



**THREE STRATEGIES FOR TRUE BEGINNERS OF AN OUTREACH PROGRAM OF A PUBLIC UNIVERSITY IN THE CURRENT CONTEXT OF EDUCATION IN COSTA RICA**

ESTUDIANTE

Lucrecia Borge González

APROBADO POR

Firmado por JUAN PABLO ZURIGA VARGAS (FIRMA)  
PERSONA FÍSICA, CPF-04-0180-0586.  
Fecha declarada: 25/09/2021 01:32 p. m.

Tutor del TFG  
M.Ed. Juan Pablo Vargas Zúñiga

**RITA MARIA ARGUEDAS VIQUEZ (FIRMA)**  
Firmado digitalmente por RITA MARIA ARGUEDAS VIQUEZ (FIRMA)  
Fecha: 2021.09.27 18:33:20 -06'00'  
M.Ed. Rita Arguedas Viquez  
Coordinadora  
Maestría en Educación, CIDE

## Three Strategies for True Beginners of an Outreach Program of a Public University in the Current Context of Education in Costa Rica

Lucrecia Borge González\*  
Universidad Nacional  
Costa Rica  
[lucreciaborge.lbg@gmail.com](mailto:lucreciaborge.lbg@gmail.com)

**Key words:** curricular reforms, background knowledge, mother tongue, parts of speech, syntactic errors, true beginners, placement test, needs analysis, supplementary material, universal design for learning, linguistic skills, self-study, metacognitive strategies

### Introduction

At least in the last ten years, the decay of Costa Rican public education has become more evident. According to the *Séptimo informe estado de la educación*<sup>†</sup> (2019) the low scores obtained by students of primary school evidenced the fact that only one fifth of six graders had the expected linguistic skills according to their level. The outcomes do not seem to improve in spite of the curricular reforms approved in 2012. The Ministry of Public Education (MEP) changed the curricular proposal at all levels and in all subjects in terms of its content and approach in order to improve students' performance.

However, due to several factors, this new proposal has not been fully implemented. One of those aspects, as the *Séptimo informe estado de la educación* (2019) points out, is that only 50% of the primary school teachers comply with the basic requirements for the job. In addition,

---

\* She majored in English in 2001 from University of Costa Rica. She completed three semesters of the Master's program in Translation at National University of Costa Rica and is currently studying for a Master's degree in Education with Emphasis in English Learning at National University of Costa Rica. Teacher of English as a foreign language since 1996. She has taught English in different outreach English teaching programs of three public universities in Costa Rica: Centro de Idiomas (UNED), FUNDATEC (TEC), Programa Integral para la Persona Adulta Mayor (UCR), Programa Cursos de Conversación (UCR).

<sup>†</sup> Seventh Report on the State of Education

neither the majority of teachers nor schools follow the recommendations of the latest reform. In general terms, there has not been any true progress concerning students' performance.

Furthermore, the quality of education is also affected because, according to the *Séptimo informe estado de la educación* (2019), most primary and high school teachers are not suitable for the job and lack preparation, training and knowledge of the subject matter they teach.

In my practice as an English teacher in outreach course programs of public universities in Costa Rica, I have been able to witness this deterioration and how the consequences of this impoverished education are reflected on the performance of learners of English as a foreign language (EFL). Teaching English in this context has become more challenging. Most of the students start their learning process with a lack of background knowledge that used to be expected from them. These adult, young adult and teenage students lack the theoretical understanding of how Spanish, their mother tongue, works, and that influences their learning of English.

According to the Report 72-17 by the Costa Rican Ministry of Education (2017), there are at least two main aspects in the current situation of English teaching in public schools nationwide that demand immediate action in order to be improved. First, only 30,3% of English teachers in public schools reach the minimum level of English required to teach. Second, there are inconsistencies in terms of the number of lessons taught in different schools where the hours taught differ based on availability of classrooms and other resources. Because of these two factors, some schools do not teach the minimum number of lessons per week and the quality of the effective lessons is questionable.

