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SWITCH ON. ROBOTICS: IN IT TOGETHER

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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EDUCATIONAL INTERVENTION PROPOSAL

SWITCH ON. ROBOTICS: IN IT TOGETHER

DISSERTATION PROJECT

TO BE AWARDED A DIPLOMA IN SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING

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Introduction

As time passes by, teachers develop several ideas for teaching a second language, but this process does not occur overnight; it takes time and evolves continuously with experience and successful lessons implemented in the classroom. Additionally, aspects such as teachers' English level, personalities, orientations towards a second language, and life as a student have a huge impact on this development.

Other facts that should be considered are the multiple second language acquisition theories, approaches, and techniques that have been arisen to justify how second languages are learned or acquired, and how they ought to be taught. Most teachers are always in constant training to provide the best pedagogical practices to fulfill students' goals. Despite having experience, higher certificates to prove proficiency in a language, a teacher must know and control perhaps not all but some dimensions regarding teaching and learning English in a classroom as well as the nature of the skills to provide students an adequate training.

Reading is a receptive skill, which involves responding to a text, rather than producing it. To do this, students need to understand the language of the text at a word level, sentence level, and whole-text level. They also need to connect the message of the text to our knowledge of the world. (The TKT course, 2005)

Writing, by contrast, is a productive skill; therefore it entails producing language rather than receiving it. Writing implies communicating a message by making signs on a page. To write learners require having something to communicate, and usually someone to communicate it to. They also demand to be able to form letters and words, to join them and create sentences or a series of sentences to convey ideas. (The TKT course, 2005)

Listening, as a receptive skill, is associated with responding rather than producing the language. It also demands to make sense of the meaningful sounds of the language people hear and, to do this, they use contextual cues, knowledge of the world, and features of the spoken language. (The TKT course, 2005)

Finally, speaking, another productive skill, embraces the necessity of producing speech to communicate meaning to other people using body language, intonation, function, register, word and sentence stress, interaction, turn-taking, and many other features. This skill, by its nature, tends to be unplanned because of the pressure of time that does not allow users to

focus on the previous features mentioned unless they prepared speeches or presentations. (The TKT course, 2005)

Although the efforts and energy exhaust on preparing students is worthy, instructors still neglect important areas for cultural awareness.

There are three core concepts all teachers must consider and comprehend whenever they plan a lesson. The first term is linguistic competence that is related to grammatical features of the language without considering any culture, another is communicative competence which emphasizes the idea of learning the language and its culture as long as the culture relates to personal interactions (sociolinguistic rules), and last but not least, intercultural competence to recognize English as lingua franca in an environment in which learners who do not share the same native language interact with one another.

Another concept that ought not to be forgotten is culture, a polysemous notion, described by every scholar in multiple forms. However, the most accepted definition is to share language, beliefs, and values.

Finally, learning to be an intercultural teacher implicates controlling different approaches, assuming different roles as teachers, and most importantly; knowing how the language classroom, cultural input and output, and pedagogic activities are actively connected to every day practices

CHAPTER 1. PHILOSOPHY AND THEORY

1. 1 Identity and teaching philosophy

Over the past decades, the methodology of teaching English has suffered a switch that has been beneficial for students. In the beginning, specialists in the field focused their attention on just how the language had been changing as time passed by, but now they have come to realize that English is more relevant if it is used to communicate ideas. The grammatical approach was commonly known to teach foreign languages, but the lack of exposure tended to hold back pupils' abilities; therefore, learners could not develop all English skills to live a language experience successfully.

Based on the previous facts and personal experiences, a language must be taught with a purpose, but most importantly to communicate ideas so students can fulfill their needs in several situations. There is no point in learning lots of grammatical patterns and individual words if they are unable to carry out a simple transaction.

Also, English must be established in the classroom as lingua franca for learners to assume the role of communicators to interact and negotiate meaning in class with teachers or classmates. During the process, students may not comprehend some expressions and will be forced to modify their speech and be more aware of patterns as the noticing hypothesis suggests. (Schmidt, 2001)

A welcoming environment is compulsory if you desire to boost students' opportunities to learn by the language input given because they will feel more comfortable and calm –Affective Filter Hypothesis (Krashen, 1987). Furthermore, it is crucial to consider that not all input provided in the lesson is going to be transformed into intake; thus, we must discover new ways to obtain output from learners to adapt a lesson plan and check in what areas or skills extra practice is required.

In the classroom, teachers assume multiple roles but the one that can never be forgotten is the facilitator role, so pupils can feel supported and ready to cope with more challenging tasks (Zone of Proximal Development). Furthermore, for students to go beyond their current levels,

they must be challenged at all times with a variety of tasks to improve their skills –Input hypothesis $i+1$ – (Krashen, 1987).

To develop skills, I have been drawn to the top-down approach for reading, listening, and writing; this type of processing of language encourages learners to use their background information to predict the meaning of the language, which makes the lesson more vivid since they do not have to rely on actual words, instead, they first create expectations about the input that will eventually be confirmed or rejected as the lesson is being executed.

For speaking, activities should be engaging and related to everyday life with an emphasis on problem-solving (Task-based learning). Within these constraints, learners comprehend the function and realize that everything they do has a purpose.

Additionally, teachers ought not to neglect intercultural competence because it is challenging and difficult to measure. Fortunately, Byram has designed a model that constraints how and where to look when teachers develop students' intercultural competence. Thus, if a lesson or book does not contain an intercultural activity, we can create or adapt the materials with a suitable approach to fulfill students' needs.

During our practices, we have learned students come from different cultural backgrounds, possess different learning abilities and personal luggage that may interfere with the teaching process because what is best for one may not be suitable for another.

As part of my teaching philosophy, I establish my commandments:

- Language must be taught for communication. Depending on the technique or theory applied could either be conscious or unconscious. It is okay to combine both possibilities but most importantly focus on students' necessities.
- Use different teaching approaches according to the student's levels and abilities. Input (written or spoken) ought to be carefully selected and graded for students.
- Challenge your students to increase their level of English and assist them to deal with more complex tasks (Input Hypothesis $i+1$ and Zone of Proximal Development).
- Allow students to communicate in the target language to build their confidence and acknowledge its functionality. Implement the communicative approach and task-based

learning combined and decide if it is for fluency or accuracy. Interaction is fundamental.

- Identify your role as a teacher as well as your students' so you can respond and cope with difficult situations that may hold yourself and students back.
- Establish English in the classroom as lingua franca so students can be exposed to the language therefore negotiate meaning takes place all the time. As a result, the interaction becomes teacher-student and student-student.
- Be empathetic and get to know your students, this will help you identify their characteristics, types of motivation, and necessities to plan.
- A welcoming environment is mandatory for students to relax and learn more (Affective filter hypothesis).
- Provide sufficient practice for all skills; assume that not all input is transformed in intake so discover new ways to gather and analyze the output to check what areas require more practice.
- Adapt your classroom and make use of all resources, it does not matter if you are provided very few materials. When there is a will, there is a way.
- Do not be put off when a lesson does not go as you thought it would. Teaching is complex so one day could be splendid and another, a total disaster. Practice makes perfect, so be resilient and improve your practices learning from your mistakes.

1. 2 Theoretical foundations of the lesson plan and teaching philosophy

The whole lesson plan was based on a series of theories that are part of a personal teaching philosophy. These theories are going to be stated in the upcoming lines.

1.2.1 Stephen Krashen's Theories

- **The Acquisition-Learning hypothesis** explains there are two ways of developing knowledge, which is acquisition and learning. The acquisition suggests that learners can develop language incidentally and implicitly, on the other hand, learning is gained intentionally and explicitly.
- **Monitor hypothesis** infers that users of the language are capable enough to monitor their production and take control over it as to modify the output. This can only loom when focus on form, knowledge of the rule, and time are met.

