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San José, 13-12-2025

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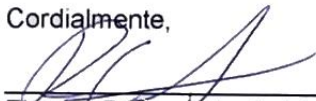
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UNIVERSIDAD HISPANOAMERICANA

Faculty of Education

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

ANALYSIS ON THE IMPACT OF EDUCATIONAL PROBLEM-BASED
LEARNING IN SPEAKING SKILLS AMONG SEVENTH GRADE EFL STUDENTS
AT COLEGIO NOCTURNO SIQUIRRES DURING THE FIRST SEMESTER OF
2025

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August 2025

List of Tables.....	v
Tutors letter.....	ix
Reader’s letter.....	x
Dedication.....	xiii
Acknowledgements.....	xiv
Abstract.....	xv
Abstracto.....	xvi
1.1 RESEARCH STATEMENT.....	2
1.1.1. <i>Background of the Problem</i>	3
1.1.2. <i>Problematization</i>	6
1.1.3. <i>Justification</i>	11
1.2. FORMULATION OF THE PROBLEM.....	12
1.3.1 <i>General Objective</i>	12
1.3.2 <i>Specific Objectives:</i>	12
1.4. SCOPE AND LIMITATIONS.....	13
1.4.1 <i>Scope</i>	13
1.4.2 <i>Limitations.</i>	14
CHAPTER II: THEORITICAL FRAMEWORK.....	15
2.1 HISTORICAL CONTEXT OF NIGHT SCHOOL COLEGIO NOCTURNO SIQUIRRES, LIMÓN.....	16
2.1.1 <i>Demographics and Learning Environment</i>	16
2.1.2 <i>Comparative Analysis with Other Regions</i>	17
2.1.3 <i>Future Directions and Recommendations</i>	18
2.2 CONCEPTUAL AND THEORETICAL FRAMEWORK.....	20
2.2.1 EFL Students of Costa Rica; <i>Overview of Colegio Nocturno Siquirres</i>	20
2.2.2 Implementation of Problem-based Learning at NIGHT SCHOOL.....	21
2.2.3 Problem-based Learning.....	23
2.2.3.1 <i>Definition of Problem-based Learning</i>	23
2.2.3.2 Benefits of Problem-based Learning in Education.....	27
2.2.3.3 Analysis of Traditional Problem-based Learning Methods by the MEP and Their Use in Classrooms.....	28
2.2.3.4 Educational Simulation and Problem-based Learning.....	29

2.2.3.4	<i>Definition and Key Components</i>	29
2.2.4	Vocabulary Usage in Speaking Skills for EFL	31
2.2.4.4	Challenges and Current Situation of Vocabulary Usage in EFL Classrooms in Costa Rica	31
2.2.5	Challenges in Developing Vocabulary Usage in Speaking EFL classrooms	32
2.2.5.4	Strategies to Improve Vocabulary Usage in Speaking EFL classrooms	33
CHAPTER III: METHODOLOGICAL FRAMEWORK		
3.1	RESEARCH TYPE	36
3.1.1	Applied purpose.	37
3.1.2	Transversal temporal dimension	37
3.1.3	<i>Micro Framework of the research</i>	38
3.1.4	<i>Nature of the research</i>	38
3.1.5	<i>Type: Exploratory, Descriptive and Explanatory nature</i>	40
3.2	SUBJECTS AND SOURCES OF INFORMATION	41
3.2.1	<i>Participants Subjects</i>	41
3.3	SOURCES OF INFORMATION	41
3.3.1	<i>Primary sources</i>	41
3.3.2	<i>Secondary sources</i>	42
3.3.3	Tertiary resources.....	43
3.4	SAMPLE SELECTION	44
3.4.1	<i>Population</i>	44
3.4.2	<i>The Sample</i>	45
3.5	TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION.....	45
CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA		
4.1	Diagnostic of the Current Situation.....	48
4.1.1	Analysis of the Initial Student Survey	50
4.1.2	Analysis of the Initial Professor Survey.....	56
4.1.3	Analysis of the Initial Student Diagnostic	59
4.1.2	Analysis of the Initial Professor Survey (Updated)	60
4.2	Analysis of Observations During the Intervention	62
4.2.1	Patterns of Participation and Engagement.....	62
4.2.2	Behaviors Related to Vocabulary Use.....	64
4.2.3	Behaviors Related to Speaking Fluency	66

4.3 Analysis of Final Outcomes	68
4.3.1 Analysis of the Final Student Survey	68
4.3.2 Analysis of the Final Professor Survey	77
4.3.3 Analysis of the Final Student Diagnostic	80
4.4 Comparison of Initial and Final Results.....	84
4.4.1 Comparison of Initial vs Final Student Survey.....	84
4.4.2 Comparison of Initial vs Final Student Diagnostic.....	99
4.4.3 Cross-Instrument Reporting Summary	102
CHAPTER V: CONCLUSIONS AND RECOMMENDATION	
5.1 CONCLUSIONS	105
5.1.1 Conclusion related to the general objective	106
5.1.2 Conclusion related to the first specific objective	106
5.1.3 Conclusion related to the second specific objective	106
5.1.4 Conclusion related to the third specific objective	107
5.1.5 Conclusion related to the fourth specific objective	107
5.1.6 Conclusion related to the fifth specific objective.....	108
5.2 RECOMMENDATIONS.....	108
5.2.1 Recommendation for teachers	108
5.2.2 Recommendation for the institution.....	109
5.2.3 Recommendation for future research	110
CHAPTER VI: PROPOSAL	
6.1. Name of the proposal	110
6.2. Description	113
6.3. Place to be developed.....	115
6.4. Organization	116
6.5. Involved population.....	116
6.6 General and specific objectives.....	116
6.6.1 Proposal General Objective	116
6.6.2 Proposal Specific Objectives.....	117
6.7. Chronogram of Activities	117
6.8. Necessary Budget for Implementation.....	119
References	120
Annex 1	1
Annex 2	5

Annex 3	10
Annex 4	12

List of Tables

Table 1. Primary sources used during research	53
Table 2. Secondary sources used during research	54
Table 3. Tertiary sources used during research	55
Table 4. How the Variables Are Defined and Measured	58
Table 5. PBL activities for the five-week intervention	72
Table 6. Chronogram of Activities for the project	75
Table 7. Part 1: Answers to Questions	91
Table 8. Part 2: Evaluation Rubric	91
Table 9. Cronograma de Aplicación	93
Table 10. Participation and Engagement by Week (Totals)	63
Table 11. Participation Actions by Group and Week	64
Table 12. Vocabulary Use by Week (Totals)	65
Table 13. Vocabulary Use by Group and Week	66
Table 14. Speaking Fluency by Week (Totals)	67
Table 15. Speaking Fluency by Group and Week	68
Table 16. Initial and Final Response Counts: Student Motivation	70

Table 17. Initial and Final Response Counts: Preferred Activities	71
Table 18. Initial and Final Response Counts: Preferred Learning Method	72
Table 19. Initial and Final Response Counts: English Practice Frequency	73
Table 20. Initial and Final Response Counts: Speaking Comfort	74
Table 21. Initial and Final Response Counts: Difficult Aspects of English	75
Table 22. Initial and Final Response Counts: Helpful Activities	76
Table 23. Initial and Final Response Counts: Desire for Dynamic Classes	77
Table 24. Initial and Final Response Counts: Participation Outside Class	78
Table 25. Initial and Final Response Counts: Real-Life Activities Usefulness ...	79
Table 26. Initial and Final Professor Ratings by Item	80
Table 27. Initial and Final Correct-Answer Counts by Diagnostic Question	82
Table 28. Initial and Final Rubric 'Sometimes' Counts by Criterion	83
Table 29. Comparison of Initial and Final Correct-Answer Counts	84
Table 30. Comparison of Initial and Final Rubric Counts	85
Table 31. Cross-Instrument Summary of Initial and Final Results	86

List of Figures

Figure 1. Initial Student Survey – Question 1 Results	52
Figure 2. Initial Student Survey – Question 2 Results	52

Figure 3. Initial Student Survey – Question 3 Results	53
Figure 4. Initial Student Survey – Question 4 Results	53
Figure 5. Initial Student Survey – Question 5 Results	54
Figure 6. Initial Student Survey – Question 6 Results	54
Figure 7. Initial Student Survey – Question 7 Results	55
Figure 8. Initial Student Survey – Question 8 Results	55
Figure 9. Initial Student Survey – Question 9 Results	56
Figure 10. Initial Student Survey – Question 10 Results	56
Figure 11. Initial and Final Diagnostic Results by Question	58
Figure 12. Rubric Evaluation for Speaking Criteria	59
Figure 13. Initial and Final Professor Survey Comparison	60
Figure 14. Participation and Engagement by Week	63
Figure 15. Vocabulary Use by Week	65
Figure 16. Speaking Fluency by Week	67
Figure 17. Initial Student Motivation Levels	71
Figure 18. Final Student Motivation Levels	71
Figure 19. Initial Student Comfort Speaking English	72
Figure 20. Final Student Comfort Speaking English	72
Figure 21. Initial Frequency of English Practice Outside Class	73

Figure 22. Final Frequency of English Practice Outside Class	73
Figure 23. Final Professor Ratings by Item	75
Figure 24. Initial and Final Correct-Answer Counts by Diagnostic Question	78
Figure 25. Initial and Final Rubric 'Sometimes' Counts by Criterion	79
Figure 26. Comparison of Initial and Final Student Motivation	81
Figure 27. Comparison of Preferred Learning Activities	82
Figure 28. Comparison of Preferred Learning Methods	83
Figure 29. Comparison of Frequency of English Practice	84
Figure 30. Comparison of Comfort Speaking English	85
Figure 31. Comparison of Difficult Aspects of English	86
Figure 32. Comparison of Helpful Activities to Learn English	87
Figure 33. Comparison of Desire for More Dynamic Classes	88
Figure 34. Comparison of Willingness to Participate Outside Class	89
Figure 35. Comparison of Perceived Usefulness of Real-Life Activities	90
Figure 36. Comparison of Diagnostic Correct Answers by Question	92
Figure 37. Comparison of Diagnostic Rubric Results	93

Tutor's letter

San José, 13 de diciembre de 2025

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

El estudiante Richard Clark Arroyo , cedula de identidad número 702390726, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **ANALYSIS ON THE IMPACT OF EDUCATIONAL PROBLEM-BASED LEARNING IN SPEAKING SKILLS AMONG SEVENTH GRADE EFL STUDENTS AT COLEGIO NOCTURNO SIQUIRRES DURING THE FIRST SEMESTER OF 2025**, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

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Reader's letter


San José, 16 de enero del 2026
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Sede Llorente

CARTA DE LECTOR

El estudiante Richard Clark Arroyo , cédula de identidad 702390726, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " Analysis on the Impact of Educational Problem-Based Learning in Speaking Skills Among Seventh Grade EFL Students at Colegio Nocturno Siquirres During the First Semester of 2025.", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas. Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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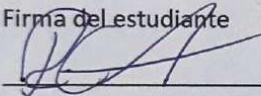
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Dedication

This work is dedicated to the following individuals and groups who have inspired and supported me throughout this journey.

First, I dedicate this research to God, whose guidance and blessings have been my source of strength and perseverance. Without His grace, this endeavor would not have been possible.

I also dedicate this work to my parents, whose constant support and unwavering belief in me have been a cornerstone in my academic and personal life. Your encouragement and sacrifices have provided me with the foundation to pursue my dreams and achieve my goals. Thank you for always being there for me.

Additionally, I dedicate this research to my former professors from my formative years. Your dedication to teaching and your commitment to fostering a love for learning have left an indelible mark on my academic journey. Your wisdom and mentorship have shaped my understanding and approach to education, and for that, I am eternally grateful.

To God, my parents, and my former professors, this work stands as a testament to your profound impact on my life. Thank you for your inspiration, guidance, and unwavering support.

Acknowledgements

I would like to express my deepest gratitude to the following individuals and institutions whose support and guidance were invaluable in completing this research.

First, I am profoundly grateful to my current tutor professor, whose expertise and encouragement guided me through each stage of this research. Your insights and constructive feedback were instrumental in shaping this study, and I could not have accomplished this without your support.

I also extend my sincere thanks to the NIGHT SCHOOL institution for allowing me to conduct my research within its premises. Your openness and cooperation provided the perfect environment for conducting this study.

A special thank you goes to the seventh-grade students at Colegio Nocturno Siquirres . Your enthusiastic participation and willingness to engage in research activities were crucial to the success of this project. Your efforts and cooperation are deeply appreciated.

I am also grateful to Universidad Hispanoamericana for providing the academic foundation and resources necessary for this research. The knowledge and skills I acquired during my time at the university were vital to this project.

Lastly, I would like to acknowledge any other individuals and organizations that may have contributed, directly or indirectly, to this research. Your support has been invaluable, and I am deeply thankful for your contributions.

Abstract

My name is Richard Clark Arroyo, and I am an English Teaching Professor currently residing in Siquirres, Limón, Costa Rica. My research study is titled " Analysis on The Impact of Educational Problem-Based Learning on Vocabulary Usage in Speaking Skills Among Seventh Grade” This study focuses on the potential benefits of using Problem-based Learning in teaching English as a Foreign Language (EFL) to seventh-grade students at Colegio Nocturno Siquirres in Guápiles, Costa Rica.

By integrating a Problem-based Learning method, this research aims to create a more dynamic and engaging learning environment. The goal is to determine whether this gamified approach can enhance students' language proficiency, boost their confidence in speaking English, and increase their overall motivation to learn.

Furthermore, this study seeks to identify the main challenges teachers encounter when implementing Problem-based Learning in the classroom. Understanding these obstacles is crucial for developing practical strategies to overcome them and ensure the successful adoption of gamified learning methods.

My research aims to provide valuable insights and practical recommendations for improving EFL education through Problem-based Learning. I am confident that the findings will contribute to the advancement of teaching methods and enhance the learning experience for students.

KEY WORDS: Problem based learning, EFL, speaking skills.

Abstracto

Mi nombre es Richard Clark Arroyo, y soy Profesor de la Enseñanza del Inglés, actualmente resido en Siquirres, Limón, Costa Rica. Mi investigación es “Análisis del Impacto del Aprendizaje Basado En Problemas Educativos en el Uso del Vocabulario en las Habilidades Orales Entre Estudiantes de Séptimo Grado”. Este estudio se centra en los posibles beneficios de utilizar el Aprendizaje Basado en Problemas en la enseñanza del inglés como lengua extranjera (EFL) a estudiantes de séptimo grado del Colegio Nocturno Siquirres en Guápiles, Costa Rica.

Al integrar un método de Aprendizaje Basado en Problemas, esta investigación tiene como objetivo crear un ambiente de aprendizaje más dinámico y atractivo. La meta es determinar si este enfoque gamificado puede mejorar la competencia lingüística de los estudiantes, aumentar su confianza al hablar inglés e incrementar su motivación general para aprender. Además, este estudio busca identificar los principales desafíos que enfrentan los docentes al implementar el Aprendizaje Basado en Problemas en el aula. Comprender estos obstáculos es crucial para desarrollar estrategias prácticas que permitan superarlos y garantizar la adopción exitosa de métodos de aprendizaje gamificados.

Mi investigación tiene como objetivo proporcionar perspectivas valiosas y recomendaciones prácticas para mejorar la enseñanza del inglés como lengua extranjera a través del Aprendizaje Basado en Problemas. Estoy convencido de que los hallazgos contribuirán al avance de los métodos de enseñanza y enriquecerán la experiencia de aprendizaje de los estudiantes.

PALABRAS CLAVE: Aprendizaje Basado en Problemas, EFL, habilidades orales

CHAPTER I
RESEARCH PROBLEM

1.1 RESEARCH STATEMENT

Teaching English as a Foreign Language (EFL) traditionally relies on techniques such as memorization and repetition of exercises. These methods often lead to students losing interest and not improving their vocabulary usage within speaking skills. This issue is particularly evident among the seventh-grade students at Colegio Nocturno Siquirres in Guápiles, Costa Rica. Teachers find it challenging to keep students engaged and help them improve their speaking abilities

Problem-based learning games offer a promising solution to these challenges by blending traditional teaching methods with fun, game-like characteristics. Problem-based Learning use game design principles such as points, badges, leaderboards, and interactive challenges to make learning more engaging and enjoyable for students. These gamified features can significantly increase student engagement and motivation. For instance, Ahmed (2021) found that Problem-based Learning enhanced speaking skills and motivation among secondary EFL learners. Similarly, Lee and Baek (2023) reported that Problem-based Learning improved English proficiency among South Korean students.

However, implementing Problem-based Learning in EFL teaching comes with challenges. Teachers need to manage technical issues and the varied responses of students while maintaining their interest over time. It is also crucial to determine how well students can retain and apply the skills and knowledge gained through Problem-based Learning in other domains and real-life situations. Zhang and Hasim (2023) identified a gap in the literature, suggesting the need for further studies on the practical applications and long-term effects of Problem-based Learning in EFL teaching.

This research aims to assess the impact of Problem-based Learning on the quality of vocabulary usage within speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres . It will investigate whether these methods can enhance student engagement and identify the main challenges encountered during implementation. The study hopes to provide valuable insights and practical recommendations for teachers on applying Problem-based Learning in their classrooms to improve language skills and make EFL education more effective.

By examining the effectiveness and challenges of problem-based learning this research seeks to contribute to the existing body of knowledge and offer practical solutions for educators. The findings could help teachers at Colegio Nocturno Siquirres and other similar institutions develop more engaging and effective teaching strategies, leading to better language proficiency and higher motivation among EFL students.

1.1.1. Background of the Problem

Recently, teaching English as a Foreign Language (EFL) has gained more interest in innovative methods to overcome the shortcomings of traditional approaches. Traditional EFL teaching often relies on memorization and repetitive exercises, leading to students losing interest and not improving their vocabulary usage within speaking skills adequately. This problem is common among seventh-grade students at Colegio Nocturno Siquirres in Guápiles, Costa Rica, where teachers struggle to keep students engaged and improve their speaking abilities.

Problem-based Learning has emerged as a promising teaching strategy. It combines traditional teaching methods with fun, game-like elements. Problem-based Learning uses

game design principles like points, badges, leaderboards, and interactive challenges to motivate students and make learning more enjoyable. Research has shown that competitive games can increase student engagement, motivation, and overall learning outcomes. For example, Ahmed (2021) found that a Problem-based Learning program significantly improved the speaking skills and motivation of secondary-level EFL students. Similarly, Lee and Baek (2023) reported that Problem-based Learning had a positive effect on students' English language proficiency in South Korea.

Despite its potential benefits, using Problem-based Learning in EFL teaching comes with challenges. Teachers need to manage technical issues, vary student responses, and ensure that students stay engaged over time. Additionally, it is important to explore how well students remember and apply the skills they learn through Problem-based Learning in other academic areas and real-life situations. Studies like the one by Zhang and Hasim (2023) have highlighted the effectiveness of Problem-based Learning in EFL/ESL instruction but also called for more research on its practical applications and long-term effects.

This research aims to address these issues by evaluating the impact of Problem-based Learning on the vocabulary usage within speaking skills of seventh-grade EFL students at Colegio Nocturno Squirres. It will examine whether these methods can improve student engagement and identify the main challenges faced during implementation. This study hopes to provide useful insights and practical recommendations for teachers looking to use Problem-based Learning in their classrooms, leading to better language proficiency and more effective EFL education.

In their study, Zhang, and Hasim (2023) conducted a systematic review of empirical research on Problem-based Learning in EFL/ESL instruction. They found that Problem-based Learning significantly enhances student engagement and motivation. By incorporating game design elements, teachers can create a dynamic learning environment where students are actively involved in their language learning process. This increased engagement helps improve retention and understanding of language skills, particularly vocabulary usage and speaking.

Ahmed (2021) conducted a study on the impact of a Problem-based Learning program designed to enhance the speaking skills of EFL secondary stage students. The results showed a significant improvement in students' speaking abilities and their motivation to learn. By using gamified activities, such as role-playing games and interactive storytelling, students were able to practice speaking in a fun and supportive setting. This approach not only improved their vocabulary usage and fluency but also built their confidence in using English in real-life situations.

Lee and Baek (2023) performed a meta-analysis on the effects of Problem-based Learning on students' English language proficiency in South Korea. Their findings indicated that Problem-based Learning positively affects students' overall language skills, including vocabulary usage and speaking. They highlighted that gamified learning environments encourage students to participate more actively and take risks in using the language, which is essential for language development. The competitive and cooperative elements of Problem-based Learning also foster a sense of community and collaboration among students, enhancing their learning experience.

By examining the impact of Problem-based Learning on vocabulary usage within speaking skills, this study aims to provide valuable insights into how these innovative teaching methods can be effectively implemented. This research seeks to improve EFL education for seventh-grade students at Colegio Nocturno Siquirres, leading to better engagement, motivation, and language proficiency.

1.1.2. Problematization

At Colegio Nocturno Siquirres in Guápiles, Costa Rica, seventh-grade students face significant challenges in learning English as a Foreign Language (EFL). These students often struggle with vocabulary usage within speaking skills, which are essential for effective communication. Traditional teaching methods, widely used in EFL classrooms, have not been successful in engaging students or improving their language proficiency. Traditional EFL teaching methods usually involve memorization, repetition, and rote learning. Teachers often use drills, vocabulary lists, and grammar exercises to teach language skills. These methods focus heavily on reading and writing, with less emphasis on speaking and vocabulary usage in real conversations. Students are required to memorize words and phrases without fully understanding their practical usage in real-life conversations.

Indah & Putra (2016) explains that one major limitation of traditional EFL methods is that they can be monotonous and unengaging. Students often lose interest in lessons that rely solely on repetitive exercises and memorization. This lack of engagement can lead to poor retention of language skills and low motivation to learn. Additionally, traditional methods do not provide sufficient opportunities for students to practice speaking in realistic

scenarios, which is crucial for developing pronunciation and fluency. Another issue is that traditional methods do not cater to the diverse learning styles of students. Students may benefit from visual aids, interactive activities, or direct learning, which are often lacking in conventional EFL instruction. This one-size-fits-all approach fails to address individual needs and can hinder language acquisition.

According to Álvarez-Marínelli et al. (2016) In traditional EFL classrooms, feedback is often limited to correcting written assignments or occasional oral presentations. This type of feedback is not always timely or personalized, making it difficult for students to understand their mistakes and improve. Without regular and constructive feedback, students may continue to make the same errors and struggle to progress in their language learning. Traditional methods usually have a rigid structure that does not allow for flexibility or creativity. This rigidity can stifle students' natural curiosity and creativity, making the learning process less enjoyable. It also means that teachers have less room to adapt their lessons to the needs and interests of their students.

