



Name: Metodología en la Enseñanza del Inglés	Requisites: II Year in Education and Modern Languages
Course Code: FD-0530	Correquisites: None
Credits: 4	Term: I-2022
Hours: 12 Classwork: 4 Out of Class Work: 8	Type: Core Module
Level: Third year Modality: Classroom-based	Prof. Carlos Murillo-Miranda, MEd. Email address: carlos.murillomiranda@ucr.ac.cr Office hours: Mondays 7 am- 10 am Office number: 318 FD Phone number: 2511-8188

I. Module Description

This module is aimed at students who already have a well-based theoretical framework in teaching and a proficient level of English as a second language. It expands on previous modules and prepares students for their teaching practicum. It is designed to develop knowledge of and explore the application of different methodologies for teaching English as a second/foreign language (e.g task based, content based, grammar translation method, amongst others). The module covers historic accounts of teaching methods through discussions, and research on relevant topics such as teacher's roles and beliefs about language learning and teaching, lesson planning, material development, technology as a teacher aid, teaching the macro and micro skills, testing, among other topics of relevant interest to the field.

Research, reading and discussion of research articles will be mandatory for the module, and students are expected to cooperate/collaborate with each other and to participate actively in the different tasks the module employs. This is not a module on L2 linguistic skills; however, students must be proficient in English in order to understand the module's contents and to be able to complete the assignments. Students who have not finished their second year in the School of

Modern Languages may find it difficult to complete the tasks assigned for this module. Mediación Virtual will be used as the main tool for submitting and grading assignments, making resources available, and keeping a grade record.

II. Learning Outcomes

General Learning Outcome

Analyse TESOL Methods to teach macro and micro skills in English as a Foreign/Second language.

Specific Learning

Outcomes

Knowledge

To offer TESOL pre-service teachers theoretical and practical knowledge to understand

- The historical background of English Teaching Methods
- Current methods employed in the field of TESOL.
- TESOL methods to enhance linguistic skills and cultural elements.
- Lesson planning in TESOL

Skills

- Relate the historic background of English Teaching Methods to current conceptions of language learning and its implications in TESOL settings.
- Exhibit knowledge of the current methods employed in the field of TESOL.
- Draw different conclusions about the current TESOL reality through readings, analysis, and discussions.
- Write lesson plans by implementing theoretical views and practical situations.
- Design, adapt, and use different activities and materials in the L2 language class.
- Articulate the rationale, purpose, and strength of various methodological approaches to English teaching.
- Review contents and concepts contained in new methodologies.
- Apply the methods studied in class to teach linguistic skills (listening, speaking, reading & writing) and cultural aspects.

- Analyse their own performance as teachers.

Attitudes & Values

- To value the role of TESOL teachers in society.
- To develop an ethical attitude towards TESOL teachers.

III. Contents

1. Language teaching approaches, methods, techniques and strategies
2. The L2 teacher and L2 learner.
3. Lesson planning, material development, and technology in the L2 language classroom.
4. Teaching the macro and micro skills.
5. Teaching practicum.
6. Current TESOL situation in Costa Rica.
7. Using technology in the L2 classroom.

IV. Methodology

The methodology of the module requires the reading, analysis and discussion of different scientific- theoretical materials. It also involves teaching activities, lesson planning, group presentations, and class discussions. Students are required to teach a lesson based on a topic assigned at the beginning of the module. Students will give an oral presentation based on their out of class teaching experience to explore current trends on how to teach English as a foreign language. Classroom-based classes will be held every week.

Methodological Strategies

- Dialogues & Discussions
- Collaborative & Individual Work
- Practical Lesson Planning & Teaching
- Designing TESOL teaching activities
- Research current trends in TESOL
- Oral Presentations

V. Assessment

1. Method Presentation (20%) + Demo Lesson (5%) + Lesson Plan (10%) - (Total: 35%)

Students are required to make a video presentation about an assigned method on the first day of class. Students must include at least three academic sources on their presentation (e.g. articles on a method) of current research that can inform their teaching practices.

