

**The impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024**

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# SWORN OF DECLARATION

## DECLARACIÓN JURADA

Yo Luciana Molina Sánchez, mayor de edad, portador de la cédula de identidad número 1-1815-0713 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: The impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los ocho días del mes de noviembre del año dos mil veinticuatro.



Firma del estudiante

Cédula: 1-1815-0713

## LETTER FROM THE READER

Puntarenas, 11/11/2024.

Universidad Hispanoamericana

Sede: Heredia

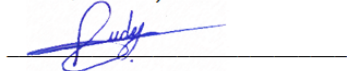
Carrera: Licenciatura en la Enseñanza del Inglés

Estimados Señores:

La estudiante: Molina Sánchez Luciana, mayor de edad, portador de la cédula de identidad número 1-1815-0713, me ha presentado para efectos de revisión y aprobación, el trabajo de Investigación denominado: "The impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024", 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 estos y las conclusiones; así mismo, 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.

Atentamente,



Licda. Judy Villalobos Montero

Cedula: 112260984

# LETTER FROM THE TUTOR

## CARTA DEL TUTOR

San José, 08 de noviembre , 2024

Universidad Hispanoamericana  
Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Luciana Molina Sánchez , cedula de identidad número 118150713, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado *The impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024*, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, 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.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

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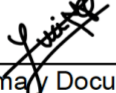
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## DEDICATORY

I dedicate my dissertation work to God mainly, who provided me the necessary strength and bravery. "But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint." Isaiah 40:31

Also, I would like to express a special feeling of gratitude to my parents, who have demonstrated their support and love throughout my whole career. "Honor your father and your mother, which is the first commandment with a promise; so that you may do well and have a long life on earth." Ephesians 6:2-3.

Lastly, this project is dedicated to all my family members and friends who encouraged me to keep going no matter how many obstacles I faced.

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to my English teachers from elementary school, middle school, and high school; as well as to my professors from Universidad Nacional de Costa Rica who were truly inspiring and provided me guidance in my career path.

I am also extremely grateful to Yorleny González García and Yanory Arguedas Carballo, who helped me reach this milestone and were highly patient and motivational during the process.

## **ABBREVIATIONS**

**CALL:** Computer Assisted Language Learning

**CMI:** Centro de Matemáticas e Idiomas Segura

**EFL:** English as a Foreign Language

**IWBs:** Interactive Whiteboards

**VLEs:** Virtual Learning Environments

**MALL:** Mobile Assisted Language Learning

**TPR:** Total Physical Response

**CMC:** Computer Mediated Communication

## ABSTRACT

This study investigates the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform to improve phrasal verb vocabulary among adult learners at Centro de Matemáticas e Idiomas Segura (CMI Segura) in San Isidro de Alajuela during the third quarter of 2024. The study involved 25 adult participants and employed a mixed-methods approach, including a pre-test, two observation checklists, a questionnaire, and a post-test. The pre-test results highlighted a need for focused practice in phrasal verbs, confirming initial knowledge gaps among learners. Following the intervention, the post-test demonstrated a notable improvement, with 75% of participants meeting the targeted proficiency level. Observations confirmed high engagement and autonomy, with the Nearpod platform facilitating immediate feedback and interactive learning.

The results suggest that Nearpod, as a CALL tool, effectively enhances engagement, promotes vocabulary acquisition, and supports diverse instructional approaches. The study highlights the importance of contextual and autonomous learning in mastering complex vocabulary, aligning with recent CALL research. Recommendations include incentivizing attendance, fostering student autonomy, introducing phrasal verbs prior to CALL-based activities, and expanding sample size in future studies to strengthen findings.

## **CHAPTER I: RESEARCH PROBLEM**

## 1.1 Introduction

Technology is a powerful tool that everyone must learn how to use. Humans are continually evolving, transforming, and making significant changes in their lifestyles (Bandura, 2002, p. 2). This constant state of flux is essential for growth and progress. A striking example of this adaptation process is illustrated by the recent pandemic. Overnight, integrating into the digital world became a necessity, compelling individuals and organizations to adopt modern technologies and innovative ways of communicating (Dayal, 2023, pp. 2-3).