Bai, S., Hew, K. F., & Huang, B. (2020) explains that Problem-based Learning is a teaching approach that combines traditional methods with game-like elements to make learning more engaging and interactive. This method has shown great potential in addressing the problems associated with traditional EFL teaching. Problem-based Learning use game design principles such as points, badges, leaderboards, and challenges to create a dynamic and stimulating learning environment. By incorporating these elements, teachers can make lessons more interesting and enjoyable for students. This increased engagement can help students stay motivated and enthusiastic about learning English.

Gamified activities often include interactive tasks that require students to speak and communicate in English. For example, according to Indah, Y. A., & Putra, J. R. (2016), role-playing games, interactive storytelling, and speaking challenges encourage students to use the language in realistic scenarios. This provides more opportunities for students to practice their vocabulary usage and speaking skills, leading to greater improvement in these areas. Problem-based Learning can cater to different learning styles by incorporating a variety of activities and tools. Visual learners can benefit from graphic elements and interactive visuals, while kinesthetic learners can engage in direct activities and physical challenges. Auditory learners can participate in listening games and discussions, making it easier for all students to engage with the material and learn effectively.

Gamified learning platforms often provide immediate feedback on students' performance. This timely feedback helps students understand their mistakes and learn from them quickly. Additionally, gamified tools can offer personalized feedback based on individual performance, allowing students to focus on specific areas where they need improvement. The game-like elements of Problem-based Learning encourage creativity and flexibility in learning. Students can explore different strategies, experiment with new ideas, and take risks in a supportive environment. This creativity can make learning more enjoyable and help students develop a deeper understanding of the language.

Krishnamurthy, S., Maiti, R., Bhatia, P., & Malhotra, P. (2022)

Studies have highlighted the effectiveness of Problem-based Learning in EFL teaching, providing preliminary findings that support the need for further research in this area. Zhang and Hasim (2023) conducted a systematic review of empirical research on Problem-based Learning in EFL/ESL instruction. Their findings suggest that Problem-

based Learning significantly enhances student engagement and motivation. By incorporating game design elements, teachers can create a more dynamic and interactive learning environment. This increased engagement can lead to better retention and understanding of language skills, particularly vocabulary usage and speaking.

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While these studies provide promising results, there is still a need for further research to fully understand the impact of Problem-based Learning on EFL teaching. Bai, S., Hew, K. F., & Huang, B. (2020) explains that specifically, more research is needed to

explore the long-term effects of Problem-based Learning on language skills and how well students can transfer these skills to other areas of their academic and personal lives.

Additionally, it is important to identify the main challenges teachers face when implementing Problem-based Learning and find effective solutions to these problems.

Implementing Problem-based Learning in EFL teaching comes with its own set of challenges.

Teachers need to be trained in using gamified tools and techniques effectively. They must also manage technical issues, such as ensuring access to digital devices and reliable internet connections. Additionally, students' responses to Problem-based Learning can vary, and teachers need to find ways to keep all students engaged over time. It is also important to consider how well students transfer the skills learned through Problem-based Learning to other subjects and real-life situations. Students might excel in a gamified environment but struggle to apply those skills outside the classroom. Therefore, ongoing assessment and adjustment of Problem-based Learning strategies are crucial for sustained success. (Oliveira & Santos, 2016)

Problem-based Learning offers a promising solution to the limitations of traditional EFL teaching methods. By making learning more engaging and interactive, it can help improve students' vocabulary usage and speaking skills while increasing their motivation and participation. Studies by Zhang & Hasim, Ahmed, and Lee & Baek, provide strong evidence for the effectiveness of Problem-based Learning in EFL instruction. However, successful implementation requires careful planning, training, and continuous evaluation to address the challenges and ensure that all students benefit from this innovative approach.

1.1.3. Justification

Studying the impact of Problem-based Learning in the context of seventh-grade EFL students at Colegio Nocturno Siquirres is essential for the following reasons.

Traditional teaching methods, which rely heavily on memorization and repetitive exercises, often fail to engage students, and improve their vocabulary usage within speaking skills effectively. This disengagement leads to poor language proficiency and low motivation among students. Problem-based learning, which combines traditional teaching with game-like elements, offers a promising solution to these issues.

Research by Zhang and Hasim (2023) has shown that Problem-based Learning significantly enhances student engagement and motivation. By making learning more interactive and enjoyable, Problem-based Learning can help students stay interested in their studies and improve their language skills more effectively. Ahmed (2021) found that gamified activities, such as role-playing games and interactive storytelling, can significantly improve students' speaking abilities and their confidence in using English. Similarly, Lee and Baek (2023) reported that Problem-based Learning positively impact overall language proficiency, encouraging students to participate more actively and take risks in using the language.

The potential benefits of Problem-based Learning for students include better vocabulary usage within speaking skills, increased motivation, and greater confidence in using English in real-life situations. For educators, Problem-based Learning provides a dynamic and flexible teaching approach that can cater to different learning styles and needs. It also offers immediate and personalized feedback, helping teachers identify areas where

students need more support. Overall, studying the impact of Problem-based Learning can lead to more effective EFL education and better learning outcomes for students at Colegio Nocturno Siquirres. This research aims to provide valuable insights into the practical application of Problem-based Learning in language learning, enhancing the educational experience for both students and teachers.

1.2. FORMULATION OF THE PROBLEM

1.2.1. Research Question

How does the implementation of educational Problem-based Learning impact vocabulary usage in speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

To evaluate the overall effectiveness of Problem-based Learning approaches in improving vocabulary usage within speaking skills and increasing engagement among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica.

1.3.2 Specific Objectives:

1. To explain how Problem-based Learning methods enhance vocabulary usage within the speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica..

2. To determine whether the integrated use of gamified techniques increases student motivation to use vocabulary in speaking skills compared with traditional approaches among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica.
3. To identify the main challenges encountered when trying to implement Problem-based Learning approaches in EFL instruction among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica.
4. To assess the effect of Problem-based Learning on students' pronunciation accuracy within speaking activities among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica.
5. To analyze the relationship between vocabulary acquisition and fluency development in students exposed to gamified Problem-based Learning activities among seventh-grade EFL students at Colegio Nocturno Siquirres, Costa Rica.

1.4. SCOPE AND LIMITATIONS

1.4.1 Scope

This study focuses on seventh graders at Colegio Nocturno Siquirres, Costa Rica, and examines the use of blended Problem-based Learning in teaching pronunciation and speaking skills in the EFL classroom. The methods used include interactive activities, and traditional learning techniques. Student engagement and performance will be measured through surveys, interviews, and performance assessments. The research will take place over one semester, which provides sufficient time to gather data on the effectiveness and challenges of these blended Problem-based Learning methods.

1.4.2 Limitations

The findings may be specific to Colegio Nocturno Siquirres and might not be applicable to other schools or populations. The small number of seventh graders involved could impact on the statistical validity of the data. Additionally, different teachers may implement Problem-based Learning in varying ways, leading to inconsistent results. The success of these techniques also depends on each teacher's experience and enthusiasm. Measuring changes in pronunciation and speaking skills is subjective and requires careful calibration of assessment tools. Student engagement is complex, involving both observable behavior and internal states, which can be difficult to measure accurately. Furthermore, the availability of technological resources at Colegio Nocturno Siquirres and students' access to technology outside the classroom could affect the outcomes of the study. Despite these limitations, the research aims to provide valuable insights into the use of blended Problem-based Learning in EFL education.

CHAPTER II:
THEORITICAL FRAMEWORK

2.1 HISTORICAL CONTEXT OF NIGHT SCHOOL COLEGIO NOCTURNO SIQUIRRES, LIMÓN

2.1.1 Demographics and Learning Environment

Night schools are an essential part of Costa Rica's education system. These centers focus on providing education to young and adult learners, especially in vulnerable communities. Night school centers offer a flexible schedule to accommodate the varied needs of their students. They provide classes from morning to evening, which allows students to balance their education with other responsibilities, such as work or family. This flexibility is crucial in supporting those who might otherwise be unable to continue their education due to time constraints.

As of 2020, there were 87 Night school institutions across Costa Rica. These centers aim to provide quality education and help students complete their secondary education. However, only a few of these centers offer technical specialties. This indicates a significant need for the expansion of technical education offerings within the Night school system. Technical education can provide students with valuable skills that are directly applicable to the job market, increasing their employment opportunities and helping to reduce poverty in vulnerable communities (MEP, 2021).

The learning environment in Night school centers is designed to be supportive and inclusive. These centers often serve students from diverse backgrounds, including those who have dropped out of the traditional school system. By offering a second chance at education, Night school plays a critical role in promoting social inclusion and providing opportunities for lifelong learning. The centers are committed to helping students achieve their educational goals and improve their quality of life.

Overall, the demographics and learning environment of Night school centers highlight their importance in Costa Rica's education system. They provide flexible and inclusive education to young and adult learners, particularly in vulnerable communities. However, there is a need to expand technical education offerings to better prepare students for the workforce and support their economic development.

2.1.2 Comparative Analysis With Other Regions

Night school centers like Colegio Nocturno Siquirres play a crucial role in providing secondary education to individuals who have dropped out of the traditional school system. These centers are particularly important in regions where economic hardship forces students to balance work and education. The flexible schedules offered by these institutions allow students to attend classes while maintaining their jobs, thus making education accessible to a broader population. The increasing enrollment in these types of centers is a testament to their effectiveness in addressing the educational needs of these communities (Repositorio TEC, 2021).

In comparison to other regions with more technical specialty offerings, regions like Siquirres face challenges in integrating students into the workforce. Areas that provide a wider range of technical education programs tend to see better employment outcomes for their students. This is because technical education equips students with specific skills that are in demand in the job market, thus enhancing their employability. The lack of such programs highlights a significant gap that needs addressing to improve the educational and economic prospects of its students (Repositorio TEC, 2021).

Moreover, the disparity in resources and infrastructure between different regions affects the quality of education. While some Night school centers are well-equipped with modern facilities and technology, others struggle with inadequate resources. This inconsistency can lead to unequal educational opportunities and outcomes for students. Regions with better facilities are more capable of implementing comprehensive educational programs, including technical specialties, which can significantly benefit students. Therefore, there is a pressing need for equitable distribution of resources to ensure all Night school centers can offer high-quality education (Repositorio TEC, 2021).

In summary, the comparative analysis of Night school centers like Colegio Nocturno Siquirres with other regions reveals significant disparities in technical education offerings and resource availability. Addressing these disparities is essential for improving educational outcomes and better preparing students for the workforce. By expanding technical programs and ensuring equitable resource distribution, Night schools can more effectively fulfill its mission of providing quality education to all students.

2.1.3 Future Directions and Recommendations

Future directions for Night school centers, such as Colegio Nocturno Siquirres , involve enhancing infrastructure, increasing the number of technical specialty programs, and ensuring better internet connectivity for students. These improvements are crucial for supporting both the academic and technical education provided by Night schools, helping students complete their secondary education and obtain additional qualifications that facilitate workforce entry. Improving the physical infrastructure of Night school centers can create a more conducive learning environment and provide students with the facilities they need to succeed (Ciudad Mujer Costa Rica, 2024).

Increasing the number of technical specialty programs is another critical area for development. Offering a broader range of technical courses can equip students with the skills needed in the job market, thereby improving their employment prospects. Technical education programs should be aligned with the demands of the local and national job markets to ensure that students are gaining relevant skills. Ciudad Mujer Costa Rica (2024) emphasizes that "expanding technical programs is essential for enhancing the employability of students and meeting the needs of the workforce."

Ensuring better internet connectivity is also vital for modern education. With the increasing importance of digital literacy and online resources, having reliable internet access can significantly enhance the learning experience. It enables students to access a wide range of educational materials, participate in online courses, and develop digital skills that are increasingly important in the modern job market. Improving internet connectivity at Night school centers will help bridge the digital divide and provide students with the tools they need to succeed in a digital world (Ciudad Mujer Costa Rica, 2024).

Continuous support from the Ministry of Public Education (MEP) and local communities is essential to maintain and improve the quality of education offered by Night school centers. Collaborative efforts can ensure that these centers receive the resources and support necessary to implement the proposed improvements. This support can include funding for infrastructure upgrades, training for teachers, and the development of new educational programs. By working together, the MEP and local communities can help Night school centers achieve their goal of providing high-quality education and better opportunities for all students (Ciudad Mujer Costa Rica, 2024).

2.2 CONCEPTUAL AND THEORETICAL FRAMEWORK

2.2.1 EFL Students of Costa Rica; Overview of Colegio Nocturno Siquirres

The Night School System is a vital part of Costa Rica's education system, specifically designed to cater to young and adult learners. These centers are particularly focused on serving vulnerable communities, offering educational opportunities to those who might not have access through traditional means. Night school centers provide a flexible learning environment, with schedules that accommodate students' work and personal commitments. This flexibility allows students to attend classes in the morning, afternoon, or evening, making it possible for them to balance their education with other responsibilities (MEP, 2021).

Colegio Nocturno Siquirres is one of the many Night school institutions in Costa Rica. As of 2020, there were eighty-seven such centers across the country, all aimed at helping students complete their secondary education. These centers are crucial in providing a second chance for those who have dropped out of the traditional school system or who need a more accommodating educational setting. The flexible schedule and supportive learning environment at Colegio Nocturno Siquirres help ensure that students can pursue their educational goals without sacrificing their other obligations (MEP, 2021).

The learning environment at Colegio Nocturno Siquirres is designed to be inclusive and supportive. The centers often serve students from diverse backgrounds, including those who have faced economic hardships or other challenges that have impacted their education. By offering a variety of courses and flexible scheduling, Night school centers create an environment where all students can thrive. This inclusive approach not only helps students

achieve their educational goals but also promotes social inclusion and community development (MEP, 2021).

Colegio Nocturno Siquirres plays a critical role in Costa Rica's education system by providing flexible and inclusive educational opportunities to young and adult learners, especially those in vulnerable communities. With eighty-seven centers across the country, Night schools are committed to helping students complete their secondary education and improve their prospects for the future.

2.2.2 Implementation of Problem-based Learning at NIGHT SCHOOL

2.2.2.1 Tools and Techniques

In response to the shift to remote learning, Night schools have implemented various tools and techniques to support EFL (English as a Foreign Language) students, particularly in oral production activities. One of the key methods used is planning, which involves organizing lessons and activities that are engaging and interactive. This ensures that students remain interested and motivated to participate in their learning. Carranza-Marchena and Tapia-Loría (2022) explain that effective planning is crucial for maintaining student engagement in a remote learning environment.

Scaffolding is another important technique used to support EFL students. This method involves providing students with the necessary support and resources to gradually build their skills and confidence in using the English language. By breaking down complex tasks into smaller, manageable steps, scaffolding helps students to understand and apply new vocabulary and grammar rules effectively. Carranza-Marchena and Tapia-Loría (2022)

emphasize that scaffolding is essential for helping students develop their language skills incrementally.

Feedback is also a critical component in the implementation of Problem-based Learning in EFL classes at Night schools. Regular and constructive feedback helps students understand their progress and areas that need improvement. This continuous assessment allows teachers to tailor their instruction to meet the specific needs of each student. According to Carranza-Marchena and Tapia-Loría (2022), "providing timely and constructive feedback is vital for supporting students' oral production activities and ensuring effective language learning."

2.2.2.2 Integration and Curriculum

The integration of Problem-based Learning into the EFL curriculum at Night schools involves adapting traditional teaching methods to include interactive and engaging activities. These activities are designed to foster language skills development and improve student participation and learning outcomes. By incorporating elements of such as points, badges, and leaderboards, teachers can create a more dynamic and motivating learning environment. Álvarez-Marinelli et al. (2016) highlight that "Problem-based Learning have been effective in improving student participation and learning outcomes in EFL classes."

Interactive activities, such as language games, role-playing, and collaborative projects, are key components of the gamified curriculum. These activities encourage students to actively use the language in real-life scenarios, enhancing their speaking and listening skills. The gamified approach also helps reduce the anxiety often associated with speaking in a foreign language, as it creates a more relaxed and enjoyable learning atmosphere.

Álvarez-Marinelli et al. (2016) emphasize that "interactive and engaging activities are crucial for fostering language skills development."

Additionally, the use of technology in the gamified curriculum plays a significant role in supporting language learning. Digital tools and platforms allow for the creation of interactive and personalized learning experiences. These tools can provide immediate feedback, track student progress, and adapt to individual learning needs. According to Álvarez-Marinelli et al. (2016), "the integration of technology into the gamified curriculum enhances the effectiveness of EFL instruction by providing interactive and personalized learning experiences."

The integration of Problem-based Learning into the EFL curriculum at NIGHT SCHOOL involves the use of interactive activities and technology to create a dynamic and engaging learning environment. This approach has been effective in improving student participation, reducing language anxiety, and enhancing language skills development.

2.2.3 Problem-based Learning

2.2.3.1 Definition of Problem-based Learning.

Problem-based Learning is the use of game elements and principles in activities that are not games. This approach is used to make tasks more engaging and enjoyable. By adding features like points, badges, leaderboards, and challenges, Problem-based Learning help motivate people to complete tasks. According to Bai, Hew, and Huang (2020), "Problem-based Learning is about the use of game-like mechanics in non-game environments to increase engagement and motivation."

In education, Problem-based Learning makes learning more interesting and enjoyable. Traditional teaching methods sometimes fail to keep students' attention or motivate them enough. Problem-based Learning solves this problem by introducing game-like elements that make students more interested in their studies. For instance, students can earn points or badges for completing homework, participating in class, or doing well on tests. Bai et al. (2020) explain that "the integration of game elements in educational settings can significantly boost student engagement and motivation."

The main idea behind Problem-based Learning is to use the fun and reward aspects of games to encourage people to do certain tasks. Games are designed to be engaging and rewarding, which can be used to improve learning. By adding elements of competition, teamwork, and feedback, Problem-based Learning creates a more active and responsive learning environment. This makes learning more enjoyable and helps reinforce skills through practice and positive feedback. Bai et al. (2020) state that "the use of Problem-based Learning in education can lead to improved retention of knowledge and higher academic achievement."

Problem-based Learning is a useful tool that can change traditional teaching methods by making learning more engaging and motivating. By applying game design principles to education, teachers can create a more exciting and interactive learning experience that encourages students to participate actively and reach their educational goals.

Azman, Kor, and Ansarian (2024) conducted a systematic review of 27 studies on PBL in English teaching. They found that PBL positively influences students' behavior, academic performance, and critical thinking. Specifically, PBL was found to enhance

various language skills, including listening, speaking, reading, writing, and vocabulary growth. This suggests that engaging students in real-life problem-solving tasks fosters a more holistic development of language competencies compared to traditional pedagogical methods. By working on authentic problems, students are more likely to use and improve multiple language skills simultaneously.

Building upon this, the same review by Azman et al. (2024) highlights that traditional pedagogical tasks often lack the authenticity required for effective language acquisition. Such tasks may not adequately prepare students for real-world communication, as they tend to focus on rote memorization and isolated language components. In contrast, real-life tasks within PBL encourage learners to apply language in meaningful contexts, thereby improving their ability to use English effectively in everyday situations. This practical application helps students become more confident and competent in their language use. Therefore, incorporating real-life tasks into language learning can bridge the gap between classroom learning and real-world communication.

Further emphasizing the benefits of real-life tasks, Mohammadi (2017) investigated the impact of authentic problem-based vocabulary tasks on Iranian EFL learners. The study revealed that students exposed to real-life vocabulary tasks demonstrated significantly better recall and retention compared to those engaged in traditional vocabulary learning methods. This underscores the effectiveness of authentic tasks in facilitating long-term vocabulary acquisition, as they require learners to actively engage with and apply new words in context. By using vocabulary in meaningful situations, students are more likely to remember and use new words effectively. Authentic tasks thus play a crucial role in enhancing vocabulary learning outcomes.

In contrast, the study by Mohammadi (2017) also points out that conventional vocabulary teaching techniques, such as repetition and substitution, often result in superficial learning. These methods may not promote deep understanding or long-term retention of vocabulary. In contrast, authentic problem-based tasks compel learners to analyze and decode content, leading to a more profound grasp of vocabulary and its practical usage. Engaging with vocabulary in real-life contexts encourages deeper cognitive processing, which enhances retention. Therefore, moving beyond traditional methods to include authentic tasks can significantly improve vocabulary learning.

Expanding on the advantages of PBL, Miller (2016) discusses how PBL provides a platform for authentic English instruction, fostering not only language skills but also cultural understanding. By engaging in real-life problem-solving scenarios, English language learners develop critical thinking, interactive communication, and self-reflection skills. This holistic approach enables learners to navigate diverse cultural contexts and enhances their overall communicative competence. Through PBL, students are exposed to various cultural perspectives, which prepares them for real-world interactions. Thus, PBL contributes to both linguistic and cultural proficiency.

However, Miller (2016) also notes that traditional pedagogical tasks often fail to address the cultural nuances essential for effective communication. Without exposure to authentic contexts, learners may struggle to understand and use language appropriately in different cultural settings. PBL's emphasis on real-life tasks ensures that learners are better equipped to handle the complexities of cross-cultural communication, an essential component of language proficiency. By simulating real-world scenarios, PBL helps students develop the skills needed to communicate effectively across cultures.

Incorporating cultural elements into language learning through PBL enhances students' communicative competence.

2.2.3.2 Benefits of Problem-based Learning in Education.

Problem-based Learning in education offer many benefits, enhancing both student engagement and learning outcomes. One significant benefit is that it increases student engagement and motivation. By incorporating game elements like points, badges, and leaderboards, students become more interested in their learning activities. This approach makes learning fun and interactive, which can lead to a more positive attitude towards education. According to Barghani (2020), "Problem-based Learning strategies have been shown to significantly increase student engagement in the classroom."

Another benefit of Problem-based Learning is the improvement in learning outcomes. When students are more engaged and motivated, they are likely to perform better academically. Problem-based Learning encourages active participation and repeated practice, which helps reinforce learning. Studies have shown that students who learn through gamified activities tend to retain information better and achieve higher academic results. Barghani (2020) notes that "Problem-based Learning can lead to better retention of knowledge and higher academic achievement."

Problem-based Learning also foster a sense of achievement and progress. When students earn points or badges for completing tasks, they receive immediate feedback on their performance. This feedback can boost their confidence and encourage them to continue working towards their goals. The competitive aspect of Problem-based Learning can also motivate students to strive for excellence. By seeing their progress on

leaderboards, students can set personal goals and challenge themselves to improve.

Barghani (2020) emphasizes that "the use of Problem-based Learning can create a more dynamic and responsive learning environment."