- **The Input hypothesis** shows language is acquired through exposure to comprehensible input (written or spoken language). It is represented by $i+1$ and indicates the kind of input students should be exposed to. Anything below that level has been already mastered by learners, and anything beyond it is too demanding.
- **The Affective Filter hypothesis** states that besides adequate exposure, a welcoming environment can boost students' opportunity to learn by the language input given because they feel comfortable and calm, and their affective filter is down. On the contrary, if they feel nervous or anxious, their affective filter is high or up, and therefore, the input that students are exposed to cannot be acquired. (Krashen, 1987)

1.2.2 Linguistic competence

In this lesson plan, linguistic competence is based on the idea of acquisition; thus, the procedures for learning grammatical features are mainly a subconscious process that happens while learners focus on conveying ideas. Within these constraints, different scenarios were created by the teacher to facilitate communication with comprehensible inputs.

1.2.3 Communicative competence

Since the lesson is mainly designed for communication purposes, all four skills were developed with an emphasis on productive skills (writing and speaking). Besides assisting students in improving their skills, the linguistic competence for this lesson provides some knowledge about sociolinguistic rules of the target language (English) to comprehend foreigners' interests in robotics. (Hymes, 1971)

1.2.4 Intercultural competence

For intercultural competence, English is established as lingua franca for communication purposes. Even though everyone manipulates Spanish as a first language, all students have been exposed to different beliefs and ideas that have shaped their cultural backgrounds, which is still part of intercultural competence that will allow them to communicate effectively in a range of cross-cultural contexts. (Byram, 2002)

1.2.5 The Cultural Criticality Approach

The approach is based on the cultural criticism method which exhausts its practices on explaining culture-specific differences and points of conflict to separate them as researchable issues in transcultural interaction. (Humphrey, 2002)

The lessons and activities for skill development begin using top-down processing to work with background information to predict the meaning of the language students are going to listen to or read. As the lesson progresses, students are being equipped with vocabulary, pronunciation patterns, and information that will be briefly tested before moving to the cultural criticism method.

The culture of the target language has been gone over first, so then learners can actively establish a point of comparison with one's culture and another one in the robotics field. According to the method, it is highly recommended to concentrate learners' activities on similarities first to avoid the arousal of feelings of rejection, so then they can continue with differences. (Bennett, 1993)

The final activity (essay) is meant to consolidate the approach by using previous experiences to compare, contrast and establish differences between C1 and C2 using L2 with an objective point of view. (Emilsson, 2010)

It is also important to mention that integrated skills were also included using the content-based instructions to connect the topic alongside listening, reading, writing, & speaking development.

1.2.6 Top-down approach for listening

Listening, as a receptive skill, involves responding rather than producing the language. It also demands to make sense of the meaningful sounds of the language that are heard with the assistance of textual cues, knowledge of the world, and features of the spoken language.

To successfully develop listening, several difficulties need to be overcome, and most issues related to it are usually caused by the lack of proper, adequate, and sufficient practice. When planning a listening lesson, teachers must identify students' English level and consider the input hypothesis.

Additionally, the consideration of the schema theory can impact effectively students' performance. Certain activities at the beginning of a session can help learners connect the background knowledge and past experiences to understand the meaning of a message (content schema); also, the knowledge of grammatical aspects implicitly presented in words may provide an opportunity to deduce the meaning of words or specific vocabulary (linguistic schema).

The lesson plan follows top-down processing, which uses background knowledge or previous information to comprehend the meaning of a message (Richard, 2008). The series of activities are divided into three stages: Pre-listening to prepare students for what they are going to hear and increase their probabilities of success in the given tasks; while listening to show their understanding of what was heard; post-listening to help students reflect on the listening experience.

1.2.7 Task-Based learning for speaking

The approach is considered the backbone of the teaching process because it allows students to actively engage in the processing of problem-solving using the language to achieve a goal or complete a task. A traditional method may explain forms directly in the classroom, but instead, the TBL involves students to move toward real-world contexts contributing to communicative goals. Its objectives are specific so that you can determine the success of one task over another.

While TBL is being implemented, the teacher's roles become more of a helper, and students work at their own pace and within their own level and area of interest to process and continually restructure their interlanguage. (Ellis, 2003)

Willis proposed three major steps in his model, called Pre-task designed to accomplish at least three objectives: to motivate, to activate previous knowledge on the topic, and to set out instructions and less often to introduce language necessary for the task; Task Cycle in which students carry out the assignment interacting with their peers so then they can plan how to report the information focusing on accuracy with the support of the teacher; and Language Focus when learners notice the new aspects of the target language and go on to practice activities — “activities” in a sense carefully distinguished from “the task.” (Willis, 1998)

1.2.8 Interaction

Michael Long argued that interaction is more than an opportunity for learners to practice the language but that through interaction, learners develop a second language. (Long, 1996)

While working in class, students may cope with breakdowns, and this is when interaction for negotiation of meaning begins and modified input intervenes to understand what speakers are trying to convey. In interactions to negotiate meaning, pupils make an extra effort to repair the communication breakdown so they are more aware of language features; thus, the input can be internalized as intake, and may lead to learning. (Long, 1996)

1.2.9 Zone of Proximal Development

As the class is being implemented, students can struggle with some activities because they are more challenging than usual. During that moment, learners can be supported by a more capable person (a teacher) or peer (classmate) to overcome difficulties and work at higher levels. Vygotsky maintained that the ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978)

1.2.10 Top-down approach for reading

The top-down approach is a traditional model of reading. It was designed to teach students to read using the theory that it is the brain of the reader and not the words on the page that make sense of what is written. The goal of the top-down reading theory is to have students become active readers. According to Friedman, active readers develop solid comprehension skills and larger vocabularies and are more capable of engaging in abstract and logical thought. (Friedman, 2019)

The lesson can be summarized in a few steps:

1. Readers bring their knowledge of the language and the world to prepare for the reading.
2. Readers create expectations.
3. Readers make predictions about what is to come, that is, features related to the schematic knowledge of genre and topic.
4. Readers search the text to confirm or reject the predictions that were previously made.

5. They begin with meaning and then move down to words.

1.2.11 Approaches for writing

During regular classes, students are taught the process of writing to guide students on the procedures they need to follow to successfully create a review, essay, story, e-mail, and many other tasks. Since they have already gathered all the knowledge necessary for creating different texts, the writing task aims for learners to use the patterns they have learned to write ideas (Hyland, 2002).

The ideas were requested in a form of a five-paragraph essay, which requires an introduction, three body paragraphs, and a conclusion (Hjortshoj, 2001). Additionally, some adjustments were made in the instructions to create a semi-controlled writing activity to direct students into comparing, contrasting, and establishing differences in the robotics industry to fulfill the purpose of the Cultural Criticality Approach.

CHAPTER 2. METHODOLOGY AND PRACTICE

2 Lesson plan

1. Lesson plan identification cell.	
Author	Marco Antonio Martín González
Educational stage	4 th & 6 th Semester Level: B2 Advanced
Title of your Lesson plan	Switch on. Robotics: In it together
Learning Objective of the plan/Competency	<p>To learn how to design a robot using C2 & L2 to construct background information for acknowledging that Mexico requires more attention in the robotics industry (C1).</p> <p>To develop English skills throughout a series of activities to develop intercultural competence.</p> <p>To select the appropriate grammatical patterns to communicate ideas in productive skills as part of a general review.</p>
Communicative skill considered	Listening, reading, writing & speaking
State of the following options	-
Functions	<p>Talking about robots</p> <p>Listening for specific information</p> <p>Identifying problems and providing solutions</p>
Main Grammar structure	All grammatical patterns are considered since it is part of a general review to communicate ideas. The lesson plan is based on acquisition (Krashen & Terrell, 1983).
Other Grammar structures	
Brief description of the plan	The lesson plan is set on live classes using zoom and online resources due to pandemic conditions. The activities were based on acquisition as a part of a general review in which students must select the appropriate expressions to communicate ideas and solve problems.
Hours of the plan implementation	2 hours and 30 minutes
Number of sessions	3 sessions (50 minutes each)