The field of education was particularly impacted by this sudden shift. Teachers found themselves needing to reinvent their teaching methods, creating engaging lessons through digital applications and platforms. This shift required educators to quickly become proficient with various technological tools to maintain the quality of education and keep students engaged (Herawati et. al., 2022, p. 426). Likewise, students had to adapt to new modes of studying and learning, often from home, using these digital mediums. They had to develop new skills to navigate virtual classrooms, manage their time effectively, and stay motivated without the traditional classroom environment (Raheem & Ghafar, 2023, p. 642).

Despite the abrupt and widespread changes brought by the pandemic, it is important to recognize that the integration of technology in education is not an entirely new phenomenon. Over the past few decades, there has been a gradual incorporation of digital tools and resources in educational settings. "...computers have been around and used in education and language pedagogy since 1960s" (Warschauer and Healey, 1998, as cited in Polat, 2017, p. 17).

Polat (2017) supports this and explains that the authors Warschauer and Healey have categorized Computer Assisted Language Learning (CALL) into three different phases as follows: behavioristic CALL, communicative CALL, and integrative CALL (p. 18). First, in

behavioristic CALL, which was applied during the 60s and 70s "...computer was regarded as a mechanical instructor which never grew tired, and allowed students to work individually" (Sedaghatkar, 2017, p. 232). Second, communicative CALL, which was implemented in the late 70s and early 80s, was primarily focused on expression and development. Likewise, it emphasized what learners did with each other while they worked with the computer (Polat, 2017, p. 19). Third, integrative CALL emerged in the 90s as an alternative "...which seeks both to mix different skills (e.g. listening, speaking, reading, and writing) and to incorporate technology more into the language learning process" (Sedaghatkar, 2018, p. 232).

Wiącek (2024) adds that nowadays, "...CALL has embraced Web 2.0 applications like podcasts, blogs, wikis, and social networking for language teaching and learning. Other trends include the use of Interactive Whiteboards (IWBs), Virtual Learning Environments (VLEs) like Moodle, Mobile Assisted Language Learning (MALL), and teaching in virtual worlds such as Second Life" (para. 5).

Despite the time in which the CALL approach has been utilized, there has been a need for implementing innovative technologies in education over the years, and it provides advantages in the educational path including resource variety, authentic materials, flexibility, and interactive learning, among others (Algaddari, 2021, pp. 203-204).

Concerning this matter, this study aims to determine the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024.

### ***1.1.1 Background of the Problem***

Educational techniques and strategies are evolving, with technology now playing a

fundamental role in various aspects, including education. However, most institutions in Costa Rica lack the necessary tools to fully integrate these advancements. Therefore, the country must swiftly adapt to these changes. García (2022) conducted a study analyzing the impact of games and songs as part of cloud computing activities on vocabulary learning in English as a Foreign Language (EFL) among ninth graders at Liceo Jose Marti during the first semester of 2022. She found that students typically have at least one device to complement their English learning process, and most of them have internet access (p. 53). Despite this, cloud computing is not consistently used during lessons. Students reported improvements in listening and speaking skills through these technological applications, and both students and teachers viewed the use of games and songs as a positive teaching strategy that promotes engagement and enhances the learning process (p. 84). They also highlighted the need to improve internet access and for the government to invest in its quality. García recommends that English teachers be trained in the use of cloud computing and increase their use of online games and songs to further motivate students in their language learning. The government must invest in equipping all schools with new technologies and for teachers to encourage students to explore how available technology can enhance their vocabulary and overall English proficiency (pp. 85-86). An understanding has been reached that digital applications primarily enhance listening and speaking skills but not vocabulary acquisition.

Similarly, adult students learning English as a second language often experience a lack of motivation due to several factors such as fatigue, limited practice time, and insufficient immersion in the language. Therefore, it is imperative to conduct interactive lessons that utilize creative methodologies, strategies, and resources. Guzmán (2019) performed a study at Capacitación Obrera Primary Public Night School to improve adult primary students' English

vocabulary using various techniques. She discovered that adult students could enhance their English vocabulary through these techniques and feel motivated and confident to practice and learn through innovative activities (p. 53). Nevertheless, it is recommended that teachers devise diverse strategies to enhance the learning process and encourage student participation. They should tailor the MEP program to cater specifically to adult learners and incorporate collaborative group activities.