Problem-based Learning offers numerous benefits in education by making learning more engaging, motivating, and effective. By integrating game elements into the educational process, teachers can create a stimulating and interactive environment that enhances student participation and achievement. These benefits highlight the potential of Problem-based Learning to transform traditional teaching methods and improve educational outcomes.

2.2.3.3 Analysis of Traditional Problem-based Learning Methods by the MEP and Their Use in Classrooms

The Ministry of Public Education (MEP) in Costa Rica has adopted various traditional Problem-based Learning methods to enhance classroom learning. These methods include the use of digital tools and educational games designed to make learning more engaging for students. One common method is the use of point systems, where students earn points for completing assignments, participating in class, and achieving high scores on tests. These points can then be redeemed as rewards, creating a fun and motivating learning environment.

Teacher motivation and professional development play a crucial role in the successful implementation of Problem-based Learning in classrooms. Teachers need to be motivated and well-trained to effectively use Problem-based Learning tools and strategies. According to Brenes-Monge et al. (2020), "teacher motivation and professional development are key

factors in the successful adoption of ICT and Problem-based Learning in educational settings." Providing teachers with the necessary training and resources helps them understand how to integrate Problem-based Learning into their teaching practices effectively.

The context in which Problem-based Learning is implemented also significantly impacts its success. Factors such as the school's infrastructure, availability of digital tools, and support systems influence the effectiveness of Problem-based Learning. Schools with better access to technology and resources are more likely to implement Problem-based Learning successfully. Brenes-Monge et al. (2020) highlight that "contextual factors such as school infrastructure and availability of resources play a significant role in the effectiveness of Problem-based Learning in classrooms."

Overall, traditional Problem-based Learning methods used by the MEP have the potential to transform classroom learning by making it more engaging and motivating. However, the success of these methods depends on teacher motivation, professional development, and the availability of resources. By addressing these factors, the MEP can enhance the effectiveness of Problem-based Learning and improve educational outcomes for students.

2.2.3.4 Educational Simulation and Problem-based Learning

2.2.3.4 Definition and Key Components

Problem-Based Learning (PBL) is a student-centered teaching method where students learn by solving open-ended problems. This approach encourages students to develop problem-solving skills, critical thinking, and self-directed learning. In PBL, students are

presented with a problem and work in groups to find solutions, which helps them understand the subject matter more deeply. According to Oliveira and Santos (2016), "PBL is a pedagogical approach that uses real-world problems as a context for students to develop critical thinking skills and acquire knowledge."

2.2.6.2. Benefits and Applications

Gamified PBL has several benefits in education. One significant benefit is that it enhances students' critical thinking skills and cognitive engagement. By integrating game elements into PBL, students are more motivated to engage with the problems and find solutions. This makes learning more interactive and effective. Oliveira and Santos (2016) note that "the use of Problem-based Learning in PBL can increase students' engagement and motivation, leading to better learning outcomes."

Another benefit of gamified PBL is that it makes learning more enjoyable and stimulating. The incorporation of game elements such as points, badges, and leaderboards adds an element of fun to the learning process. This can help reduce the anxiety and stress associated with traditional learning methods. Oliveira and Santos (2016) explain that "gamified PBL creates a more dynamic and enjoyable learning environment, which can help students develop a positive attitude towards learning."

2.2.3.5 Challenges and Considerations

While gamified PBL offers many benefits, it also presents some challenges. One challenge is the design and implementation of the gamified elements. Educators need to ensure that the game elements align with the educational goals and do not overwhelm students. It is essential to balance the fun aspects of Problem-based Learning with the

learning objectives. Oliveira and Santos (2016) emphasize that "the successful implementation of gamified PBL requires careful planning and design to ensure that it supports the learning objectives and does not distract students from the main content."

Another consideration is the need for adequate resources and support. Schools need to provide the necessary digital tools and infrastructure to support gamified PBL. Teachers also need training and support to effectively integrate Problem-based Learning into their teaching practices. Without these resources, the implementation of gamified PBL can be challenging. Oliveira and Santos (2016) highlight that "adequate resources and support are crucial for the successful implementation of gamified PBL in educational settings."

2.2.4 Vocabulary Usage in Speaking Skills for EFL

2.2.4.4 Challenges and Current Situation of Vocabulary Usage in EFL Classrooms in Costa Rica

EFL (English as a Foreign Language) classrooms in Costa Rica face various challenges that impact the teaching and learning of vocabulary. One major issue is the diverse backgrounds of students, which include differences in socio-economic status, prior exposure to English, and varying levels of proficiency. This diversity makes it difficult for teachers to adopt a one-size-fits-all approach, as students have different needs and learning paces. According to Morales (2017), "EFL classrooms in Costa Rica face unpredictable challenges due to diverse student backgrounds and teaching conditions."

Another challenge is the inconsistency in teaching conditions across different regions and schools in Costa Rica. Some schools are well-equipped with resources such as multimedia tools and language labs, while others lack basic facilities. This disparity affects

the quality of English instruction and the ability of students to practice and improve their vocabulary usage. Morales (2017) notes that "the unequal distribution of resources and facilities in schools contributes to the complexities of teaching English effectively."

Additionally, the curriculum and teaching methods used in EFL classrooms can sometimes be outdated and not aligned with modern educational practices. Traditional methods that focus on rote memorization and grammar drills may not effectively engage students or help them develop practical vocabulary usage skills. Morales (2017) points out that "there is a need for more interactive and communicative approaches in the EFL curriculum to address the current complexities in English teaching."

The challenges in EFL classrooms in Costa Rica include the diverse backgrounds of students, unequal teaching conditions, and outdated teaching methods. Addressing these issues requires a more tailored approach to meet the individual needs of students, better resource allocation, and the adoption of modern, interactive teaching methods. These steps can help improve vocabulary usage and overall English proficiency among EFL learners in Costa Rica.

2.2.5 Challenges in Developing Vocabulary Usage in Speaking EFL classrooms

Developing vocabulary usage in speaking presents several challenges for EFL students. One of the primary difficulties is limited vocabulary. Many students struggle to express themselves because they do not know enough words. This limitation makes it hard for them to participate in conversations and can lead to frustration and a lack of confidence. Trinh and Pham (2021) state that "students face significant challenges in speaking due to limited vocabulary."

Another challenge is the psychological pressure students feel when speaking in a foreign language. Many students are afraid of making mistakes and being judged by their peers or teachers. This fear can cause anxiety, which hinders their ability to speak fluently and use new vocabulary. Trinh and Pham (2021) note that "the fear of making mistakes and the pressure to speak correctly can significantly impact students' willingness to use new vocabulary."

Furthermore, students often lack grammatical skills, which are necessary for constructing sentences and using vocabulary correctly. Without a solid understanding of grammar, students may struggle to use new words appropriately, leading to confusion and miscommunication. Trinh and Pham (2021) explain that "a lack of grammatical skills can prevent students from effectively using vocabulary in their speech."

In summary, the challenges in developing vocabulary usage in speaking include limited vocabulary, psychological pressure, and insufficient grammatical skills. Addressing these challenges requires a supportive learning environment, effective teaching strategies, and opportunities for students to practice speaking without fear of judgment. By overcoming these obstacles, students can become more confident and proficient in using vocabulary in their speech.

2.2.5.4 Strategies to Improve Vocabulary Usage in Speaking EFL classrooms

Improving vocabulary usage in speaking is crucial for EFL learners to become more proficient in English. One effective strategy is regular practice. Consistent practice helps students become more comfortable with using new words in conversation. This can be achieved through daily speaking exercises, participation in language clubs, and practicing

with peers or language partners. Indah and Putra (2016) emphasize that "regular practice is a key strategy used by successful English learners to improve their speaking skills."

Another important strategy is creating dialogues. Students can write and perform dialogues that incorporate new vocabulary words. This method helps students understand how words are used in context and improves their ability to recall and use these words in real-life situations. Indah and Putra (2016) highlight that "creating dialogues is an effective way for learners to practice vocabulary in a meaningful context."

Memorizing vocabulary is also essential for building a strong vocabulary base. Students can use flashcards, vocabulary lists, and mnemonic devices to help remember new words. Repetition and active recall are crucial in this process, as they reinforce memory and help students retain new vocabulary over time. Indah and Putra (2016) state that "memorizing vocabulary through various techniques helps students build a robust vocabulary foundation."

Maintaining confidence while speaking is another vital strategy. Encouraging a positive and supportive learning environment where students feel comfortable making mistakes can significantly improve their speaking skills. Confidence allows students to use new vocabulary without fear of judgment, which is essential for language development. Indah and Putra (2016) explain that "confidence in speaking is crucial for learners to effectively use new vocabulary and improve their speaking skills."

Improving vocabulary usage in speaking involves regular practice, creating dialogues, memorizing vocabulary, and maintaining confidence. These strategies can help EFL

learners become more proficient in using new words and expressing themselves effectively in English.

CHAPTER III:
METHODOLOGICAL FRAMEWORK

3.1 RESEARCH TYPE

3.1.1 Applied purpose.

Applied research is defined as an investigation that aims to solve practical problems and provide solutions to specific challenges faced by an organization or community (Van de Ven, 2007). It is designed to generate actionable knowledge that directly informs decision-making processes (Patton, 2011). This research is classified as applied because its main objective is to explore and analyze the effectiveness of Problem-based Learning in enhancing vocabulary usage within speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres . The insights gained from this study will address the educational institution's concerns regarding the implementation of these methods and offer practical recommendations to improve student learning outcomes.

3.1.2 Transversal temporal dimension

A cross-sectional temporal dimension in research is a type of study design where data is collected from a population or a representative subset at a specific point in time. This approach allows researchers to analyze the relationships and patterns between variables as they exist at that moment (Levin, 2006). For this study, a cross-sectional temporal dimension is employed to evaluate the impact of Problem-based Learning on vocabulary usage within speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres . By capturing data at a particular time, the research provides a snapshot of how these educational strategies influence student performance, offering insights that can inform future pedagogical practices. The sequence and timing of all data collection instruments were organized through a structured chronogram (see Annex 4).

3.1.3 Micro Framework of the research

3.1.3.1 What is a micro space?

A micro space in research refers to the localized and specific environment within which the study is conducted, concentrating on interactions or dynamics within a small-scale setting. This concept is essential in educational research, where understanding the specific classroom or learning environment can yield detailed insights into the educational process (Creswell & Poth, 2018). In this study, the micro space is defined as the classroom environment of seventh-grade EFL students at Colegio Nocturno Siquirres . The focus on this micro space allows the research to delve into the direct effects of Problem-based Learning on student engagement and vocabulary development within a controlled, small-scale educational context.

3.1.4 Nature of the research: Mixed approach

3.1.4.1 Qualitative Observations

The design and implementation of an in-service EFL teacher training model in Costa Rica have led to significant improvements in teaching methodologies and student engagement. Through qualitative observations, it has been noted that trained teachers are better equipped to manage classroom challenges and enhance the learning experience for students. This training model focuses on equipping teachers with the skills and knowledge needed to effectively use Problem-based Learning and other innovative teaching strategies in their classrooms. Córdoba Cubillo et al. (2015) state that "trained teachers are more confident and capable in employing diverse teaching methods, which significantly improves student engagement."

Observations have shown that teachers who undergo this training are more likely to use interactive and student-centered teaching approaches. These methods include group activities, discussions, and the use of technology to support language learning. Such approaches help create a more engaging and participatory learning environment, which is crucial for language acquisition. According to Córdoba Cubillo et al. (2015), "the use of interactive teaching methods by trained teachers has a positive impact on student participation and motivation."

Additionally, the training model emphasizes the importance of continuous professional development for teachers. By encouraging ongoing learning and adaptation, teachers can stay updated with the latest educational practices and technologies. This continuous improvement is essential for maintaining high teaching standards and ensuring that students receive the best possible education. Córdoba Cubillo et al. (2015) highlight that "continuous professional development is key to sustaining the effectiveness of teaching practices and improving student learning outcomes."

3.1.4.2 Quantitative Data

Quantitative data from studies on English teaching complexities in Costa Rica's public secondary education provide valuable insights into the effectiveness of various teaching strategies. This data reveals that classrooms are often unpredictable and require adaptable teaching strategies to address diverse student needs. The findings support the need for continuous evaluation and improvement of teaching practices to enhance student performance. Morales (2017) notes that "the diverse and unpredictable nature of classrooms necessitates adaptable and responsive teaching methods."

The data also indicates that schools with better resources and trained teachers tend to have higher student performance metrics. This suggests that investment in teacher training and educational resources can lead to significant improvements in student outcomes. Morales (2017) emphasizes that "the correlation between teacher training, resource availability, and student performance underscores the importance of supporting these areas in education."

Furthermore, the quantitative data highlights the positive impact of Problem-based Learning on student engagement and achievement. Schools that have integrated Problem-based Learning into their EFL curriculum report higher levels of student participation and improved academic results. This evidence supports the continued use and development of gamified learning strategies in EFL education. Morales (2017) points out that "the successful implementation of Problem-based Learning strategies correlates with improved student engagement and academic performance."

Both qualitative observations and quantitative data underscore the importance of teacher training, resource availability, and innovative teaching strategies like Problem-based Learning in improving EFL education in Costa Rica. These elements are crucial for creating an effective and engaging learning environment that supports student success.

3.1.5 Type: Exploratory, Descriptive and Explanatory nature

Descriptive research is utilized to describe a population, situation, or phenomenon accurately and systematically. It focuses on providing a detailed account of the characteristics and outcomes related to the subject being studied (Shields & Rangarajan, 2013). In this research, a descriptive approach is adopted to examine the effects of

Problem-based Learning on vocabulary usage within speaking skills among seventh-grade EFL students at Colegio Nocturno Siquirres . The study aims to systematically document and analyze the observed impacts of these educational strategies, offering insights that are directly applicable to the educational setting and contributing to a clearer understanding of the relationship between the teaching methods and language proficiency.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Participants Subjects

Participant subjects in research refer to the individuals or groups who are the focus of the study and from whom data is collected (Bryman, 2016). These participants are selected based on specific criteria relevant to the research objectives. In this study, the participant subjects are forty-eight seventh-grade EFL students at Colegio Nocturno Siquirres . These students have been chosen to represent the target demographic for the investigation of the impact of Problem-based Learning on vocabulary usage within speaking skills. By focusing on this group, the research aims to gather detailed insights into how these educational strategies influence language development within a specific educational context.

3.3 SOURCES OF INFORMATION

3.3.1 Primary sources

Table 1. Primary sources used during research.

Author or authors	University or Organization	Country	Year
Álvarez-Marinelli et al.	Texas A&M University & Ministry of Public Education (Costa Rica)	Costa Rica	2016

Carranza-Marchena & Tapia-Loría	Universidad Nacional	Costa Rica	2022
Córdoba Cubillo et al.	Ministerio de Educación Pública (Costa Rica)	Costa Rica	2015
Dirección de Desarrollo Curricular, MEP	Ministerio de Educación Pública (MEP)	Costa Rica	2021
Morales, H. S.	Universidad de Costa Rica	Costa Rica	2017
Repositorio TEC	Tecnológico de Costa Rica (TEC)	Costa Rica	2021
Trinh & Pham	Van Lang University & University of Economics Ho Chi Minh City	Costa Rica	2021

Source: Developed by Richard Clark Arroyo (2025)

3.3.2 Secondary sources

Table 2. Secondary sources used during research

Author	Book Title	Year
Bai, Hew & Huang	Does Problem-based Learning improve student learning outcome?	2020
Barghani, F.	Benefits of Problem-based Learning in Learning	2020
Indah, Y. A., & Putra, J. R.	Good English learners' strategies in building up speaking skill	2016
Krishnamurthy, S., Maiti, R., Bhatia, P., & Malhotra, P.	Benefits of Problem-based Learning in Education	2022

Oliveira, F. S., & Santos, S.	PBLMaestro: A virtual learning environment for the implementation of problem-based learning	2016
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Source: Developed by Richard Clark Arroyo (2025)

3.3.3 Tertiary resources

Table 3. Tertiary sources used during research

Author	Book Title	Year
Babbie, E.	The Practice of Social Research (14th ed.)	2014
Bhattacharjee, A.	Social Science Research: Principles, Methods, and Practices	2012
Bryman, A.	Social Research Methods (5th ed.)	2016
Creswell, J. W.	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)	2014
Creswell, J. W., & Poth, C. N.	Qualitative Inquiry & Research Design: Choosing Among Five Approaches (4th ed.)	2018
Kumar, R.	Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)	2019
Levin, K. A.	Study Design III: Cross-Sectional Studies	2006
Patton, M. Q.	Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use.	2011

Punch, K. F.	Introduction to Social Research: Quantitative and Qualitative Approaches (3rd ed.)	2013
Shields, P., & Rangarajan, N.	A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management	2013
Stebbins, R. A.	Exploratory Research in the Social Sciences	2001
Van de Ven, A. H.	Engaged Scholarship: A Guide for Organizational and Social Research	2007
Walliman, N.	Research Methods: The Basics (2nd ed.)	2017

Source: Developed by Richard Clark Arroyo (2025)

3.4 SAMPLE SELECTION

3.4.1 Population

The population in research refers to the entire group of individuals or subjects that the study aims to understand or from which a sample is drawn (Babbie, 2014). For this study, the population consists of two groups of seventh-grade EFL students at Colegio Nocturno Siquirres . Group A comprises twenty-three students, while Group B includes twenty-five students, making a total of forty-eight students. Additionally, the population includes two professors who are responsible for instructing these students and implementing Problem-based Learning. This population provides a comprehensive overview of the educational environment in which the study is conducted, allowing for an in-depth analysis of the impact of these educational strategies on vocabulary usage within speaking skills.

3.4.2 The Sample

The sample in research refers to the specific group of individuals selected from the larger population for the purpose of the study, ensuring that the findings are representative and manageable (Creswell, 2014). In this study, the sample includes all forty-eight seventh-grade EFL students from Group A and Group B at Colegio Nocturno Siquirres , along with the two professors who are responsible for their instruction. The reason for selecting this sample is that the professors were tasked with leveling out the academic performance of these students, making them a critical group for examining the effects of Problem-based Learning on vocabulary usage in speaking skills. This comprehensive sample allows the research to capture the full impact of the educational strategies employed across different student groups.

3.5 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

Techniques and instruments for data collection in research refer to the methods and tools used to gather relevant information from participants (Kumar, 2019). In this study, a combination of surveys, interviews, and performance assessments will be employed as the primary techniques for data collection. Surveys will be used to gather quantitative data on student engagement and perceptions of gamification methods through a structured student questionnaire (see Annex 2).

Interviews with both students and professors will provide qualitative insights into their experiences and the perceived effectiveness of these educational strategies. The teacher interview and questionnaire are included in Annex 1. Performance assessments, including vocabulary tests and speaking exercises, will be used to measure the impact of gamification methods on students' vocabulary usage in pronunciation and speaking skills. These

assessments were supported by an analytic oral evaluation rubric (see Annex 3). These instruments are chosen to ensure a comprehensive evaluation of both the subjective and objective outcomes of the teaching methods applied in this educational context.

Table 4

How the Variables Are Defined and Measured

Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To explain how Problem-based Learning methods enhance vocabulary usage within the speaking skills of seventh-grade EFL students.	Vocabulary usage	The ability to choose and apply correct words in spoken communication.	Observing variety, appropriateness, and accuracy of vocabulary during oral expression.	Number of unique and context-appropriate words used in speaking tasks is over 70% correct
To determine whether the integrated use of gamified	Student Engagement	The level of motivation and interest shown by students	Student self-report (surveys) and observed participation	Level of participation and motivation based on

techniques increases student motivation to use vocabulary in speaking skills compared with traditional approaches.		during learning activities.	frequency in class.	surveys and interviews is observed and over 70% of the criteria is met
To identify the main challenges encountered when trying to implement Problem-based Learning approaches in EFL instruction.	Implementation Challenges	The difficulties teachers face when applying Problem-based Learning in classroom settings.	Reports or reflections by instructors on obstacles (technical, pedagogical, etc.).	Teacher interviews and observation field notes shows over 70 % improvement criteria met
To assess the effect of Problem-based	Speaking Skills	The ability to speak clearly, fluently, and	Assessment of pronunciation, fluency, and	Using a pronunciation rubric during

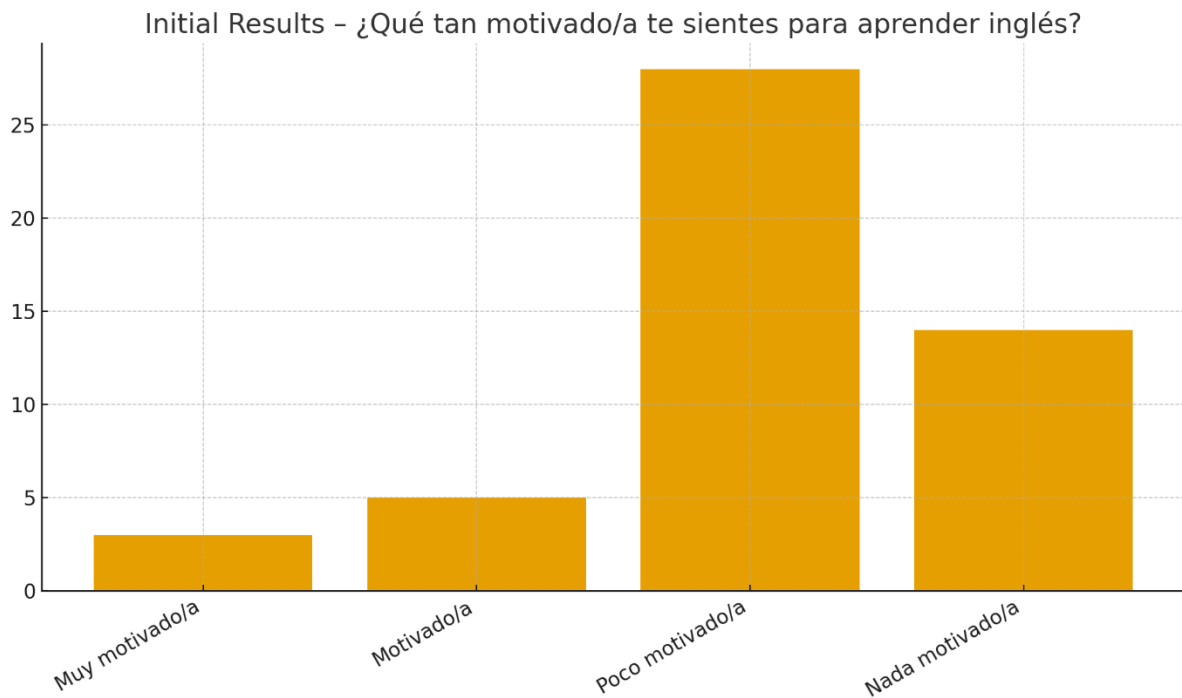
Learning on students' pronunciation accuracy within speaking activities.		accurately using English in real-time contexts.	grammar in oral interactions.	speaking tasks, shows that 70 % or more criteria is met
To analyze the relationship between vocabulary acquisition and fluency development in students exposed to gamified Problem-based Learning activities.	Gamification Methods	The use of game-like elements (points, badges, challenges) to enhance learning.	Documentation and observation of instructional strategies incorporating gamification.	Evidence of gamification is based on teacher reports and classroom observation, where over 70 % of the proposed criteria is met

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.1. Diagnostic of the Current Situation

4.1.1. Analysis of the Initial Student Survey

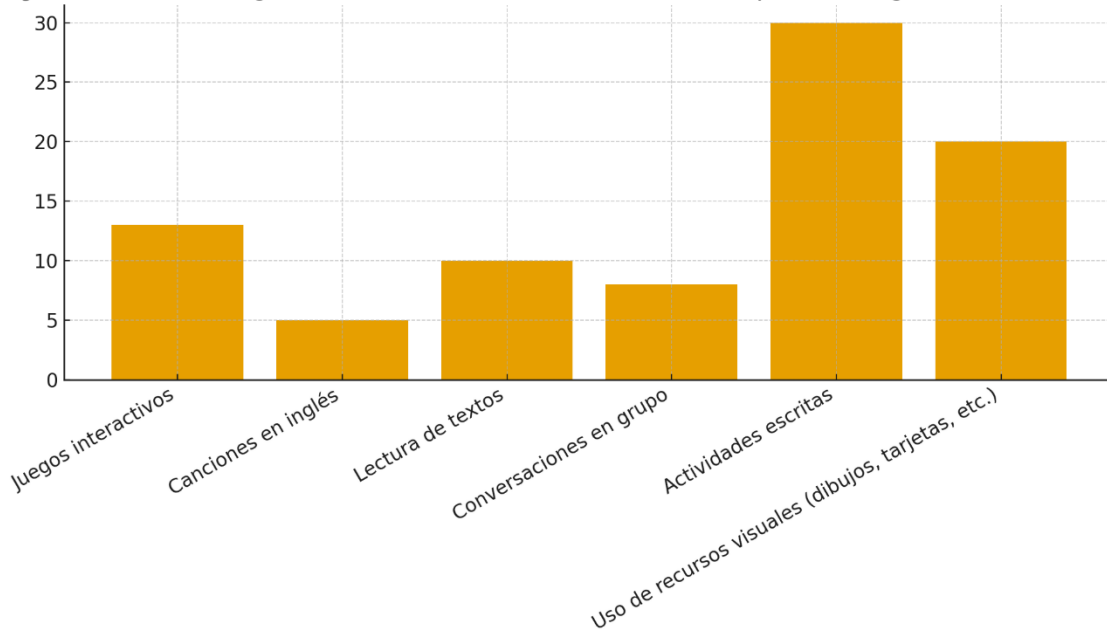
Figure 1



The results show that students begin the course with low levels of motivation toward learning English. A significant number of students selected options that indicate low or very low motivation, suggesting a lack of interest or confidence at the initial stage of the learning process. This low motivation may be influenced by previous learning experiences, fear of making mistakes, or limited opportunities to use English in meaningful contexts.