Presentations which do not include at least three academic references will receive a 0. The presentation is expected to last 30 minutes. The presentation must include relevant information on the method (an introduction, the principles, the techniques, the roles of the teacher and students, advantages and disadvantages, etc). After the presentation, students are required to teach a demo lesson of 40 minutes to their classmates using the method. The lesson must integrate at least two linguistic skills (e.g. reading and writing – listening and speaking) and students have to present a lesson plan one week prior to the teaching lesson. The lesson's topic and proficiency level will be assigned at the beginning of the module. Students must include a technological element in their lesson (e.g. use of cellphones, apps, free software, films, web-based learning platforms, amongst others), and they must design at least one teaching material for the lesson. Lessons that do not meet the requirements mentioned above will be given a 0. Dates, methods for the presentation, demo lesson, and lesson plan will be raffled at the beginning of the term.

2. Classroom Observation (15%)

Students are required to observe a class in an institution of secondary education. Ideally, students will observe their future supervisor and future students of the Teaching Practicum next term. Students must submit a classroom observation report where they describe the activities that took place in the class, what went well, what could have been improved and what the students' behavior towards the class was. Reports that do not meet the requirements mentioned above will be given a 0. The date to conduct the observation will be coordinated through the course and the submission of the class observation report can be found in the chronogram.

3. Portfolio (40%)

Students must create a digital portfolio (using a tool of their preference) including use of all the teaching methods studied in class. Students should explain the method (including academic references), highlight any advantages and disadvantages, and design two teaching activities per method of 40 minutes (the 40 minutes can be divided between warm-up, pre-task, main task, and post-task). Each activity must enhance the four linguistic skills (i.e. reading, writing, listening, and speaking) and a cultural element. The topics to be covered in each method will be chosen from MEP's program in accordance with the academic year assigned to each method. Students must submit II entries (20% each entry) of the portfolio as shown below:

Portfolio I

The Grammar Translation Method: 7th grade

The Audio-Lingual Method: 8th grade

The Direct Method: 9th grade

The Silent Way: 10th grade

Portfolio II

Total Physical Response: 7th grade

Communicative Language Teaching: 11th grade

Content-based Instruction: 11th grade

Action Oriented Approach (MEP planning): 9th grade

Incomplete portfolios will not be accepted and therefore will be given a 0. The portfolio submission must be before midnight on the day assigned (students must submit their website's link via MOODLE).

4. Participation in a Research Project (5%)

Students are required to participate in a research project. The research project selected and date range will be provided by the lecturer with two weeks notice during the semester.

5. Participation in one Academic Talk/Presentation related to English Teaching or Education (5%)

Students are required to participate in an academic talk or presentation related to English Teaching or Education. The lecturer of this course will provide students with several possibilities to participate in one during the semester. Students can also look for academic talks or presentations they would rather participate in. A 700-word report must be submitted explaining what the talk or presentation was about and relating it to the student's context. If a student is not able to participate in any of the options, the lecturer will choose one that can be seen asynchronously.

Notes:

1. Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.
2. Bajo ninguna circunstancia se permite el uso, en parte o completo, de PLANES DE LECCIÓN o LECCIONES escritos por otras personas para presentarlos como propios. Esto se considerará plagio y será penalizado de acuerdo con el "Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica"
3. El medio oficial de comunicación entre los y las estudiantes y la docente será el correo institucional y la plataforma de Mediación Virtual.

VI. References

- Akkara, S., Anumula, S., Mallampalli, S. (2020). Impact of WhatsApp Interaction on Improving Speaking Skills. *International Journal of Emerging Technologies in Learning*, 15(03), 250-259.
- Belmekki, N. (2021, June 7). A Historic webinar with Chomsky and Krashen: Modern Linguistics [Video file]. Youtube. <https://www.youtube.com/watch?v=uLBMtL4JuRM>
- Bernal Pinzón, A. N. (2020). Authentic Materials and Tasks as Mediators to Develop EFL Students' Intercultural Competence. *HOW Journal*, 27(1), 29-46.
<https://doi.org/10.19183/how.27.1.515>
- Dörnyei, Z. (2019). Towards a better understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System. *Studies in Second Language Learning and Teaching*, 9(1), 19-30.
- Dörnyei, Z. (2020). *From integrative motivation to directed motivational currents: The evolution of the understanding of L2 motivation over three decades*. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *Palgrave Macmillan handbook of motivation for language learning* (pp. 39-69). Basingstoke: Palgrave.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge: Cambridge University Press
- Grabe, W. (2008). *Reading in a Second Language Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- Hall, J. K. (2012). *Teaching and researching language and culture* (2nd ed.). London: Routledge.
- Hughes, R. (2011). *Teaching and Researching Speaking*. London: Longman
- Kuzborska, I. (2018). *Interactive reading strategies*. The TESOL Encyclopedia of English Language Teaching. John Wiley & Sons.
- Larsen-Freeman, D., & Anderson, A. (2011). *Techniques & Principles in Language Teaching*. Oxford: Oxford University Press.
- Macaro, E., Handley, Z. L., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45(01), 1- 43. doi:10.1017/S0261444811000395

- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers. Practice and theory*. London: Bloomsbury
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.
- Willis, D. & Willis, J. (2010). *Doing Task-based Teaching*. Oxford: Oxford University

Additional References

- Bleistein, T., Smith, M. K., & Lewis, M. (2013). *Teaching Speaking: TESOL International Association*.
- Bloch, J., & Wilkinson, M. J. (2013). *Teaching Digital Literacies: TESOL International Association*.
- Christison, M. A., Christian, D., Duff, P. A., & Spada, N. (Eds.). (2015). *Teaching and Learning English Grammar: Research Findings and Future Directions*. New York: Routledge.
- Crawford, W. (2013). *Teaching Grammar: TESOL International Association*.
- Day, R. R. (2013). *Teaching Reading: TESOL International Association*.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading (2nd ed.)*. Harlow, England: Longman/Pearson.
- Hyland, K. (2009). *Teaching and Researching Writing*. London: Longman.
- Lessard-Clouston, M. (2013). *Teaching Vocabulary: TESOL International Association*.
- Murphy, J. (2013). *Teaching Pronunciation: TESOL International Association*.
- Rost, M. (2011). *Teaching and Researching: Listening*. London: Longman.
- Tomas, Z., Kostka, I., & Mott-Smith, J. A. (2013). *Teaching Writing: TESOL International Association*.
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25

VII. Other Resources



Facultad de Educación
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DEPARTAMENTO EDUCACIÓN SECUNDARIA
 FD-0530 Metodología para la Enseñanza de Inglés
 Portfolio Rubric
 I-2022

Student's Name: _____ . Entry: _____ Total Points: 100. Total Percentage: 20% Obt Points: _____ Obt %: _____

Dimensions	Criteria	Definition	Points	Total	Comments
Presentation 10%	Introduction	Introduces each method and highlights their advantages and disadvantages	4		
	Cover Page 1%	Includes a cover page with the University's name, faculty, module, student's name, and date.	1		
	Writing	Correct Use of APA 7 th Edition Includes titles, subtitles, and correct L2 use.	2		
	Includes scientific References	Uses at least one scientific reference in the introduction.	3		

Content 60%	Includes activities for four methods	Each method has two different activities.	10		
	Activities	Each activity is planned for 40 minutes and shows cohesiveness and cohesion.	15		
		Each activity enhances the four linguistic skills and a cultural aspect	20		
		Materials for every activity are included.	15		
Conclusion 30%	Lessons Learned	Describes what the most valuable aspects of creating the portfolio were. Answers the question: what did you learn?	10		
		Includes at least three paragraphs integrating the lessons learned with scientific references.	15		
		Includes at least three scientific references.	5		
			TOTAL		

L2 language: More than six language problems will not be tolerated. One point will be taken off for every language mistake after the 6th mistake.

Comments:



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DEPARTAMENTO EDUCACIÓN SECUNDARIA
FD-0530 Metodología para la Enseñanza de Inglés
Observation Report Rubric
I-2022

Student's Name: _____ Total Points: 50. Total Percentage: 15% Obt Points: _____ Obt %: _____

Criteria	Definition	Points	Total	Comments
Introduction	Introduces the basic information about the visit (the institution's name, the teacher's name, the date of the observation, general information about the institution).	5		
Clarity and Organization	The report is well-structured. Correct Use of APA 7 th Edition Includes titles, subtitles, and correct L2 use.	5		
Content	The report includes all the required information in the instructions (activities that took place in the class, what went well, what could have been improved and what the students' behavior towards the class was). The information must be supported by at least two scientific references.	20		
Conclusion	Include a reflection on how the experience of an observation will help when you teach during the practicum next term.	10		
		TOTAL		

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Comments:



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Criteria	Superior (23-25 points)	Excellent (19-22 points)	Good (15-18 points)	Fair (11-14 points)	Poor (0-10 points)	Totals
Content information of the method (advantages, disadvantages, teacher and learner roles, etc.)	All characteristics of the method are present and thoroughly addressed. Points: ____	Most characteristics of the method are present and thoroughly addressed. Points: ____	Up to 90% of the characteristics of the method are present and thoroughly addressed. Points: ____	Up to 75% of the characteristics are present and addressed. Points: ____	50% or less of the characteristics are addressed. Points: ____	Obt Points: _____ Obt %: _____(20%)
Academic Sources	At least three academic sources are referenced during the video and additional sources than the course readings are presented. Points: ____	At least three academic sources are referenced during the video. Points: ____	At least two academic sources are referenced during the video and additional sources than the course readings are presented. Points: ____	At least one academic source is referenced during the video and additional sources than the course readings are presented. Points: ____	No academic references are made in the video. Points: ____	
Demo Lesson	A demonstration of the method is part of the video and the representation of the method is highly accurate. Points: ____	A demonstration of the method is part of the video and the representation of the method is mostly accurate. Points: ____	A demonstration of the method is part of the video and the representation of the method is somewhat accurate. Points: ____	A demonstration of the method is part of the video and the representation of the method is inaccurate. Points: ____	A demonstration of the method is not part of the video. Points: ____	Obt Points: _____ Obt %: _____(5%)
Lesson Plan	The lesson plan is cohesive, coherent and portrays the method presented. Students presented the lesson plan a week ahead. Points: ____	The lesson plan is not completely cohesive, coherent and somewhat portrays the method. Points: ____	The lesson plan is somewhat cohesive and coherent but does not fully portray the method Points: ____	The lesson plan is not cohesive and coherent and does not fully portray the method Points: ____	Students didn't present the lesson plan one week ahead of time. Points: ____	Obt Points: _____ Obt %: _____(10%)

DEPARTAMENTO EDUCACIÓN SECUNDARIA
 FD-0530 Metodología para la Enseñanza de Inglés
 Academic Talk Report Rubric
 I-2022

Student's Name: _____ . Total Points: 50. Total Percentage: 5% Obt Points: _____ Obt %: _____

Criteria	Definition	Points	Total	Comments
Introduction	Introduces the basic information about the academic talk/conference/presentation (the name of the presenter, the institution that organizes the activity, the date, etc).	5		
Clarity and Organization	The report is well-structured. Correct Use of APA 7 th Edition Includes titles, subtitles, and correct L2 use.	5		
Content	The report includes all the required information in the instructions report. It includes what the talk or presentation was about and relating it to the student's context. The report is within 10% +/- 700 words.	20		
Conclusion	Include a reflection on how this talk might or might not have an impact on the student's future teaching.	10		
		TOTAL		

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Comments:

VIII. Chronogram

Week	Academic Activities	Readings
30/03/2022	<p>Introduction to the module.</p> <p>CEFR</p> <p>Lesson Planning</p> <p>Scheduling for the next semester practicum</p> <p>Talk on Introduction to Motivation in Second Language Acquisition</p>	
06/04/2022	<p>Talk on Motivation in Second Language Acquisition</p>	<p>Dörnyei, Z. (2019). <i>Towards a better understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System</i>. <i>Studies in Second Language Learning and Teaching</i>, 9(1), 19-30.</p> <p>Dörnyei, Z. (2020). <i>From integrative motivation to directed motivational currents: The evolution of the understanding of L2 motivation over three decades</i>. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), <i>Palgrave Macmillan handbook of motivation for language learning</i> (pp. 39-69). Basingstoke: Palgrave.</p>

13/04/2022	<p>The Grammar Translation Method</p> <p>Grammar & Vocabulary Learning</p> <p>Group 1: Method Presentation + Demo Lesson + Lesson Plan on The Grammar Translation Method</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 2).</p> <p>Macro&Micro: Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i>. Cambridge:Cambridge University Press (Chapter 1) http://catdir.loc.gov/catdir/samples/cam031/2001269892.pdf</p>
20/04/2022	<p>The Audio-Lingual Method & Listening skills</p> <p>Group 2: Method Presentation + Demo Lesson + Lesson Plan on The Audio-Lingual Method</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 4).</p> <p>Macro&Micro: Flowerdew, J., & Miller, L. (2005). <i>Second language listening: Theory and practice</i>. Cambridge: Cambridge University Press. (read Chapters 2, 3 & 5)</p>
27/04/2022	<p>The Silent Way & Speaking Skills</p> <p>Group 3: Method Presentation + Demo Lesson + Lesson Plan on The Silent Way</p>	<p>Macro&Micro: Hughes, R. (2011). <i>Teaching and Researching Speaking</i>. London: Longman (Chapter 3)</p> <p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 5).</p>