Resources required for the lesson	<ul style="list-style-type: none"> • Zoom account • Peardeck account • Google slides • Microphone • Webcam • Google Classroom 	<ul style="list-style-type: none"> • Quizlet • Video: Recycle rush • Reading: A Look at the Mexican Robotics Industry
Link of the content	<p>Google slides presentation: https://docs.google.com/presentation/d/1PyZqG-Mo95eb0RiMjJ5LhZQ0cxts2uXL05pis1Ib-zw/edit?usp=sharing</p> <p>Online Flashcard Vocabulary: https://quizlet.com/mx/594340710/switch-on-robotics-in-it-together-flash-cards/</p> <p>Listening. Video: Recycle rush https://drive.google.com/file/d/1IAOQIXlmgk0ATX3QtZPgHPBJ-bN1z03v/view?usp=sharing</p> <p>Reading. A Look at the Mexican Robotics Industry: https://www.automate.org/blogs/a-look-at-the-mexican-robotics-industry</p>	
EEAILE tutor on line	Norma Susana Herrera Rivera	

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	<p>Teacher greets students and provides general instructions. Official script of Colegio Anglo Mexicano to begin the session.</p> <p>Teacher displays the Peardeck code in zoom to have access to the live</p>	<p>-Students write “present” in the chat to register attendance (mandatory policy of the school)</p> <p>Students go to www.joinpd.com and enter the code.</p>	01

	presentation.		
Set the objective or competencies of the lesson	Teacher presents the learning objective of the session for students to have a clear understanding of the lesson.	Students write the date, topic, and objectives in the notebook for activities that are not electronic. (Mandatory policy of the school)	01
During the lesson Activity. Vocabulary: Robotic words (Zimmerman, 2009)	<p>Teacher introduces the vocabulary of the sessions with flashcards: Pictures, words, and definitions.</p> <p>Teacher clarifies concepts for students.</p> <p>Teacher invites students to go to Quizlet live and shares a code to join the game (a race in teams).</p> <p>Teacher creates the team (generated automatically by the app) and emphasizes if anyone in the team makes a mistake, they have to start over.</p>	<p>Students observe the picture, word, and definition for further clarification.</p> <p>Students ask for clarification when needed.</p> <p>Students enter the code in https://quizlet.com/live</p> <p>Students practice the vocabulary with accuracy and monitor their performance on the screen to observe their position in the race.</p>	01

3. Communicative skills development

Video. Recycle rush: To listen to essential aspects of a robotics competition to establish a point of comparison from one country to another for persuading students in the field.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>Information processing activity & 1st practice</p> <p>-Activity 1 Lead in: To engage students in the topic.</p> <p>Top-down approach for listening (Richards, 2008)</p>	<p>-Teacher starts by asking: When do people need to work as a team to get the best results? Ask for examples (e.g. at school, for project work, in sport, in management, etc.).</p> <p>-Teacher extends by asking: In general, do you like to work in teams or individually? Do you prefer to be a leader or to be led? Why?</p> <p>-Teacher requests</p>	<p>-Students answer by chat or speak through the microphone.</p> <p>-Students answer by chat or speak through the microphone.</p>		01	
					-Subjective

<p>Activity 2. Pre-listening: Activating students' knowledge of the world Content schema (Carrel, p. L. Eisterhold, J.C., 1983)</p>	<p>students to think about a time they were a successful or unsuccessful team -Teacher reads everyone's answers</p>	<p>-Students write their ideas in Peardeck</p>	<p>Google slide with the questions and Peardeck functions to write on the live presentation.</p>		<p>evaluation: There is no correct or incorrect answer.</p>
<p>Activity 3. While-listening: Listening for specific information. Non-interactive (Richards, 2008)</p>	<p>-Teacher tells students that they are going to watch a clip about a special type of teamwork. – Teacher plays the video clip all the way through to answer the question. -Teacher plays the video for a second time. -Teacher allows students to watch</p>	<p>-Students watch the videos to answer the question: What did the teams of students have to create at the Recycle Rush Challenge? -Students list different things that the team had to do to complete the project.</p>	<p>Video: Recycle rush Retrieved from Gold Experience B2 2nd Edition Google slide with the questions and Peardeck functions to write on the</p>	<p>01</p>	<p>Objective evaluation: Recording specific information .</p>

	the video as many times as necessary.		live presentation.		
Activity 4. Post-listening: Discussion Interactive (Richards, 2008)	-Teacher creates breakout rooms in zoom for students to discuss.	-Students accept the requests in zoom and discuss: -How did the students feel about the challenge? -One of the team mentors said that he wanted to inspire the students to do something with their lives. How do you think this challenge will inspire people?	Google slide with the questions and Peardeck functions to write on the live presentation.	01	Students' participation
Speaking: To increase students' awareness of how robots facilitate the life of humanity while generating ideas for a prototype.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
2nd practice and social interaction. Activity 1. Designing a robot Task-based learning (Willis, 1998)	-Teacher puts students into small groups and explains the project. -Teacher monitors students and clarifies instructions where necessary. Zone of proximal	- Students have to design and promote a robot that will perform a useful daily function. -Students carry out the following instructions: 1. Choose the purpose of the robot.	Instructions in Google Slides Template for students.	02	Rubric: Fluency activity with emphasis on communicating ideas.

	<p>development (Vigotsky, 1978)</p> <p>The Affective Filter hypothesis (Krashen, 1987)</p> <p>Interaction (Long, 1996)</p> <p>-Teacher listens to students' presentations and does not interrupt the fluency activity.</p> <p>-Teacher summarizes all the ideas and organizes the voting procedure.</p>	<p>What basics function will it perform?</p> <p>2. Research similar products for design and function ideas.</p> <p>3. Prepare a detailed sales pitch for your robot. Include: name and purpose of the robot, functions, the benefits the robot will bring, and your market (i.e. who will buy your robot).</p> <p>4. Present your sales pitch to the class.</p> <p>5. Vote on the best sales pitch and the best robot idea.</p> <p>-Students present the robot to the class.</p> <p>-Students use the reaction buttons in zoom to vote.</p>			
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Reading: To allow students to comprehend the current situation of Mexico in the robotics area as part of background knowledge development.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Top-down approach for reading (O'Malley, 1994) Activity 1. Activating students' knowledge of the world Content (Carrel, p. L. Eisterhold, J.C., 1983)	-Teacher asks learners the questions: -What are the countries that first come into your mind when you hear the phrase "Robotics industry"? Why? -What do you think about robotics in Mexico? -Have you taken any robotics classes? If so, what did you like or not like about them? -Teacher plays the roulette to choose two students to share ideas using the microphone.	-Students write answers in Peardeck. -Two students selected with a roulette share their ideas.	Google slide with the questions and Peardeck functions to write on the live presentation.	03	Students' participation
Activity 2. Prediction	-Teacher shows students a picture	-Students try to predict the possible	Google slide	03	Students' participation

	and the phrase: A new Mexican robotics age may be about to dawn. -Teacher reads students' ideas taken from Peardeck.	content of the text. -Students listen to everyone's predictions.	with the questions and peardeck functions to write on the live presentation.		
Activity 3. Reading for gist (skimming) (Brown, 2007)	-Teacher asks students to read the text as quickly as they can to verify their guesses.	-Students read quickly without paying attention to unknown words to confirm their guesses.	Reading. Authentic material: A Look at the Mexican Robotics Industry	03	Students' participation
Activity 4. Reading for detail (Brown, 2007)	-Teacher asks students to read again to answer true/false questions.	Students read and infer some information to answers the questions correctly.	Reading. Authentic material: A Look at the Mexican Robotics Industry		Objective evaluation

Writing: To use previous experiences to compare, contrast and establish differences between C1 and C2 using L2 with an objective point of view.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Activity 1. Contrasting cultures and providing possible	-Teacher tells students to use their experiences (robotics classes offered by the school) and	-Students work in Google Docs to create an electronic document to write an		03	

