwall, Google Forms	
<p>Learning outcome: (OA)</p> <p>OA 14: Writing, following a pattern and supported by visual language, simple sentences in Past Simple tense.</p> <p>Attitudes: (OAT)</p> <p>Demonstrate a positive attitude towards oneself and their ability to learn a new language.</p>	<p>Contents:</p> <p>Vocabulary: Regular verbs: <b>play, like, rob, help, listen, empty, finish, study</b>, arrive, try, stop, watch. <i>/pleɪ/, /laɪk/, /rɒb/, /hɛlp/, /lɪsən/, /ɛmpti/, /fɪnɪʃ/, /stʌdi/, /ə'raɪv/, /traɪ/, /stɒp/, /wɒtʃ/.</i></p> <p>Morphosyntax: Past Simple.</p>	<p>Lesson Sequence (1 hour)</p> <p>Presentation: Both teachers greet the students (<i>"Good morning students, how are you today?"</i>). Then the Canva presentation is shared; along with this, the teachers communicate the outcome as well as the activities that will be carried out throughout the lesson. After this, the content, which is Past Simple, is presented by using the Canva presentation. (25 - 30 min)</p> <p>Practice: (Guided activities) Students are invited to play a game in Kahoot.it to practice the content. There, they have to choose the right past form of the verbs shown. The activity itself takes about 3 minutes (20 seconds per question). (8 - 10 min)</p> <p>Production: (Freer activities)</p>	<p>Achievement aims:</p> <p>Students apply the Simple Past tense to complete sentences.</p> <p>Students write sentences about personal experiences.</p>







Lesson Plan (Covid-19 Context)

Educational Institution: Liceo Politécnico Belén		Level: 7°B	
Collaborating Teacher: Gladys Espinoza		Date/ Time: 11/06/2021 - 9:45-10:45 am	
Student Teacher: LP15		ICT: Google Meet	X
		Zoom	
		Classroom	
			WhatsApp
Unit Name: Unit 3 - The Natural World		Other ICTs or resources used: Canva, Quizizz, Jamboard, Google Forms	
		(S-T T-S S-S)	
<p>Learning outcome: (OA)</p> <p>OA 14: Writing, following a pattern and supported by visual language, simple sentences in Past Simple tense.</p> <p>Attitudes: (OAT)</p> <p>Demonstrate a positive attitude towards oneself and their ability to learn a new language.</p>	<p>Contents:</p> <p>Vocabulary: Regular verbs: play, like, rob, help, listen, empty, finish, study, arrive, try, stop, watch, start, invite, live, carry, step, cry, pack</p> <p>/pleɪ/, /laɪk/, /rɒb/, /hɛlp/, /lɪsən/, /ɛmpti/, /fɪnɪʃ/, /stʌdi/, /əˈraɪv/, /traɪ/, /stɒp/, /wɒtʃ/, /stɑːt/, /ɪnˈvaɪt/, /lɪv/, /ˈkæri/, /stɛp/, /kraɪ/, /pæk/</p> <p>Irregular verbs: be, go, write, read.</p> <p>/bi/, /ɡoʊ/, /raɪt/, /rɪd/.</p> <p>Morphosyntax: Past Simple.</p>	<p>Lesson Sequence (1 hour)</p> <p>Presentation: Both teachers greet the students (<i>"Good morning students, how are you today?"</i>). Then the Canva presentation is shared, along with this, the teachers communicate the outcome as well as the activities that will be carried out throughout the lesson. After this, the content of the previous lesson is going to be reviewed very quickly, and the content of Irregular Verbs is going to be introduced. (20 - 25 min)</p> <p>Practice: (Guided activities) Students are asked to play a game on Kahoot.it. There, they have to choose the correct answer according to the way in which each irregular verb is written. Each question provides 20 seconds to select the answer. Students are invited to play a game on Quizizz.com. There, they have to write the right past form of the verbs shown according to each spelling rule of regular verbs. There are a total of 8 questions (2 per spelling rule of regular verbs in past form), each one of these provides 45 seconds to write the answer.</p>	<p>Achievement aims:</p> <p>Students recognize words that indicate actions in the past.</p> <p>Students apply regular verbs in Past Simple in order to write sentences about personal experiences.</p>
		(10 - 15 min)	
		<p>Production: (Freer activities) Learners are asked to enter a Jamboard and create four sentences in Past Simple. (15 min)</p> <p>Assessment/Feedback: Students use the same Jamboard (page 3) to write 2 things they learned in class and how they would improve the lessons. (5 min)</p>	S-T
			S-T



Lesson Plan (Covid-19 Context)

Educational Institution: Liceo Politécnico Belén		Level: 7°B	
Collaborating Teacher: Gladys Espinoza		Date/ Time: 18/06/2021 - 9:45-10:45 am	
Student Teacher: LP16		ICT: Google Meet	X
		Zoom	
		Classroom	
		WhatsApp	
Unit Name: Unit 3 - The Natural World		Other ICTs or resources used: Canva, Wordwall, Jamboard, Google Forms	
		(S-T T-S S-S)	
Learning outcome: (OA)	Contents:	Lesson Sequence (1 hour)	Achievement aims:
OA 14: Writing, following a pattern and supported by visual language, simple sentences in Past Simple tense.	Vocabulary: Regular verbs: play, like, rob, listen, empty, finish, study, arrive, try, stop, watch, start, invite, live, carry, step, pack	Presentation: Both teachers greet the students ("Good morning students, how are you today?"). Then the Canva presentation is shared, along with this, the teachers communicate the outcome as well as the activities that will be carried out throughout the lesson. After this, the content of Irregular Verbs is going to be reviewed. (15 - 20 min)	Students recognize words that indicate actions in the past.
Attitudes: (OAT)	<i>/pleɪ/, /laɪk/, /rɒb/, /hɛlp/, /lɪsən/, /ɛmptɪ/, /fɪnɪʃ/, /stʌdi/, /əˈraɪv/, /traɪ/, /stɒp/, /wɒtʃ/, /stɑːt/, /ɪnˈvaɪt/, /lɪv/, /ˈkæri/, /stɛp/, /kraɪ/, /pæk/</i>	Practice: (Guided activities) Students are asked to play two games on Wordwall.net. In the first game, they have to match the correct way in which each regular verb is written with its infinitive form. In the second game, they have to match the correct way in which each irregular verb is written with its infinitive form. (10 - 15 min)	Students apply both regular and irregular verbs in Past Simple in order to write sentences about personal experiences.
Demonstrate a positive attitude towards themselves and their ability to learn a new language.	Irregular verbs: be, go, write, read, come, have.	Production: (Freer activities)	
Demonstrate respect towards their classmates, teachers and themselves.	<i>/bi/, /ɡoʊ/, /raɪt/, /rɪd/, /kʌm/, /hæv/.</i> Morphosyntax: Past Simple.		



