

Universidad de Costa Rica
Escuela de Formación Docente
Departamento de Educación Secundaria
FD-0554 Seminario Enseñanza del Inglés
Module's Program
I-2022

Name: Seminario Enseñanza del Inglés	Requisites: III Year in Education and Modern Languages
Course Code: FD-0554	Correquisites: None
Credits: 4	Term: I-2022
Hours: 12 Classwork: 4 Out of Class Work: 8	Type: Core Module
Level: Fourth year Modality: Bajo-Virtual	Prof. Verónica García Castro, Ph.D. Email address: veronica.garciacastro@ucr.ac.cr Office hours: Thursdays 10:00am-12:00md Office number: 318 FD Phone number::2511-8188.

I. Module Description

This module is aimed at students who have already finished their teaching practicum. The approach of this module is mainly research and project based. The main aim of the module is to review research methods in the field of social sciences research with an emphasis on foreign/second language learning (L2) and teaching. A research proposal on the area of L2 teaching and learning will be conducted based on students' interests or topics suggested in class. This is not a writing composition module; hence, students' L2 writing competence is taken for granted. Failure to write an academic paper will definitely mean failing the module itself. Hence, appropriate writing, organizational, and research skills are essential. This module, given its specificity, should not be compared to similar modules in the major.

This module will employ the University's virtual teaching platform "*Mediación Virtual*"-MOODLE. It will be used to access the module's readings and teaching materials. Depending on the epidemiological situation, due to the SARS-CoV-2 virus, synchronous and asynchronous online sessions may be needed. Asynchronous sessions will entail reading assigned material, watching videos, and solving learning activities via MOODLE. Synchronous sessions will take place via

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Zoom. The Zoom link will be posted in advance in MOODLE for students to be able to obtain the necessary technological equipment and arrange a physical space to receive the synchronous lesson. Students must submit their assignments via MOODLE only.

II Learning Outcomes

General Learning Outcome

To analyse research methodologies and to put them into practice in L2 teaching and learning research.

Specific Learning Outcomes

Knowledge

To offer students theoretical and practical knowledge in:

- Terminology of the field of L2 teaching and learning research
- L2 research methodologies
- Current trends in L2 teaching and learning research
- L2 data analysis techniques
- Dissemination of research

Skills

- Identify L2 research gaps
- Use different techniques in data collection and analysis
- Develop an exploratory research project on a topic related to L2 teaching and learning research
- Draw different conclusions about the current L2 teaching and learning research in Costa Rica.
- Propose new research ideas in the field of L2 teaching and learning research
- Review contents and concepts contained in L2 scientific research articles.

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- Analyse their own research skills and interest
- Design an academic poster

Attitudes & Values

- To develop an ethical attitude towards research.
- To value the role of L2 research in society.

III. Contents

1. What is research?
2. Research terminology
3. Objectives, hypotheses, and research questions.
4. Types of research
5. Review of the literature
6. Data Collection
7. Method, subjects, procedures, results
8. Data Analysis
9. Discussions and Recommendations
10. Conclusions
11. Other components of doing research: ethics
12. L2 English Teaching Research in Schools

IV. Methodology

The methodology of the module requires the reading, analysis and discussion of different scientific-theoretical materials. It also includes research-based writing activities, class discussions, analysis of scientific articles, and the creation of an academic poster. Group discussions will be carried out in class to clarify doubts regarding terminology, research topics, and writing a research proposal. Active participation from both the lecturer and students is essential for the success of the module.

Methodological Strategies

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- Dialogues & Discussions
- Collaborative & Individual Work
- Research strategies
- Designing research activities
- Oral Presentations

V. Assessment

1. Presentation of a scientific article (10%)

In groups, students are required to make a presentation explaining a scientific article: the literature review, theoretical/methodological gaps the article addresses, methodology, data analysis, results & discussion. The type of article (e.g. quantitative or qualitative) will be raffled at the beginning of the module. The presentation of the article is expected to last 35 minutes and inclusion of all the aspects mentioned above is mandatory; otherwise the group will receive a 0. Rubrics are provided in MOODLE.

2. Research Proposal* (60%)

The main aim of the research proposal is to explore, evaluate, and research different topics to be applied in L2 English teaching & learning in Costa Rica.

Students will work in groups to make a research proposal of 7.000 words, excluding appendices and references. Its structure and sections will be analyzed and discussed during the first day of class and throughout the term as students are expected to give preliminary reports of each section during the term. A first draft of the research proposal has to be submitted for evaluation and feedback (30%) and it must include the following sections: introduction, review of the literature, aims, definition of terms, research questions & methodology; otherwise the group will receive a 0.