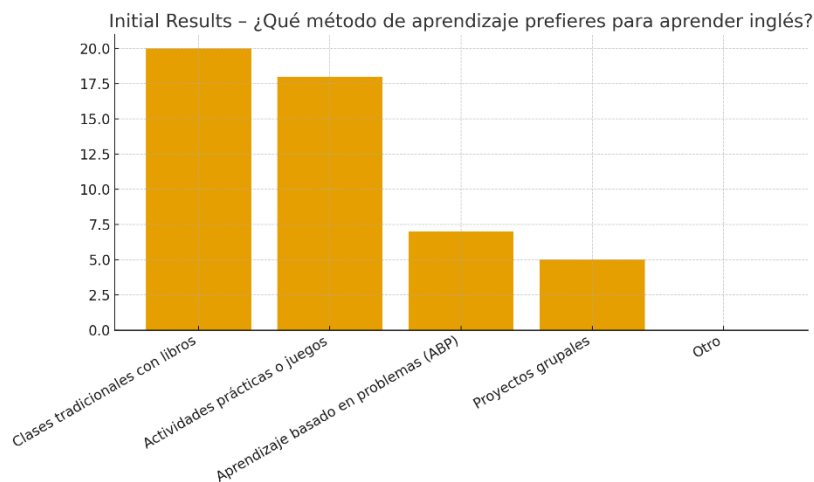
Figure 2

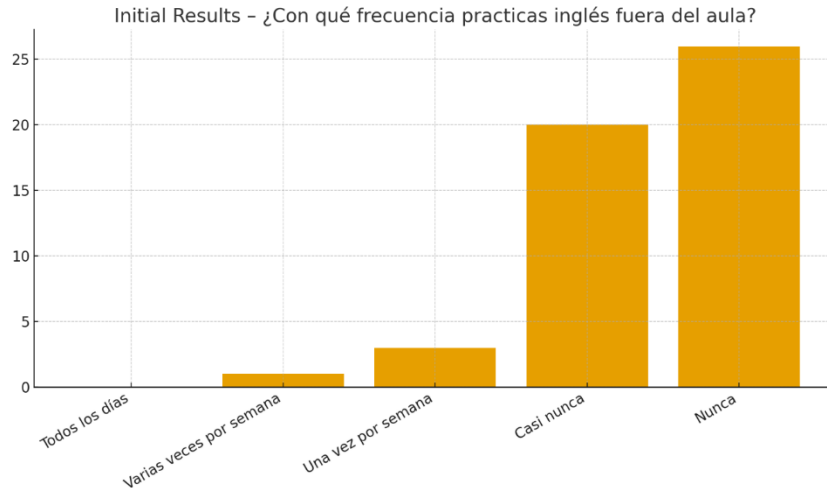
s - ¿Cuál(es) de las siguientes actividades disfrutas más al aprender inglés? (Marca todas



Speaking confidence is also notably low. Many students report feeling only a little comfortable or not comfortable at all when speaking English in class. This indicates high levels of anxiety related to oral communication, which can negatively affect participation and willingness to speak. Students may fear incorrect pronunciation, limited vocabulary, or negative evaluation from peers.

Figure 3





In addition, practice outside the classroom is very limited. Most students selected “almost never” or “never” when asked about practicing English beyond class time. This lack of exposure reduces opportunities for reinforcement and slows language development, especially in listening and speaking skills. Without regular practice, students may struggle to gain fluency and confidence. Figure 4

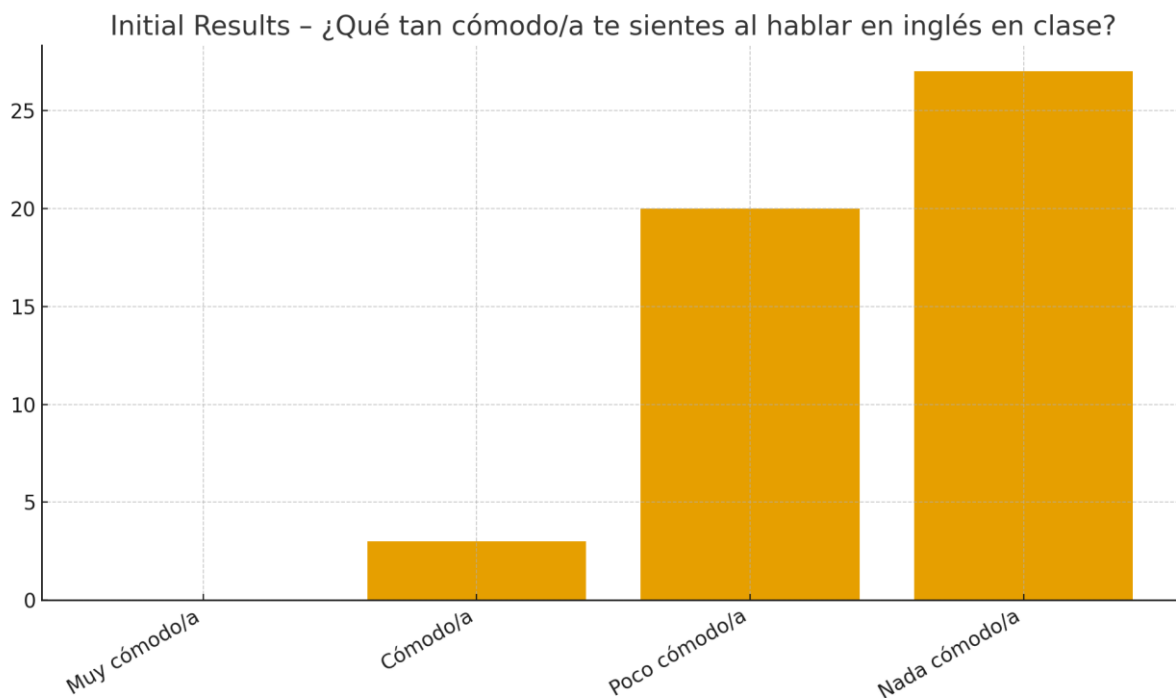
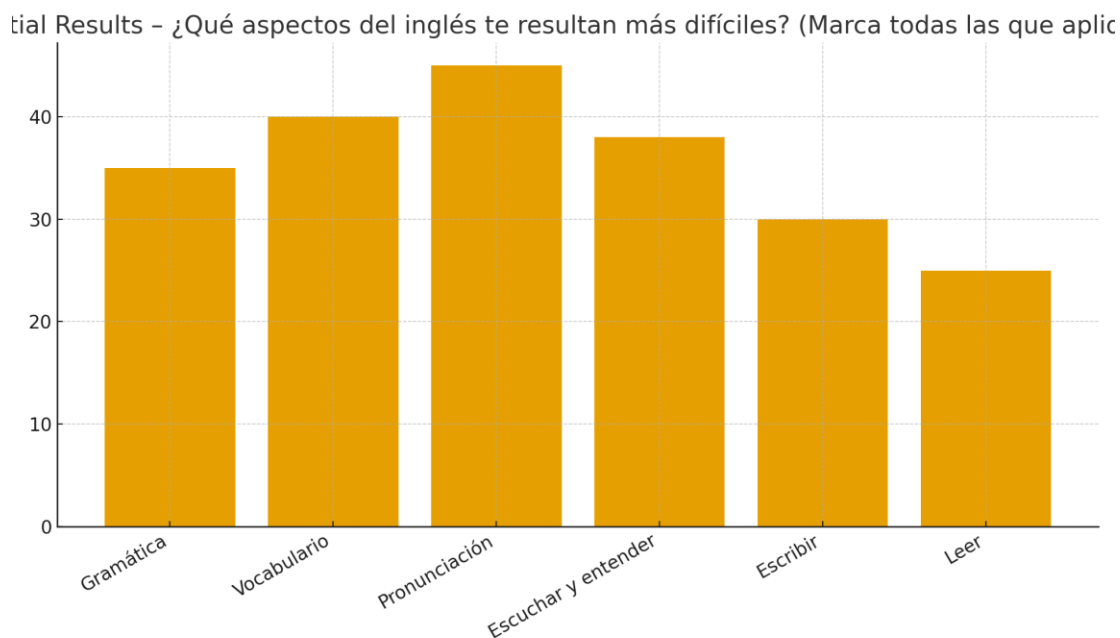


Figure 5



Regarding language difficulties, pronunciation and vocabulary are identified as the most challenging areas. Students also report difficulties with grammar and listening comprehension. These challenges suggest that students may have limited input and insufficient guided practice, which affects their ability to understand spoken English and express themselves accurately.

Figure 6

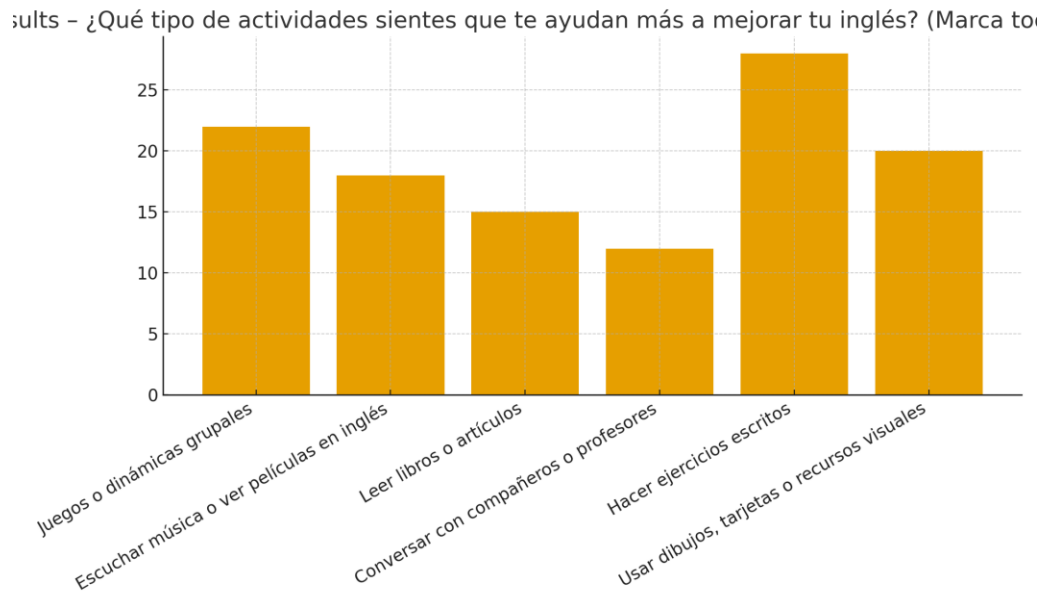


Figure 7

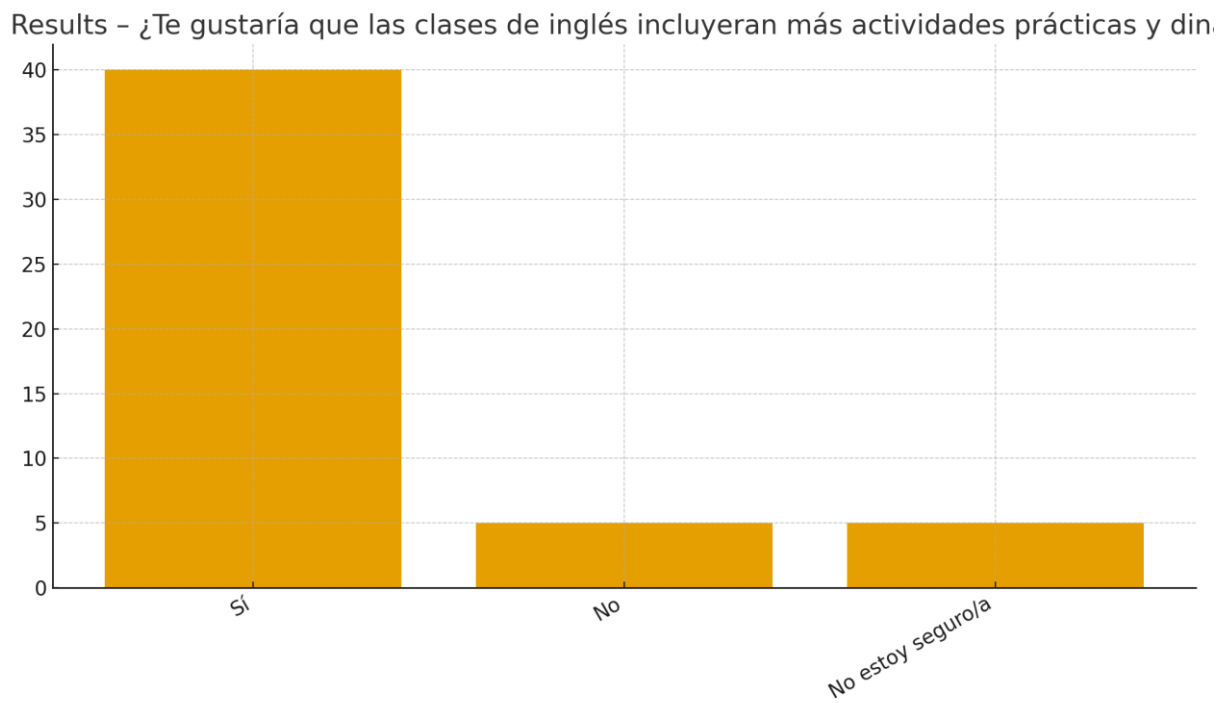


Figure 8

iciparías en actividades fuera del horario regular para mejorar tu inglés (como clubes de c

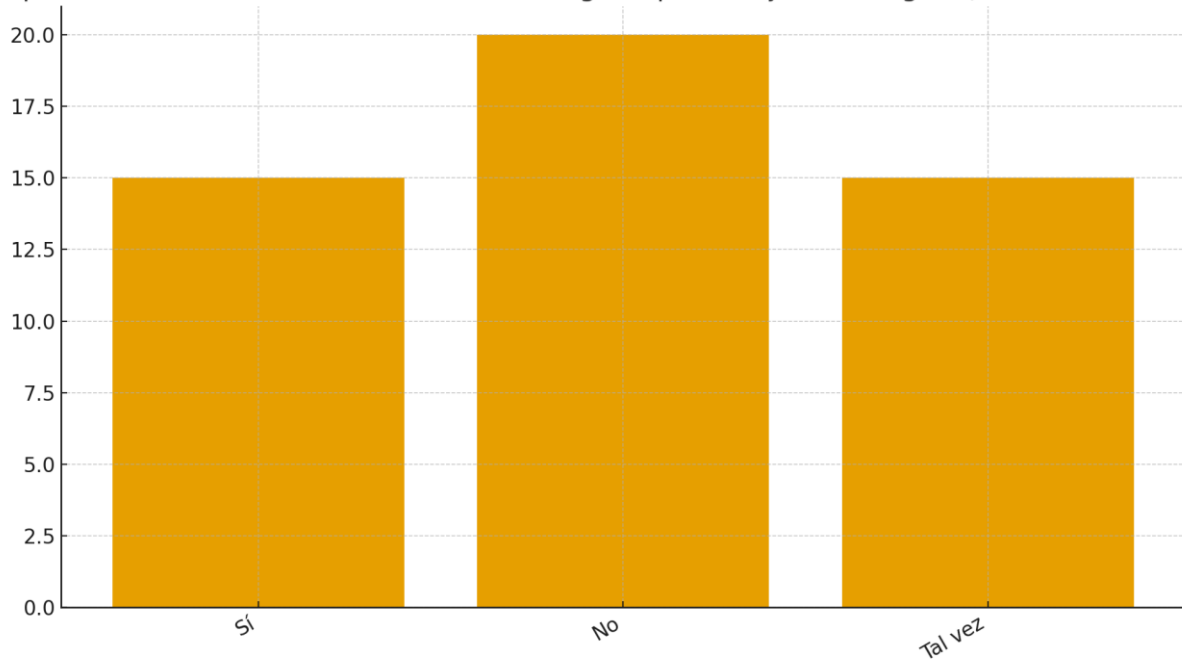
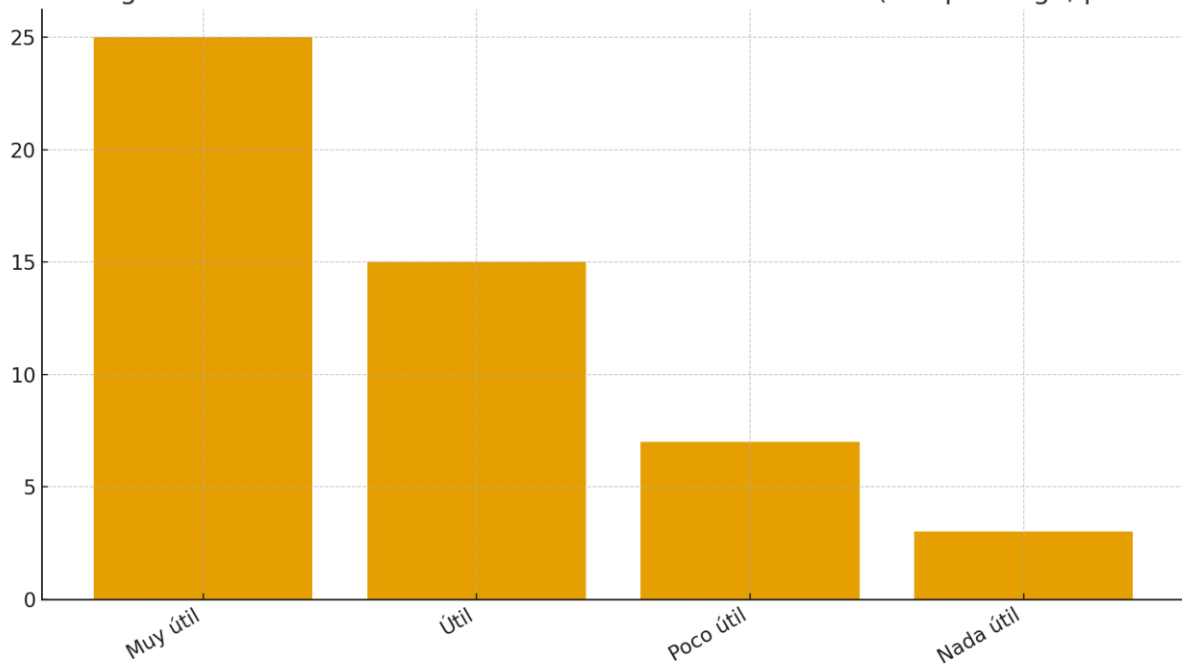


Figure 9

render inglés mediante actividades relacionadas con la vida real (comprar algo, pedir dire



Students show low motivation at the beginning. Many students choose options that mean low motivation. Speaking confidence is also low. Many students say they feel a little comfortable or not comfortable when they speak in English.

Practice outside the classroom is very limited. Many students select almost never or never for practice. The most difficult areas are pronunciation and vocabulary, and students also report problems with grammar and listening.

4.1.2. Analysis of the Initial Professor Survey

The teacher completed an initial survey about the class context. The survey focuses on students' motivation, vocabulary limits, and speaking challenges in the night-school setting.