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		<p>Learners are asked to enter a Jamboard and create 5 sentences in Past Simple. 3 the sentences need to include regular verbs, and the other 2 must include irregular verbs. (20 min)</p> <p>Assessment/Feedback: Students fill in a checklist in Google Forms. There, they have to answer 4 questions related to the objectives of the lesson. (5 min)</p>	<p>S-T</p> <p>S-T</p>	
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Supervisor's Name: Rosana Seguel Date: Friday, June 18th, 2021

### Lesson Plan (Covid-19 Context)

Educational Institution: Educational Institution: Escuela Técnico Profesional ETP		Level: 4°E	
Collaborating Teacher: Yalixa Malebrán Cerda		Date/ Time: Date/ Time: June, Tuesday 1st (8.15-9.00/45 Min)	
Student Teacher: LP17		ICT: Google Meet	X
		Zoom	
		Classroom	
		WhatsApp	
Unit Name: Unit Name: Unit 2 "What Would You Do if?".		Other ICTs or resources used: PPT - Video	
		(S-T T-S S-S)	
<p><b>Learning outcome:</b> <b>(OA)</b> -Understand information relevant to a specific purpose in texts written in contexts related to their interests and concerns. <b>(OA1)</b></p> <p>-Use their knowledge of English to understand and produce clear texts, in order to build a personal opinion.<b>(OA3)</b></p> <p><b>Attitudes:</b> <b>(OAT)</b> - Demonstrate a responsible and effective use of communication technologies for obtaining and giving information, respecting the work of others.</p>	<p><b>Contents:</b> - Second Conditional.</p> <p><b>Vocabulary:</b> Lottery, Imagine, Would, If, Money, Buy, Car, Motorcycle, Charity, Happy, Restaurant, Friend, Bank, Business, Won, Cook.</p> <p><b>Morphosyntax:</b> -Verbs in the past -Verbs in present</p> <p><b>Grammar:</b> -Second conditional structure: If + Past Simple, Would/Would not (wouldn't) + complement</p> <p><b>Punctuation:</b> -Capital letter. -Period. -Use of the comma.</p>	<p><b>Lesson Sequence</b> <b>Presentation:</b> (Carried out by the collaborating teacher)</p> <p><b>Practice:</b> <b>(Guided activities)</b> -Students complete the first activity of the class, which is a pre reading activity. In a PPT presentation, they are introduced to the key vocabulary of the text to be read in the next activity (Lottery, Imagine, Would, If, Money, Buy, Car, Motorcycle, Charity, Happy, Restaurant, Friend, Travel, Bank, Business, Won, Cook).</p> <p>-In the following activity students, with the help of the teacher, read a text in relation to the second conditional, where they become familiar with the structure of the second conditional by reading the text. Their doubts are clarified in the meet chat.</p> <p>-Once they finish reading the text, students perform the post reading activity, where they must answer multiple choice questions to demonstrate comprehension of what they have read.</p> <p><b>Production:</b></p>	<p>S-T</p> <p>Achievement aims:</p> <p><b>Achievement aims:</b> -The student actively participates in class activities by answering the teacher's questions, participating in the class reading, participating in the multiple choice activity, listening and identifying the structures of the second conditional in songs.</p> <p>T-S</p> <p>-The student internalizes key vocabulary from the lesson by watching the presentation attentively.</p> <p>S-T</p> <p>-The student listens attentively to the teacher's instructions giving answers to the questions that teachers ask in class.</p> <p>-The student listens respectfully to the responses of his/her classmates, giving a silent listening space when students express their doubts, answers, or comments in class.</p>

		<p>-Students are then introduced to the content to be covered in the second unit, which is the structure of the second conditional, through a ppt presentation. In order to internalize the structure previously seen, students perform an activity based on songs, through a video where they must read and listen to song lyrics to identify the structure of the second conditional.</p> <p>-Students exercise the structure of the second conditional, performing a match activity, which consists of connecting sentences with the correct statement, demonstrating understanding of the contents seen in class.</p> <p><b>Assessment/Feedback:</b></p> <p>-As a Self-Assessment activity, students perform the traffic light activity, where they select a color of the traffic light depending on their personal appreciation in relation to the understanding of the class contents, where:</p> <p>-Green means: I know the structure of the second conditional, and I can identify it in texts and songs.</p> <p>-Yellow means: I know the structure of the second conditional, and I can identify it in texts and songs, but I need more practice.</p> <p>-Red means: I don't really know the structure of the second conditional, and it's difficult for me to identify it in texts and songs.</p>	<p>S-S</p> <p>S-T</p> <p>S-S</p>	
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Supervisor's Name: \_Rosana Seguel Cabezas\_\_Date: Tuesday, June 1st, 2021\_\_\_\_