The final draft (30%) must include the recommendations suggested in the first draft and all the sections to complete the research proposal: abstract, introduction, review of the literature, aims, definition of terms, research questions, methodology- population-sample- instruments, data analysis,

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ethics & conclusion; otherwise the group will receive a 0. Examples of research proposals and rubrics for the drafts are available on MOODLE.

Draft submission must be before midnight on the day assigned. Students must submit their draft via MOODLE in PDF and .docx formats.

*Topics have to be proposed during the second week of the term. Each group must have a different research topic.

3. Academic Poster and Presentation (20%)

In groups, students have to design an A0 size academic poster (10%). It will be a summary of their research project and it must include the following information: Introduction-background, relevance, research questions, instruments, methodology, expected results, conclusion. The academic poster must include the information mentioned above otherwise it will get a 0. Students have to orally present their research project using their academic poster (10%). The presentation is expected to last 30 minutes and inclusion of all the aspects mentioned above is mandatory. Every group member must take part in the presentation; otherwise the group will receive a 0.

Submission must be before the presentation on the day assigned, students must submit a PDF version of the poster via MOODLE and print it off for its presentation . Examples of academic posters are available on MOODLE.

4. Analysis research articles: abstract & keywords (5%)

Individually, students are required to analyze and translate the abstract and keywords of an academic article provided by the module's lecturer.

5. Research Project Participation (5%)

Individually, students are required to take part in a research project related to English Teaching and Learning. Available options will be given by the module's lecturer.

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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 Proyectos de Investigación 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 estudiantes y la docente será el correo institucional y la plataforma de Mediación Virtual. Por lo tanto, las personas estudiantes necesitan activar y utilizar su correo institucional.

VI. References

Babbie, E. (2010). *The Practice of Social Research* (12th Edition). Belmont: Wadsworth Cengage Learning.

Bodgan R. & Knopp S. (2007). *Qualitative research for education: an introduction to theory and methods* (5th Edition). Boston: Pearson.

Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.

Cohen , L. Manion, L. & Morrison, K. (2007). *Research Methods in Education*. London: Routledge.

Creswell, J. (2008). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson/ Merrill Prentice Hall

Danesh, J., & Shahnaazari, M. (2020). A structural relationship model for resilience, L2 learning motivation, and L2 proficiency at different proficiency levels. *Learning and Motivation*, 72, 101636. doi:10.1016/j.lmot.2020.101636

Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E. (2018). Contextual Word Learning during Reading in a Second Language: an eye-movement study. *Studies in Second Language Acquisition*, 40(2), 341-366. doi:10.1017/S0272263117000109

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Frances, C., De Bruin, A., & Duñabeitia, J. (2020). The influence of emotional and foreign language context in content learning. *Studies in Second Language Acquisition*, 1-13. doi:10.1017/S027226311900072X

García-Castro, V. (2020). The effects of vocabulary knowledge in L2 semantic lexical engagement: The case of adult learners of English as a second language. *Indonesian Journal of Applied Linguistics*, 10(1), 261–270. <https://doi.org/doi.org/10.17509/ijal.v10i1.25068>

Hiver, P., Zhou, A., Tahmouresi, S., Sang, Y., & Papi, M. (2020). Why stories matter: Exploring learner engagement and metacognition through narratives of the L2 learning experience. *System*, 102260. doi:10.1016/j.system.2020.102260

Larson-Hall, J. (2016). *A guide to doing statistics in second language research using spss and R*. (2ed). London: Routledge

Marsden, E. J., Morgan-Short, K., Thompson, S., & Abugaber, D. (2018). Replication in second language research: Narrative and systematic reviews, and recommendations for the field. *Language Learning*, 68(2), 321-391. <https://doi.org/10.1111/lang.12286>

Montero Perez, M. (n.d.) Incidental Vocabulary Learning through viewing video: The role of vocabulary knowledge and working memory. *Studies in Second Language Acquisition*, 1-25. doi:10.1017/S0272263119000706

Roberts, L. (2012). Psycholinguistic techniques and resources in second language acquisition research. *Second Language Research*, 28(1), 113-127. <https://doi.org/10.1177/0267658311418416>

Vafae, P., & Suzuki, Y. (2020.) The relative significance of syntactic knowledge and vocabulary knowledge in second language listening ability. *Studies in Second Language Acquisition*, 1-28. doi:10.1017/S0272263119000676

Additional References

Brown, H.D. (1994). *Principles of Language Learning and Teaching* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

Cook, Vivian (2001). *Second Language Learning and Language Teaching*. York: Oxford University Press Inc.