<p>solutions.</p> <p>Free writing (Hyland, 2002)</p> <p>A five paragraph essay. (Hjortshoj, 2001)</p> <p>The Cultural Criticality Approach (Humphrey, 2002)</p>	<p>previous information to write an essay:</p> <p>Technology is critical for innovation, yet schools struggle to get students interested in this area. Could teaching robotics change this?</p> <p>Write about:</p> <ul style="list-style-type: none"> -Robotics in Mexico -Robotics in other countries -Your own idea. <p>-Teacher presents the exam tip from unit 6 again.</p> <p>Exam tip: essay</p> <p>Keep your use of language fairly formal – and don't forget the golden rule: show what you know! That is, use modal verbs, verb phrases, more difficult nouns, and so on.</p>	<p>essay.</p> <p>-Students based their work on the 5 paragraph essay and linking phrases taught in previous lessons.</p> <ul style="list-style-type: none"> • Introduction • One paragraph for each idea • Conclusion. 	<p>App</p> <p>Grammarly to check accuracy in their writings.</p>		<p>Rubric:</p> <p>Fluency activity with emphasis on communicating ideas.</p>
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2.1 Assessment and evaluating tools

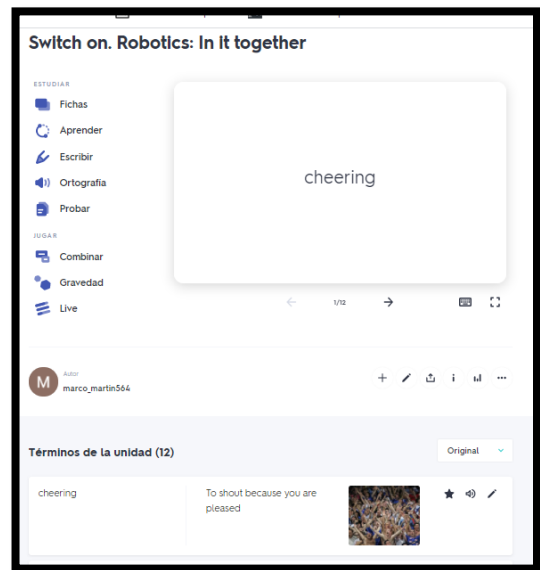
2.1.1 Assessment for vocabulary

Quizlet for vocabulary building and assessment

- <https://quizlet.com/mx/594340710/switch-on-robotics-in-it-together-flash-cards/>

Based on the dimensions of the vocabulary assessment, the discrete-embedded was considered to first measure students' knowledge of the words as independent constructs before they can be assessed as part of larger constructs in listening and reading. (Read, 2000)

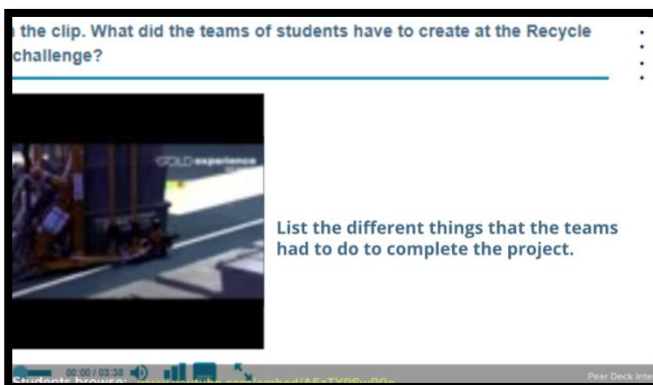
When the flashcards to play online were designed, unknown and acquainted vocabulary was chosen to carefully observe a photo related to the word and listen to its pronunciation and definition.



While students were participating in the online race, the app showed multiple cues (choices) such as pictures and definitions to help them be familiarized with the vocabulary (Zimmerman, 2009). Precision and accuracy were fundamental because if any participant were to make a mistake selecting an answer, the game forces players to begin again. As the lesson progresses, items of vocabulary appear again as part of the assessment of larger constructs.

2.1.2 Assessment for listening

Based on Madsen formats for testing listening, it was decided to use the selective listening "recording specific information" from the listening comprehension formats. The testing format requests students to focus on taking notes as they listen to a passage to solve a task.



While working the top-down processing for listening, students began to activate knowledge of the world by answering some questions in Peardeck. The

activities aim to share ideas, predict and anticipate the kind of information that will answer the question, and be aware that the idea learners are listening for could be expressed in the video in many different ways.

In the main listening, even though the macro skill taken into account was listening for specific information, learners are forced to be more sensible to listen for ideas rather than specific words and phrases so they can answer what students have to create at the Recycle Rush Challenge and list different things that the team had to do to complete the project.

When students write down the answers, they use specific words and phrases, which are the main goal of the assessment as well as collect essential aspects of a robotics competition to establish a point of comparison. Finally, the post-listening aims only for students to reflect on the listening experience.

2.1.3 Assessment for speaking

Speaking is a productive skill that requires producing speech to communicate meaning to other people using body language, intonation, function, register, word and sentence stress, interaction, turn-taking, and many other features. This skill, by its nature, tends to be unplanned because of the pressure of time that does not allow learners to focus on the previous features mentioned unless they make prepared speeches or presentations.

For speaking, three principal components should be prioritized: Fluency, to ensure our listener will keep on listening to us without getting bored or irritated by too many hesitations or the too-slow pace of speaking; the accuracy of grammar, use of vocabulary, and production of sounds to maintain our message clear; and appropriacy to determine the right register to treat listeners with the appropriate degree of formality and informality in order not to upset them or make them feel uncomfortable.

Additionally, it is essential to bear in mind how specialists in the area such as Kuhlman and Brown highlight the micro and macro-skills as well as the aspects of the speaking domain to assess more accurately.

Even though the objective of the task is to increase students' awareness of how robots facilitate the life of humanity while ideas for a prototype, speaking cannot be assessed in only one area especially at advanced levels; therefore, a teacher should consider those that might fit for the class profile.

Rubric: Presentation of a robot prototype				
	Fair 2	Good 3	Very good 4	Excellent 5
Presentation of the robot	Student introduced himself/herself, but forgot to mention the name or purpose of the robot. Functions, benefits or market were not explained.	Student introduced himself/herself, but forgot to mention the name or purpose of the robot. Functions, benefits and market were explained with little degree of detail.	Student introduced himself/herself, mentioned the name and purpose of the robot. Functions, benefits and market were explained with little degree of details.	Student introduced himself/herself, mentioned the name and purpose of the robot. Functions, benefits and market were explained with sufficient degree of details.
Communication	Student spoke with some hesitation, but made few relevant contributions. He or she tried to communicate, but sometimes	Student spoke with some hesitation, but it did not usually interfere with communication. He or she usually	Student spoke smoothly, with little hesitation that did not interfere with communication. Student communicated effectively;	Student spoke smoothly with no hesitation at all. He or she always presented the information appropriately and clearly.

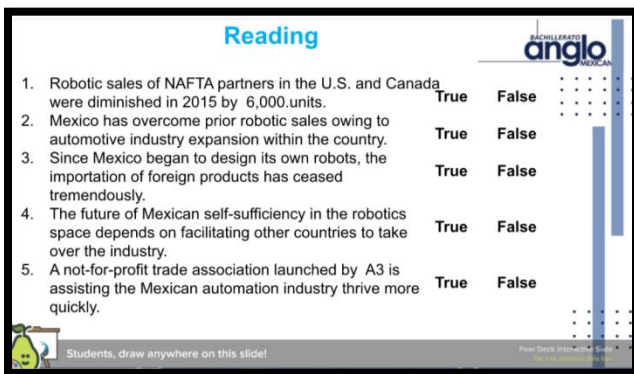
	did not present the information appropriately or clearly.	presented the information appropriately and clearly.	almost always present the information appropriately.	
Fluency	Student made a few long pauses which sometimes interrupted the flow of communication. Some effort was needed to keep the presentation going. Produced very short contributions. Pronunciation causes serious strain.	Student had some minor difficulties to maintain the presentation. Sustained interaction usually without interlocutor support. Pronunciation may have caused strain at times but did not impede communication.	Student had almost no difficulty to maintain the presentation and get his or her point across.	Student helped the presentation to flow and develop.
Grammar	Student made a number of basic errors but still managed to communicate.	Student made some occasional errors which did not interfere with communication.	Student demonstrated understanding of grammatical structures covered in the previous units, and used them to communicate, with only few	Student consistently and accurately used grammatical structures covered in the previous units, to communicate

			occasional errors.	effectively.
Vocabulary	Student used limited vocabulary and expressions but somehow managed to communicate.	Student used sufficient vocabulary to tackle the speaking task.	Student used a good repertoire of vocabulary and expressions to convey meaning and carry out the task at hand.	Student used a variety of vocabulary and expressions from the previous units, to express his/her ideas.