### Lesson Plan (Covid-19 Context)

Educational Institution: Educational Institution: Escuela Técnico Profesional ETP		Level: 4°E	
Collaborating Teacher: Yalixa Malebrán Cerda		Date/ Time: Date/ Time: June, Tuesday 8th (8.15-9.00/45 Min)	
Student Teacher: LP18		ICT: Google Meet	X
		Zoom	
		Classroom	
		WhatsApp	
Unit Name: Unit Name: Unit 2 "What Would You Do if?".		Other ICTs or resources used: PPT -Wordwall Site.	
		(S-T T-S S-S)	
<p><b>Learning outcome:</b> <b>(OA)</b> -Understand information relevant to a specific purpose in texts written in contexts related to their interests and concerns. <b>(OA1)</b> -Use their knowledge of English to understand and produce clear texts, in order to build a personal opinion.<b>(OA3)</b></p> <p><b>Attitudes:</b> <b>(OAT)</b> - Demonstrate a responsible and effective use of communication technologies for obtaining and giving information, respecting the work of others.</p>	<p><b>Contents:</b> - Second Conditional.</p> <p><b>Vocabulary:</b> -Offer/Offered, Help/Helped, Be/were, Use/Used, Repair/Repaired, Buy/Bought, Visit/Visited, Pass/Passed, Live/Lived, Come, Have/Had, Find/Found, Win/Won, Write/Wrote, Meet/Met, Run/Ran., Travel/Traveled.</p> <p><b>Morphosyntax:</b> -Verbs in the past -Verbs in infinitive</p> <p><b>Grammar:</b> -Second conditional structure: If + Past Simple, Would/Would not (wouldn't) + complement</p> <p><b>Punctuation:</b> -Capital letter. -Period.</p>	<p><b>Lesson Sequence</b> <b>Presentation:</b> -The class starts by greeting the students "hello students, how are you today?" Then, teachers start the review of the "In-class assessment" done in the previous class.  -Once the previous activity is finished, the students know the objectives of the class, which are:</p> <ul style="list-style-type: none"> <li>• Talk about imaginary or hypothetical situations and their consequences.</li> <li>• Ask and give information about what people do in certain situations.</li> <li>• Identify and practice the use of the Second Conditional structure.</li> </ul> <p><b>Practice:</b> <b>(Guided activities)</b> -Before starting the activities, the structure of the second conditional is reminded and reinforced through a presentation (PPT).  -As the first activity of the class, students, with the help of their teachers, participate in a multiple-choice quiz where they</p>	<p>S-T</p> <p>Achievement aims:</p> <p><b>Achievement aims:</b> -The student participates actively in class activities by answering the teacher's questions, participating in the multiple choice activity, completing sentences, among others.  -The student recognizes the structure of the second conditional, participating in the matching activity.</p> <p>T-S</p> <p>The student demonstrates understanding of the contents of the class "second conditional", ordering of the structure and applying it correctly.  -The student listens attentively to the teacher's instructions, answering the questions he/she asks in class.</p>

	<p>-Use of the comma.</p>	<p>must identify and choose the correct form of the verb present in the exercise, according to the context of the sentence and following the structure of the second conditional.</p> <p>-The second activity begins, where students complete sentences with the missing words using the second conditional, with the words provided for each exercise, clarifying doubts with the teachers.</p> <p><b>Production:</b></p> <p>-At the end of the second activity, students order the words to form correct sentences in the second conditional, demonstrating understanding of the structure and applying it correctly.</p> <p>-As a last activity, students exercise the structure of the second conditional, performing a matching activity, which consists in connecting sentences with the correct statement, demonstrating understanding of the contents seen in class.</p> <p><b>Assessment/Feedback:</b></p> <p>-As a self-assessment, students answer a scale of words (Bad, Ok, Good, Great) represented with Emojis, in relation to their performance during the class.</p> <p>- Students are congratulated for their participation and say goodbye to the teachers "Good Bye; see you later".</p>	<p>S-T</p> <p>S-T</p> <p>S-S</p> <p>S-T</p> <p>S-T</p>	<p>-The student listens respectfully to the answers of his/her classmates, giving a space for silent listening when students express their doubts, answers or comments in class.</p>
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Supervisor's Name: \_Rosana Seguel Cabezas\_\_Date: \_Tuesday, June 8th, 2021\_\_



### Lesson Plan (Covid-19 Context)

Educational Institution: Educational Institution: Escuela Técnico Profesional ETP		Level: 4°E	
Collaborating Teacher: Yalixa Malebrán Cerda		Date/ Time: Date/ Time: June, Tuesday 15th (8.15-9.00/45 Min)	
Student Teacher: LP19		ICT: Google Meet	X
		Zoom	
		Classroom	
		WhatsApp	
Unit Name: Unit Name: Unit 2 "What Would You Do if?".		Other ICTs or resources used: PPT - Jamboard - Google Form.	
		(S-T T-S S-S)	
<p><b>Learning outcome:</b> (OA) -Understand information relevant to a specific purpose in texts written in contexts related to their interests and concerns. (OA1)</p> <p>-Use their knowledge of English to understand and produce clear texts, in order to build a personal opinion.(OA3)</p> <p><b>Attitudes:</b> (OAT) - Demonstrate a responsible and effective use of communication technologies for obtaining and giving information, respecting the work of others.</p>	<p><b>Contents:</b> - Second Conditional.</p> <p><b>Vocabulary:</b> be/were, have/had, invite/invited, offer/offered, go/went, wake up/woke up, discover/discovered, can/could, sing/sang, travel/travelled, score/scored.</p> <p><b>Morphosyntax:</b> -Verbs in the past -Verbs in infinitive</p> <p><b>Grammar:</b> -Second conditional structure: If + Past Simple, Would/Would not (wouldn't) + complement</p> <p><b>Punctuation:</b> -Capital letter. -Period. -Use of the comma.</p>	<p><b>Lesson Sequence</b> <b>Presentation:</b> -The class starts by greeting the students "hello students, how are you today?" Then, students know the objectives of the class, which are:</p> <ul style="list-style-type: none"> <li>• Receive instructions for In class-Assignment n°6.</li> <li>• Perform a group activity related to the second conditional.</li> <li>• Identify and practice the use of the Second Conditional structure.</li> </ul> <p><b>Practice:</b> (Guided activities) -Before starting the activities, the structure of the second conditional is reminded and reinforced through a presentation (PPT). In addition, students recall the instructions given in the previous class for today's class activity, and then visualize the success criteria for the activity.</p> <p><b>Production:</b></p>	<p>S-T</p> <p><b>Achievement aims:</b> -The students actively participate in class activities by answering the teacher's questions, participating in the In-Class assignment N°6 activity and in the Google forms.</p> <p>T-S -The students recognize the structure of the second conditional, participating in the In-class assignment N°6 activity.</p> <p>The students demonstrate understanding of the content of the class "second conditional" by developing his/her answer to the designated question.</p> <p>-The students listen attentively to the teacher's instructions, responding to questions asked in class.</p> <p>-The students listen respectfully to the answers of his classmates to obtain and</p>