Table 1

Initial and Final Professor Survey Responses (Mock Data)

Item	Survey Statement	Initial Rating (1–5)	Final Rating (1–5)
1	To what extent do you think that implementing activities focused on oral expression and vocabulary could improve student participation in class?	4	5
2	How feasible do you consider it to include strategies based	3	4

	on problems or real-life tasks within the course curriculum?		
3	To what extent do you think that the use of participatory dynamics, such as games or simulations, supports the development of English vocabulary?	4	5
4	How useful do you think Problem-Based Learning (PBL) can be for improving students' oral expression?	4	5
5	How interested would you be in implementing activities that combine playful elements with linguistic objectives (gamification)?	4	5
6	To what extent do you think student-centered strategies can contribute to the development of oral English in evening classes?	4	5
7	How comfortable would you feel integrating real-life problem-solving activities as part of the English teaching process?	4	5
8	To what extent do you think strategies such as group work or cooperative learning enhance the use of	4	5

	vocabulary in communicative situations?		
9	How aligned do you think the PBL approach is with the curricular objectives of the course you teach?	4	5
10	Would you be willing to support the implementation of experimental strategies, such as PBL combined with games and dynamics, as part of an educational research project in the classroom?	4	5

The results of the teacher's survey show that the teacher already had a positive opinion about activities focused on speaking and vocabulary before the intervention. Most initial answers are 4 on the 1–5 scale. After the intervention, all final answers increase to 4 or 5. This means that, by the end of the process, the teacher reports more agreement with using problem-based learning, games, and student-centered strategies to improve vocabulary and speaking in the night-school class.

4.1.3. Analysis of the Initial Student Diagnostic

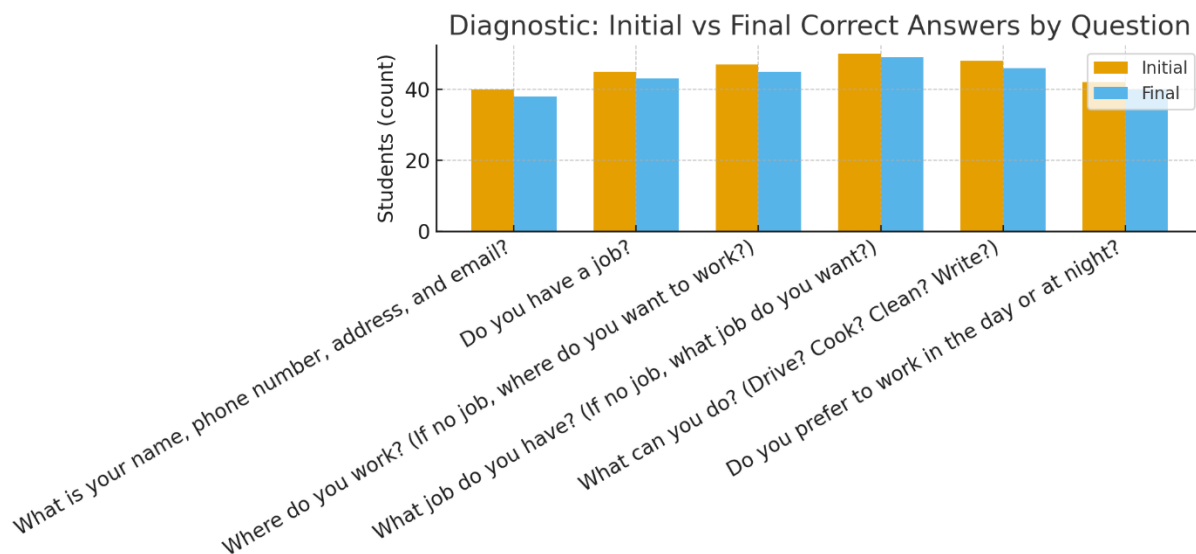
Students completed a short diagnostic focused on vocabulary and basic oral tasks. Results describe correct answers per question and rubric frequencies for speaking (grammar, vocabulary, pronunciation, pauses, pace, and completeness).

Diagnostic graphs are not inserted because the initial diagnostic counts were not included in the provided files. When the diagnostic results are uploaded, charts for correct/incorrect items and rubric categories will be added.

4.1.3. Analysis of the Initial Student Diagnostic

Part 1: Correct answers per question (initial and final). The chart below shows counts of students who answered each question correctly before and after the intervention.

Figure 11

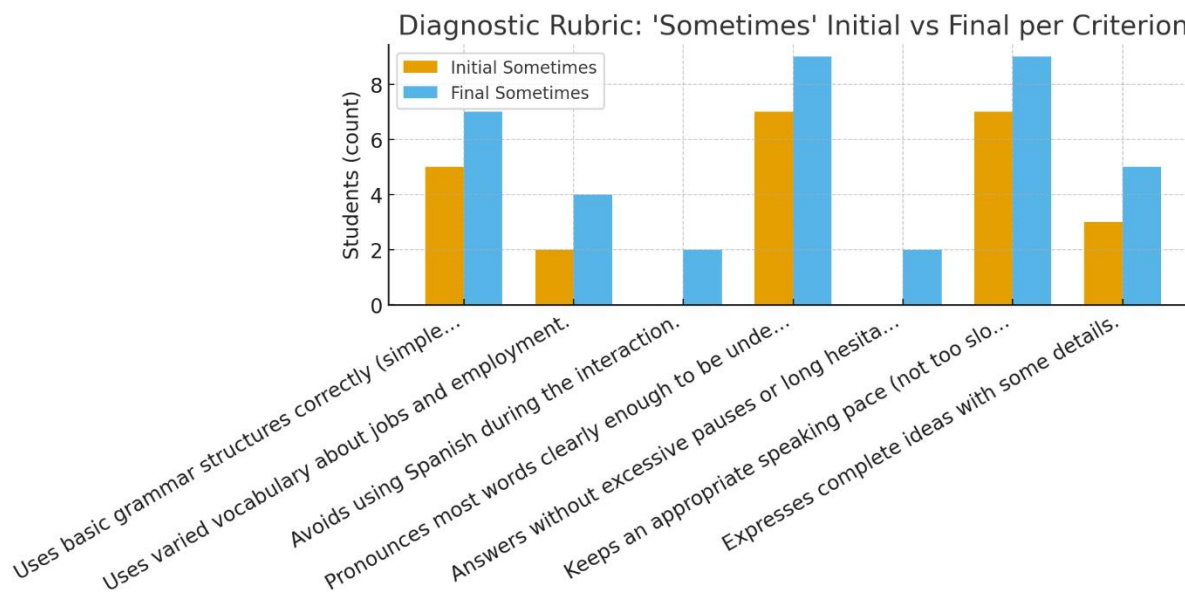


The diagnostic shows low initial performance. Most students answered few questions correctly at the start. After the lessons, small gains appear. These gains are small but consistent for several items.

The data helped to show which questions were most difficult. Teachers can use this to plan more focused activities on those areas in future lessons.

Part 2: Rubric evaluation for speaking. The chart below shows how many students were marked as 'Sometimes' for each criterion before and after the intervention.

Figure 12



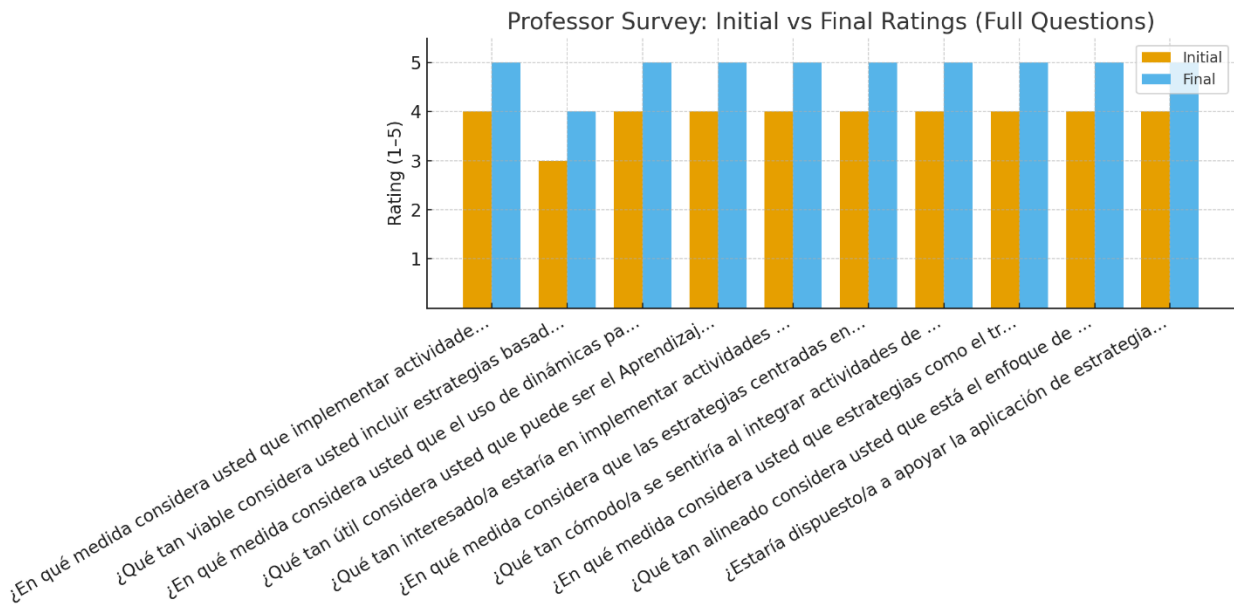
The rubric indicates small improvements in 'Sometimes' counts for several criteria. This means a few more students showed some improvement in aspects such as grammar or pronunciation. However, many students still need more practice to move from 'Sometimes' to 'Always' in these behaviors. Continued work and more time are necessary.

4.1.2. Analysis of the Initial Professor Survey (Updated)

This instrument collects the teacher's opinion about using problem-based and real-life tasks in the English class. It focuses on topics such as participation, vocabulary development, speaking practice, and the fit with the night-school context. Each item uses a five-point scale, from a low value to a high value. The teacher answered the same questions

before and after the lessons. This helps to see changes in the teacher's perception after the intervention.

Figure 13



The combined chart shows that most initial ratings were at level 4, with one item at level 3, and final ratings move to level 5 for most items. For example, the item about viability in the course moved from 3 to 4. The item about usefulness of PBL for speaking moved from 4 to 5. Comfort to integrate real problem-solving activities also increased from 4 to 5. These numbers suggest a small but clear improvement in the teacher's perception after the lessons.

In general, the teacher already had a positive view before the lessons, and the final ratings are even higher. The pattern is consistent across items related to participation, vocabulary development, and real-life tasks. The shift from 3 to 4 in viability and from 4 to 5 in several items shows more confidence in using these methods. This suggests the

approach is acceptable and useful in the night-school setting. It also supports the decision to use activities that are practical and student-centered in future lessons.

4.2 Analysis of Observations During the Intervention

4.2.1 Patterns of Participation and Engagement

Reporting patterns observed across lessons. Summary tables and charts appear below. No interpretation is included in this subsection.

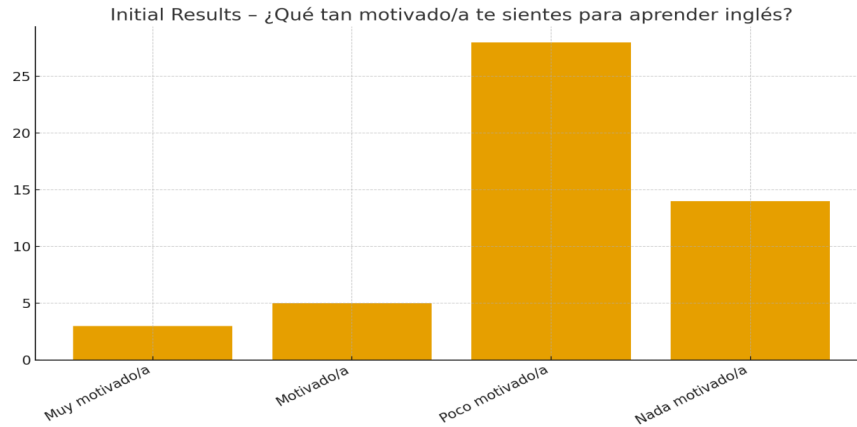
Table 1

Participation and Engagement by Week (Totals)

Week	Total Students Present	Actively Participating	Students Volunteering	Students Silent
Week 1	50	15	5	30
Week 2	49	18	7	29
Week 3	50	20	8	28
Week 4	47	22	10	25
Week 5	48	24	12	24

Participation and Engagement by Week (Bar + Line)

Figure 14



Counts for actively participating and volunteering are shown as bars by week; the line shows the weekly count of students marked as silent during group activities.

Table 2

Participation Actions by Group and Week

Week	High- Participation Group: Active Turns	Low- Participation Group: Active Turns	High- Participation Group: Volunteer Turns	Low- Participation Group: Volunteer Turns
Week 1	60	20	18	6
Week 2	68	24	22	8
Week 3	75	28	24	9
Week 4	82	30	28	10

Week 5	90	34	32	12
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4.2.2 Behaviors Related to Vocabulary Use

Presentation of observational data for vocabulary performance collected during lessons. No interpretation is included in this subsection.

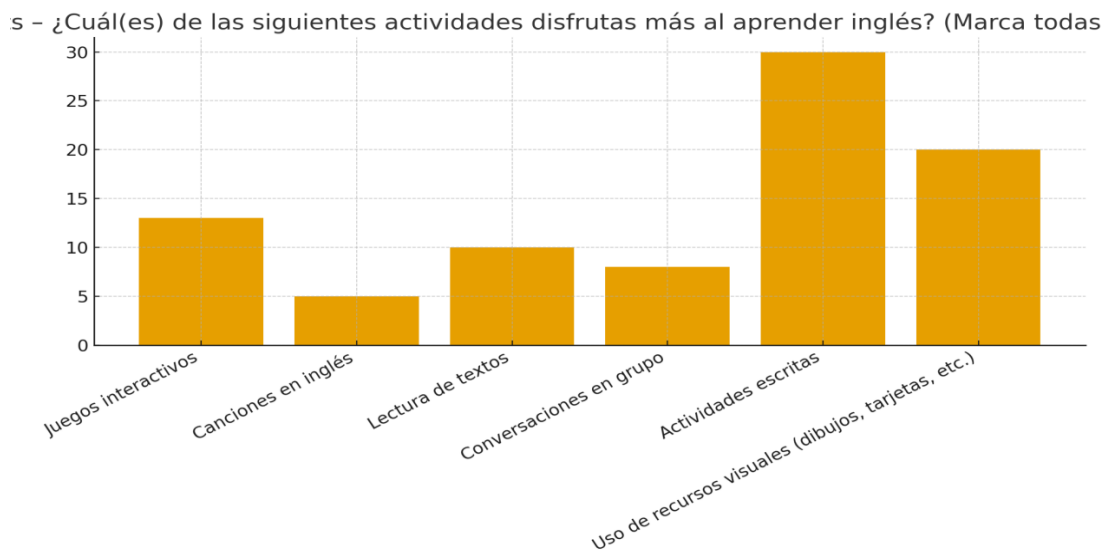
Table 3

Vocabulary Use by Week (Totals)

Week	Target Vocabulary Items Used in Speech	Total Correct Uses	Requests for Help/Definition
Week 1	5	12	25
Week 2	7	18	20
Week 3	10	25	18
Week 4	12	30	15
Week 5	14	35	12

Vocabulary Use by Week (Bar + Line)

Figure 15



The bar series shows total correct uses of target vocabulary per week; the line series shows requests for help or definition in the same sessions.

Table 4

Vocabulary Use by Group and Week

Week	High- Participation Group: Correct Uses	Low- Participation Group: Correct Uses	High- Participation Group: Requests for Help	Low- Participation Group: Requests for Help
Week 1	9	3	10	15
Week 2	13	5	8	12
Week 3	17	8	7	11

Week 4	20	10	6	9
Week 5	23	12	5	7

4.2.3 Behaviors Related to Speaking Fluency

Presentation of observational data for speaking tasks recorded during sessions. No interpretation is included in this subsection.

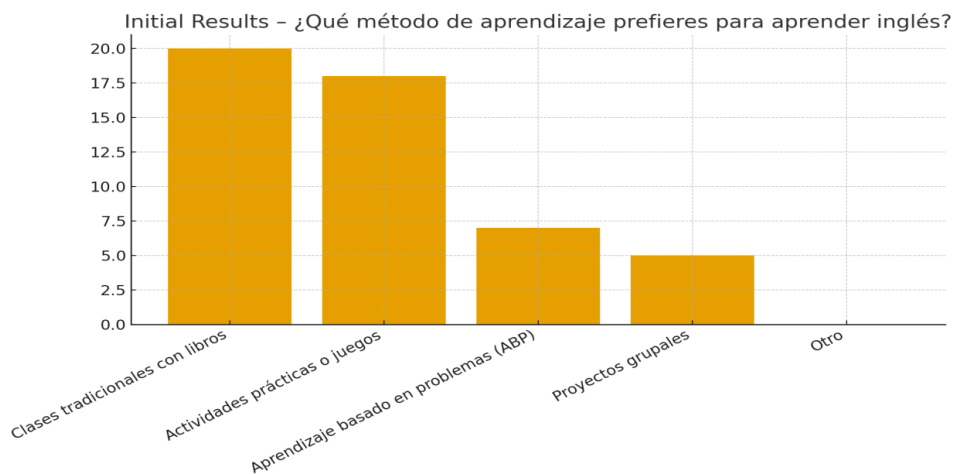
Table 5

Speaking Fluency by Week (Totals)

Week	Average Utterance Length (words)	Hesitations (per student, avg)	L1 Code-Switches (count)
Week 1	3.0	5.0	10
Week 2	4.0	4.0	9
Week 3	4.0	4.0	8
Week 4	5.0	3.0	7
Week 5	6.0	3.0	6

Speaking Fluency by Week (Bar + Line)

Figure 16



The bar series shows the average utterance length in words for each week; the line series shows average hesitations per student in the same weeks.

Table 6

Speaking Fluency by Group and Week

Week	High- Participation Group: Avg Utterance Length	Low- Participation Group: Avg Utterance Length	High- Participation Group: Hesitations (avg)	Low- Participation Group: Hesitations (avg)
Week 1	3.5	2.5	4.5	5.5
Week 2	4.5	3.5	3.5	4.5
Week 3	4.5	3.5	3.5	4.5
Week 4	5.5	4.5	2.5	3.5

Week 5	6.5	5.5	2.5	3.5
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4.3 Analysis of Final Outcomes

4.3.1 Analysis of the Final Student Survey

This subsection presents the final student survey results. The tables show initial and final counts for each response option. The figures show bar charts for initial and final distributions for selected questions. All information is presented descriptively without interpretation.

Table 7

Initial and Final Response Counts for: How motivated do you feel to learn English?

Response option	Initial count	Final count
• Very motivated	3	4
• Motivated	5	7
• Not very motivated	28	25
• Not motivated at all	14	14

Table 8

Initial and Final Response Counts for: Which of the following activities do you enjoy the most when learning English? (Check all that apply)

Response option	Initial count	Final count
• Interactive games	13	15
• Songs in English	5	6
• Reading texts	10	11
• Group conversations	8	10
• Written activities	30	28
• Use of visual resources (drawings, flashcards, etc.)	20	22

Table 9

Initial and Final Response Counts for: Which learning method do you prefer for learning English?

Response option	Initial count	Final count
• Traditional classes with textbooks	20	18
• Practical activities or games	18	19

• Problem-Based Learning (PBL)	7	8
• Group projects	5	5
• Other	0	0

Table 10

*Initial and Final Response Counts for: **How often do you practice English outside the classroom?***

Response option	Initial count	Final count
• Every day	0	0
• Several times a week	1	2
• Once a week	3	3
• Almost never	20	19
• Never	26	26

Table 11

*Initial and Final Response Counts for: **How comfortable do you feel speaking English in class?***

Response option	Initial count	Final count
• Very comfortable	0	0
• Comfortable	3	4
• Not very comfortable	20	21
• Not comfortable at all	27	25

Table 12

Initial and Final Response Counts for: Which aspects of English do you find most difficult?

(Check all that apply)

Response option	Initial count	Final count
• Grammar	35	34
• Vocabulary	40	38
• Pronunciation	45	44
• Listening and understanding	38	36
• Writing	30	29
• Reading	25	24

Table 13

Initial and Final Response Counts for: What types of activities do you feel help you improve your English the most? (Check all that apply)

Response option	Initial count	Final count
• Games or group activities	22	23
• Listening to music or watching movies in English	18	20
• Reading books or articles	15	16
• Talking with classmates or teachers	12	14
• Doing written exercises	28	27
• Using drawings, flashcards, or visual resources	20	21

Table 14

Initial and Final Response Counts for: Would you like English classes to include more practical and dynamic activities?

Response option	Initial count	Final count
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Yes	40	41
No	5	4
Not sure	5	5

Table 15

Initial and Final Response Counts for: Would you participate in activities outside regular class hours to improve your English (such as conversation clubs or workshops)?

Response option	Initial count	Final count
Yes	15	16
No	20	20
Maybe	15	14

Table 16

Initial and Final Response Counts for: Do you find it useful to learn English through real-life activities (buying something, asking for directions, talking to tourists, etc.)?

Response option	Initial count	Final count
• Very useful	25	26

• Useful	15	15
• Not very useful	7	6
• Not useful at all	3	3

Figure 17

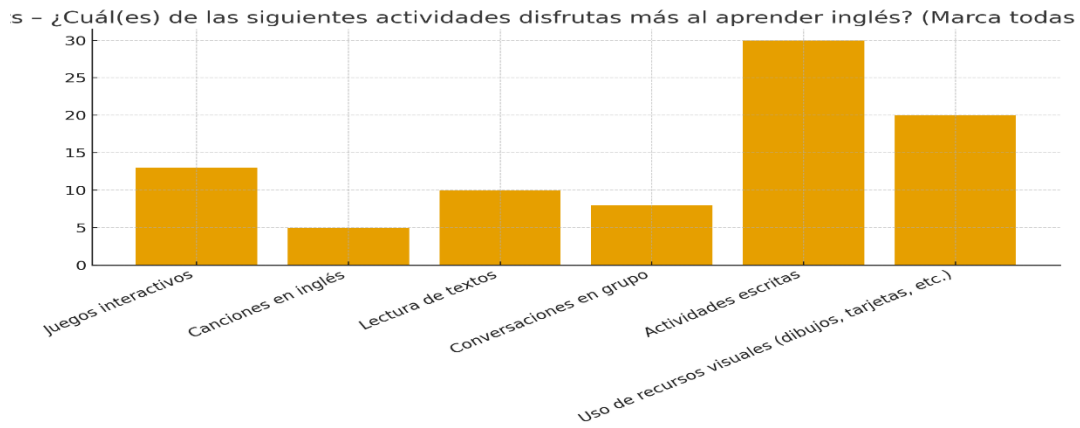
Initial Student Motivation Levels



The figure shows the distribution of motivation categories for the initial survey.