Other indicators of how the quality of English among graduates from public schools has diminished were mentioned by Jiménez (2014) in his report, in which he stated that in 2013 only 47% of high school students graduated from secondary education, 53% of students got grades lower than 60 in English, and 32% of students who took the national high school tests were

unable to identify the main idea of a text or make inferences based on a text, which demonstrates poor performance and comprehension when reading in their native language.

Many students do not have fundamental knowledge of their first language and do not know some basic concepts such as parts of speech and how they function. They do not know the basic mechanics of writing and do not have the habits of reading and studying. As a consequence, when they embark on the journey of studying English in a private or an outreach course program, the process of learning the new language becomes a difficult, frustrating task for them. Very often it takes this population more time to learn and understand how the new language works until they are able to construct their own speech starting with simple coherent sentences.

Under these circumstances, the teaching process is now more arduous for English teachers. The educators have to adapt to these deficiencies and must use different resources to remedy and repair these empty holes in the background knowledge mesh that students need to build the basis of the new language. Have course programs become more lenient? Have their goals to graduate students been lowered? As a result, in this chain of events, has the quality of English these students speak when they graduate from these outreach course programs decreased? These are questions we may not be able to respond to for now. The proposal of this paper is aimed at strengthening the initial knowledge of beginning learners of English so that they become more proficient, autonomous, and knowledgeable English learners and speakers.

It is important to take into consideration the most common kinds of errors made by beginning English learners in the outreach programs. Through years of observation, I have identified that the most persistent syntactic and morphological errors among learners are subject deletion, subject-verb agreement, deletion of the auxiliaries in negative statements and questions, word order in affirmative sentences and questions, number agreement, wrong use of the possessive adjectives, and use of fragments and listing instead of full sentences. For the purpose of this paper, I will not talk about problems related to pronunciation.

The target population of this proposal is Spanish speaking, adult, beginning English students of level 1 of a public university in San Pedro, especially those who have not taken any formal classes in a long time and do not remember the English they learned in high school or even the Spanish syntax and, hence, fit the profile of true beginners. These learners are expected to have some knowledge of English, but their contact with the language has been minimal.

To mention one example, if the grammar focus of the textbook is the object pronouns, usually the teacher has to explain what pronouns are, even go further and explain what a direct object is, and sometimes go beyond and explain what a transitive verb is. However, in the course syllabus, no time is contemplated in the lesson to teach students those concepts, the most basic aspects of a language, such as the parts of speech and their functions, because they are expected to know from what they allegedly learned in high school. As a consequence, students who are not familiar with this information have to study by themselves in order to catch up and be able to progress at the expected pace of the course.

To help these students level up, the teacher must prepare practice and exercises for them to study on their own and to do during out-of-class time. During this time, it is advisable for them to work individually as well as in pairs and small groups. Taking into account this information, it is indispensable for university outreach programs' teachers and other stakeholders to find and materialize solutions for this population of true beginner learners. Three ways to provide support to these students would be first, designing a placement test to determine, at an introductory stage, students' level of English and put them in the most suitable course; second, once the course starts, realizing a needs analysis to identify more accurately the gap between the reality and the expectations; and third, creating a set of self-study supplementary material to level students up and help them acquire the basic knowledge to take up an A1 English level course.

## **The Placement Test**

Through my years of experience as an English teacher, I have been able to analyze learners' needs. In the classroom, I have found that the most common issues among beginning learners are difficulties in trying to recognize and understand main parts of speech, even in Spanish, problems to understand the teacher when she speaks in English, complications to produce their own speech using the structures and vocabulary studied in the level, and drawbacks when trying to respond to questions due to the fact that students do not understand what they hear.