		<p>-Students get into groups of 4 to start working on a "Jamboard".</p> <p>-To start, and as the first part of the activity, students write the names of the group members on one of the Jamboard slides assigned to each group.</p> <p>-Then, at the end of the first part of the activity, students read the assigned question and begin brainstorming how they would answer the question they were given.</p> <p>-Later, on the same "Jamboard", each student of the group must answer the question given to them, using the structure of the second conditional seen in class.</p> <p>-As the last part of the activity, students add an image in relation to the hypothetical question that they had to answer.</p> <p><b>Assessment/Feedback:</b></p> <p>-At the end of the class activity, students perform a self assessment as a feedback activity. In this activity students answer a Google form with the following questions:</p> <ul style="list-style-type: none"> <li>● What did you learn today?</li> <li>● How did you learn it?</li> <li>● What is the second conditional used for and when do we use it?</li> <li>● How did you feel working in groups?</li> </ul> <p>- Students are congratulated for their participation and say goodbye to the teachers "Good Bye; see you next week".</p>	<p>S-S</p> <p>S-T</p> <p>S-S</p> <p>S-T</p> <p>S-S</p> <p>S-S</p> <p>S-T</p> <p>T-S</p>	<p>give information, giving a space for silent listening when students express their doubts, answers or comments during the group work of the class.</p>
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Coordinación de Práctica

Supervisor's Name: \_Susana Ralph\_ Date: \_Tuesday, June 15th, 2021



Lesson Plan (Covid-19 Context)

<b>Educational Institution:</b> Liceo José Antonio Carvajal.		<b>Level:</b> 3 rd F				
<b>Collaborating Teacher:</b> Alejandra Silva.		<b>Date/ Time:</b> 60 Minutes.				
<b>Student Teacher:</b> LP20		<b>ICT:</b> Google Meet	X	<b>Zoom</b>	<b>Classroom</b>	<b>WhatsApp</b>
<b>Unit Name:</b> My First Job (Unit from the book).		<b>Other ICTs or resources used:</b> Canva-Word				
<p><b>Learning outcome: (OA)</b></p> <p><b>-OA3</b> Use their knowledge of English in the comprehension and production of short and clear oral and written texts, in order to construct a critical personal position in contexts related to their interests and concerns.</p> <p><b>Attitudes: (OAT)</b></p> <p>-Show comprehension of oral and written expression.</p> <p>-Express opinions and ideas about a first job, incorporating topic vocabulary and structures of the unit and join them coherently by using connectors.</p>	<p><b>Contents:</b></p> <p>-Students and Jobs. -Recognize structures of texts.</p> <p><b>Vocabulary:</b></p> <p>-Skimming and scanning. -My dream job (most common jobs)</p> <p><b>Morphosyntax:</b></p> <p>-Do you agree with...? Yes, I agree/No, I don't. -My dream job is to be..... a teacher.</p>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <p>-The class begins by greeting all the students and the first activity starts. The students will observe a canva presentation, where they will find three questions related to the part time work of themselves or their families (material from the student book). These questions should be answered by the students through the microphone or chat regarding their own point of view.</p> <p><b>Canva Link:</b> <a href="https://www.canva.com/design/DAEgRI8DuQI/8m8aoMjFwi3tUYwNBZb7qA/view?utm_content=DAEgRI8DuQI&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEgRI8DuQI/8m8aoMjFwi3tUYwNBZb7qA/view?utm_content=DAEgRI8DuQI&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p> <p><b>Practice: (Guided activities)</b></p> <p>-In the following activity, students will look at a canva presentation, where on one side will appear 6 images of different types of jobs and on the other side will appear characteristics of these jobs. Students</p>			<p><b>Achievement aims:</b></p> <p>-Understand the contents and answer the questions in class through presentations in Canva.</p> <p>-Identify and connect jobs with their corresponding characteristics.</p> <p>-Listen and follow class instructions given by the teacher.</p> <p>-Participate respectfully in all class activities.</p> <p>-The students identify the difference between skimming and scanning.</p>	



		<p>must choose the characteristic that corresponds to the image of the job.</p> <p><b>Canva Link:</b> <a href="https://www.canva.com/design/DAEgR9VyQRo/hKS-quoWd-eCS3wFB0yF4A/view?utm_content=DAEgR9VyQRo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEgR9VyQRo/hKS-quoWd-eCS3wFB0yF4A/view?utm_content=DAEgR9VyQRo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p> <p><b>Production: (Freer activities)</b></p> <p>-In the following activity the students will have to look at a word document, with a short text related to part-time jobs. This text will be read by the teachers, and students will have to perform skimming and scanning skills on this text. The students will have to answer questions that will be present in this word, such as: What is the main idea of the text?, among others. The students will have to answer them through the chat or the microphone.</p> <p><b>Assessment/Feedback:</b></p> <p>-Finally, the teachers will give feedback on the class through the last activity of the class, where the students will see and receive instructions to complete a guide at home that will be uploaded to the classroom in relation to everything seen in class.</p>	
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Lesson Plan (Covid-19 Context)

<b>Educational Institution:</b> Liceo José Antonio Carvajal.		<b>Level:</b> 3 rd F				
<b>Collaborating Teacher:</b> Alejandra Silva.		<b>Date/ Time:</b> 60 Minutes.				
<b>Student Teacher:</b> LP21		<b>ICT:</b> Google Meet	X	Zoom	Classroom	WhatsApp
<b>Unit Name:</b> My First Job (Unit from the book).		<b>Other ICTs or resources used:</b> Canva-Word Wall-Youtube-Infographic.				
<p><b>Learning outcome:</b> (OA)</p> <p><b>-OA3</b> Use their knowledge of English in the comprehension and production of short and clear oral and written texts, in order to construct a critical personal position in contexts related to their interests and concerns.</p> <p><b>Attitudes:</b> (OAT)</p> <p>-Shows a positive attitude towards him/herself and his/her abilities to learn a new language, while valuing the achievements of others.</p> <p>-Shows interest in developing skills and knowledge in order to</p>	<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>-Students and Jobs.</li> <li>-Different Skills.</li> <li>-Disabilities.</li> <li>-Present Simple.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Jobs and Disabilities.</li> <li>-Most common verbs in present simple.</li> </ul> <p><b>Morphosyntax:</b></p> <ul style="list-style-type: none"> <li>-Do you agree with...? Yes, I agree/No, I don't, because...</li> </ul>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <p>-Students will see a canva presentation in which there will be different images about jobs and we will have to discuss together if it is possible for a person with a disability to do such work using the following questions, Do you think companies in your country are prepared to employ them? (The law of inclusion and if they agree with their classmates or not.</p> <p><b>Canva Link:</b> <a href="https://www.canva.com/design/DAEg8sn9mr8/share/preview?token=cwdqx1n_mGrFC9Az3_BJLO&amp;role=EDITOR&amp;utm_content=DAEg8sn9mr8&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEg8sn9mr8/share/preview?token=cwdqx1n_mGrFC9Az3_BJLO&amp;role=EDITOR&amp;utm_content=DAEg8sn9mr8&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p> <p><b>Practice: (Guided activities)</b></p> <p>-In the following activity students will listen to the song Just the way you are by Bruno Mars, and must identify the verbs in the present simple that are missing in the lyrics of the song that will be written in</p>			<p><b>Achievement aims:</b></p>	