Harmon Hall adaptation rubric for speaking

2.1.4 Assessment for reading

In the lesson, top-down processing was implemented to teach students to read using the theory that it is the brain of the reader and not the words on the page. The first questions activate students' knowledge of the world; also bring to the task information, ideas, and beliefs that a learner has. In the prediction stage, students work with cues to guess about what a text may be. Predicting also helps learners create expectations about what they will read and confirm or reject as they read.



Reading for detail is the macro skill elected for reading comprehension. It aims specifically to allow students to comprehend the current situation of Mexico in the robotics area as part of background knowledge development; therefore, key sentences and statements were chosen and transformed thoroughly

into a true/false quiz to fulfill the objective of the skill. Sally and Katie (2008)

2.1.5 Assessment for writing

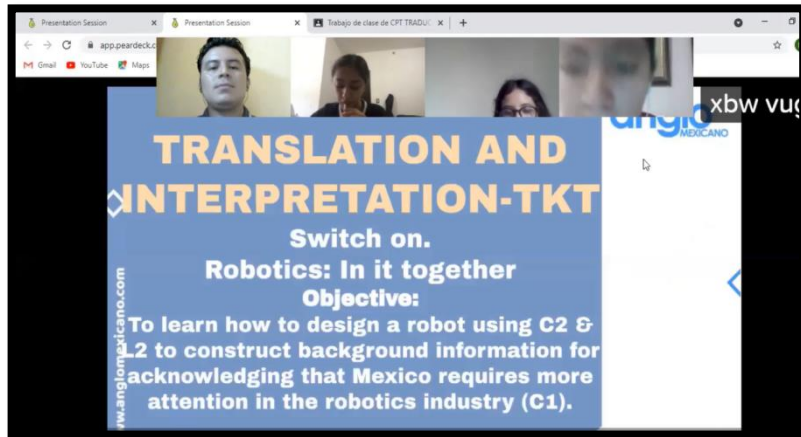
The final stage of the lesson is the writing that works as a consolidation of the Cultural Criticality Approach to use previous experiences to compare, contrast and establish differences between robotics in Mexico and other countries with an objective point of view. Based on O'Malley and Valdez Pierce's ideas of evaluating only one aspect of the writing, the analytic rubric was chosen to assess the communication of ideas.

	Needs improvement	Fair	Strong	Excellent
The introduction attracts the readers' attention and introduces the topic to be discussed	1	2	3	4
Paragraph 1: Talk about robotics in Mexico, reflect, contrast and/or make comparisons. Provide supporting details for ideas, and/or examples	1	2	3	4
Paragraph 2: Talk about robotics in other countries, reflect, contrast and/or make comparisons. Provide supporting details for ideas, and/or examples	1	2	3	4
Paragraph 3: State a clear point of view and provide supporting details for ideas and/or examples	1	2	3	4
Conclusion: Conclude the essay with the events and arguments described Show a reflection of what has been learned.	1	2	3	4

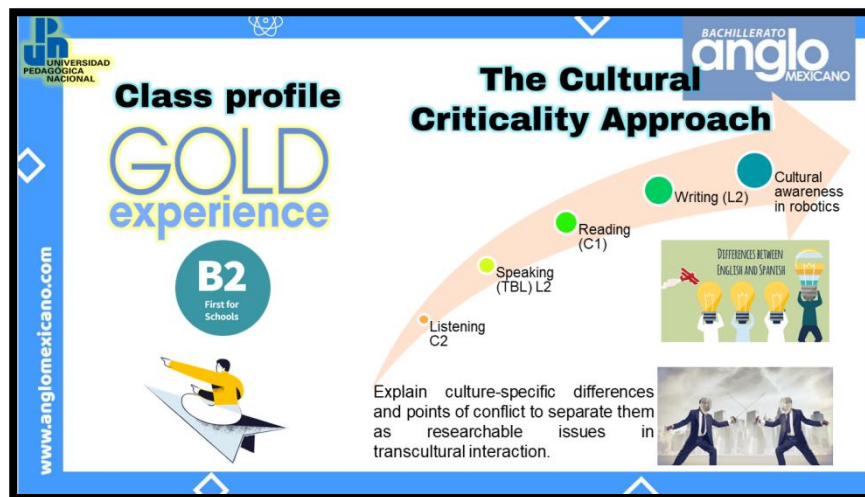
2.1.6 Video of the lesson

Materials for the online class:

- Google slide presentation with Peardeck functions for real-time interaction:
<https://docs.google.com/presentation/d/1PyZqG-Mo95eb0RiMjJ5LhZQ0cxts2uXL05pis1Ib-zw/edit?usp=sharing>



Class profile and overall structure



Link of the video:

<https://drive.google.com/file/d/1HGrNIJhCCHsJpmBiHrXXgudsyd9hjn/view?usp=sharing>

CHAPTER 3: EXPERIENCE REPORT

3.1 Class profile and topic of the lesson plan

The topic of the lesson plan is called “Switch on. Robotics: In it together” which aims primarily for students to learn how to design a robot using C2 & L2 to construct background information for acknowledging that Mexico requires more attention in the robotics industry (C1). The topic was selected because it is part of the syllabus of the book Gold Experience B2 2nd. Edition and academic authorities do not allow teachers to modify its content beyond the program.

During the lesson, throughout a series of activities, learners are to develop intercultural competence and applications of grammatical patterns learned over the course to communicate ideas in productive skills as part of a general review. These students are classified as advanced because they passed the Preliminary English Test (PET) offered by Cambridge in third grade of Secondary School (Colegio Anglo Mexicano has all academic levels from kindergarten to college, and its specialty is English and French), and now they are in “Bachillerato”, fourth and sixth semester are taking an English course at a B2 level according to the CEFR. So they have no problem controlling the language at ease.

The lesson plan was originally designed for the B2 level; however, due to the lack of time caused by the evaluation period and planning for a possible strategy to come back to school after coronavirus closure, a different group was chosen instead. The group contains some advanced students from the B2 level, but the CPT group (Capacitación para el Trabajo) specializes more in topics for translation and interpretation of English.

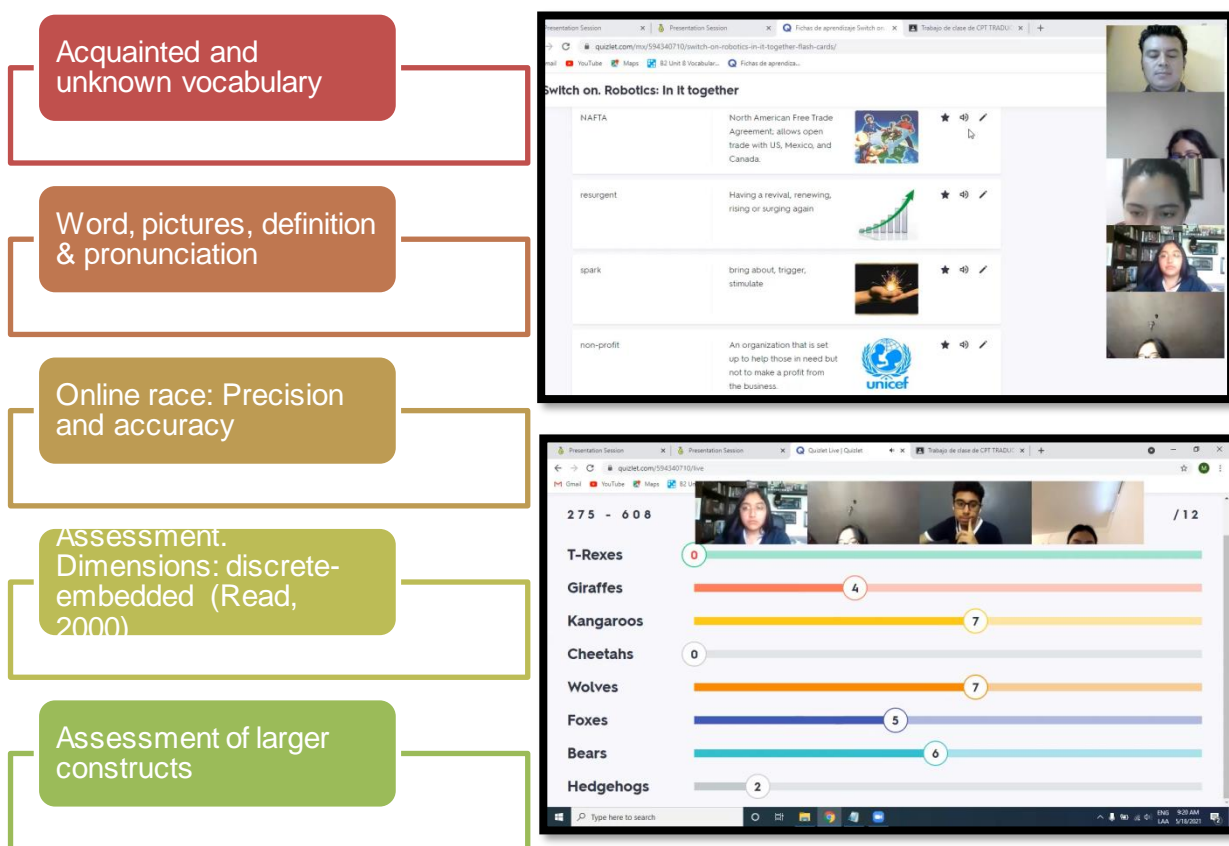
3.2 Development and outcome of the activities