Additionally, it is crucial to ensure that any innovative methods applied in the classroom are suitable for the student demographic. Finally, making the educational experience enjoyable is essential for fostering a positive learning environment (pp. 72-73).

In addition, ESL students in Costa Rica's public schools encounter difficulties with vocabulary that prevent them from expressing themselves as effectively as they would like. Salazar (2023) conducted a study to demonstrate the effectiveness of Total Physical Response (TPR) by reinforcing students' vocabulary with educational activities. The results showed that students were participative, interested, and motivated. Moreover, TPR promoted collaborative learning and the development of listening and speaking skills, and it enhanced the acquisition of new vocabulary. As a result, TPR undoubtedly enhances outcomes in English classes by fostering positive interaction, cultivating a stress-free learning environment, promoting student engagement through game-based activities, and facilitating comprehensive development of listening skills (pp. 77-90). Furthermore, this approach ensures that students are learning and not merely memorizing. To improve results, several recommendations were suggested: prolonging the duration of the research, using a smaller sample, employing multiple approaches, incorporating educational games, and carefully considering the required equipment. Performing various observations within this group will help ensure that the findings are comprehensive and

reliable. By implementing these strategies, a higher level of precision and validity in research outcomes can be achieved (pp. 97-98).

### ***1.1.2 Justification***

Given the critical importance of digital applications in education, the need to enhance vocabulary for English learners, and the effectiveness of TPR in reinforcing lexical knowledge, it is evident that innovative resources are crucial for skill development. This research proposal aims to enhance vocabulary acquisition, specifically about phrasal verbs, in adult learners through activities aligned with the Computer-Assisted Language Learning (CALL) approach, utilizing the technological tool “Nearpod.” Nearpod facilitates the creation of various educational games and the development of creative, engaging lessons.

The significance of technology in modern education, especially in light of the shifts necessitated by the COVID-19 pandemic, underscores the need for technology-based environments that incorporate gamification. Molina-Carmona & Llorens-Largo (2020) explain that “The interactive features of the games, the action, and the speed strengthens the neurons and links that are involved in the correct prediction by means of endorphins and dopamine, giving the player the sensation commonly known as fun” (p. 4).

Furthermore, Santos & Vélez (2021) demonstrated in a case study that the implementation of an application significantly increased the motivation of English as a Foreign Language learners during the COVID-19 pandemic. Based on the article, the lack of student-student interaction made scholars feel sad and unmotivated. However, the tool utilized (ClassDojo) fostered learning and enjoyment (p. 63).

Integrating Nearpod into vocabulary acquisition activities can create a dynamic and engaging learning environment. This approach not only improves vocabulary retention but also

enhances overall learner motivation and enjoyment, making it a valuable strategy for adult EFL education.

### ***1.1.3 Problematization***

Adults are increasingly immersing themselves in the English language, recognizing its significance for cognitive benefits, expanded employment opportunities, and improved communication skills. A critical factor in becoming proficient in English as a foreign language (EFL) is the learner's vocabulary. As BENRABAH (2019) notes, “English word-knowledge is essential for all learners who wish to gain proficiency in the language” (p. 85). However, vocabulary acquisition can be monotonous, and adults face challenges such as reduced retention abilities compared to children, time constraints, and fatigue from work, which impact their learning.

To address these challenges, innovative and engaging teaching methods are essential, as traditional vocabulary teaching approaches are becoming outdated. The pandemic demonstrated the necessity of adapting to innovative technologies, with classes shifting to platforms like Teams and Zoom, and worksheets becoming digital. This shift highlights the need to leverage teaching approaches that best meet students' needs.

One such approach is Computer-Assisted Language Learning (CALL). Benyo (2020) explains that “CALL helps teachers to facilitate the language learning process. The technique can be used to reinforce what has been learned in the classroom or as a remedial tool to help the learners who require additional support and help” (p. 1390).

Similarly, a study conducted by Sedaghatkar (2017) states that students not only increased their vocabulary knowledge through the CALL program but that they also enjoyed the process and felt relaxed (p. 236). Thus, incorporating CALL into EFL instruction can

significantly enhance vocabulary acquisition and overall language proficiency.

## **1.2 Problem Formulation**

Adults from Centro de Matemáticas e Idiomas Segura struggle with the use of vocabulary, specifically phrasal verbs, during English lessons.