Some indicators of these difficulties are that students seem puzzled after explanations, do not perform as expected because they do not understand the instructions, do not use vocabulary and structures as expected, say things such as "I understand the theory, but do not know how to use it in practice," and lack background knowledge necessary to understand grammar content. Also, when providing further explanation, the teacher often has to use Spanish to make sure students understand. I have been able to compile this information through observation, previous experience, my own classroom notes, and conversations with students. Besides the teacher's observations, experience and collected data, information can be gathered from other sources. The use of placement tests in English courses as a first step for starters before commencing their learning process can provide valuable information that inserts learners' context into a new perspective. The information obtained from the results of placement tests can be used by students and teachers to focus on the improvement of certain skills.

English program courses can opt to use different kinds of placement tests, from commercially designed tests to custom-made tests (Akhidenor-Bamidele, 2019). In the case of the course program of our interest, the test is designed by teachers and coordinators based on the content grammar and topics of the course books. Applicants do not take a written test. The existing placement assessment consists of an individual interview, during which the teacher/evaluator holds a conversation with the student. The questions asked move

progressively in difficulty while the student is able to keep providing answers. The teacher/evaluator takes notes of students' performance in terms of grammar use, vocabulary, comprehension, and pronunciation. Teachers/evaluators are instructed to take no longer than ten minutes to give the placement test. However, there are cases when this is not enough time to obtain precise information about students' level of English, and knowledge and use of structures and vocabulary.

Besides the limited time, there are other factors that must be taken into account when this test is applied and to explain why, as a rule, the test should take only a few minutes. First, both learners and teachers/evaluators are native Spanish speakers. This fact provides teachers/evaluators with crucial background information that makes it easier for them to identify common errors Spanish speakers make as beginners. Second, most teachers/evaluators have vast experience both as teachers and evaluators.

Nevertheless, due to the time, the test does not provide accurate information about students' specific needs. These needs are only noticeable once students start the course. According to Brown (2004), well-designed tests are a source of relevant information that can be used to make decisions. In this case, the decision to be made is what is the most appropriate level for the applicant. Due to the importance of this decision for students, these placement tests should be more rigorous.

Applicants' micro-skills should be tested differently since they are part of the minimum basic background knowledge students are expected to have. A quick written test to determine students' knowledge on grammar should be designed. Tests can provide guidance for students to know what to expect from a course, how to approach it, how to improve their language skills, and what decisions to make. (Akhidenor-Bamidele, 2019). The results of this test can also help teachers determine students' weaknesses and strengths.

The information obtained from the written test, the oral test and the teachers' notes should be used as a corpus to create material that can be used to level up true beginners and

help them learn fundamental concepts that will be essential for their learning process. In addition to the test, and once the course has started, teachers can carry out a needs analysis to gain more detailed information about students' language abilities.

### **The Needs Analysis**

Due to the nature of the outreach program courses, teachers have to make decisions quickly. Each course level takes only eight weeks. And, in spite of the placement test, the student population of the courses is very heterogeneous in terms of English language skills. Very often, beginners and true beginners are placed in the same groups of what in the program is called first level or level one. This means that the teacher has to adapt to different kinds of learners with different language skills, which involves students who have some basic knowledge of English and others who do not. Identifying the needs of learners serves to match them with teachers' expectations (Hariyadi & Yanti, 2019). If there are significant differences that separate students in the same group, teachers and students should work together to reduce the gap.

In this context, the teacher should be able to assess learners' needs in the first two weeks in order to make recommendations and decisions that help students who typically struggle. One way to do this is to quickly scan students in a non-intrusive way during the first three or four sessions, depending on the size of the group. In an interview, Brown said that "integrating language teaching, class-room activities, and assessment practices requires matching learning and assessment to how humans communicate" (Lake & Holster, 2017, p. 24). The purpose of this assessment is to identify true beginners who may require special help. This type of assessment does not need to be too elaborate.