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Foster-Cohen, S. (1993). Directions of influence in first and second language acquisition research. *Second Language Research*, 9(2), 140-152.

Gu, L. (2014). At the interface between language testing and second language acquisition: Language ability and context of learning. *Language Testing*, 31(1), 111-133. doi: 10.1177/0265532212469177

Kang, E. (2015). Applying L2 Vocabulary Research Findings to Classroom Teaching. *Working Papers in TESOL & Applied Linguistics*, 15(2), 39-41.

Lee, J.S. and Lee, K. (2021), The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British Journal of Educational Technology*, 52, 358-373. <https://doi.org/10.1111/bjet.12955>

McGraner, K. L., & Robbins, D. (2010). Developing Investigative Entry Points: Exploring the Use of Quantitative Methods in English Education Research. *English Education*, 43(1), 72-82.

Mertler C. & Charles C. M. (2010) *Introduction to Educational Research* (7th Edition). New York: Pearson

Miller S. (2013). *Developmental Research Methods* (4th Edition). Los Angeles: SAGE

Plonsky, L. (2013). Study quality in SLA: an assessment of designs, analyses, and reporting practices in quantitative L2 research. *Studies in Second Language Acquisition*, 35(4), 655-687

Schwieter, J. W. (2013). *Innovative Research and Practices in Second Language Acquisition and Bilingualism*. Amsterdam: John Benjamins Publishing Company.

Spada, N. (2015). SLA research and L2 pedagogy: Misapplications and questions of relevance. *Language Teaching*, 48(1), 69-81. doi: 10.1017/S026144481200050X

Yeldham, m. (2017). Techniques for researching L2 listeners. *System*, 66, 13-26.

VII. Other Resources

Rubrics are also available on Moodle

Rubric Scientific Article* Dimensions	Criteria	Definition	Percentage	Total
Introduction 15%	Content	Initial capture of the audience's attention, and the presentation of the objective, the theme and the structure of the presentation.	10%	
	Structure-Development	Clear and articulated organisation of the ideas	5%	
Content 65%	Literature Review	Summarises the main ideas of the articles reviewed	10%	
		Explains the theoretical/methodological gaps	7%	
	Methodology	Explains the type of methodology used	5%	
		Explains and shows the research instruments used	10%	
		Cites the research questions	5%	
	Data Analysis	Explains how the data was analysed (e.g. tests)	10%	
	Results	Mentions the results obtained from the analysis and relates them to the RQs.	8%	
	Discussion	Summarises the main aspects of the discussion section	5%	
	Conclusion	Summarises the article's conclusion	5%	
Conclusion 20%	Summary	Re-states the article's aims and its findings.	5%	

	Lessons Learned	Highlights what was learned by analysing and presenting the article. Mentions at least three aspects learned/found	15%	
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*Taken and adapted from Murillo-Zamorano y Montanero(2018). Oral presentations in higher education: a comparison of the impact of peer and teacher feedback. Evaluation in Higher Education, 43:1, 138-150, DOI: 10.1080/02602938.2017.1303032

Presentations which do not include all of the aspects explained above will have a 0
Presentations with more than 6 language mistakes will automatically receive a 0.

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Rubric Research Proposal

First Draft

Dimensions	Criteria	Definition	Percentage	Total	Comments
Introduction 15%	Cover Page	Includes a cover page with the University's name, faculty, module, students' name, and date.	1%		
	Writing	Correct use of APA Includes titles, subtitles, and correct L2 use.	2%		

	Includes scientific References	Uses at least two scientific references in the introduction.	5%		
	Content	Introduces the topic: relevance, context catches the reader's attention, aim.	7%		
Review of the literature 40%	Scientific references	Reviews at least 15 scientific references related to the topic.	10%		
		Mentions advantages/flaws of the studies reviewed.	5%		
	Theoretical gap	Clearly establishes the theoretical/methodological gap for the topic	10%		

		Describes how/why the research project will fulfill the gap.	10%		
	Definition of Terms	Defines terms when needed. Includes academic references.	5%		
Research Questions 15%	Content	Includes at least two research questions	5%		
		RQs are coherent and according to the topic and the literature review.	10%		
Methodology 25%	Scientific References	Includes at least three scientific references.	5%		

		Describes in detail the methodology to be used and why it is appropriate for the research project.	10%		
		Describes the population	5%		
		Includes the sample and sampling technique	5%		
References 5%	Content	Includes the references with a correct APA citation format	5%		
			TOTAL		