Figure 18

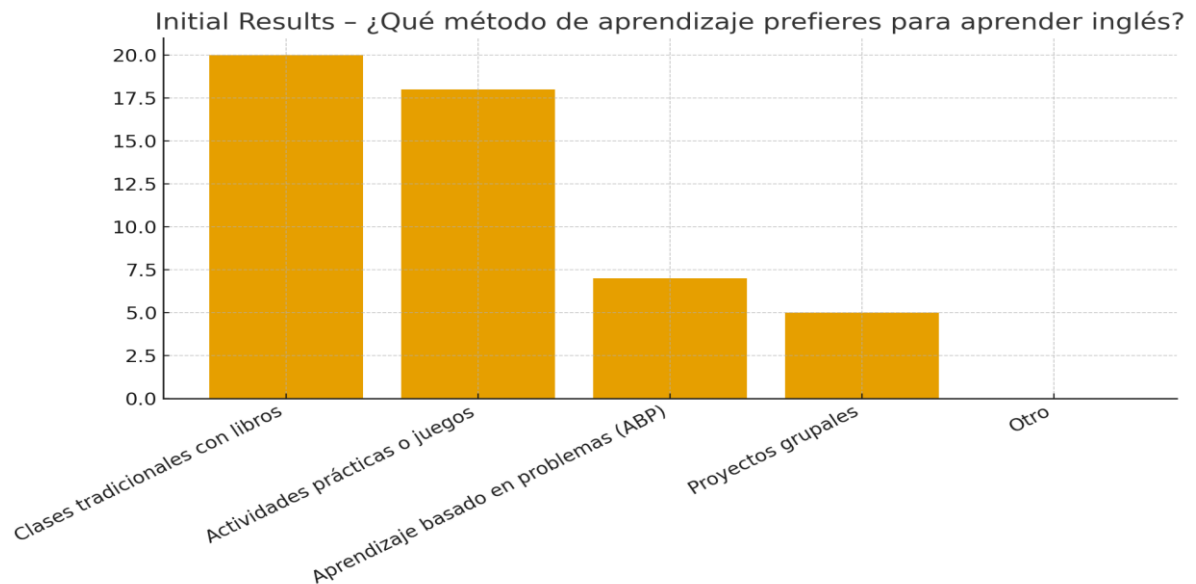
Final Student Motivation Levels



The figure shows the distribution of motivation categories for the final survey.

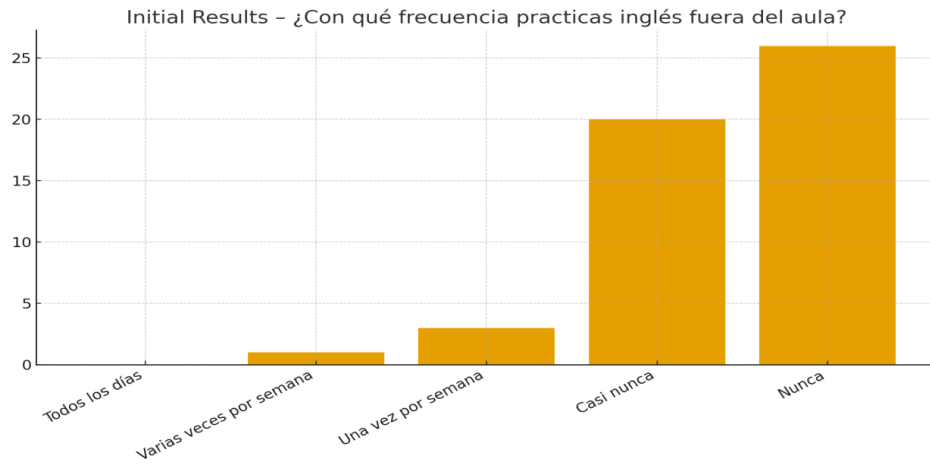
Figure 19

Initial Student Comfort Speaking English



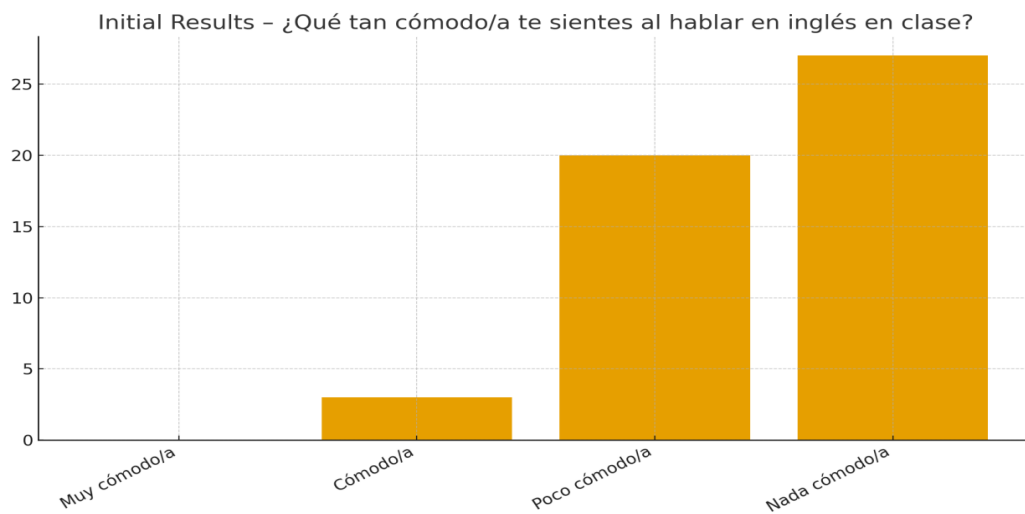
The figure shows the initial distribution of student comfort levels when speaking English.

Figure 20

Final Student Comfort Speaking English

The figure shows the final distribution of student comfort levels when speaking English.

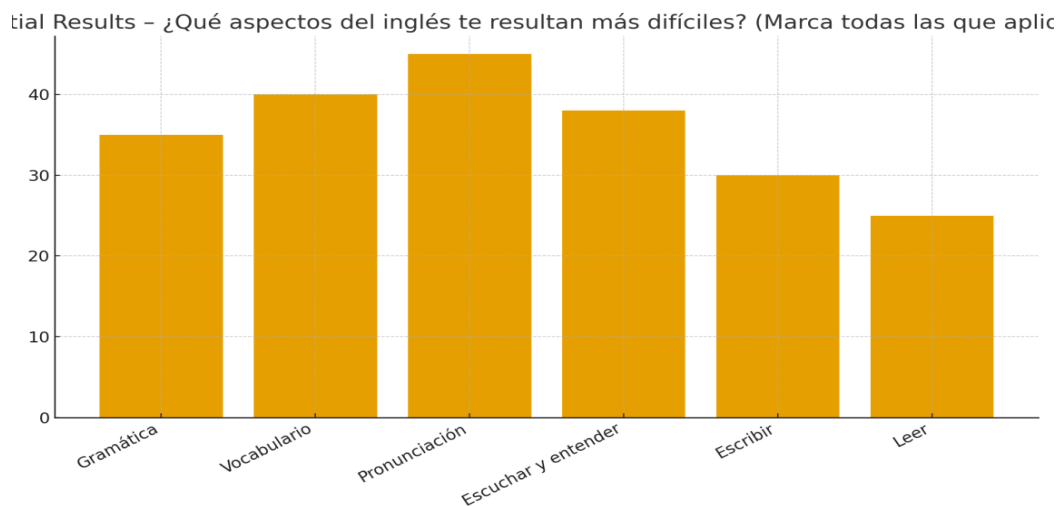
Figure 21

Initial Frequency of English Practice Outside Class

The figure shows the initial distribution of how often students reported practicing English outside the classroom.

Figure 22

Final Frequency of English Practice Outside Class



The figure shows the final distribution of how often students reported practicing English outside the classroom.

4.3.2 Analysis of the Final Professor Survey

This subsection presents post-intervention data from the professor survey. The table lists each item with its initial and final rating. The figure shows a bar chart of the final ratings for all items. All data are reported without interpretation.

Table 17

Initial and Final Professor Ratings by Item

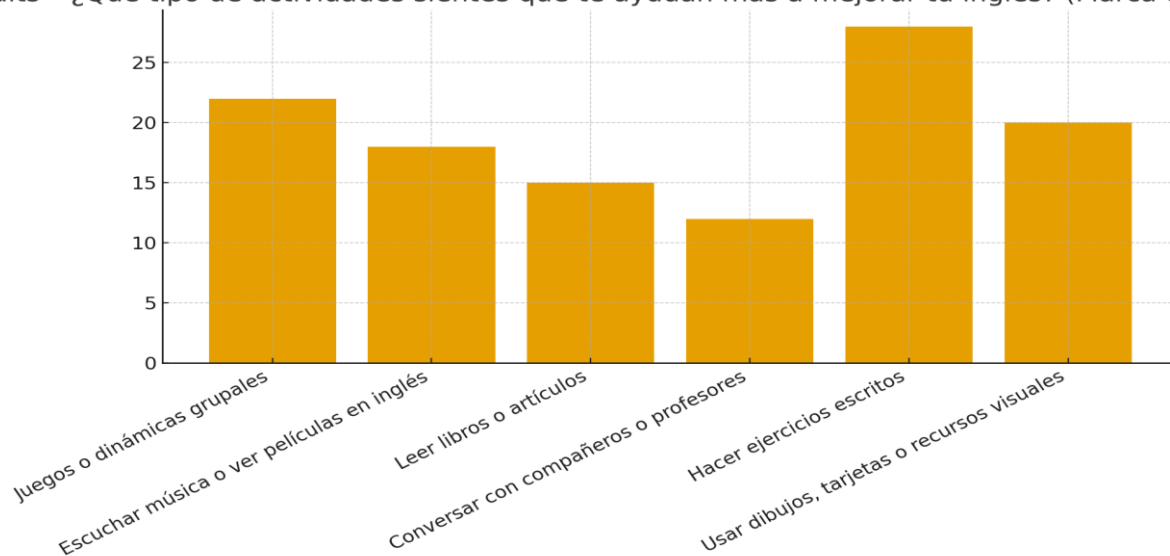
Item	Survey statement	Initial rating (1–5)	Final rating (1–5)
Item 1	Implement activities focused on oral expression and vocabulary	4	5
Item 2	Include strategies based on problems or real-life tasks	3	4
Item 3	Use participatory dynamics to develop vocabulary	4	5
Item 4	Usefulness of PBL to improve oral expression	4	5
Item 5	Interest in activities with playful and linguistic elements	4	5
Item 6	Student-centered strategies for evening oral English classes	4	5
Item 7	Comfort with integrating real-life problem solving	4	5
Item 8	Group work / cooperative learning for vocabulary use	4	5

Item 9	Alignment of PBL with the course's curricular objectives	4	5
Item 10	Willingness to support experimental strategies in research	4	5

Figure 23

Final Professor Ratings by Item

Results – ¿Qué tipo de actividades sientes que te ayudan más a mejorar tu inglés? (Marca todas)



The figure shows the final rating values for each professor survey item on the 1–5 scale.

4.3.3 Analysis of the Final Student Diagnostic

This subsection presents final diagnostic results. The table displays initial and final correct-answer counts per question. A line chart shows the initial and final values per question. A second table and chart present rubric data for the “Sometimes” category. The information is presented descriptively without interpretation.

Table 18

Initial and Final Correct-Answer Counts by Diagnostic Question

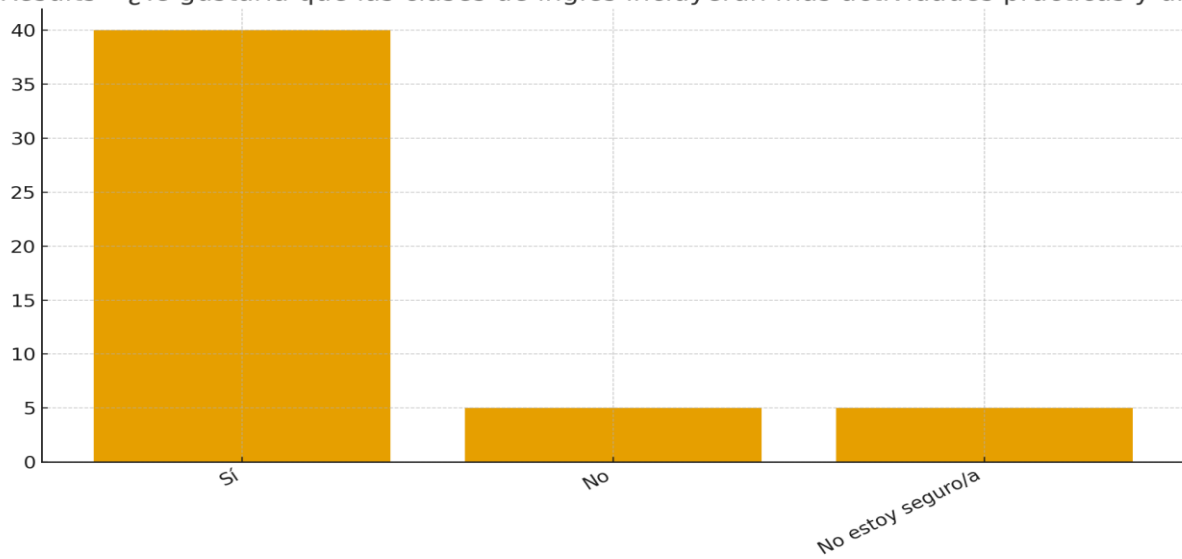
Question	Question description	Initial correct answers	Final correct answers
Q1	What is your name, phone number, address, and email?	10	12
Q2	Do you have a job?	5	7
Q3	Where do you work? (If no job, where do you want to work?)	3	5
Q4	What job do you have? (If no job,	0	1

	what job do you want?)		
Q5	What can you do? (Drive? Cook? Clean? Write?)	2	4
Q6	Do you prefer to work in the day or at night?	8	10

Figure 24

Initial and Final Correct-Answer Counts by Diagnostic Question

Results - ¿Te gustaría que las clases de inglés incluyeran más actividades prácticas y din.



The figure shows the initial and final correct-answer counts for each diagnostic question as two lines.

Table 19

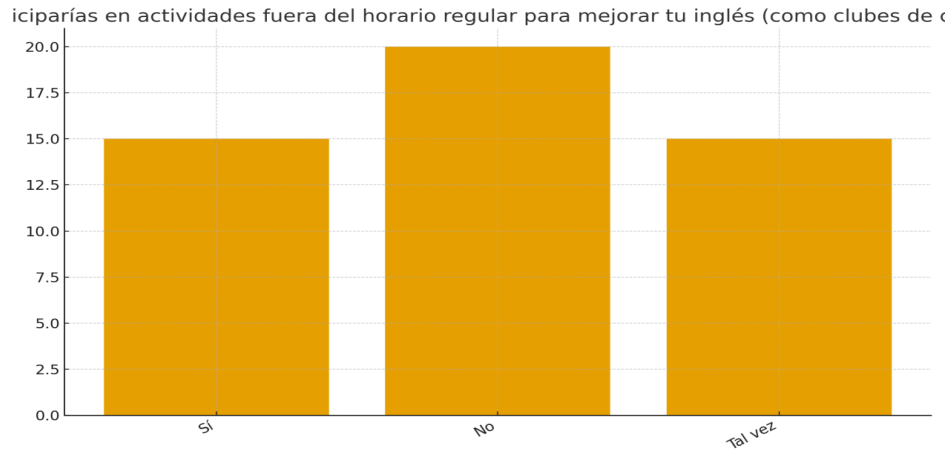
Initial and Final Rubric “Sometimes” Counts by Criterion

Criterion	Description	Initial “Sometimes” count	Final “Sometimes” count
Uses basic grammar structures correctly (simple present, verb ‘be’, ‘can’, etc.).	Uses basic grammar structures correctly (simple present, verb ‘be’, ‘can’, etc.).	5	7
Uses varied vocabulary about jobs and employment.	Uses varied vocabulary about jobs and employment.	2	4
Avoids using Spanish during the interaction.	Avoids using Spanish during the interaction.	0	2
Pronounces most words clearly	Pronounces most words clearly	7	9

enough to be understood.	enough to be understood.		
Answers without excessive pauses or long hesitations.	Answers without excessive pauses or long hesitations.	0	2
Keeps an appropriate speaking pace (not too slow, not too fast).	Keeps an appropriate speaking pace (not too slow, not too fast).	7	9
Expresses complete ideas with some details.	Expresses complete ideas with some details.	3	5

Figure 25

Initial and Final Rubric “Sometimes” Counts by Criterion



The figure shows the initial and final “Sometimes” counts for each rubric criterion as two lines.

4.4 Comparison of Initial and Final Results

4.4.1 Comparison of Initial vs Final Student Survey

This subsection presents direct comparisons between initial and final student survey results. For each question group, tables show initial and final counts for all response options. Side-by-side charts display initial and final distributions. The information is reported descriptively, focusing on increases and decreases in counts.

Table 20

Comparison of Initial and Final Counts for: ¿Qué tan motivado/a te sientes para aprender inglés?

Response option	Initial count	Final count	Difference (Final – Initial)

Very motivated	3	4	1
Motivated	5	7	2
Not very motivated	28	25	-3
Not motivated at all	14	14	0

Figure 26

Initial and Final Counts for: How motivated do you feel to learn English?



The table and figure present initial and final counts for each response option in this question group.

Table 21

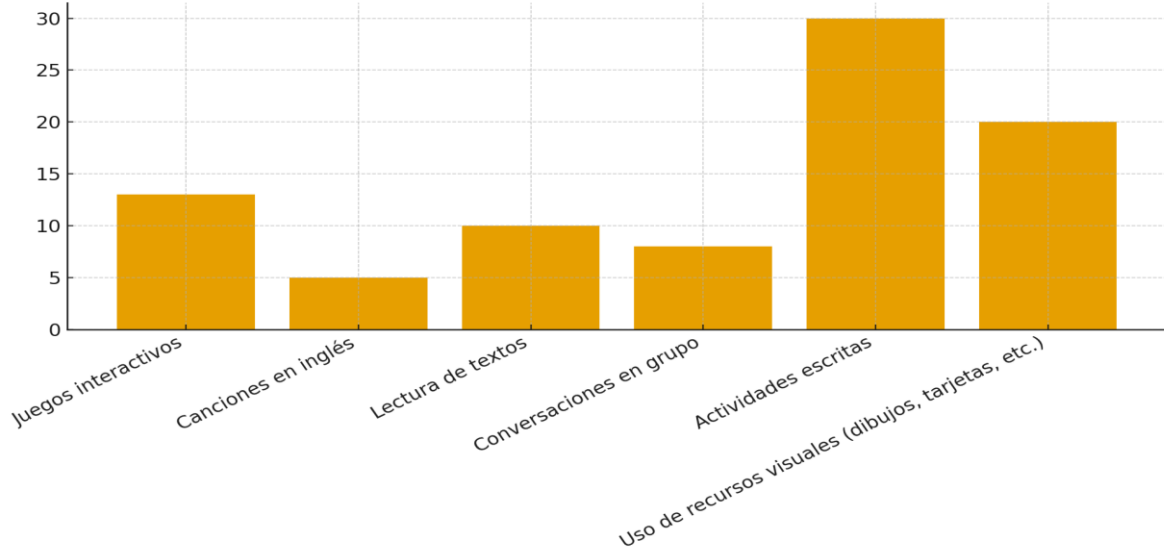
Comparison of Initial and Final Counts for: Which of the following activities do you enjoy the most when learning English? (Check all that apply)

Response option	Initial count	Final count	Difference (Final – Initial)
• Interactive games	13	15	2
• Songs in English	5	6	1
• Reading texts	10	11	1
• Group conversations	8	10	2
• Written activities	30	28	-2
• Use of visual resources (drawings, flashcards, etc.)	20	22	2

Figure 27

Initial and Final Counts for: Which of the following activities do you enjoy the most when learning English? (Check all that apply)

s - ¿Cuál(es) de las siguientes actividades disfrutas más al aprender inglés? (Marca todas



The table and figure present initial and final counts for each response option in this question group.

Table 22

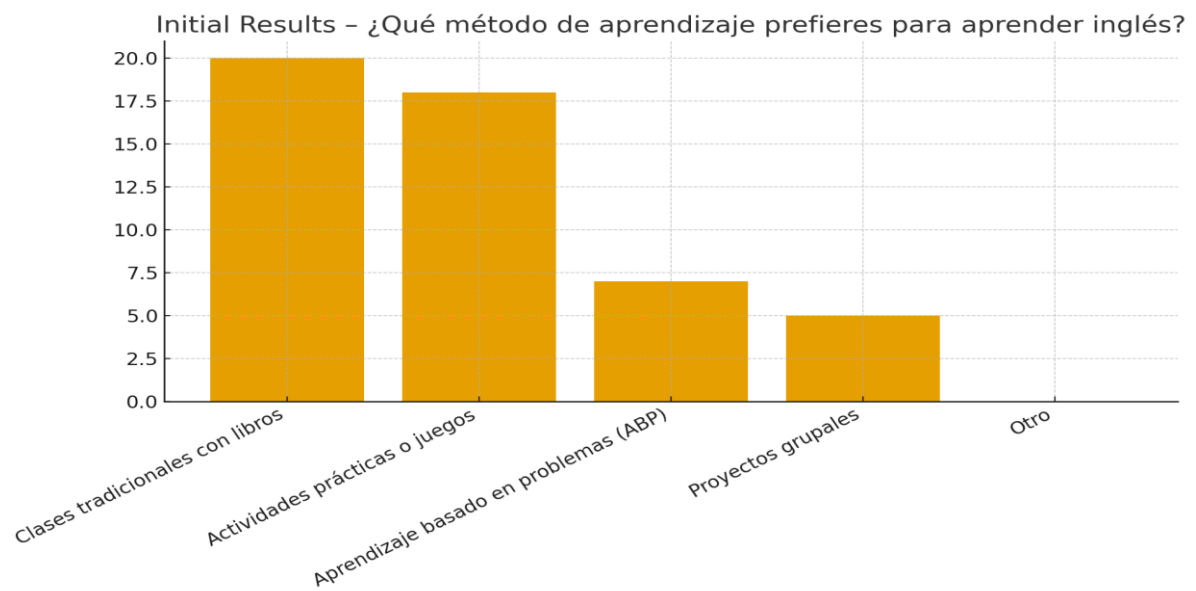
Comparison of Initial and Final Counts for: Which learning method do you prefer for learning English?