The teacher could create a simple table to record basic information about each student. The table can include items like students' educational background and field of work, also students' first language literacy skills and English language skills. The diagnosis can be carried out in different stages. The first part can be done on the first day of class. The teacher provides

students some questions to introduce themselves as they would do in a casual conversation.

Questions are:

- *What's your name?*
- *How old are you?*
- *Where are you from?*
- *Where do you live?*
- *Who do you live with?*
- *What do you do? Do you work? What's your job? Do you study? What do you study? Where?*
- *Provide any extra information: Are you married? Do you have children? Do you have pets? What do you like to do in your free time?*

With the answers to these questions teachers can learn a lot about their students.

Crucial personal information is obtained, like students' educational background, and their field of work, which gives the teacher an idea of literacy skills in their mother tongue. At the same time, the teacher will listen to students speak in English for the first time when answering the questions. The teacher can determine if students have some knowledge of the structures that are necessary to answer the questions, like personal pronouns, verb to be, numbers, countries and nationalities, prepositions, present simple. The teacher will know if the student is able to understand the questions and to respond or at least try to respond in English.

I would like to quickly mention here that, in my personal experience, when answering these questions, students usually provide revealing facts about themselves that may affect their learning process. Some information students mention about their lives is commonly linked to their performance in the course, besides their educational background and first language skills. I have noticed how students who work long hours usually look very tired when they are in class. Besides, some of these students who have strenuous, long working hours are women with children and they usually have to make an extraordinary effort in order to keep up with the rhythm of their life and the additional work derived from the English course. So, this first part of the needs analysis can help the teacher understand better the context and personal situations of their students which may be related to their individual difficulties as learners.

A second stage of the assessment is carried out as part of the activities to introduce the topics, subject matter and grammatical structures of the first unit of study. In the first sessions when introducing the first grammatical and content topics, the teacher can design simple exercises for students to show if they know some concepts, such as noun, pronoun, and subject. Exercises for this part can be as simple as fill in the blank, underline, multiple choice and even direct questions such as: *Do you remember from your Spanish classes in high school what a noun is? Who can tell me what a noun is?* Or ask them directly: *What is the subject of this sentence?*

In the third session, and after the teacher has presented the introductory topics and contents of the course, as a last stage of the needs analysis, the teacher can have students work in pairs and speak in the format of a conversation to introduce themselves and provide some personal information. The teacher provides hints for students to ask the questions, wh-questions or yes/no-questions with the verb to be, for instance, *name, age, country/nationality/town, phone number, email address, job, student (yes/no), married (yes/no)*. With this activity, the teacher can find out how well students are processing the information. The results of this activity vary from one student to another. Some students find it easy to respond to the introductory sessions. Others struggle so much that they are not able to put a single whole sentence together and cling to Spanish.

This needs analysis can be easily and casually integrated to the activities of the first sessions. The results obtained from these activities validate teachers' assessment and resulting feedback. With the data collected, the teacher can make solid suggestions to students and proceed to the following strategy proposed in this paper. Needs analysis constitutes a preliminary stage before designing the supplementary material (Ulum, 2015). The aim of this material is to provide support to true beginners and students who struggle and need to study or review basic grammatical concepts that may make their understanding of the foreign language easier. The teacher can choose any format to design the material.

## **The Supplementary Material**

Based on the needs of these true beginning learners, teachers can design supplementary material as a remedial strategy to help this population level up. As mentioned by Rodríguez (2009), meaningful, explicit form-focused or grammar-focused instruction helps learners achieve grammatical and lexical accuracy. Furthermore, she stated that “since learners with low literacy often struggle to comprehend form in their first language, it is not advisable to teach them grammar in the second language until they have advanced into higher stages of literacy” (Rodríguez, 2009, p. 2). Hence, the goals of this material would be to offer students of a beginning level the basic necessary knowledge to make their learning process less daunting and help them feel more confident.