3.2.1 Vocabulary building

The sequence of the lesson begins with vocabulary building based on the dimensions of the vocabulary assessment, the discrete-embedded was considered to first measure students' knowledge of the words as independent constructs before they can be assessed as part of larger constructs in listening and reading. (Read, 2000)

When the flashcards to play online were designed, unknown and acquainted vocabulary was chosen to carefully observe a photo related to the word and listen to its pronunciation and

definition. While students were participating in an online race, the app showed multiple cues (choices) such as pictures and definitions to help them be familiarized with the vocabulary (Zimmerman, 2009). Precision and accuracy were fundamental because if any of the participants were to make a mistake selecting an answer, the game forces players to begin again. These vocabulary activities supported students in comprehending unfamiliar terms to successfully work on reading, writing, listening and speaking as part of larger constructs.

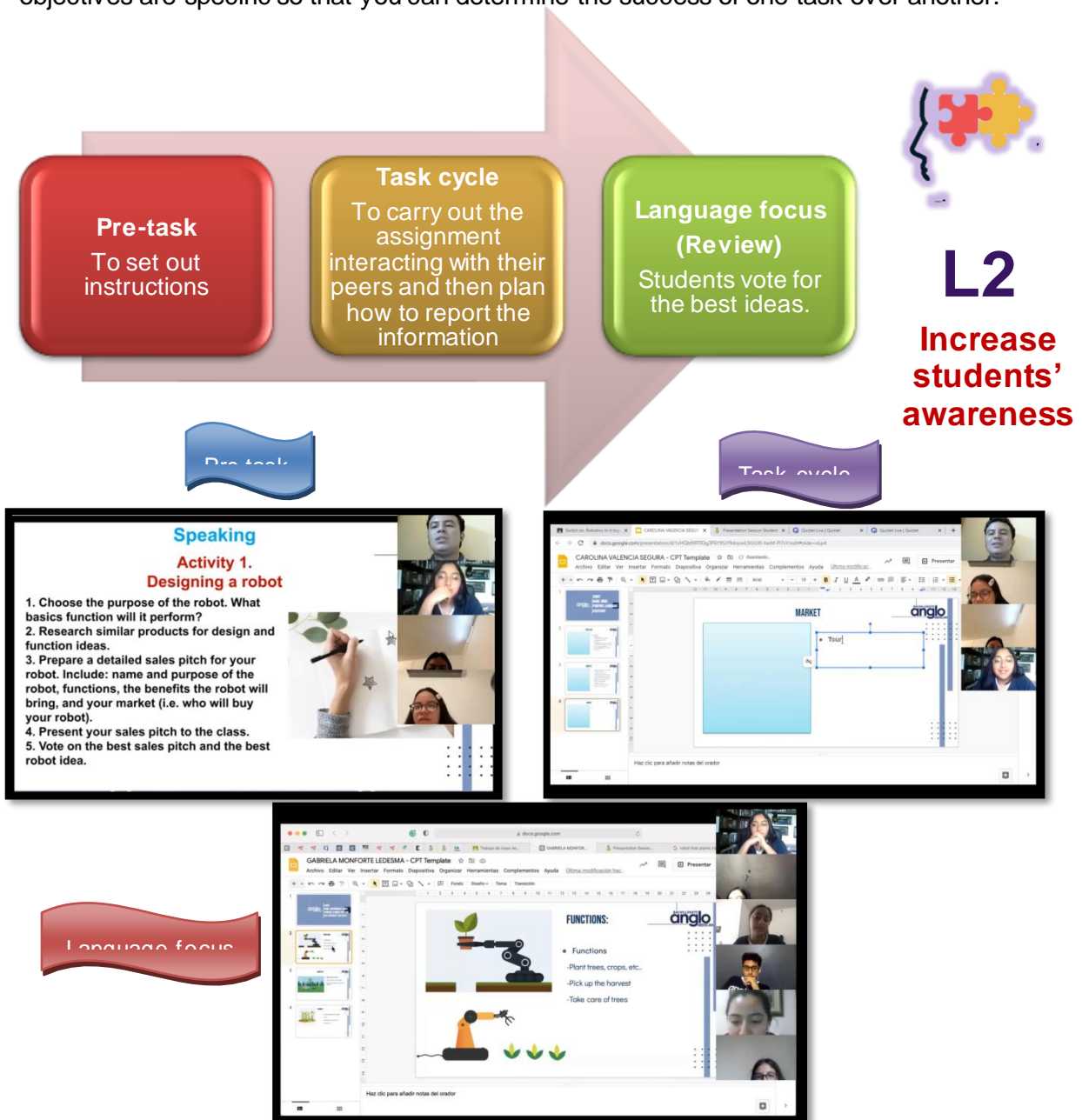


3.2.2 Listening

Then, a video called "Recycle Rush" taken from the book works as a key element for the development of English skills for cultural awareness and intercultural competence with the topic of robotics. The video shows how robotics plays a fundamental part in innovation and technology by showing students that the area can also be fun, also helps to establish a point of comparison of the culture of the target language (C2) for Mexican students. All students

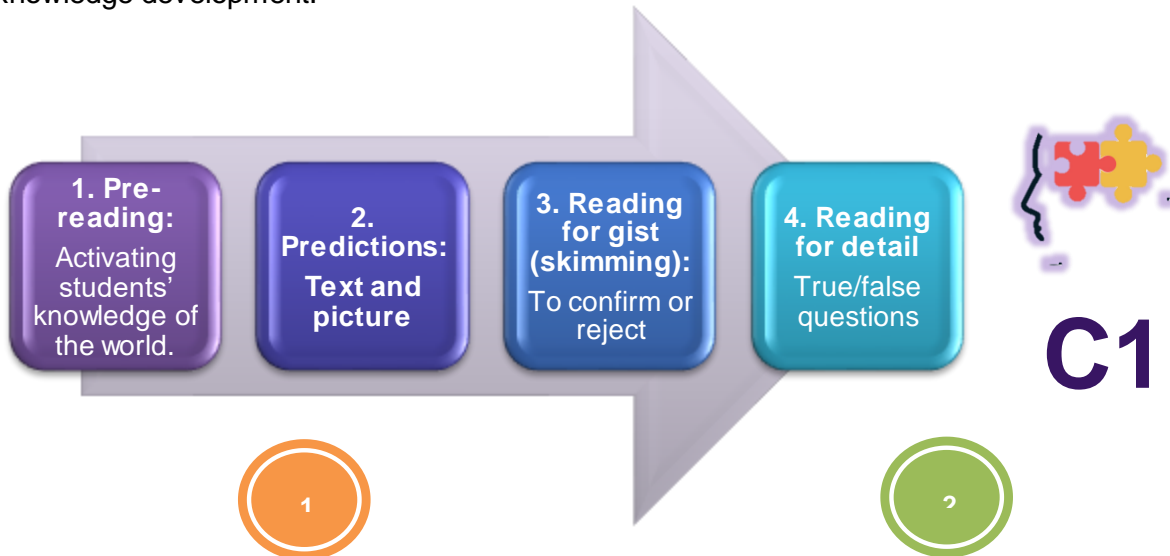
3.2.3 Speaking

The next step was to develop speaking with task-based learning to increase students' awareness of how robots facilitate the life of humanity. With this problem-solving exercise and the assistance of a teacher, learners are requested to do some research first in order to collect information to create a prototype and share ideas with classmates using the target language (L2). The approach permits students to actively engage in the processing of problem-solving using the language to achieve a goal or complete a task. TBL involves students moving toward real-world contexts contributing to communicative goals. Its objectives are specific so that you can determine the success of one task over another.