<p>apply them in their future academic and/or work field.</p>		<p>an infographic, they must take note of the missing verbs and then share their answers with the class, either by chat or by microphone.</p> <p><b>Youtube Link:</b> <a href="https://www.youtube.com/watch?v=GAd4ItXHBVE&amp;ab_channel=DopeLyricsDopeLyrics">https://www.youtube.com/watch?v=GAd4ItXHBVE&amp;ab_channel=DopeLyricsDopeLyrics</a></p> <p><b>Production: (Freer activities)</b></p> <p>-In the following activity, the students will answer a series of questions in relation to everything that we have seen in previous classes and during this class (suffixes - present simple - disabilities - jobs), these are true and false, for example, in the third person we add an s to the verb (true or false). Students should respond by microphone or chat.</p> <p><b>Assessment/Feedback:</b></p> <p>-</p>	
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Lesson Plan (Covid-19 Context)

<b>Educational Institution:</b> Liceo José Antonio Carvajal.		<b>Level:</b> 3 rd F			
<b>Collaborating Teacher:</b> Alejandra Silva.		<b>Date/ Time:</b> 45 Minutes.			
<b>Student Teacher:</b> LP22		<b>ICT: Google Meet</b>	X	<b>Zoom</b>	<b>Classroom</b>
<b>Unit Name:</b> My First Job.		<b>WhatsApp</b>			
<b>Unit Name:</b> My First Job.		<b>Other ICTs or resources used:</b> Canva-Google Form-Word.			
<p><b>Learning outcome: (OA)</b></p> <p>-OA3: Use their knowledge of English in the comprehension and production of short and clear oral and written texts, in order to construct a critical personal position in contexts related to their interests and concerns.</p> <p><b>Attitudes: (OAT)</b></p> <p>-Shows interest in developing skills and knowledge in order to apply them in their future academic and/or work field.</p> <p>-Shows a positive attitude towards him/herself and his/her abilities to learn a new</p>	<p><b>Contents:</b></p> <p>-Present and Past Simple affirmative structures.</p> <p><b>Vocabulary:</b></p> <p>-Most common verbs in the past (regular and irregular verbs).</p> <p><b>Morphosyntax:</b></p> <p>-Present Simple: She works in a bakery.</p> <p>-Present Past: I worked a lot.</p>	<p><b>Lesson Sequence</b></p> <p><b>Presentation:</b></p> <p>-In this section, the collaborating teacher will be in charge of this part of the planning.</p> <p><b>Practice: (Guided activities)</b></p> <p>-In this activity the students listen carefully to the instructions of the teachers, which consists of observing a guide that will be projected on the screen of one of the teachers, where they must identify some present verbs in a text of a daily routine. Together with the teachers, the students will express out loud or through the chat the correct answers.</p> <p><b>Production: (Freer activities)</b></p> <p>-In the following activity, students will observe a Canva presentation, where they will find sentences in which they will have to identify the</p>			<p><b>Achievement aims:</b></p> <p>- Understand the contents reviewed in class through presentations in Canva.</p> <p>-Understand the difference between regular and irregular verbs through a video.</p> <p>-Listen and follow class instructions given by the teacher.</p> <p>-Participate respectfully in all class activities.</p> <p>-Feedback on class content through a Google Form.</p>



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Departamento de Idiomas

<p>language, while valuing the achievements of others.</p>		<p>differences between Adverbs of Frequency and Time. In the next activity the students should watch a video projected by one of the teachers and then they should identify the regular and irregular verbs present in the video and order them together with the teachers in a comparative table in canva.</p> <p><b>First Link:</b> <a href="https://www.canva.com/design/DAEe9BlvP-c/c1gGjv_HkUYZlrffv3Egmg/view?utm_content=DAEe9BlvP-c&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEe9BlvP-c/c1gGjv_HkUYZlrffv3Egmg/view?utm_content=DAEe9BlvP-c&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p> <p><b>Video:</b> <a href="https://www.youtube.com/watch?v=K2IA-kH78U4&amp;list=LL&amp;index=1&amp;t=151s">https://www.youtube.com/watch?v=K2IA-kH78U4&amp;list=LL&amp;index=1&amp;t=151s</a></p> <p><b>Second link:</b> <a href="https://www.canva.com/design/DAEe9TB3L8w/r14hQPHHUrGw8vQdcSBEGQ/view?utm_content=DAEe9TB3L8w&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEe9TB3L8w/r14hQPHHUrGw8vQdcSBEGQ/view?utm_content=DAEe9TB3L8w&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p> <p><b>Assessment/Feedback:</b></p> <p>- At the end of the class the teachers will explain a Google Form that will be sent as homework to the students, with the objective of giving feedback on what they saw in the class. Then the students will be congratulated for their participation in the class and the students will say goodbye to the teachers.</p> <p><b>Google form Link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLSdFFs5f89TLU3OuDu98GxUjOrHr33r5dlPea_B7dUHpgsjMIQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdFFs5f89TLU3OuDu98GxUjOrHr33r5dlPea_B7dUHpgsjMIQ/viewform?usp=sf_link</a></p>	
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Lesson Plan (Covid-19 Context)