With this material, teachers can provide explanations about meaning and use of parts of speech — even in their native language —; design practice for students to improve the production of their own speech with basic, simple statements; and find or create listening material that helps students understand basic spoken English related to specific tasks. This material can be designed in the form of a website or an online book by a team of teachers of the outreach program. The material and practice to be included on the supplementary resource should have different kinds of learning activities, such as didactic, active and collaborative. It should also be designed in accordance with the universal design for learning.

The first and a very important section of the material must include explanations, clarifications and examples of the structures and concepts of the grammar content. This information should be very concise and clear. There is no need for it to be too complex or elaborate. Learners do not need much specific technical information of linguistics and syntax. Presenting the subject matter in simple terms is necessary for students to acquire the knowledge or review contents in case they do not remember from primary or high school.

The starting point of the website or online book is the need of a percentage of the target population to level up with their peers in terms of background, necessary, specific knowledge of grammar. The main goal of the material is to provide the learners with the information they need in order to have better resources and knowledge at hand to help them during their learning process of the language and to produce their own speech using structures and vocabulary studied in the level. With this in mind, the material can be developed according to the traditional approach, in spite of its controversiality, where theoretical knowledge is transferred to learners (Rahimi & Rajaei, 2008) in the form of didactic activities.

Didactic activities provide a way of exposure to the subject matter, strengthen students' learning process, help organize contents, promote meta cognitive learning strategies through analysis, and help put structures in practice and understand the subject matter (Navarro & Piñeiro, 2013). In the didactic section, teachers should include the concepts, explanations and examples of parts of speech: noun, adjective, verb, adverb, preposition and article. Also, some basic syntactic concepts to be included in the didactic activities should be subject, object, possessive adjectives and their function, personal pronouns and possessive pronouns and their function, the concept of subject-verb agreement, number agreement, word order and basic sentence patterns.

Textbooks' grammar sections usually have subtitles like "Verb to be: positive and negative sentences," "Personal pronouns," "Possessive adjectives," "Countable and Uncountable nouns," "Indefinite articles," "Conjunctions and, but, or," "Adverbs of frequency." In my experience, true beginners usually need the teacher to explain what a noun, pronoun, article, adverb or adjective is. These explanations must be provided in class, which is time consuming. I have seen how it is more effective and time-saving for beginners and true beginners when these explanations are given in students' native language, which in this case is the same as the teachers'. When used with discretion, native language can be a good way to explain grammar and complex concepts, clarify meaning, avoid repetition, and it also avoids

time waste (Spahiu, 2013). This is also the reason why I suggest including in the supplementary material the information of the explanations of complex concepts in Spanish, side by side with the explanations in English.

These explanations can be provided both in Spanish and English to make sure students will understand better and should be accompanied with hyperlinks to already existing materials online about each topic for extended personal study. As Richards and Reppen (2014) mentioned, when teaching grammar in language classrooms, sometimes focusing on form is necessary to speed up the learning process, which is absolutely necessary due to the circumstances of the outreach course program where each course takes only eight weeks.

The following sections of the remedial resource should include active learning activities where learners practice grammar concepts and structures, identify and use the parts of speech, and apply the basic concepts and structures explained in the first section. With these exercises, learners are also expected to practice other structures they have to study during the course, like personal pronouns, possessive adjectives, articles, the verb to be, present simple, basic sentence patterns and word order. The practice can include content topics and vocabulary studied in the course. In this section, students are expected to start developing self-correction through error analysis.

Again, because of the level, exercises in this section do not need to be too elaborate or complex. The idea here is to reinforce what students have learned so far from the previous section. Also, they should be able to identify by themselves what or if they have learned something. "When learners are aware of their own capacities and limitations, they can efficiently adopt pathways to success that capitalize on strengths and compensate for weaknesses" (Brown & Lee, p. 52, 2015). Successful learners are able to develop self-awareness as well as personal skills that allow them to recognize what works best for them to learn something new. They learn to learn and are capable to use those metacognitive strategies to be more critical and honest about their own needs as learners and to act from there.