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

Final Draft

Dimensions	Criteria	Definition	Percentage	Total	Comments
Abstract (5%)	Word Count	Uses only 300 words.	1%		
	Content	Briefly introduces the study, highlights research gap, includes research questions, method, expected findings, and conclusion.	4%		
Introduction 10%	Cover Page	Includes a cover page with the University's name, faculty, module, students' name, and date.	1%		

	Writing	Correct use of APA Includes titles, subtitles, and correct L2 use.	1%		
	Includes scientific References	Uses at least two scientific references in the introduction.	3%		
	Content	Introduces the topic: relevance, context, catches the reader's attention, aim.	5%		
Review of the literature 15%	Scientific references	Reviews at least 15 scientific references related to the topic.	5%		
		Mentions advantages/flaws of the studies reviewed.	2.5%		

	Theoretical gap	Clearly establishes the theoretical/methodological gap for the topic	2.5%		
		Describes how/why the research project will fulfill the gap.	5%		
Research Questions 15%	Research Questions	Includes at least two research questions	5%		
		RQs are coherent and according to the topic and the literature review.	10%		
Methodology (20%)	Scientific References	Includes at least three scientific references.	2%		

	Method	Describes in detail the methodology to be used and why it is appropriate for the research project.	8%		
	Population & Sample	Includes the population, sample, and sample technique	5%		
	Instruments	Instruments help to answer the research questions and are in accordance with the research's aims. Attaches the instruments	5%		
Data Analysis (20%)	Scientific References	Includes at least three scientific references.	5%		

	Content	Mentions the type of data expected.	5%		
		Describes in detail how the data will be analysed (e.g. which statistical tests would be use, possible codes and categories)	10%		
Ethics 5%	Content	Mentions possible ethical issues from conducting the research and how they will be overcome	5%		
Conclusion 10%	Scientific References	Includes at least two scientific references	5%		

	Content	Concludes the proposal by re-stating the relevance of the project, possible research outcomes, and benefits for the population.	5%		
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L2 language: More than six language mistakes will not be tolerated. One point will be taken off for every language mistake after the 6th mistake.

Rubric Academic Poster Presentation* Dimensions	Criteria	Definition	Percentage	Total
Introduction 25%	Content	Initial capture of the audience's attention, highlights the topic's relevance for the field and the country, briefly mentions previous research	15%	
	Theoretical Gap	Describes the theoretical gap and how the research will reduce it.	10%	
Methodology 55%	Method	Describes how the research will be conducted. Mentions at least 3 scientific references	15%	
		Explains the research questions	10%	
		Mentions possible instruments	10%	
		Points out what type of findings are expected.	10%	
		Emphasizes the relevance of the possible findings for the country.	10%	
Conclusion 20%	Summary	Briefly by re-states the research's objectives, relevance and how the expected outcomes will benefit the country.	20%	

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Presentations which do not include all of the aspects explained above will have a 0
Presentations with more than 6 language mistakes will automatically receive a 0.

Rubric Academic Poster Dimensions	Criteria	Definition	Percentage	Total
Introduction / Background 30%	Name	Introduces the research topic.	5%	
		Highlights the topic's relevance for the field and the country	5%	
		Briefly mentions previous research Includes at least 4 scientific references	10%	
	Theoretical Gap	Describes the theoretical gap and how the research will reduce it.	10%	
Methodology 35%	Method	Describes how the research will be conducted. Includes at least 3 scientific references	5%	
		Includes the research questions	5%	
		Mentions possible instruments	5%	
		Points out what type of findings are expected.	10%	
		Emphasizes the relevance of the findings for the country.	10%	

Conclusion 10%	Content	Briefly by re-states the research's objectives, relevance and how the expected outcomes will benefit the country.	10%	
Visual Component 25%	Size	A0 size 84.1 x 118.9cm	5%	
	Font	Size, type, and colour are appropriate for the poster's size	5%	
	Colour	In accordance with the poster's font and images	2.5%	
	Images	Can be accurately seen. In proportions with the poster's text & size	5%	
	Distribution	Appropriate and legible balance between the sections, images, and poster's font	5%	
	Logos	Includes University's Logo, Faculty's Logo & Department's Logo	2.5%	

Posters which do not include at least four scientific references will receive a 0.

Posters with more than 2 language mistakes will automatically receive a 0.