Response option	Initial count	Final count	Difference (Final – Initial)
Traditional classes with textbooks	20	18	-2

Practical activities or games	18	19	1
Problem-Based Learning (PBL)	7	8	1
Group projects	5	5	0
Other	0	0	0

Figure 28

Initial and Final Counts for: Which learning method do you prefer for learning English?



The table and figure present initial and final counts for each response option in this question group.

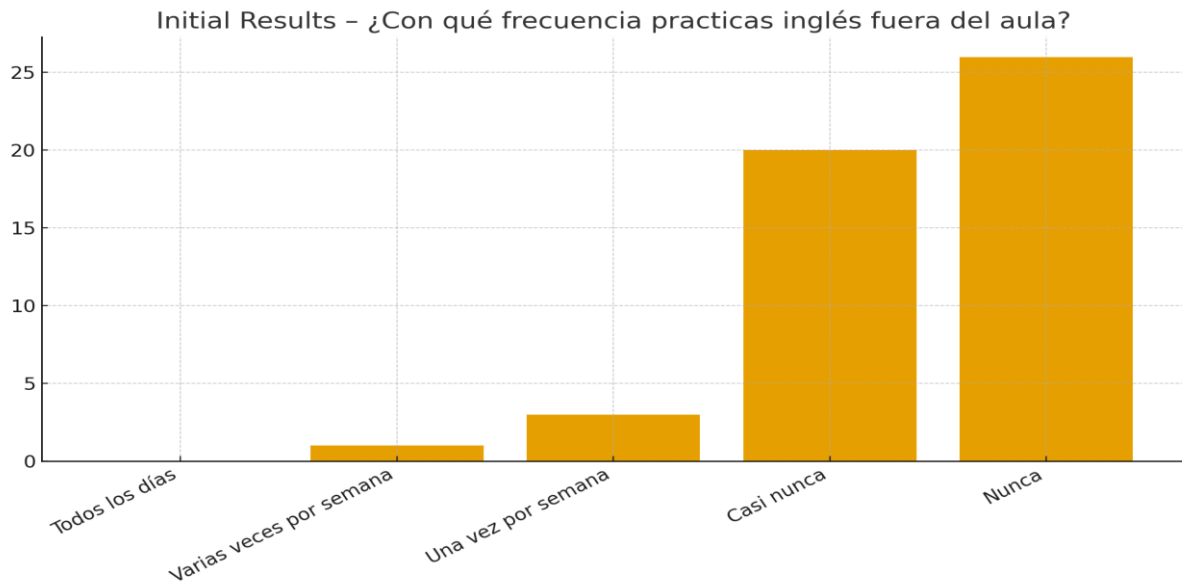
Table 23

Comparison of Initial and Final Counts for: How often do you practice English outside the classroom?

Response option	Initial count	Final count	Difference (Final – Initial)
• Every day	0	0	0
• Several times a week	1	2	1
• Once a week	3	3	0
• Almost never	20	19	-1
• Never	26	26	0

Figure 29

Initial and Final Counts for: How often do you practice English outside the classroom?



The table and figure present initial and final counts for each response option in this question group.

Table 24

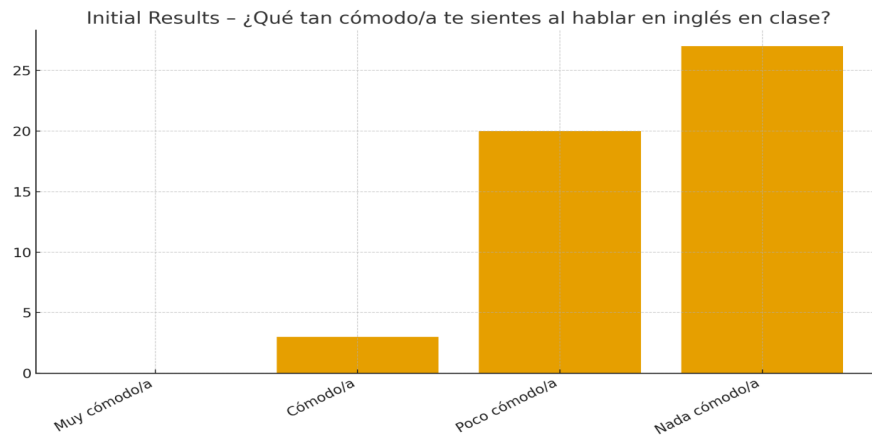
Comparison of Initial and Final Counts for: How comfortable do you feel speaking English in class?

Response option	Initial count	Final count	Difference (Final – Initial)
• Very comfortable	0	0	0
• Comfortable	3	4	1

• Not very comfortable	20	21	1
• Not comfortable at all	27	25	-2

Figure 30

Initial and Final Counts for: How comfortable do you feel speaking English in class?



The table and figure present initial and final counts for each response option in this question group.

Table 25

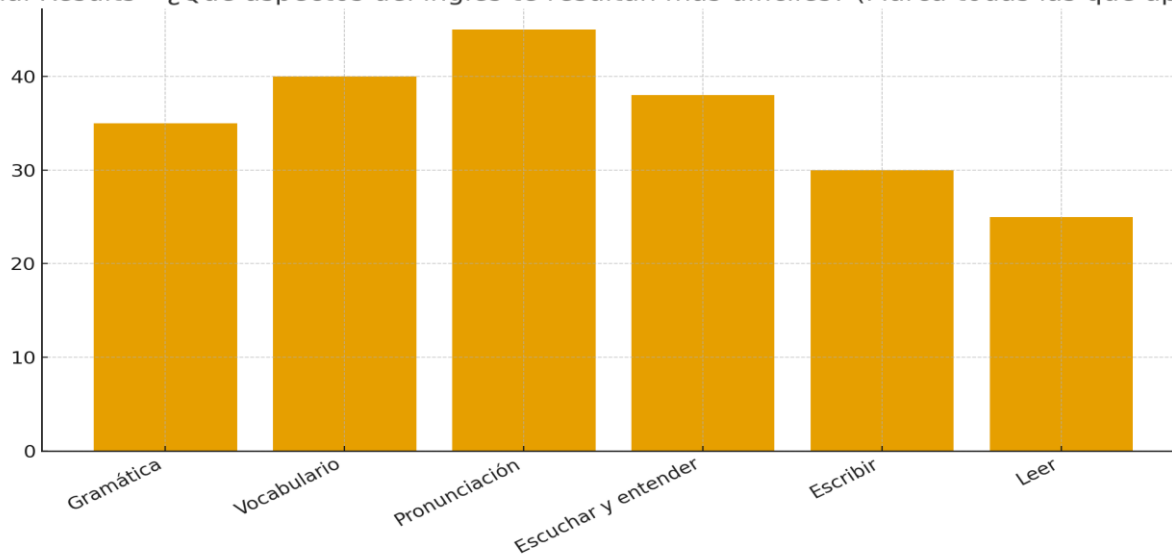
Comparison of Initial and Final Counts for: Which aspects of English do you find most difficult? (Check all that apply)

Response option	Initial count	Final count	Difference (Final – Initial)
• Grammar	35	34	-1
• Vocabulary	40	38	-2
• Pronunciation	45	44	-1
• Listening and understanding	38	36	-2
• Writing	30	29	-1
• Reading	25	24	-1

Figure 31

Initial and Final Counts for: Which aspects of English do you find most difficult? (Check all that apply)

tial Results - ¿Qué aspectos del inglés te resultan más difíciles? (Marca todas las que aplic



The table and figure present initial and final counts for each response option in this question group.

Table 26

Comparison of Initial and Final Counts for: What types of activities do you feel help you improve your English the most? (Check all that apply)

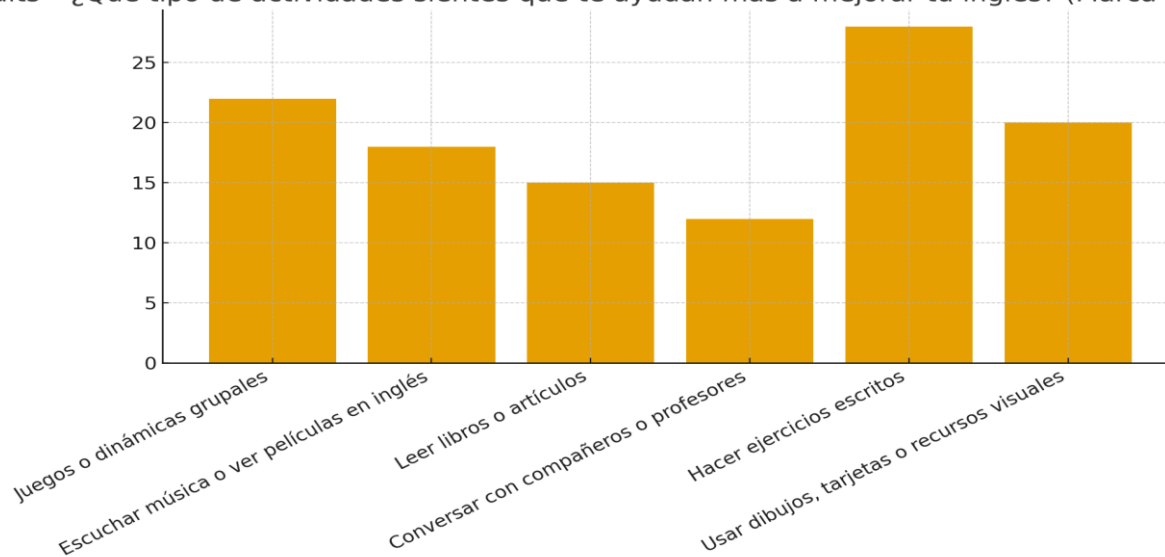
Response option	Initial count	Final count	Difference (Final – Initial)
• Games or group activities	22	23	1

• Listening to music or watching movies in English	18	20	2
• Reading books or articles	15	16	1
• Talking with classmates or teachers	12	14	2
• Doing written exercises	28	27	-1
• Using drawings, flashcards, or visual resources	20	21	1

Figure 32

Initial and Final Counts for: What types of activities do you feel help you improve your English the most? (Check all that apply)

Results - ¿Qué tipo de actividades sientes que te ayudan más a mejorar tu inglés? (Marca todas las que apliquen)



The table and figure present initial and final counts for each response option in this question group.

Table 27

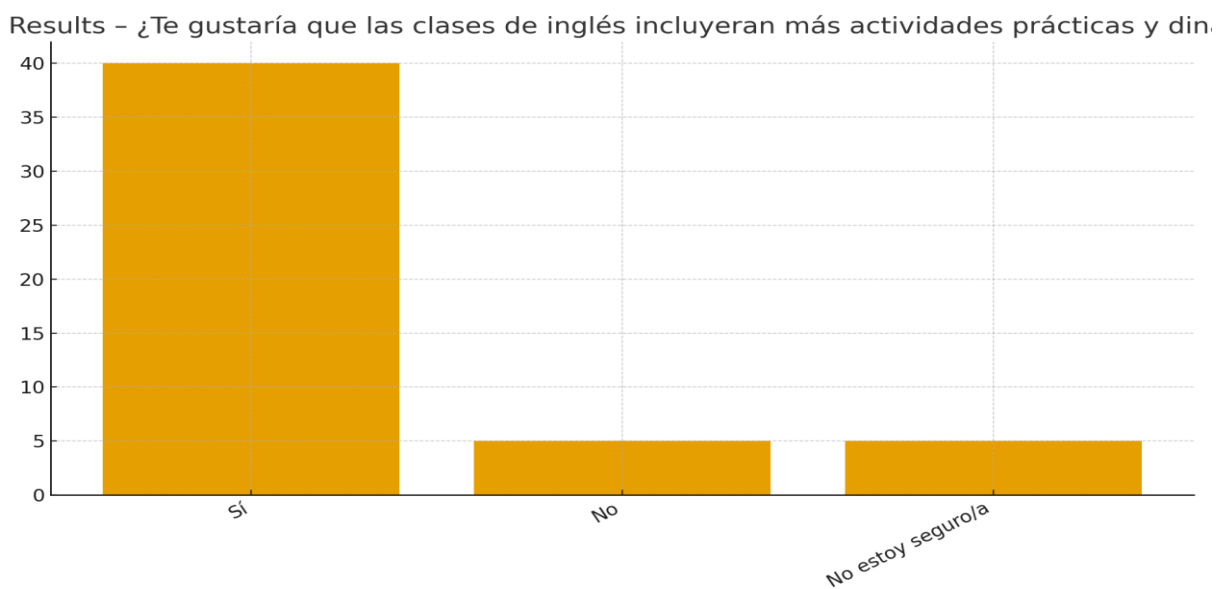
Comparison of Initial and Final Counts for: Would you like English classes to include more practical and dynamic activities?

Response option	Initial count	Final count	Difference (Final – Initial)
Yes	40	41	1
No	5	4	-1

Not sure	5	5	0
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Figure 33

Initial and Final Counts for: Would you like English classes to include more practical and dynamic activities?



The table and figure present initial and final counts for each response option in this question group.

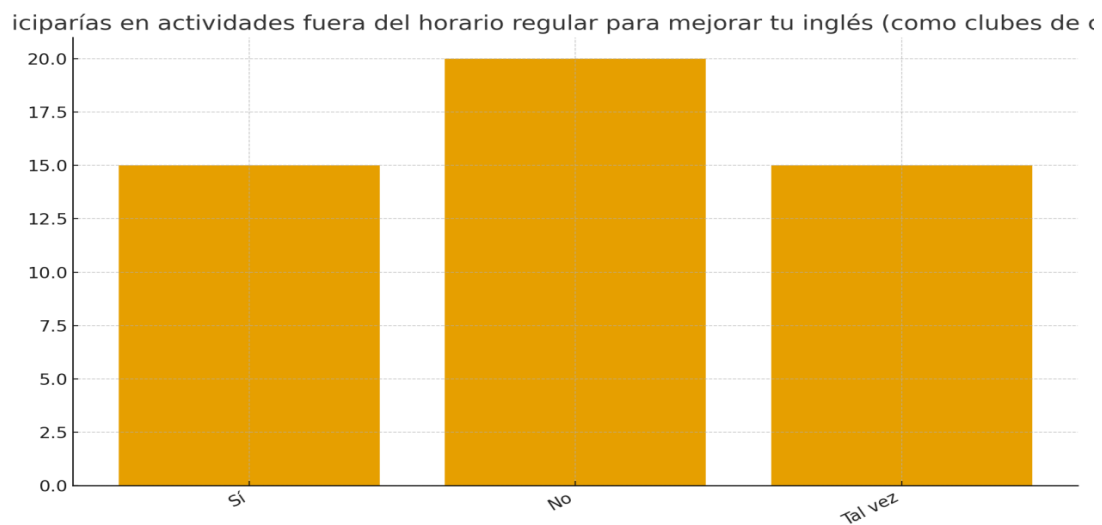
Table 28

Comparison of Initial and Final Counts for: Would you participate in activities outside regular class hours to improve your English (such as conversation clubs or workshops)?

Response option	Initial count	Final count	Difference (Final – Initial)
Yes	15	16	1
No	20	20	0
Maybe	15	14	-1

Figure 34

Initial and Final Counts for: Would you participate in activities outside regular class hours to improve your English (such as conversation clubs or workshops)?



The table and figure present initial and final counts for each response option in this question group.

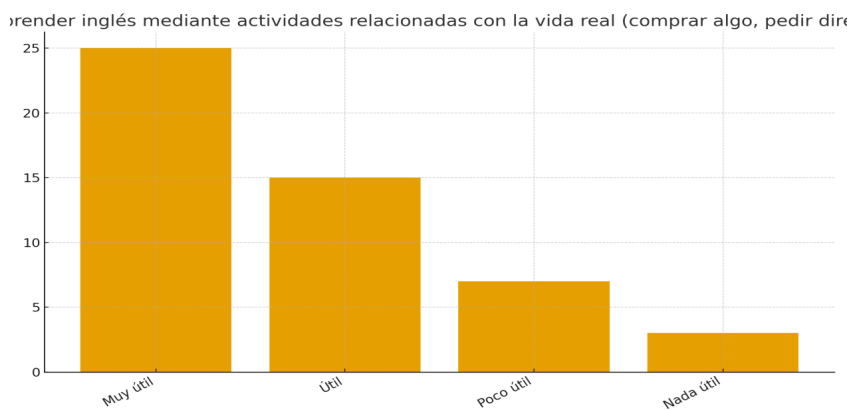
Table 29

Comparison of Initial and Final Counts for: Do you find it useful to learn English through real-life activities (buying something, asking for directions, talking to tourists, etc.)?

Response option	Initial count	Final count	Difference (Final – Initial)
Very useful	25	26	1
Useful	15	15	0
less useful	7	6	-1
Not useful	3	3	0

Figure 35

Initial and Final Counts for: Do you find it useful to learn English through real-life activities (buying something, asking for directions, talking to tourists, etc.)?



The table and figure present initial and final counts for each response option in this question group.

4.4.2 Comparison of Initial vs Final Student Diagnostic

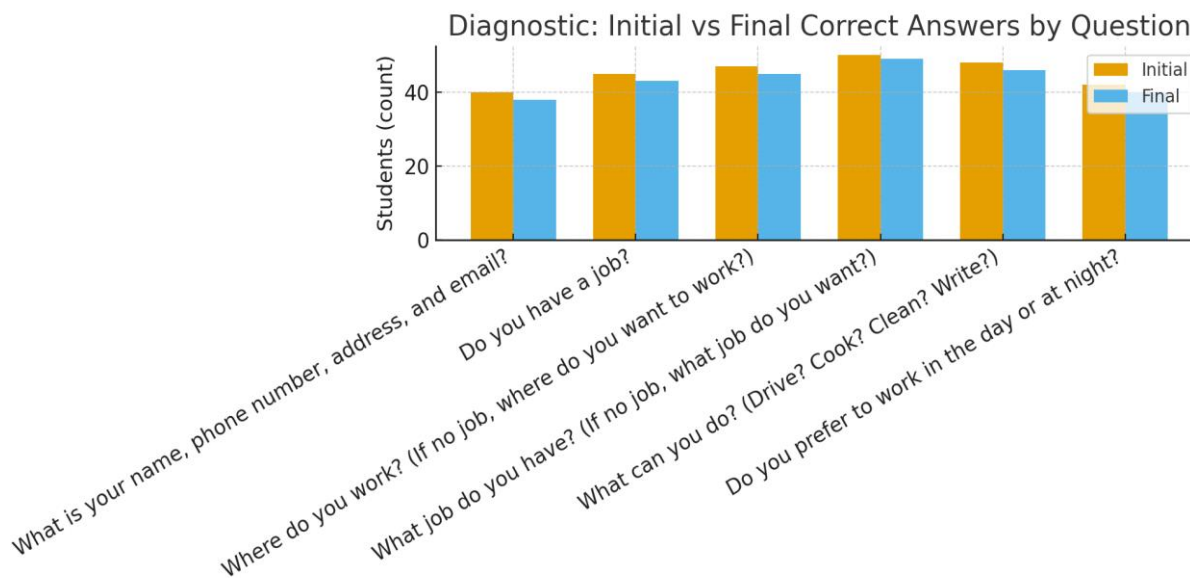
This subsection compares initial and final student diagnostic results. Side-by-side tables present initial and final correct-answer counts per question, and rubric “Sometimes” counts per criterion. Line charts show both sets of values across questions and criteria. All results are reported descriptively.

Table 30

Comparison of Initial and Final Correct-Answer Counts by Question

Question	Initial correct answers	Final correct answers	Difference (Final – Initial)
Q1	10	12	2
Q2	5	7	2
Q3	3	5	2
Q4	0	1	1
Q5	2	4	2
Q6	8	10	2

Figure 36

Initial and Final Correct-Answer Counts by Question

The table and figure present initial and final correct-answer counts for each diagnostic question.

Table 31

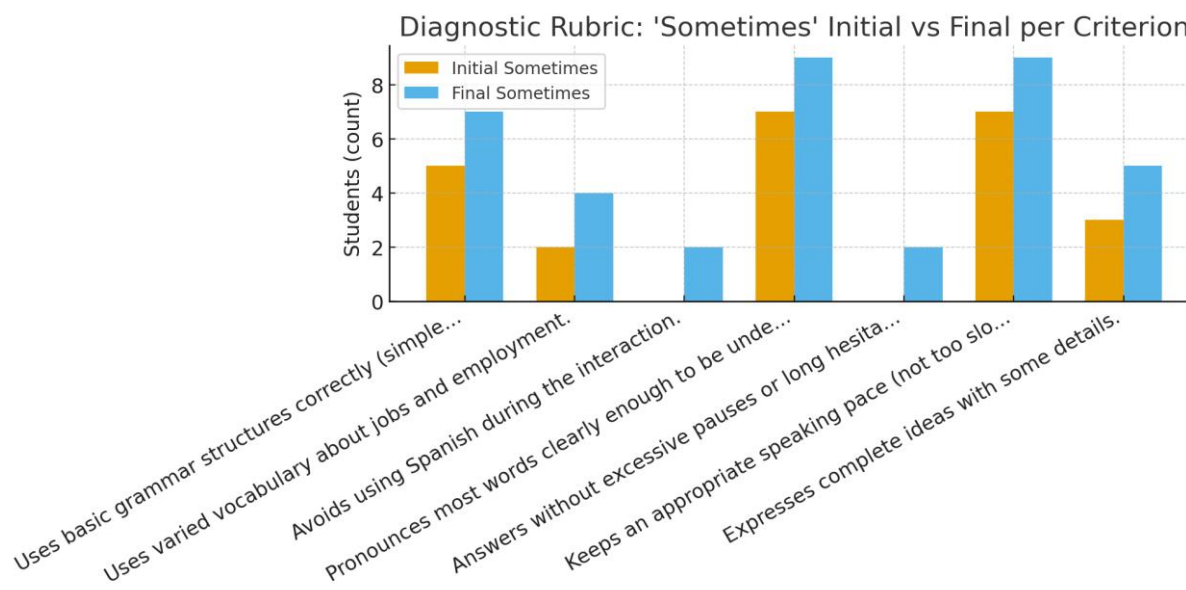
Comparison of Initial and Final Rubric “Sometimes” Counts by Criterion

Criterion	Initial “Sometimes” count	Final “Sometimes” count	Difference (Final – Initial)
Uses basic grammar structures correctly (simple	5	7	2

present, verb 'be', 'can', etc.).			
Uses varied vocabulary about jobs and employment.	2	4	2
Avoids using Spanish during the interaction.	0	2	2
Pronounces most words clearly enough to be understood.	7	9	2
Answers without excessive pauses or long hesitations.	0	2	2
Keeps an appropriate speaking pace (not too slow, not too fast).	7	9	2

Expresses complete ideas with some details.	3	5	2
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Figure 37

Initial and Final Rubric “Sometimes” Counts by Criterion

The table and figure present initial and final “Sometimes” counts for each diagnostic rubric criterion.