Exercises can move progressively in difficulty as a scaffolding strategy. Students can start with multiple choice exercises. Then, they can be asked to fill in the blanks to complete sentences with the correct word, nouns, pronouns, verbs, or others that were previously studied. More complex exercises can include answering questions with complete sentences, being provided hints and examples to ask their own questions, and even writing short paragraphs and producing their own audio-visual material or speech.

The last section of the material should promote collaborative learning. Here, the main purpose is that students produce and create their own speech by different means. They should develop and practice the content topics studied in the course while using the learned grammatical structures and vocabulary. Learners should be encouraged to work in pairs or in small groups, as well as to get creative when producing their own products. This section can also offer examples in the form of videos taken from different sources to illustrate the expected outcomes for each situation. Learners can also post and share real examples of a product created by them to exemplify the expected result of the learning process throughout the course and what students learned and are able to produce after working on the supplementary material or at the end of the course.

When working together, students put in practice the main reason for learning a language which is basic human communication. Cooperative work favors social interaction and helps students develop a sense of community and belonging. The “cooperative learning approach ... enable[s] active learning ... [and] gives a lot of opportunities for students to improve themselves in different aspects such as knowledge, skill, attitude, and achievement.” (Wichadee, 2010, p. 6). This kind of learning brings about self-confidence and a sense of personal achievement among learners.

The material should integrate language skills “to enable the students to develop their communicative abilities and competencies,” such as Pardede (2017, p. 151) suggested. Also, it should be developed taking into account the universal design for learning (UDL). Among the

elements of UDL Boothe et al. (2018) talked about are implementing multiple means of engagement, and giving students time to work on their own and activities that agree with the objectives of the course.

The information should be presented in different formats to foster multiple means of representation. Hence, students can find audio files in English of the explanations recorded by the teachers/designers to tackle their difficulty of understanding the teacher when she speaks in English while practicing the listening skill. There should also be videos with closed captions from different sources as examples of the expected outcomes. Students can find information in the form of text for the grammar concepts. Teachers can include pictures and graphics to exemplify the grammar explanations. Also, the material should be easy to access, handle, navigate or explore and use.

Finally, the material should present multiple means of action and expression, as well as explanations and examples of the expected results. The last section can offer more varied opportunities through collaborative learning activities for students to express themselves in different ways. Here, students can be given the opportunity to present their products in the form of pair or group conversations or individual interventions using different formats such as audio recordings, videos, infographics or slide shows.

## **Recommendations and Conclusions**

Such as I mentioned previously, in my own experience and through my own process of observation and analysis, I have been able to determine the most recurrent problems among the population of beginners and true beginners. Besides such problems as subject deletion, subject-verb agreement, misuse of auxiliaries, word order, number agreement, wrong use of the possessive adjectives, use of fragments and listing instead of full sentences, adult learners do not know basic concepts that are necessary for them when learning a new language. Most of

them do not remember or know what a subject, a verb, an adjective, an adverb, or any other part of speech is.

During class, students come across explanations and mention of words such as nouns, adverbs, prepositions of place and so on. If students do not know those concepts or do not remember them primary and secondary school, how can teachers move on in the course content without stopping to explain in detail to their students what a direct object or a transitive verb is? As established in the introduction of this paper, here is precisely where EFL teachers of outreach programs notice the repercussions of the decreased quality of high school education.

Students are expected to know these concepts because, supposedly, they studied them in school. The problem here for teachers and learners is having to deal with that lack of knowledge. Students' not knowing about parts of speech, grammar and syntax, not even in their mother tongue, is the issue they have to deal with and solve. Nevertheless, the subject matter, content topics and grammatical structures are studied under the assumption that students know these concepts. However, it should not be taken for granted that students know. In the last few years, it has been more recurring to find beginner learners who come from an educational public background that leaves them with a great lack of essential knowledge indispensable in the process of learning a new language. Under these circumstances, teachers should develop some strategies that help these students cope with these difficulties.