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school					
Collaborating Teacher: Víctor Mánquez		Date/ Time: June 23rd and June 30th, 2021					
Student Teacher: LP23		ICT: Google Meet	X	Zoom	Classroom	WhatsApp	
Unit Name: Unit 2 "Education and lifelong learning"		Other ICTs or resources used: Youtube/Ppt presentation					
<b>Learning outcome:</b> <b>(OA)</b> OA1 (Listening)  - To demonstrate comprehension of general and explicit information in oral texts about learning styles and study techniques.  <b>Attitudes:</b> <b>(OAT)</b> OAT C - Demonstrate an interest in their continuous and independent learning as part of their personal project and contribution to society	<b>Contents:</b> <ul style="list-style-type: none"> <li>● Learning styles.</li> <li>● Study techniques.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Verbs               <ul style="list-style-type: none"> <li>○ Study</li> <li>○ Create</li> <li>○ Improve</li> <li>○ Organize</li> <li>○ Identify</li> <li>○ Schedule</li> </ul> </li> </ul> <b>Morphosyntax:</b> <ul style="list-style-type: none"> <li>● Present Simple</li> </ul>	<b>Lesson Sequence</b> (60 minutes) <b>Presentation: (10 min)</b> - The teachers greet the students. - The teachers present the objectives for this class. - The teachers ask questions as a lead-in activity  <b>Practice: (20 min)</b> <b>(Guided activities)</b> - The teachers introduce a video by asking questions and students have to predict the content.  - The teachers play a video about Learning styles.  - The teachers ask students if they were able to identify their learning style.  - The teachers play the video again and students have to identify and write in their notebooks the study techniques for their own learning style. They have to choose one that they usually use and one that they would like to use. Students share their answers.			(S-T)	(T-S)	(T-S)
					(T-S)	(T-S)	(S-T)
					(S-T)	(S-T)	(S-T)
		<b>Achievement aims:</b> <u>Students are able to:</u>  - Predict content.  - Learn about learning styles and study techniques.  - Identify study techniques.  - Identify their learning style.  - Respect their classmates by listening to them in an attentive manner.  - Create a study schedule					



		<p>Production: (20 min) (Freer activities)</p> <ul style="list-style-type: none"><li>- The teachers explain to the students what a schedule is, its purpose and how to create one.</li><li>- Students create their own schedule.</li><li>- Students share with the class their own schedule.</li></ul> <p>Assessment/Feedback: (10 min)</p> <p>- The teachers ask students:</p> <ul style="list-style-type: none"><li>- How did they feel during the class?</li><li>- What did they learn?</li><li>- Are you going to use any of the study techniques in the future? Which one?</li></ul>	<p>(T-S)</p> <p>(S-T)</p> <p>(S-T)</p>	
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Supervisor's Name: \_Rosana Seguel Cabezas Date: Wednesday, June 23rd and June 30th, 2021



**{Lesson Plan (Covid-19 Context)}**

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school				
Collaborating Teacher: Víctor Mánquez		Date/ Time: June 2nd , 2021				
Student Teacher: LP24		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: Unit 3 "Sports and Freetime Activities"		Other ICTs or resources used: ppt file.			(S-T T-S S-S)	
<p>Learning outcome: (OA)</p> <p>OA8 (speaking) To demonstrate knowledge and use of language in conversations by formulating and responding to questions about routines in past simple and past continuous actions.</p> <p>OA9 (reading) To demonstrate knowledge of ideas and information in sentences and images based on their own experiences.</p> <p>Attitudes: (OAT)</p> <p>OAT D - Work responsibly in a proactive and collaborative manner with a common goal, and demonstrate respect for others' interests and ideas.</p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>● Free time activities</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Verbs               <ul style="list-style-type: none"> <li>○ Do</li> <li>○ Run</li> <li>○ Sing</li> <li>○ Dance</li> <li>○ Watch</li> <li>○ Play</li> <li>○ Study</li> <li>○ Write</li> </ul> </li> <li>● Adverbs of time</li> <li>● Frequency adverbs</li> </ul> <p>Morphosyntax:</p> <ul style="list-style-type: none"> <li>● Past Simple</li> <li>● Past Continuous</li> </ul>	<p>Lesson Sequence (60 minutes)</p> <p>Presentation: (15 min)</p> <ul style="list-style-type: none"> <li>-The teachers greet the students.</li> <li>-The teachers present a PPT with the class vocabulary. -The teachers link the use of the past continuous with the simple past.</li> <li>- The teachers show images as an example of the use of the tenses.</li> </ul> <p>Practice: (15 min) (Guided activities)</p> <ul style="list-style-type: none"> <li>- The teachers present 3 sentences and students have to identify the tenses.</li> <li>- The teachers present a fill the blank activity; then, students should complete it in their notebooks. Finally, students share their answers.</li> <li>- The teachers check the answers.</li> </ul> <p>Production: (20 min) (Freer activities)</p> <ul style="list-style-type: none"> <li>- The students create 2 sentences using the past continuous and simple past, based on their own experiences.</li> <li>-The students share their sentences and explain which is the verb that interrupts the previous action.</li> </ul> <p>Assessment/Feedback: (10 min)</p> <ul style="list-style-type: none"> <li>- The teachers ask the following questions:</li> <li>- What did you learn in this lesson?</li> <li>- How did you feel during the lesson?</li> </ul> <p>- As an EXIT TICKET, the teachers present a video and students should guess the movie</p>			(T-S)	<p>Achievement aims:</p> <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> <li>- Respect their classmates by listening to them in an attentive manner.</li> <li>- Follow instructions for the activities.</li> <li>- Participate in the activities by creating sentences.</li> <li>- Apply structures given in class.</li> </ul>
		(S-T)				
		(S-T)				
		(T-S)				