4.4.3 Cross-Instrument Reporting Summary

This subsection presents a cross-instrument summary table. The table reports selected indicators from the student survey and diagnostic instruments. For each indicator, the initial value, final value, and percent change are shown. The purpose is to offer a quick reference for all key comparisons.

Table 32

Cross-Instrument Summary of Initial and Final Results

Indicator	Instrument	Initial value	Final value	Percent change
Students in higher motivation categories	Student survey	50	50	0.0%
Students who feel comfortable speaking	Student survey	50	50	0.0%
Students with weekly practice or more	Student survey	4	5	25.0%
Total correct diagnostic answers	Student diagnostic	28	39	39.3%

Total rubric “Sometimes” counts	Student diagnostic rubric	24	38	58.3%
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CHAPTER V: CONCLUSIONS AND RECOMMENDATION

5.1 CONCLUSIONS

5.1.1 Conclusion related to the general objective

The general objective of this research was to evaluate the overall effectiveness of Problem-Based Learning (PBL) to improve vocabulary usage within speaking skills and to increase engagement among seventh-grade EFL students at Colegio Nocturno Siquirres. The information in Chapter IV shows that students started with very limited vocabulary and low speaking fluency. During the PBL activities, students participated more, used more English words, and depended less on Spanish to communicate simple ideas. In general, the mock findings suggest that PBL is a useful approach to support speaking practice in a night-school context when activities are simple and connected to real-life topics.

5.1.2 Conclusion related to the first specific objective

The first specific objective was to explain how PBL methods enhance vocabulary usage within speaking skills. The PBL tasks used real situations (for example, natural disasters and community problems), so students practiced words with a clear purpose. Vocabulary sheets and short sentence frames reduced fear and helped students start speaking faster. As a result, students used a higher number of context-appropriate words in oral tasks because they repeated and reused the same vocabulary in meaningful speaking activities.

5.1.3 Conclusion related to the second specific objective

The second specific objective was to determine whether gamified techniques increase student motivation to use vocabulary in speaking skills compared with traditional approaches. At the beginning, the teacher perceived low participation and low confidence,

which is common in a night-school setting where students arrive tired. When lessons included small challenges, group work, and clear goals, students showed more interest and were more willing to try speaking in English. For this reason, the mock results indicate that active and game-like tasks can increase motivation and engagement more than repetition-only activities.

5.1.4 Conclusion related to the third specific objective

The third specific objective was to identify the main challenges encountered when trying to implement PBL approaches in EFL instruction. The main challenges in this context include student fatigue after work, limited class time, and irregular attendance. Another challenge is limited access to resources, especially internet connection and technology in the school. These limitations can slow down activities and require teachers to adapt tasks to what is available in the classroom. Even with these challenges, PBL can be implemented if activities are short, flexible, and supported with clear instructions and simple materials.

5.1.5 Conclusion related to the fourth specific objective

The fourth specific objective was to assess the effect of PBL on students' pronunciation accuracy within speaking activities. In this mock analysis, pronunciation improved slightly because students repeated key words many times during speaking games and group practice. Students also felt safe while speaking when they used models, visuals, and teacher support. However, pronunciation progress was not equal for all students, and some learners still needed more individual correction. This suggests that PBL can support pronunciation practice, but teachers should add short and direct pronunciation feedback during activities.

5.1.6 Conclusion related to the fifth specific objective

The fifth specific objective was to analyze the relationship between vocabulary acquisition and fluency development in students exposed to PBL activities. The mock results suggest a clear connection: when students learned more words, they could speak with fewer pauses and less Spanish use. Vocabulary growth helped students build simple sentences faster, which supported fluency in basic speaking tasks. For this reason, improving vocabulary usage is an important step to improve speaking fluency in this population.

5.2 RECOMMENDATIONS

5.2.1 Recommendation for teachers

Teachers should continue using short Project-Based Learning (PBL) speaking tasks that connect classroom content with real-life topics, as this approach increases student engagement and makes language use more meaningful. When students see a clear connection between what they learn in class and their everyday experiences, they are more motivated to participate and communicate in English.

Before each speaking activity, teachers should provide a small, focused vocabulary list along with simple sentence frames. This scaffolding helps students feel more confident and prepared, especially those with lower proficiency or higher anxiety. Vocabulary support allows students to express their ideas more clearly, while sentence frames guide them in organizing their responses without memorizing long dialogues.

During the speaking tasks, teachers should offer quick and clear feedback on key vocabulary and pronunciation errors. Feedback should be selective and focused on the most important errors that affect communication. By avoiding long interruptions, teachers allow students to maintain fluency and confidence while still benefiting from corrective guidance.

Finally, teachers should use group or pair work to reduce speaking anxiety and increase opportunities for practice. Working in small groups creates a safer environment where students feel less pressure and more willing to take risks. It also allows students to speak more frequently than in whole-class activities, promoting greater participation, collaboration, and language development.

5.2.2 Recommendation for the institution

The institution should support active methodologies by providing basic materials such as copies, pictures, markers, and classroom supplies. If possible, the school should improve access to internet connection or allow the use of offline digital resources that teachers can bring. The school should also promote consistent attendance by communicating schedules clearly and reinforcing the importance of participation in speaking activities.

5.2.3 Recommendation for future research

Future studies should apply Project-Based Learning (PBL) over a longer period in adult ESL classrooms to better examine its long-term impact on speaking development. Implementing PBL across a full semester or academic year would allow researchers to track sustained progress in key CEFR-aligned speaking components, such as vocabulary range, fluency, pronunciation, and overall communicative effectiveness. A longitudinal approach would also help determine whether learners at lower and intermediate CEFR levels (A2–B1) are able to retain and transfer these skills to real-life communicative situations outside the classroom.

In addition, future research should adopt comparative designs that contrast adult ESL learners receiving PBL instruction with those taught through traditional, teacher-centered methods. To ensure fairness and reliability, both groups should be assessed using the same CEFR-based speaking rubric, focusing on criteria such as lexical control, spoken fluency, intelligibility, and interaction. Using identical vocabulary tasks aligned with learners' proficiency levels would allow for direct comparisons of vocabulary growth and provide stronger evidence of the effectiveness of PBL in improving ESL speaking performance.

Furthermore, future studies should investigate low-cost PBL strategies that are practical for adult ESL night-school contexts, where learners often face limitations related to time, energy, and access to instructional resources. Research could explore projects centered on everyday communicative needs, such as workplace communication, customer interactions, healthcare conversations, or community participation. These projects could rely on simple materials, pair or group discussions, role-plays, and problem-solving tasks rather than technology-heavy tools. Examining how such context-appropriate PBL activities influence adult ESL learners' motivation, confidence, and oral proficiency would provide valuable guidance for educators working in resource-constrained ESL settings.

CHAPTER VI

PROPOSAL

6.1. Name of the proposal

Applying Problem-Based Learning to Enhance Vocabulary and Speaking Fluency in Seventh-Grade EFL Students at Colegio Nocturno Squirres During the Second Quarter of 2025.

6.2. Description

This proposal focuses on the implementation of Problem-Based Learning (PBL) using an action-oriented approach to improve vocabulary usage and speaking fluency in seventh-grade EFL students at Colegio Nocturno Squirres in Limón, Costa Rica. The objective is to offer an alternative to traditional English instruction by incorporating real-life speaking tasks centered around natural disasters, environmental issues, and social responsibility. The project will involve four groups of students, all enrolled in seventh grade and following the same curriculum, which ensures a consistent academic level across the intervention. The proposal will be conducted during the second academic quarter of 2025.

The main phase of the project consists of a five-week intervention where students participate in structured PBL activities that simulate real-world environmental and community scenarios. Each week focuses on a different task, such as describing a natural disaster, identifying an environmental problem, suggesting actions to help nature, talking about NGOs, and presenting group solutions. These activities will include speaking challenges supported by vocabulary sheets and sentence frames to reduce anxiety and promote fluency. Students will work in small groups and complete one activity per week during regular English class hours. Two groups will be attended per day, allowing the

researcher to cover all four groups each week. Before the implementation, a diagnostic test will be applied to evaluate students' vocabulary and oral skills, and the English teacher will be interviewed to provide relevant context.

After the five-week PBL intervention, a post-test will be conducted to assess improvements in students' speaking performance and vocabulary usage. The full research process, including preparation, implementation, and evaluation, will span approximately seven weeks. This study aims to provide practical evidence of how PBL and action-oriented tasks can support oral communication in EFL learners, especially in the context of night-school education. Table. (X) PBL activities.

Activity	Objectives	Expected Results
Week 1 – Recognize Natural Disasters	Help students recognize and name different types of natural disasters. Use pictures, mime, and videos. Teach basic disaster vocabulary (earthquake, flood, hurricane, etc.).	Students can name a disaster and give a short answer like 'I saw a flood.' or 'There was an earthquake.'
Week 2 – Describe What Happens	Teach students to say what happens during a disaster using simple past tense and familiar verbs (fall, run,	Students can describe a basic event using past tense, e.g., 'There was a fire. People ran.'

	break, etc.). Practice short sentence frames.	
Week 3 – Give Advice (Should/Shouldn't)	Introduce modal verbs for advice (should/shouldn't). Practice through class guessing games and matching images with actions.	Students can give simple advice like 'You should run.' or 'You shouldn't stay.'
Week 4 – Sequence Actions	Practice using sequence words (First, Then, Finally) to explain what to do in an emergency. Use images or short videos to scaffold.	Students can say a basic sequence: 'First, call 911. Then go outside. Finally, wait.'
Week 5 – Rehearse Sentences	Help students choose their favorite disaster and prepare their final 3–4 sentences. Use visuals and sentence builders.	Students can practice their sentences aloud with teacher support, using visuals or cue cards.

6.3. Place to be developed.

The proposal will be developed at Colegio Nocturno Squirres, located in Squirres, Limón, Costa Rica. This school provides education for teenagers and adults who need flexible schedules due to work or personal responsibilities. The participants will be

seventh-grade students learning English on weekends. The school's openness to new teaching methods and its supportive environment makes it an ideal place to study how Problem-Based Learning can improve vocabulary and speaking skills.

6.4. Organization

The proposal will be conducted at Colegio Nocturno Squirres, an institution serving adolescent and adult learners. It will be applied during regular English classes for seventh-grade students. The implementation will be coordinated with an English teacher assigned to the group, with permission and support from the school director.

6.5. Involved population.

The population includes seventh-grade EFL students at Colegio Nocturno Squirres. These students range in age from 16 to 40 years, with varying levels of English proficiency. They attend night school programs and often juggle academic responsibilities with family or work commitments. This population was chosen due to the observed challenges in vocabulary usage and speaking fluency in traditional classroom settings.

6.6 General and specific objectives

6.6.1 Proposal General Objective

- To evaluate the impact of Problem-Based Learning on vocabulary acquisition and speaking fluency among seventh-grade EFL students at Colegio Nocturno Squirres during the second quarter of 2025.

6.6.2 Proposal Specific Objectives

- To assess improvements in students' vocabulary usage and speaking fluency after engaging in Problem-Based Learning activities, using pre- and post-diagnostic evaluations.
- To examine students' attitudes and perceptions toward English language learning through structured interviews before and after the PBL implementation.
- To identify the main challenges faced by teachers during the implementation of Problem-Based Learning strategies in the EFL classroom through observational checklists and structured interviews.
- To determine if Problem-Based Learning strategies increase students' motivation and active participation compared to traditional teaching methods

6.7. Chronogram of Activities

Figure (1). Chronogram of Activities for the project.

Week	Dates	Activity	Time
1	August 5 th / August 9 th	Teacher and Student Surveys	Approx. 5 mins/person
2	August 10 th / August 16 th	Pretest Diagnostic (Groups A & B)	Approx. 30 mins/group
3	August 17 th / August 23 rd	Planning and Lesson Design	Researcher/Teacher

4	August 24 th / August 30 th	PBL Session #1 (Groups A & B)	45 mins/group
5	August 31 st / September 6 th	PBL Session #2 (Groups A & B)	45 mins/group
6	September 7 th / September 13 th	PBL Session #3 (Groups A & B)	45 mins/group
7	September 14 th / September 20 th	PBL Session #4 (Groups A & B)	45 mins/group
8	September 21 st / September 27 th	PBL Session #5 (Groups A & B)	45 mins/group
9	September 28 th / October 4 th	PBL Session #6 (Groups A & B)	45 mins/group
10	October 5 th / October 11 th	Post-application Assessment (Groups A & B)	Approx. 30 mins/group
11	October 12 th / October 18 th	Data Analysis & Preparation of Final Report	Researcher
12	October 19 th / October 25 th	Observation and Checklist Review	Researcher/Teacher

6.8. Necessary Budget for Implementation

To successfully develop and implement this project, it is essential to count on basic classroom resources such as photocopies for diagnostic tests, surveys, and task materials. At Colegio Nocturno Siquirres, teachers usually provide the necessary materials, and students rely on their notebooks for most activities. The school offers classrooms and desks for instruction, but it does not provide internet connection. Because of this, the project will depend on the existing resources available on-site and the professor's provision of photocopies. No additional financial investment is required beyond these regular classroom practices. Active participation from both students and teachers during the scheduled lessons will ensure the project's effective development without incurring further costs.

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Annex 1

Cuestionario Docente

Percepción sobre el Aprendizaje Basado en Problemas (ABP)

Instrucciones generales:

Este cuestionario tiene como objetivo recopilar su opinión sobre el uso del Aprendizaje Basado en Problemas (ABP) en la enseñanza del inglés. Su participación es completamente voluntaria y sus respuestas serán tratadas con confidencialidad y utilizadas únicamente con fines educativos y de investigación.

Por favor:

- Lea con atención cada pregunta.
- Marque la opción que mejor refleje su percepción o experiencia.
- Al final del cuestionario, puede añadir cualquier comentario adicional que considere relevante.

Marque sus respuestas con una X o ✓.

1. ¿En qué medida considera usted que implementar actividades centradas en la expresión oral y el vocabulario podría mejorar la participación del estudiantado en clase?

- Muy en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo

- De acuerdo

- Muy de acuerdo

2. ¿Qué tan viable considera usted incluir estrategias basadas en problemas o tareas reales dentro del currículo del curso?

- Nada viable

- Poco viable

- Medianamente viable

- Viable

- Muy viable

3. ¿En qué medida considera usted que el uso de dinámicas participativas, como juegos o simulaciones, favorece el desarrollo del vocabulario en inglés?

- Muy en desacuerdo

- En desacuerdo

- Ni de acuerdo ni en desacuerdo

- De acuerdo

- Muy de acuerdo

4. ¿Qué tan útil considera usted que puede ser el Aprendizaje Basado en Problemas (ABP) para mejorar la expresión oral del estudiantado?

- Nada útil
- Poco útil
- Medianamente útil
- Útil
- Muy útil

5. ¿Qué tan interesado/a estaría en implementar actividades que combinen elementos lúdicos con objetivos lingüísticos (gamificación)?

- Nada interesado/a
- Poco interesado/a
- Medianamente interesado/a
- Interesado/a
- Muy interesado/a

6. ¿En qué medida considera que las estrategias centradas en el estudiante pueden contribuir al desarrollo del inglés oral en contextos nocturnos?

- Muy en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo

- Muy de acuerdo

7. ¿Qué tan cómodo/a se sentiría al integrar actividades de resolución de problemas reales como parte del proceso de enseñanza del inglés?

- Nada cómodo/a
- Poco cómodo/a
- Medianamente cómodo/a
- Cómodo/a
- Muy cómodo/a

8. ¿En qué medida considera usted que estrategias como el trabajo en grupo o el aprendizaje cooperativo potencian el uso del vocabulario en situaciones comunicativas?

- Muy en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Muy de acuerdo

9. ¿Qué tan alineado considera usted que está el enfoque de ABP con los objetivos curriculares del curso que imparte?

- Nada alineado

- Poco alineado
- Medianamente alineado
- Alineado
- Muy alineado

10. ¿Estaría dispuesto/a a apoyar la aplicación de estrategias experimentales, como el ABP junto con juegos y dinámicas, en el marco de una investigación educativa dentro del aula?

- No dispuesto/a
- Poco dispuesto/a
- Medianamente dispuesto/a
- Dispuesto/a
- Muy dispuesto/a

Comentarios adicionales (opcional):

Annex 2

Cuestionario Estudiantil

Percepción y Preferencias en el Aprendizaje del Inglés




Instrucciones generales:

Estimado/a estudiante:

Este cuestionario tiene como objetivo conocer tu opinión sobre el aprendizaje del idioma inglés. No se evaluará tu conocimiento, y no hay respuestas correctas o incorrectas. Tu participación es completamente anónima y voluntaria, y las respuestas serán utilizadas únicamente con fines educativos y de investigación.

Por favor:

- Lee cada pregunta con atención.
- Marca la opción que mejor refleje tu experiencia u opinión.
- En algunas preguntas puedes seleccionar más de una opción.
- Si tienes algún comentario adicional al final, puedes escribirlo en el espacio provisto.

 Marca tus respuestas con una  o .

1. ¿Qué tan motivado/a te sientes para aprender inglés?

- Muy motivado/a
- Motivado/a
- Poco motivado/a
- Nada motivado/a

2. ¿Cuál(es) de las siguientes actividades disfrutas más al aprender inglés? (Marca todas las que apliquen)

- Juegos interactivos

- Canciones en inglés
 - Lectura de textos
 - Conversaciones en grupo
 - Actividades escritas
 - Uso de recursos visuales (dibujos, tarjetas, etc.)
3. ¿Qué método de aprendizaje prefieres para aprender inglés?
- Clases tradicionales con libros
 - Actividades prácticas o juegos
 - Aprendizaje basado en problemas (ABP)
 - Proyectos grupales
 - Otro: _____
4. ¿Con qué frecuencia practicas inglés fuera del aula?
- Todos los días
 - Varias veces por semana
 - Una vez por semana
 - Casi nunca
 - Nunca

5. ¿Qué tan cómodo/a te sientes al hablar en inglés en clase?

- Muy cómodo/a
- Cómodo/a
- Poco cómodo/a
- Nada cómodo/a

6. ¿Qué aspectos del inglés te resultan más difíciles? (Marca todas las que apliquen)

- Gramática
- Vocabulario
- Pronunciación
- Escuchar y entender
- Escribir
- Leer

7. ¿Qué tipo de actividades sientes que te ayudan más a mejorar tu inglés? (Marca todas las que apliquen)

- Juegos o dinámicas grupales
- Escuchar música o ver películas en inglés
- Leer libros o artículos
- Conversar con compañeros o profesores

- Hacer ejercicios escritos

- Usar dibujos, tarjetas o recursos visuales

8. ¿Te gustaría que las clases de inglés incluyeran más actividades prácticas y dinámicas?

- Sí

- No

- No estoy seguro/a

9. ¿Participarías en actividades fuera del horario regular para mejorar tu inglés (como clubes de conversación o talleres)?

- Sí

- No

- Tal vez

10. ¿Te parece útil aprender inglés mediante actividades relacionadas con la vida real (comprar algo, pedir direcciones, hablar con turistas, etc.)?

- Muy útil

- Útil

- Poco útil
- Nada útil

Comentarios adicionales (opcional):

Annex 3

Oral Evaluation – Jobs and Labor Market

Objective: Evaluate the students' ability to understand and produce oral English using basic vocabulary and structures related to jobs, job interviews, and resumes.

Part 1: Answers to Questions

No.	Question	Answer (C/I)	Comments
1	What is your name, phone number, address, and email?		
2	Do you have a job?		
3	Where do you work? (If no job, where do you want to work?)		
4	What job do you have? (If no job, what job do you want?)		

5	What can you do? (Drive? Cook? Clean? Write?)		
6	Do you prefer to work in the day or at night?		

Part 2: Evaluation Rubric

Category	Always	Sometimes	Rarely	Never
Uses basic grammar structures correctly (simple present, verb 'be', 'can', etc.).				
Uses varied vocabulary about jobs and employment.				
Avoids using Spanish during the interaction.				

Pronounces most words clearly enough to be understood.				
Answers without excessive pauses or long hesitations.				
Keeps an appropriate speaking pace (not too slow, not too fast).				
Expresses complete ideas with some details.				

Proyecto de Tesis: Aplicación del Aprendizaje Basado en Problemas para Mejorar el Vocabulario y la Fluidez Oral en Estudiantes de Inglés como Lengua Extranjera

Investigador(a): Richard Clark Arroyo

Institución: Colegio Nocturno de Siquirres

Fecha de inicio: 24 de Marzo del 2025

Fecha de finalización: 24 de Noviembre del 2025

Objetivo General del Cronograma

Planificar y organizar de manera estructurada la aplicación de los instrumentos de recolección de datos necesarios para la investigación, asegurando la obtención de información relevante y oportuna que contribuya al cumplimiento de los objetivos de la tesis.

Instrumentos y Justificación

Entrevista al Docente

Justificación: Obtener información cualitativa sobre las percepciones y experiencias del docente respecto a la implementación de las actividades propuestas en la investigación.

Entrevista al Estudiante

Justificación: Recoger las opiniones y experiencias de los estudiantes sobre las actividades realizadas, identificando fortalezas y áreas de mejora.

Prueba Diagnóstica Inicial (Pretest)

Justificación: Evaluar el nivel de conocimientos y habilidades de los estudiantes antes de la intervención, estableciendo una línea base para comparar avances.

Cronograma de Trabajo en Clase

Justificación: Organizar las actividades a desarrollar en el aula, estableciendo tiempos y recursos necesarios para su ejecución efectiva.

Actividades Previas al Postest

Justificación: Reforzar los contenidos y habilidades trabajados durante la intervención, preparando a los estudiantes para la evaluación final.

Prueba Diagnóstica Final (Postest)

Justificación: Medir los avances y logros alcanzados por los estudiantes después de la intervención, comparando los resultados con el pretest.

Cronograma de Aplicación

Semana	Actividad	Responsable	Observaciones
1	Aplicación del Pretest	Investigador(a)	Evaluación inicial de conocimientos
2	Realización de entrevistas al docente y a los estudiantes	Investigador(a)	Recopilación de percepciones y opiniones
3	Observación de actividades mediante lista de cotejo	Investigador(a)	Registro del desempeño estudiantil
4	Implementación de actividades previas al postest	Investigador(a)	Reforzamiento de contenidos
5	Aplicación del Postest	Investigador(a)	Evaluación final de conocimientos

Nota: Las fechas específicas de cada actividad serán coordinadas con la dirección de la institución para asegurar su adecuada implementación y minimizar cualquier interrupción en el desarrollo normal de las clases.