The first strategy proposed here is designing a placement test that sheds the first light on students' English level. This test should be designed specifically based on the goals and expectations of the course program and it should include an oral part and a written part. Once students are placed after this preliminary stage, the teacher should carry out a needs analysis to give students sound feedback and further recommendations. Finally, depending on the results of the needs assessment, when giving the feedback to students, the teacher can recommend studying on their own using a set of supplementary materials, also designed by the teachers of

the course program. The material should provide students with the basic knowledge they do not know or have forgotten in order to level up with the students who do know or remember.

These strategies can help students remedy that situation and make their English learning process less frustrating and more enjoyable. The identification of students' needs can help teachers and learners know what to do to catch up. The results of a well-designed placement test could also be the basis to design the supplementary material for true beginners to use when they start an A1 English course. The creation of this material and the tests should be done collaboratively among the teachers of the course program.

In addition to these strategies, there are other aspects that are necessary for this population of true beginners to succeed in their English learning process, such as learners' attitude, motivation and other individual characteristics like age, study habits, previous knowledge, as well as teachers' availability, usefulness and pertinence of the guidelines and developed supplementary material. All material created by the teachers should also promote collaborative learning and provide real life examples. Ideally, it should also offer scaffolding learning activities through the different exercises. In addition, it should be designed in accordance with the universal design for learning in order to integrate students' different language skills and learning styles.

Learning a new language is an investment, not only in terms of money, but also in the form of time and hard work. By means of developing metacognitive strategies, students become responsible for their own learning process. They become autonomous, self-aware learners who are capable of developing their own learning skills and strategies by practicing, monitoring and correcting themselves, identifying their own flaws and potential, and making their own decisions to become successful learners (Brown & Lee, 2015). The supplementary material that teachers create could help learners develop and acquire study habits. Practice and improvement take time and effort and that is another lesson students might need to learn.

## References

- Akhidenor-Bamidele, A. (2019). The Roles of Online Placement Test in English Language Teaching. *KnE Social Sciences*, 3(24), 1–9. <https://doi.org/10.18502/kss.v3i24.5163>
- Boothe, K. A., Lohmann, M. J., Donnell, K. A., & Hall, D. D. (2018). Applying the Principles of Universal Design for Learning (UDL) in the College Classroom. *JOSEA The Journal of Special Education Apprenticeship*, 7(3), 1-13.  
<https://files.eric.ed.gov/fulltext/EJ1201588.pdf>
- Brown, D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th Ed.). Pearson Education.
- Brown, J. D. (2004). Performance assessment: Existing literature and directions for research. *Second Language Studies*, 22(2), 91-139.  
<https://www.hawaii.edu/sls/wp-content/uploads/2014/09/Brown.pdf>
- Hariyadi, A., & Yanti, D. R. (2019). The Importance of Needs Analysis in Materials Development. *Journal Ilmiah Profesi Pendidikan*, 4(2), 94-99.  
<https://www.neliti.com/publications/298731/the-importance-of-needs-analysis-in-materials-development>
- Jiménez, R. (2014). *Educación pública en Costa Rica: políticas, resultados y gasto. (Análisis 2014. Serie 6)*. Academia de Centroamérica.
- Lake, J., & Holster, T. A. (2017). An interview with J.D. Brown. *The Language Teacher*, 41(3), 24-26. Retrieved from <https://jalt-publications.org/node/5744/articles/5849-interview-j-d-brown>.
- Ministerio de Educación Pública (MEP), Auditoría Interna. (2017). *Cobertura del Inglés*. (Informe 72-17). MEP.
- Navarro, D., & Piñeiro, M. (2013). Didactic Strategies for Teaching English as a Foreign Language in Seventh and Eight Grades in Secondary Schools in Costa Rica. *Káñina, Revista de Artes y Letras, Universidad de Costa Rica*, 36(2), 233–251.