### ***1.2.1 Research Question***

**What is the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024?**

### ***1.2.2 Hypothesis***

After implementing the Nearpod platform using the CALL approach in classrooms, adults from Centro de Matemáticas e Idiomas Segura will be able to enhance their vocabulary about phrasal verbs during the III quarter of 2024.

## **1.3 Objectives**

### ***1.3.1 Main Objective***

To determine the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024.

### ***1.3.2 Specific Objectives***

1. To determine the baseline knowledge that adults from CMI Segura have regarding

phrasal verbs before applying the CALL approach and using the Nearpod platform.

2. To validate the handling of the CALL approach and Nearpod platform during English classes to teach about phrasal verbs vocabulary.
3. To examine the knowledge that adults CMI Segura have regarding phrasal verbs after applying the CALL approach and using the Nearpod platform.

## **1.4 Scope and Limitations**

### ***1.4.1 Scope***

This research aims to emphasize the significance and benefits of using the Nearpod platform to improve the acquisition of vocabulary, specifically phrasal verbs. Students at the Centro de Matemática e Idiomas Segura will gain from this advancement by leveraging a free technological resource that provides engaging games and interactive slides, enabling them to effectively acquire phrasal verbs vocabulary.

### ***1.4.2 Limitations***

Several key factors are crucial to consider during this research, particularly concerning the unique challenges faced by adult learners in language acquisition. Motivation is paramount in learning a new language, and this is especially true for the adult learners enrolled in English classes at the Centro de Matemáticas e Idiomas Segura. These students are typically working professionals with numerous responsibilities beyond their academic pursuits, such as job commitments and family obligations. These additional demands on their time and energy can significantly influence their engagement levels and even affect their attendance rates.

Another crucial aspect is the age range of the students, which spans from 18 to 49 years

old. This broad age range introduces potential generational differences in learning styles, technological familiarity, and cognitive abilities. Younger students might be more adept at utilizing digital tools and resources, whereas older students might rely more on traditional learning methods. Additionally, cognitive changes that come with aging can affect language acquisition, with younger adults generally finding it easier to learn new languages compared to older adults.

## **CHAPTER II: THEORETICAL FRAMEWORK**

The theoretical framework is the ‘blueprint’ for the entire dissertation inquiry. It serves as the guide on which to build and support your study and also provides the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole. (Grant & Osanloo, 2014, p. 13).

This theoretical framework explores the intersection of language acquisition, technology integration, and adult learning within the context of enhancing vocabulary acquisition, specifically focusing on phrasal verbs, through the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform.

Theoretical underpinnings of this study delve into the evolution and application of the CALL approach, examining its definition, historical development, strategic implementations, and its relevance in contemporary educational practices. Furthermore, it investigates recent trends in the utilization of technological resources in language classrooms, with a particular emphasis on the Nearpod platform—a dynamic tool known for its interactive features and educational benefits in enhancing engagement and comprehension among learners.

Central to this framework is the significance of vocabulary acquisition in language learning, highlighting its pivotal role in linguistic competence and communication skills development. Specific attention is given to the complexities and challenges associated with learning phrasal verbs, a crucial aspect of English vocabulary often posing difficulties for learners.

Moreover, this framework considers the unique characteristics and educational needs of adult learners enrolled at Centro de Matemáticas e Idiomas Segura, situating the study within a demographic and educational setting context. By synthesizing these elements, the framework aims to provide a comprehensive understanding of how the integration of CALL approaches,

particularly through the Nearpod platform, can effectively support vocabulary acquisition, thereby contributing to enhanced language proficiency and learning outcomes among adult learners.

## **2.1 HISTORICAL CONTEXT**

Centro de Matemáticas e Idiomas Segura was established by Cristhian Andrés Ortega Segura, a Mathematics professional from San Isidro de Alajuela. Driven by his passion for education, he founded this virtual institute to prepare students for university admission exams, focusing on areas such as verbal reasoning, mathematical logic, and cognitive skill development.

The institute later expanded its offerings to include English language courses, taught by esteemed professionals from institutions like Universidad Nacional de Costa Rica and Universidad de Costa Rica. Currently, the institute has grown significantly, with over 420 students enrolled. The English program comprises five distinct courses, encompassing a total of ten modules, and caters to learners at various levels, from basic to advanced.