3.2.4 Reading

After realizing the benefits of the robotics industry, learners have to read to establish another point of comparison from C1 with an article (authentic material) and allow students to comprehend the current situation of Mexico in the robotics area as part of background knowledge development.



Reading

1. What are the countries that first come into your mind when you hear the phrase "Robotics industry"? Why?
2. What do you think about robotics in Mexico?
3. Have you taken any robotics classes? If so, what did you like or not like about them?

Reading

A new Mexican robotics age may be about to dawn.



Reading

A Look at the Mexican Robotics Industry

Robotics Online Marketing Team | 10/23/2017

When thinking about the future of robotics, two areas often spring to mind: first, China and the United States. China has been noted for its aggressive pursuit of robotic automation, while the U.S. remains the world's fourth-largest single market for robotics.

Reading

1. Robotic sales of NAFTA partners in the U.S. and Canada were diminished in 2015 by 6,000 units. **True** **False**
2. Mexico has overcome prior robotic sales owing to automotive industry expansion within the country. **True** **False**
3. Since Mexico began to design its own robots, the importation of foreign products has ceased tremendously. **True** **False**
4. The future of Mexican self-sufficiency in the robotics space depends on facilitating other countries to take over the industry. **True** **False**
5. A not-for-profit trade association launched by A3 is assisting the Mexican automation industry thrive more quickly. **True** **False**

Students, draw anywhere on this slide!

3.2.5 Writing

Finally, to consolidate the Cultural Criticality Approach, pupils are required to write an essay using the target language (L2) to compare and contrast cultures in the robotic field. The ideas were requested in a form of a five-paragraph essay, which requires an introduction, three body paragraphs, and a conclusion (Hjortshoj, 2001). Additionally, some adjustments were made in the instructions to create a semi-controlled writing activity to direct students into comparing, contrasting, and establishing differences between the robotics field in Mexico and other countries with an objective point of view. The evaluation was based on O'Malley and Valdez Pierce's ideas to focus on one aspect of the writing; therefore, the analytic rubric was chosen to assess the communication of ideas.

The left screenshot shows a slide titled "Writing A five paragraph essay" with the following content:

- Free writing (Hyland, 2002)**
- Essay outline:** Introduction, Body, Conclusion
- Paragraphs:**
 - Introduction:** Orientate the reader, identify the focus/purpose, define scope, state thesis
 - Topic sentence 1:** Supporting details, Concluding sentence 1
 - Topic sentence 2:** Supporting details, Concluding sentence 2
 - Topic sentence 3:** Supporting details, Concluding sentence 3
 - Restate thesis:** Summarize argument
- Technology is critical for innovation, yet schools struggle to get students interested in this area. Could teaching robotics change this?**
- Notes:** Write about:
 - 1 Robotics in Mexico
 - 2 Robotics in other countries
 - 3 ____ (your own idea)
- Consolidation of The Cultural Criticality Approach**
- C1 & C2 WITH L2**

The right screenshot shows a similar slide but with a video conference overlay on the right side.

The screenshot shows a presentation slide titled "Writing Write your essay in 140–190 words." with the following text:

Technology has allowed us humans to innovate and evolve in countless ways, people use it in their daily lives, students use technology even more and they are still reluctant to learn more about this field. Why is that?

Robotics in Mexico have shown great improvements over the years, it's one of the most advanced countries in the world, but the problem is that mexican people and people around the world haven't realized that, people still think that we are far from having cutting edge technology, and that isn't true.

People limit themselves to think that the most advanced countries in this field are China an the U.S, the do are among the best, the are known for their inventions and flawless technology, but Mexico is not that far behind from them.

The main problem in Mexico is that the few people interested in the robotics field, search for schools outside the country, thinking that they can learn better thinks in bigger countries, but that isn't true.

Mexico has so much to offer, so implementing the studies of robotics from a young age, can help increase the amount of people interested in the field, it can also show them that Mexico is the right place to stay and that could lead Mexico to much higher level of innovation.

3.2.6 Overall outcomes of the lesson

Despite some issues with time caused by the notification of coming back to school, students performed great because they had taken online classes from 7:50 to 1:55 pm for almost a year and a half; therefore, they had no issues controlling devices and compulsory apps indicated by the school. In regular sessions, students are taught skills following a program of the book Gold Experience B2 so the apps, means of communication, and teaching strategies were only implemented slightly differently to incorporate the topics of the specialization.

At the end of the lesson and after grading students' products, it was possible to observe that students comprehended the importance of the robotics area to improve the life of humanity and acknowledged that Mexico could compete equally with other countries; but it only requires more attention to develop interests in new generations and the government.

Outcomes of the lesson

Vocabulary development

Reading C1

Writing L2
They acknowledged that Mexico could compete equally with other countries

Listening C2

Speaking L2

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CHAPTER 4. CONCLUSIONS

4.1 Skills development and intercultural competence

Every teacher has a unique personality and style for teaching which makes them different. These differentiations were shaped over the years through lots of experiences and as a result, they have come to realize that some strategies and techniques work better than others to develop students' language skills.

Despite having sufficient knowledge to design a variety of activities, teachers have the responsibility to understand the theories behind them, otherwise, a class could be just a moment of keeping students busy without helping them improve their English.

Additionally, teachers must equip pupils with many strategies to enhance their success while working on reading exercises. It cannot be done overnight, but it will be beneficial to vary and include little by little different strategies such as scanning, skimming, reading for detail, deducing meaning from context, predicting, and so on.

Writing may not be the most appealing skill because it demands creating something from scratch which is a high cognitive skill. For some reason, most teachers believe that writing requires creating only e-mails, reviews, articles, essays, stories, and so on. However, writing can appear in different ways; one example is when pupils are given pictures to describe, gap-filling exercises, charts, listening tasks, trigger questions to answer, etcetera. Most teachers believe that writing requires creating only e-mails, reviews, articles, essays, stories, and so on. However, writing can appear in different ways; one example is when pupils are given pictures to describe, gap-filling exercises, charts, listening tasks, trigger questions to answer, etcetera. Even though writing can be found easily during lessons, educators must not forget to adapt teaching strategies according to students' needs; otherwise, it will be ineffective.

To successfully develop listening, several difficulties need to be overcome by learners, and most issues related to it are usually caused by the lack of proper, adequate, and sufficient practice. To set an example: Students may not have enough exposure to spoken language to become familiar with sounds and understand the content, and materials are sometimes not chosen considering learners' needs and contexts, such as age, background, and proficiency level. Therefore, students who have faced these issues often think that spoken English is hard to understand, and as a result, they develop a mental block.

Speaking, which is one of the most important skills, allows learners to communicate with other people who may not share the same native language. For that reason, speaking activities should be engaging and related to everyday life so students can develop their speaking through problem-solving. When this happens, learners comprehend the function and realize that everything they do has a purpose. Task-oriented activities will equip students to deal with multiple situations and adapt their register to speak appropriately.

Social interactions represent possible real situations that students may be coping with in the future. These will allow them to observe a preview and then decide how to communicate and behave accordingly. Sometimes teachers, due to the lack of time or for some other reasons, neglect these areas and reduce students' opportunity to observe how functional or effective they are to prepare themselves for upcoming events. Despite the learners' age or proficiency level, they can always benefit from oral practice in the classroom.