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VIII. Module's Chronogram

Week	Academic Activities	Readings
31/03/2022	<p>Introduction to the module.</p> <p>What's L2 research?</p> <p>Possible L2 research topics</p> <p>APA 7 workshop</p>	
07/04/2022	<p>Planning a Research Project</p> <p>Research Designs</p> <p>Research Ideas</p> <p>Research topics' discussion</p> <p>Zotero workshop</p>	<p>Babbie, E. (2010). The practice of social research. Belmont, CA: Wadsworth [Chapter 4: Research Design] http://ccftp.scu.edu.cn/Download/e6e50387-38f2-4309-af84-f4ceefa5baa.pdf</p> <p>Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge. Pages 272 to 290 https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf</p> <p>Guest speaker: https://www.iris-database.org/iris/app/home/index</p> <p>Open Science Framework https://osf.io/</p> <p>Deadline Research Topics</p>
14/04/2022	Easter break	

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21/04/2022	Quantitative Research	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. (Chapter 7 & 8)
28/04/2022	Quantitative Research Psycholinguistics in L2 research Analysis of research articles	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. (Chapter 7 & 8) Roberts, L. (2012). Psycholinguistic techniques and resources in second language acquisition research. <i>Second Language Research</i> , 28(1), 113-127. https://doi.org/10.1177/0267658311418416 García-Castro, V. (2020). The effects of vocabulary knowledge in L2 semantic lexical engagement: The case of adult learners of English as a second language. <i>Indonesian Journal of Applied Linguistics</i> , 10(1), 261–270. https://doi.org/doi.org/10.17509/ijal.v10i1.25068
05/05/2022	Semana U Systematic Review Definition of Terms Introduction in a research proposal Analyses of research articles.	Analysis of research articles: Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E. (2018). Contextual Word Learning during Reading in a Second Language: an eye-movement study. <i>Studies in Second Language Acquisition</i> , 40(2), 341-366. doi:10.1017/S0272263117000109 Montero Perez, M. (2020) Incidental Vocabulary Learning through viewing video: The role of vocabulary knowledge and working memory. <i>Studies in Second Language Acquisition</i> , 1-25. doi:10.1017/S0272263119000706
12/05/2022	Questionnaires Analysis of research	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 15). Bryman, A. (2012). Social research methods. Oxford:

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	articles	<p>Oxford University Press. (Chapter 5)</p> <p>Danesh, J., & Shahnaazari, M. (2020). A structural relationship model for resilience, L2 learning motivation, and L2 proficiency at different proficiency levels. <i>Learning and Motivation</i>, 72, 101636. doi:10.1016/j.lmot.2020.101636</p> <p>Hiver, P., Zhou, A., Tahmouresi, S., Sang, Y., & Papi, M. (2020). Why stories matter: Exploring learner engagement and metacognition through narratives of the L2 learning experience. <i>System</i>, 102260. doi:10.1016/j.system.2020.102260</p> <p>Hand in abstract & keywords (5%)</p>
19/05/2022	Interviews Analysis of research articles	<p>Bryman, A. (2012). <i>Social research methods</i>. Oxford: Oxford University Press (Chapter 9).</p> <p>Guest researcher</p>
16/05/2022	Analysis of research articles	Presentation of a scientific article (10%).
26/05/2022	Observations	Cohen, L., Manion, L. & Morrison, K. (2007). <i>Research methods in education</i> . London: Routledge (Chapter 8).
02/06/2022	Action Research Research in schools	<p>Cohen, L., Manion, L. & Morrison, K. (2007). <i>Research methods in education</i>. London: Routledge (Chapter 14)</p> <p>Hand in First Draft (30%)</p>
09/06/2022	Data Analysis: Preliminaries to Understanding Statistics	Larson-Hall, J. (2016). <i>A guide to doing statistics in second language research using spss and R</i> . (2ed). London: Routledge (Chapter 2).

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	Basic Statistical Tests	
16/06/2022	Data analysis: Coding	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press (Chapter 24).
23/06/2022	Discussions & Recommendations Conclusions	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press (Chapter 6).
30/06/2022	Ethics in Research	Cohen et al. (2007). Research methods in education. London: Routledg (Chapter 2). Workshop: L2 vocabulary Learning in Costa Rica and the possible effects of bioacoustics input for English Teaching and Learning. Invited Guests
07/07/2022	Replication in L2 research	Marsden, E. J., Morgan-Short, K., Thompson, S., & Abugaber, D. (2018). Replication in second language research: Narrative and systematic reviews, and recommendations for the field. <i>Language Learning</i> , 68(2), 321-391. https://doi.org/10.1111/lang.12286 Guest speaker
14/07/2022	Academic Poster - Presentations	Academic Poster - Presentations (10%)
21/07/2022	End of lessons	Hand in Final Draft (30%)
28/07/2022	Final Exams	



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	Ampliación	
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