<https://revistas.ucr.ac.cr/index.php/kanina/article/view/6479/6178>

Pardede, P. (2017). Integrated Skills Approach in EFL Classrooms: A Literature Review.

In *PROCEEDING English Education Department Collegiate Forum (EED CF) 2015-2018*. <http://repository.uki.ac.id/927/>

Programa Estado de la Nación. (2019). *Séptimo informe estado de la educación*.

Masterlitho.

Rahimi, M., & Rajaei, S. (2008). What do we want teaching-materials for in EFL teacher training programs? *Asian EFL Journal*, 31(1), 1-18. [https://www.asian-efl-journal.com/pta\\_Oct\\_08.pdf](https://www.asian-efl-journal.com/pta_Oct_08.pdf)

Richards, J. C., & Reppen, R. (2014). Towards a Pedagogy of Grammar Instruction. *RELC Journal*, 45(1), 5-25. doi:10.1177/0033688214522622

Rodríguez, A. G. (2009). *Teaching Grammar to Adult English Language Learners: Focus on Form*. CAELA Network Brief.

<https://www.cal.org/caelanetwork/resources/teachinggrammar.html>

Spahiu, I. (2013). Using Native Language in ESL Classroom. *IJ-ELTS: International Journal of English Language and Translation Studies*, 1(2), 243–248.

[https://www.researchgate.net/publication/326415048\\_Using\\_Native\\_Language\\_in\\_ESL\\_Classroom\\_SPAHIU](https://www.researchgate.net/publication/326415048_Using_Native_Language_in_ESL_Classroom_SPAHIU)

Ulum, Ö G. (2015). A Needs Analysis Study for Preparatory Class ELT Students. *European Journal of English Language Teaching*, 1(1). doi:10.5281/zenodo.51774

Wichadee, S. (2010). Cooperative Learning Approach: A Successful Way of Reducing Learning Anxiety in an EFL Class. *International Journal of Education*, 33(3), 3-7.

<https://edu.kku.ac.th/journal/index.php/joe/article/viewFile/53/39>.

## DECLARACIÓN JURADA

Yo, Lucrecia Borge González, cédula de identidad 602590874, estudiante de la Universidad Nacional, declaro bajo fe de juramento y consciente de la responsabilidades penales de este acto, que soy autor intelectual del Trabajo Final de Graduación Titulado **“Three Strategies for True Beginners of an Outreach Program of a Public University in the Current Context of Education in Costa Rica”** , para optar por el grado de Maestría en Educación con énfasis en Aprendizaje del Inglés.

A handwritten signature in black ink, appearing to read 'Lucrecia Borge González', with a period at the end.

Firma

Heredia, a los 4 días del mes de setiembre del año 2021.

## Refrendo

Los abajo firmantes avalamos el Trabajo de Graduación de la estudiante Lucrecia Borge González, cédula 6 0259 0874, que lleva como título **Three Strategies for True Beginners of an Outreach Program of a Public University in the Current Context of Education in Costa Rica**, dado que cumple con las disposiciones vigentes y la calidad académica requerida por el posgrado.

Firmado por JUAN PABLO ZUÑIGA VARGAS (FIRMA)  
PERSONA FÍSICA, CPF-04-0182-0569.  
Fecha declarada: 16/09/2021 08:51 a. m.

---

M.Ed. Juan Pablo Zúñiga Vargas  
Tutor  
Maestría en Educación con énfasis en Aprendizaje del Inglés

**RITA MARIA  
ARGUEDAS  
VIQUEZ (FIRMA)** Firmado digitalmente por  
RITA MARIA ARGUEDAS  
VIQUEZ (FIRMA)  
Fecha: 2021.09.15  
18:57:24 -06'00'

M. Ed Rita Arguedas Víquez  
Coordinadora  
Maestría en Educación