Additionally, the schema theory in all its variations offers students sufficient preparation to answer a variety of tasks relating learners' past experience to new information, or paying special attention to grammatical cues.

When it comes to vocabulary, learners may say they already know a word, but they do not realize what it really means to understand its nature, when, and how to use it because of its register or part of speech. Perhaps a word means something common in a context, but in an idiom or collocation, it is a completely different story. Therefore, vocabulary strategies must be implemented to allow students to practice what they have learned.

For intercultural awareness, Byram has created a model of intercultural competence to constraint how and where to look when developing students' intercultural competence. Thus, if a lesson or book does not contain any intercultural activity, teachers can create or adapt the materials with a suitable approach to fulfill students' needs.

Finally, the teachers' roles seem infinite because it changes based on the requirements of different scenarios, but teachers should be facilitators and be prepared to spend time guiding students to reflect on pre-concept ideas and perceptions before entering into studies of other cultures in the classroom and most importantly, make them realize that every human is different; therefore, they should be treated with respect in spite of their background.

4.2 Assessment and testing tools

Assessment and testing tools cannot be executed with the same parameters for every group of students. To design an effective method or procedure, teachers are to determine the objectives for the evaluation, considering learners' level, age, context, and skills to gather the appropriate information. The data collected during these practices could help track students' progress or assist to obtain a numeric grade to upload in a platform for institutional purposes.

Besides, evaluating students should be an opportunity to prove what they have learned over a course (or lesson) and identify their weaknesses to choose a different path with the teacher's guidance to improve their skills and linguistic competencies. Having said that, teachers are required to be more conscious to monitor students' progress and distinguish learning mistakes, errors, or slips to adequate strategies.

Teachers are drawn to specific authors because of their teaching preferences or students' traits. However, every teacher should comprehend the nature of language skills: Brown and Kuhlman assist in providing overall ideas in how these areas work; other authors, such as O'Malley and Valdez Pierce, suggest multiple activities for formal or informal assessment, and when skills are hard to be assessed, holistic and analytic rubrics can be implemented to focus on the language as a whole or perhaps only in one particular area. Lately, several authors have drawn attention to the Communicative Approach and its bounds with teaching content and integrated skills learning. For instance, Richards, Bentley, Thornbury, among others, have suggested that skills are not naturally learned or used in isolation but integrated.

Some evaluations can be objective and subjective. The former is easier to go through because only one answer is possible; in contrast, the subjective one requires certain teachers' criteria that make it even more challenging. Here is where many teachers adopt the use of rubrics where they can add scales of performance according to the level of achievement and the expected learning outcomes.

Finally, evaluation should be transparent and informative for the benefit of students rather than only to provoke the arousal of negative feelings in learners towards a second language. Effective feedback should help learners be informed about their performance to develop metacognition awareness, feel more confident, and be motivated to do better in future lessons.

CHAPTER 5. APPENDIXES AND REFERENCES

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Appendix 1. Declaration letter

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

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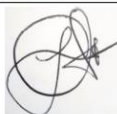
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Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera	Tutor(a), Asesor(a) o Director(a):	Norma Susana Rivera Herrera
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Atentamente,
Ciudad de México a 13 de junio de 2021.

Marco Antonio Martín González

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UPN/Coordinación de Posgrado

Appendix 2. Video and script: Recycle rush

Link: <https://drive.google.com/file/d/1IAOQIXlmgk0ATX3QtZPgHPBJ-bN1z03v/view?usp=sharing>

Retrieved from Gold Experience B2 2nd Edition

Narrator: The crowd is cheering as loudly as at any sporting event but this competition is more science than sport. It's all about robots. The annual robotics competition by FIRST: For Inspiration and Recognition of Science and Technology – a non-profit organization encouraging young people to take an interest in science subjects and careers.

Woodie: When you get 30,000 people together in a place like the St. Louis dome to celebrate a whole group of people who have built things, it makes a very positive statement about the complexity and the sophistication and the respect that goes to people who can create real things.

Narrator: High school students from around the world built these robots in just six weeks.

Guy: We are the first team from Israel to accomplish, uh, um, to reach the Einstein field. And it's very exciting for us to play with all the big teams. Uh, and we came here to have fun and represent our, uh, country.

Narrator: This year's challenge was called Recycle Rush. They started with some parts and a task. They had to build robotic carts that could pick up and stack plastic containers on top of one another. Then, they had to place a recycling bin at the very top. The higher the pile, the more points they won! As a team, they had to collaborate on every aspect – the design, the build and the business plan. All in a very short time frame, with the ultimate aim of earning the maximum number of points in the competition. Today was the climax of those efforts and time came for each team to see the results of their hard work. Only the strongest teams made it to the final rounds. For some, it was over sooner than they'd hoped, but they are still happy with the experience.

Bethany: I really got into it. It showed me that engineering, technology, science and math can be so much more than just paper doing problems. It showed me that it can be exciting; it can be just as fun as any sports any time.

Narrator: In the last round, the teams involved made the most of the final seconds. And it was team 118 "The Robonauts" who came out at the very top!

Christopher: I feel amazing right now. We've been striving to get this world championship for 18-19-20 years and counting. It's always ... it's always escaped us but now, now it hasn't.

Mason: Oh, look, we just got a trophy out here, ... Isn't that awesome? It's amazing. Yeah, it's ... it's easy. I mean the robot we're building is as complicated as some of the stuff we're trying to send to space.

E.J.: What I want these kids to get out of it, um, is just what FIRST is about. You're inspiring them to do something with their lives, to be interested in STEM – science, math, technology. I'm into robots, I'm into cars. Like I said, I work at Tesla, we built a giant robot. I want these kids to be able to see professionals doing those things day in, day out. See that we're normal people and see where they can go.

Narrator: This year's competition is over but teams all over the world will soon be getting ready for the next one!

Appendix 3. Reading. A Look at the Mexican Robotics Industry

Link: <https://www.automate.org/blogs/a-look-at-the-mexican-robotics-industry>

(A look at the Mexican robotics industry, s/f)

The screenshot shows a web browser displaying a blog post. At the top is a dark navigation bar with white text: WHO WE ARE, FIND SOLUTIONS & PRODUCTS, GETTING STARTED WITH AUTOMATION, STANDARDS & CERTIFICATIONS, EVENTS & NETWORKING, and AUTOMATION NEWS & RESOURCES. The main content area has a title "A Look at the Mexican Robotics Industry" and a sub-header "Robotics Online Marketing Team | 02/21/2017". The text discusses the future of robotics, mentioning China and the U.S., and then focuses on Mexico, noting a 119% increase in robotic sales in 2015. A graphic of the Mexican flag is overlaid on a blue circuit board background. A sidebar on the right titled "Recent Posts" lists several articles with right-pointing chevrons. At the bottom left is a logo for "Robots Changing the Game in Mexican Manufacturing" with a blue circular icon containing a white robot head.

Appendix 4. Materials for the online class

Google slide presentation with Peardeck functions for real-time interaction

Link: <https://docs.google.com/presentation/d/1PyZqG-Mo95eb0RiMjJ5LhZQ0cxts2uXL05pis1Ib-zw/edit?usp=sharing>

TRANSLATION AND INTERPRETATION-TKT

Switch on.

Robotics: In it together

Objective:

To learn how to design a robot using C2 & L2 to construct background information for acknowledging that Mexico requires more attention in the robotics industry (C1).

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Appendix 5. Quizlet activity for vocabulary

Link: <https://quizlet.com/mx/594340710/switch-on-robotics-in-it-together-flash-cards/>

Switch on. Robotics: In it together

ESTUDIAR

- Fichas
- Aprender
- Escribir
- Ortografía
- Probar

JUGAR

- Combinar
- Gravedad
- Live

cheering

1/12

Autor: marco_martin564

Appendix 6. Template to present the prototype of a robot

Link:

https://docs.google.com/presentation/d/1PEbvdBBEVX_42Y_0csyoEXRjccJvn9a3vtmcO0snUfI/edit?usp=sharing

