



UNIVERSIDAD INTERNACIONAL SAN ISIDRO LABRADOR

Facultad de Educación

Licenciatura en Ciencias de la Educación I y II ciclos con Énfasis en la Enseñanza del Inglés como Segunda Lengua.

Project opting for Licenciatura Degree in English Teaching

Improving English Oral Communication Skills Through a Leveling Program based on Gamification and a technological approach in fifth Grade at Agropecuario Primary School, Circuito 02, Regional de San Carlos, II Term 2025.

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Entry profile:

Students of fifth grade that do not have the requested level of A2. This program is aimed at students under the band of A2 according to the CEFR.

Description:

Basic understanding of sentences, greetings, small talk, and short texts. Basic understanding of questions. Basic oral communication with simple structures and short conversations corresponding to the A2 band according to the CEFR.

Description of the program:

This program adapts to the needs and diversity of each student. This program is implemented through two main strategies called gamification and ICTs. This program has a communicative, constructivist approach and applies STEAM techniques in its methodology. On the other hand, pedagogical mediation is adapted to the needs of the student, who is the center of the teaching-learning process. This program promotes the development of communication skills through didactic experiences based on real scenarios focused on learning for life. Furthermore, the development of skills necessary for employability such as teamwork, negotiation, assertive communication, the development of active listening, problem solving, critical and creative thinking, as well as research skills are taken into account, having students acquiring not only the level of A2 band but also developing soft skills needed to become citizens in the Costa Rican society.

The program is designed to start at a basic level (A1), and as it progresses, enrich sixth grade students with the necessary skills so that their progress is real and visible from the beginning until they are positioned in the band of A2 in accordance with the Common European Framework of Reference (CEFR).

General Objective:

To enhance the basic oral skills of the English language in fifth grade students, through the application of gamification activities and ICTs, for the comprehension and use of basic expressions, through various strategies in order to obtain the A2 band according to the CEFR.

Specific Objectives:

1. Understanding and following instructions in the English language.
2. Understanding basic expressions and sentences in the English language.
3. Understanding short conversations of everyday content in the English language.
4. Acquiring a variety of vocabulary to enhance the communication of ideas in the English language.
5. Expressing orally and writing ideas about everyday interactions at a basic level in the English language.

Methodology:

The methodology used in this program adapts to the AOA approach as it is the main approach used in MEP at the moment. The methodology is through gamification and ICTs activities in which students of fifth grade acquire the level of A2 according to the CEFR based on activities in the classroom. The activities will be developed in the classroom and the teacher will take two lessons weekly to develop the contents proposed on this program. The idea is that the teacher works on the units and contents proposed by MEP for fifth grade during three lessons and the last two lessons develop this program in order to level up the knowledge in the language and help students acquire the needed contents to become A2 or A2+.

Timetable:

Week	Grammar component	Speaking component	Vocabulary	Gamification Strategy
1	<p>Wh-questions (where, how, what)</p> <p>Subject pronouns</p> <p>Simple present tense (To be)</p>	<p>-Telling the numbers and alphabet.</p> <p>- Introducing yourself</p> <p>- Introducing others</p>	<p>Greetings</p> <p>Alphabet</p> <p>Numbers (1-100)</p> <p>Nationalities</p>	<p>WH QUESTIONS</p> <p>https://wordwall.net/es/resource/73661678/ingl%C3%A9s/wheel-random-questions</p> <p>SUBJECT PRONOUNS</p> <p>https://wordwall.net/es/resource/35091404/subject-and-object-pronouns</p> <p>simple present</p> <p>https://www.youtube.com/watch?v=o0Swx_Qts2g</p>

2	Simple present	<p>-Expressing and telling my daily routine.</p> <p>-Expressing information about my favorite free time activities.</p>	<p>Routines</p> <p>Adverbs of frequency</p> <p>Free time activities</p>	<p>FREE TIME ACT</p> <p>https://www.althingstopics.com/leisure-activities.html#google_vignette</p> <p>ADVERBS OF FREQUENCY</p> <p>https://www.althingsgrammar.com/adverbs-of-frequency.html</p>
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3	Simple present Present Continuous Verbs	-Expressing actions that I am doing in the moment of speaking. -Describing people and actions	Order of adjectives (OSASCOMP)	DESCRIBING PEOPLE https://wordwall.net/es/resource/22653248/describing-people
4	Simple Past	-Expressing past experiences. -Expressing past routines. -Responding to questions regarding your day, life or mood in the past.	Irregular verbs ED ending for regular verbs	PAST SIMPLE PERSONAL QUESTIONS https://wordwall.net/es/resource/74249669/ingl%C3%A9s/past-simple-personal-questions
5	Simple Past Past Continuous	-Expressing parallel events in the past. -Expressing actions interrupted by a past action.	Home activities Work activities	Simple past and past continuous: https://wordwall.net/es/resource/23774139/simple-past/speaking-about-past-

				events
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