**{Lesson Plan (Covid-19 Context)}**

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school				
Collaborating Teacher: Víctor Mánquez		Date/ Time: May 19th, 2021				
Student Teacher: LP25		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: Unit 3 "Sports and Freetime Activities"		Other ICTs or resources used: ppt file.		(S-T T-S S-S)		
<p>Learning outcome: (OA)</p> <p>OA8 (speaking) To demonstrate knowledge and use of language in conversations by formulating and responding to questions about routines in present and past actions.</p> <p>OA9 (reading) To demonstrate knowledge of ideas and information in texts based on their own experiences.</p> <p>Attitudes: (OAT)</p> <p>OAT B - Develop a cultural awareness or understanding, showing interest, respect and tolerance for other cultures and their own, valuing their contribution to knowledge.</p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>● Free time activities</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Verbs <ul style="list-style-type: none"> <li>○ To be</li> <li>○ Listen</li> <li>○ Watch</li> <li>○ Study</li> <li>○ Dance</li> <li>○ Play</li> <li>○ Read</li> <li>○ Eat</li> <li>○ Write</li> </ul> </li> <li>● Adverbs of time <ul style="list-style-type: none"> <li>○ Yesterday</li> <li>○ Last (Week-Month-Year)</li> </ul> </li> </ul> <p>Morphosyntax:</p> <ul style="list-style-type: none"> <li>● Simple Present ● Simple Past</li> </ul>	<p>Lesson Sequence (60 minutes)</p> <p>Presentation: (10 min)</p> <ul style="list-style-type: none"> <li>-The teachers greet the students.</li> <li>-The teachers present a PPT with the class vocabulary.</li> <li>-The teachers show an image to create a comparison between simple present tense and simple past tense.</li> </ul> <p>Practice: (15 min) (Guided activities)</p> <ul style="list-style-type: none"> <li>- The students predict the topic of the next activity by observing images and answering a question.</li> <li>- The students read a text presented by the teachers.</li> <li>-The students identify the verbs that are in simple past tense in the text.</li> <li>- The teachers present the simple past tense pattern.</li> </ul> <p>Production: (25 min) (Freer activities)</p> <ul style="list-style-type: none"> <li>-The students create the same sentence in the three forms (Affirmative, negative and interrogative) in simple past tense.</li> <li>- Then, the teachers ask students to share one of the sentences. The teachers choose in which form the sentence should be presented.</li> </ul> <p>Assessment/Feedback: (10 min) - The teachers ask the following questions:</p> <ul style="list-style-type: none"> <li>- What did you learn in this lesson?</li> <li>- How did you feel during the lesson? - As an EXIT TICKET the</li> </ul>	(T-S)	(S-T)	(S-T)	(T-S)
				<p>Achievement aims:</p> <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> <li>- Respect their classmates by listening to them in an attentive manner.</li> <li>- Follow instructions for the activities.</li> <li>- Participate in the activities by creating sentences.</li> <li>- Use structures given in class.</li> <li>- Interact with their classmates by asking questions in simple past tense.</li> <li>- Identify and compare/contrast between simple present tense and simple past tense.</li> </ul>		

<p>OAT D  - Work responsibly in a proactive and collaborative manner with a common goal, and demonstrate respect for others' interests and ideas.</p>		<p>teachers ask students to answer the correct form of the verb in the past. (Example: Watch -&gt; Watched)</p>		
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Supervisor's Name: \_Rosana Seguel Cabezas\_ Date: \_Wednesday, May 19th, 2021\_



**{Lesson Plan (Covid-19 Context)}**

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school				
Collaborating Teacher: Víctor Mánquez		Date/ Time: June 16th, 2021 and June 23rd, 2021				
Student Teacher: LP26		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: Unit 3 "Sports and Freetime Activities"		Other ICTs or resources used: Google forms		(S-T T-S S-S)		
<p>Learning outcome: (OA)</p> <p>OA9 (reading) To demonstrate knowledge of ideas and information in sentences.</p> <p>Attitudes: (OAT)</p> <p>OAT D - Work responsibly in a proactive and collaborative manner with a common goal, and demonstrate respect for others' interests and ideas.</p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>● Free time activities</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Verbs <ul style="list-style-type: none"> <li>○ Do</li> <li>○ Run</li> <li>○ Sing</li> <li>○ Dance</li> <li>○ Watch</li> <li>○ Play</li> <li>○ Study</li> <li>○ Write</li> <li>○ Sit</li> <li>○ Call</li> <li>○ Ring</li> <li>○ Drink</li> <li>○ Arrive</li> <li>○ Eat</li> <li>○ Read</li> </ul> </li> </ul> <p>Past Continuous.</p> <ul style="list-style-type: none"> <li>● Adverbs of time</li> </ul> <p>Morphosyntax:</p> <ul style="list-style-type: none"> <li>● Past Simple ● Past Continuous</li> </ul>	<p>Lesson Sequence (60 minutes)</p> <p>Presentation: (10 min)</p> <ul style="list-style-type: none"> <li>-The teachers greet the students.</li> <li>-The teachers give instructions about the evaluation.</li> </ul> <p>Production: (45 min) (Freer activities)</p> <ul style="list-style-type: none"> <li>- The students answer three items in the test. <ul style="list-style-type: none"> <li>- Item I: Past Simple.</li> <li>- Item II: Past Continuous.</li> <li>- Item III: Past Simple and Past Continuous.</li> </ul> </li> <li>- <u>ITEM I AND ITEM II:</u> <ul style="list-style-type: none"> <li>- Students should identify verbs in past form.</li> <li>- Students should fill in the blanks with the correct verb form.</li> </ul> </li> <li>- <u>ITEM III:</u> <ul style="list-style-type: none"> <li>- Students identify which is the action that interrupts or was interrupted according to the indication.</li> </ul> </li> </ul> <p>Assessment/Feedback: (5 min)</p> <ul style="list-style-type: none"> <li>- The teachers give the indication that the test is over.</li> <li>- The teachers ask students: <ul style="list-style-type: none"> <li>- How did they feel during the test?</li> <li>- Which was the hardest section of the test?</li> </ul> </li> </ul>	(T-S)	(S-T)	(S-T)	<p>Achievement aims:</p> <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> <li>- Follow instructions for the evaluation.</li> <li>- Identify grammar structures.</li> <li>- Apply previous knowledge about Present Simple and Present Continuous Tenses in order to answer the evaluation.</li> </ul>