04/05/2022	<p>Direct Method</p> <p>Group 4: Method Presentation + Demo Lesson + Lesson Plan on The Direct Method</p> <p>Noam Chomsky and Stephen Krashen: Modern Linguistics (video + roundtable)</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 3).</p> <p>Belmekki, N. (2021, June 7). A Historic webinar with Chomsky and Krashen: Modern Linguistics [Video file]. Youtube. https://www.youtube.com/watch?v=uLBMtL4JuRM</p>
11/05/2022	Using Films in the Language Classroom & L2 Culture	<p>Film in Language Teaching Association (FILTA) https://www.filta.org.uk/</p> <p>Hall, J. K. (2012). <i>Teaching and researching language and culture</i> (2nd ed.). London and New York: Routledge. (Chapter 1)</p>
18/05/2022	<p>Desuggestopedia Reading Skills</p> <p>Group 5: Method Presentation + Demo Lesson + Lesson Plan on Desuggestopedia</p> <p>APA 7th Edition Talk from Biblioteca de Educación (From 8:30 am to 10:30 am)</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 6).</p> <p>Micro&Macro: Kuzborska, I. (2018). Interactive reading strategies. <i>The TESOL Encyclopedia of English Language Teaching</i>. John Wiley & Sons.</p> <p>Grabe, W. (2009). The nature of Reading: Defining Reading. <i>Reading in a Second Language: Moving from Theory to Practice</i> (pp. 4-20). Cambridge, CA: Cambridge</p>

		<p>University Press.</p> <p>Nation, I.S.P. (2009). <i>Teaching ESL/EFL reading and writing</i>. New York: Routledge. (Chapter 6).</p>
25/05/2022	<p>Total Physical Response</p> <p>Content-based Instruction & Writing Skills</p> <p>Group 6: Method Presentation + Demo Lesson + Lesson Plan on Total Physical Response</p> <p>Zotero Talk from Biblioteca de Educación (From 9:30 am to 10:50 am)</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapters 8 & 10)</p> <p>Micro&Macro: Nation, I.S.P. (2009). <i>Teaching ESL/EFL reading and writing</i>. New York: Routledge (Chapter 8).</p>
01/06/2022	<p>Communicative Language Teaching</p> <p>Group 7: Method Presentation + Demo Lesson + Lesson Plan on Communicative Language Teaching</p> <p>*Portfolio I Hand in</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 9)</p>
08/06/2022	<p>Task-based Language Teaching</p> <p>Group 8: Method Presentation + Demo Lesson + Lesson Plan on The Direct Method</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 11)</p> <p>Willis, D. & Willis, J. (2010). <i>Doing Task-based Teaching</i>. Oxford: Oxford University Press. (Chapters 1 and 2)</p>

15/06/2022	<p>Emerging Uses of Technology in Language Teaching and Learning</p> <p>Possible week to conduct</p> <p>Classroom Observations</p>	<p>Method: Larsen-Freeman, D., & Anderson, A. (2011). <i>Techniques & Principles in Language Teaching</i>. Oxford: Oxford University Press. (Chapter 14)</p> <p>Macaro, E., Handley, Z. L., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. <i>Language Teaching</i>, 45(01), 1-43. doi:10.1017/S0261444811000395</p>
22/06/2022	<p>Action Oriented Approach</p> <p>MEP Lesson Planning</p> <p>Possible week to conduct</p> <p>Classroom Observation</p>	<p>English Teaching Programs (MEP) www.mep.go.cr</p>
29/06/2022	<p>Talk: Using digital technology for Online Synchronous English Teaching</p> <p>L2 Teaching Materials</p> <p>Classroom Observation Report – Hand in</p>	<p>McGrath, I. (2013). <i>Teaching materials and the roles of EFL/ESL teachers. Practice and theory</i>. London: Bloomsbury. (Chapter 1).</p> <p>Bernal Pinzón, A. N. (2020). Authentic Materials and Tasks as Mediators to Develop EFL Students’ Intercultural Competence. <i>HOW Journal</i>, 27(1), 29-46. https://doi.org/10.19183/how.27.1.515</p>

06/07/2022	Talk: Ideal L2 Teacher Selves: What are the characteristics of the Ideal L2 Teacher? Portfolio II- Hand in	
13/07/2022	Portfolio II- Hand in	
20/07/2022	Final Results	
27/07/2022	Ampliación	