## **2.2 THEORETICAL-CONCEPTUAL CONTEXT**

### ***2.2.1 English Language Approaches***

To understand the suitable approach for this research, it is essential to define what a teaching approach entails. Setiyadi (2020) differentiates between the terms *teaching method*, *teaching approach*, and *teaching technique*, noting that these terms are often misused interchangeably (p. 6).

Setiyadi (2020) expresses that a teaching method is "...developed based on some assumptions of an approach and includes the whole plan for the presentation of language materials" (p. 11). Hasanova et al., (2021) further elucidate that a teaching method "...is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing

students' learning" (p. 371). They emphasize that the choice of teaching method depends on several factors including the educator's philosophy, classroom demographics, subject area, and the school's mission statement (p. 372).

A teaching approach, as described by Setiyadi (2020), is "...a set of correlative assumption sdealing with the nature of language and the nature of language learning and teaching" (p. 6).

Similarly, Hasanova et al., (2021) articulate that a teaching approach "...provides direction and sets expectations to the entire spectrum of the teaching process" (p. 371).

According to Setiyadi (2020), a teaching technique is "...something that actually takes place in language teaching or learning in the classroom" (p. 12). Various techniques can be employed within a single teaching method and are often referred to as procedures (Setiyadi,2020, p. 12).

These three concepts are interrelated. A teaching approach forms the foundation for developing a teaching method, and teaching techniques are the practical implementations of a method. For this study, the focus will be on the Computer Assisted Language Learning (CALL) approach, which will be explored further in the subsequent section.

### ***2.2.2 Computer Assisted Language Learning (CALL)***

Computer Assisted Language Learning is a multifaceted teaching approach that has evolved significantly over decades, benefiting from diverse pedagogical approaches and technological innovations. Today, it continues to be influenced by these approaches and new technologies as they emerge (Polat, 2017, p. 18). The following sections will discuss its definition, history, strategies across various skills, and its relevance to the English language.

### 2.2.2.1 Definition

Computer Assisted Language Learning (CALL) is defined in various ways by multiple scholars. This diversity of definitions highlights the dynamic and evolving nature of CALL in language education. Abdallah (2021) defines CALL as:

...an approach in language learning in which a computer presents material to the learner or where the computer is used as a tool to aid language learning i.e. computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. (p. 11)

This definition emphasizes the role of computer technology in presenting, reinforcing, and assessing learning materials, underscoring the interactive component inherent in CALL. Tafazoli (2021) views CALL as an: "...educational trend in response to the demands of language teachers and students in the world immersed in technology" (p. 56). Here, CALL is seen as a response to the increasing integration of technology in education, addressing the needs of both teachers and students in a technologically advanced world. Likewise, The terminology of CALL dates back to the 1990s and can be defined as: "...search for and study of applications of the computer in language teaching and learning" (Levy, 1997, as cited by Yigitcan Badem & Demiray Akbulut, 2019, p. 35). Ozfidan & Burlbaw (2020) also contribute to this understanding by stating that: "CALL is usually regarded as the use of computers as a help to present the language material" (p. 10).

Overall, these definitions collectively illustrate that CALL encompasses the use of computer technology to facilitate language learning through interactive, supportive, and research-driven methods.

### 2.2.2.2 History

The theoretical framework of this study involves a comprehensive examination of the historical evolution of the Computer Assisted Language Learning (CALL) approach, which began in the 1960s. According to Yigitcan Badem & Demiray Akbulut (2019), the initial phase of CALL, known as the *Behaviorist phase*, occurred during the 1960s and 1970s (p. 36). Polat (2017) explains that "the behaviorist school of thought, influenced by Thorndike (1913), Pavlov (1927), and Skinner (1974), postulates that learning is a change in observable behavior caused by external stimuli in the environment" (p. 18). This phase, also referred to as the *Structural phase*, focused on drill-and-practice techniques characterized by repetitive language drills (Yigitcan Badem & Demiray Akbulut, 2019, p. 36).

During this stage, the model of the *computer as tutor* was prominent, where the computer was viewed as "...a tool that used to give instructions to the learners" (Mirani et al., 2019, p. 39). Moreover, *Behaviorist CALL* was primarily based on the grammar-translation and audiolingual methods (Yigitcan Badem & Demiray Akbulut, 2019, p. 36).