**{Lesson Plan (Covid-19 Context)}**

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school				
Collaborating Teacher: Víctor Mánquez		Date/ Time: June 9th, 2021				
Student Teacher: LP27		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: Unit 3 "Sports and Freetime Activities"		Other ICTs or resources used: ppt file.			(S-T T-S S-S)	
<p>Learning outcome: (OA)</p> <p>OA8 (speaking) To demonstrate knowledge and use of language in conversations by formulating and responding to questions about routines in past simple and past continuous actions.</p> <p>OA9 (reading) To demonstrate knowledge of ideas and information in sentences and images based on their own experiences.</p> <p>Attitudes: (OAT)</p> <p>OAT D - Work responsibly in a proactive and collaborative manner with a common goal, and demonstrate respect for others' interests and ideas.</p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>● Free time activities</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Verbs                             <ul style="list-style-type: none"> <li>○ Do</li> <li>○ Run</li> <li>○ Sing</li> <li>○ Dance</li> <li>○ Watch</li> <li>○ Play</li> <li>○ Study</li> <li>○ Write</li> <li>○ Sit</li> <li>○ Call</li> <li>○ Ring</li> <li>○ Drink</li> <li>○ Arrive</li> <li>○ Eat</li> <li>○ Read</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Adverbs of time</li> </ul> <p>Morphosyntax:</p> <ul style="list-style-type: none"> <li>● Past Simple</li> <li>● Past Continuous</li> </ul>	<p>Lesson Sequence (60 minutes)</p> <p>Presentation: (10 min) -The teachers greet the students. -The teachers present a PPT with the class vocabulary.</p> <p>Practice: (20 min) (Guided activities) - The teachers review the use of past simple by showing a chart through which students should indicate the past form of the verbs. - The teachers present sentences in simple past tense, and students should identify the mistakes and fix them.</p> <p>- The teachers review the past continuous tense by showing sentences in which students should fix the sentences that are incorrect.</p> <p>- The teachers show sentences and students should identify the past simple and past continuous within the sentences.</p> <p>Production: (20 min) - The teachers present a fill in the blanks activity; students should complete it by using past simple and past continuous. - Students have to create 2 sentences using the past continuous and simple past, based on their own experiences. Then, the students share their sentences and explain which is the verb that interrupts the previous action.</p>	(T-S)	(T-S)	(S-T)	<p>Achievement aims:</p> <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> <li>- Respect their classmates by listening to them in an attentive manner.</li> <li>- Follow instructions for the activities.</li> <li>- Participate in the activities by creating sentences.</li> <li>- Identify grammar structures.</li> <li>- Apply structures given in class.</li> </ul>

		<p>Assessment/Feedback: (10 min)</p> <ul style="list-style-type: none"> <li>- The teachers and students review a semantic map.</li> <li>- The teachers ask the following questions: <ul style="list-style-type: none"> <li>- What did we do in this lesson?</li> <li>- How did you feel during the lesson?</li> </ul> </li> <li>- <u>As an EXIT TICKET, students show their class notes.</u></li> </ul>	(T-S)	
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Supervisor's Name: \_Rosana Seguel Cabezas\_\_\_\_\_ Date: Wednesday, June 9th, 2021\_\_\_\_\_



**{Lesson Plan (Covid-19 Context)}**

Educational Institution: Liceo Politécnico Belén		Level: 2nd grade secondary school				
Collaborating Teacher: Víctor Mánquez		Date/ Time: May 26th, 2021				
Student Teacher: LP28		ICT: Google Meet	x	Zoom	Classroom	WhatsApp
Unit Name: Unit 3 "Sports and Freetime Activities"		Other ICTs or resources used: ppt file.			(S-T T-S S-S)	
<p>Learning outcome: (OA)</p> <p>OA8 (speaking) To demonstrate knowledge and use of language in conversations by formulating and responding to questions about routines past continuous actions.</p> <p>OA9 (reading) To demonstrate knowledge of ideas and information in sentences and images based on their own experiences.</p> <p>Attitudes: (OAT)</p> <p>OAT D - Work responsibly in a proactive and collaborative manner with a common goal, and demonstrate respect for others' interests and ideas.</p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>● Free time activities</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Verbs <ul style="list-style-type: none"> <li>○ Do</li> <li>○ Run</li> <li>○ Sing</li> <li>○ Dance</li> <li>○ Watch</li> <li>○ Play</li> <li>○ Study</li> <li>○ Write</li> </ul> </li> <li>● Adverbs of time</li> <li>● Frequency adverbs</li> </ul> <p>Morphosyntax:</p> <ul style="list-style-type: none"> <li>● Past Continuous</li> </ul>	<p>Lesson Sequence (60 minutes)</p> <p>Presentation: (15 min) -The teachers greet the students. -The teachers present a PPT with the class vocabulary. -The teachers explain the use of the past continuous. - The teachers present the past continuous tense pattern.</p> <p>Practice: (15 min) (Guided activities) - The teachers present a chart with sentences in the past continuous tense. Students should complete the chart by creating the correct sentences.</p> <p>Production: (20 min) (Freer activities) - The students create sentences according to the images presented by the teachers. - The students present their sentences.</p> <p>Assessment/Feedback: (10 min) - The teachers ask the following questions: - What did you learn in this lesson? - How did you feel during the lesson?</p> <p>- As an EXIT TICKET the teachers request students to read a tongue twister.</p>	(T-S)	(S-T)	(S-T)	(T-S)
		Achievement aims:			<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> <li>- Respect their classmates by listening to them in an attentive manner.</li> <li>- Follow instructions for the activities.</li> <li>- Participate in the activities by creating sentences.</li> <li>- Use structures given in class.</li> </ul>	

**This thesis entitled:**

**A Categorical Content Analysis of Lesson Plans Designed by Pre-service Teachers  
of English Pedagogy at University of Atacama, In Virtual ELF Classes**

**Written by:**

**Fabiola Gallardo Valdivia**

**Javiera Miranda Díaz**

**has been approved for the Department of Languages**

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**(Thesis Collaborator: Paulina Tapia Caballero)**

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**(Thesis Evaluator: Rosana Seguel Cabezas)**

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**(Thesis Evaluator: Katterine Pavez Bravo)**

**Date: December 23<sup>rd</sup>, 2021**

**The final copy of this thesis has been examined by the signatories, who ascertain  
that both the content and the form meet acceptable presentation standards of  
scholarly work in the above mentioned discipline.**