Nevertheless, criticism of the *Behaviorist CALL* stage emerged, paving the way for the development of *Communicative CALL*, which aimed to:

...implementing a way of approach that was more focused on moving away from the solid borders of exercises with limited and pre-fabricated capabilities, to cognitive and open-ended applications which induced the courage of students for generating original utterances and responses. (Warschauer & Healey, 1998, as cited by Yigitcan Badem & Demiray Akbulut, 2019, p. 37)

In other words, the *Communicative CALL*, which developed between the late 1970s and early 1980s, was based on theories asserting that "...learning was a process of discovery,

expression, and development" (Polat, 2017, p. 18). During this period, innovative methods were utilized, emphasizing a more humanistic approach that engaged the entire individual, including their emotions and the affective dimension. Examples of these methods include Community Language Learning, Total Physical Response, and the later, more comprehensive approach known as Communicative Language Teaching (Polat, 2017, p. 19).

By the late 1980s and early 1990s, the application of computers in language learning was criticized for being "ad hoc and disconnected" (Warschauer & Healey, 1998, as cited by Polat, 2017, p. 19). This led to the third and final phase, named *Integrative CALL*, which, according to Yigitcan Badem & Demiray Akbulut (2019), spans from 1990 to the present. They characterize Integrative CALL by: The goal of surmounting the challenges associated with language learning, the emphasis on task-based methods rather than traditional structure-based approaches, and the chance to incorporate new technologies into the classroom (p. 39). Warschauer (1996) further subdivides this phase into two key areas: multimedia technology and the internet (as cited by Yigitcan Badem & Demiray Akbulut, 2019, p. 38).

On the one hand, "Multimedia technology (i.e. CD-ROMs) allows a variety of media such as text, graphics, sound etc. to be contained and accessed on a single computer" (Yigitcan Badem & Demiray Akbulut, 2019, p. 38).

On the other hand, internet offers a dynamic and expansive resource for language learning. Reid (2014) highlights its dual role in providing both authentic materials and specialized EFL content (p. 18). Moreover, internet facilitates Computer Mediated Communication (CMC), which Warschauer (1996) describes as "probably the single computer application to date with the greatest impact on language teaching" (as cited by Yigitcan Badem & Demiray Akbulut, 2019, p. 38).

This evolution of the CALL approach not only highlights its progression, underlying theories, and the development of teaching methods but also demonstrates how technological advances in education have adapted to meet the needs of both teachers and students.

### **2.2.2.3. Strategies and Relevance**

Computer-Assisted Language Learning (CALL) serves as a valuable framework for enhancing multiple language skills, including listening, speaking, reading, writing, grammar, and vocabulary.

Abdallah (2021) asserts that "Listening is potentially one of the most promising areas for CALL development" (p. 46), highlighting multimedia computing's integration of audio and video capabilities alongside advanced features such as text support, hyperlinked glossaries, and translation services (p. 46). Khoiriyah's (2020) research explores the synergy between CALL and Second Language Acquisition (SLA) theories in improving English listening skills through web-based resources (p. 81). This study underscores that integrating CALL tools can significantly enhance effective listening instruction (p. 89). Likewise, proficiency in speaking skills is enhanced through this pedagogical approach

Tulud (2022) affirms that CALL tools frequently incorporate functionalities such as speech recognition and pronunciation guides, facilitating learners in refining their speaking accuracy and fluency (p. 61). Furthermore, learners can engage in repetitive speaking practice and receive immediate feedback on their performance (p. 55).

Regarding reading skills, "It is proposed by many researchers and educators that CALL is one of the most important ways to concentrate the power of the computer technology on cultivating the students' potential to become effective and independent readers" (Liu, 2015, p.1011). Indeed, there are various ways in which CALL can be used as a tool; for instance, text

reconstruction activities, timed or paced readings to develop speed, and multimedia reading (Rima, 2008, as cited by Abdallah, 2021, p. 48).

Nurawalia (2021) explored the effectiveness of computer-assisted language learning (CALL) in improving writing skills, highlighting a significant enhancement in students' proficiency following the CALL intervention (pp. 117-118). This emphasizes the advantages of integrating technological tools in language education to bolster skill development. According to DeSouza & Fleming (2003), "By using CALL, teachers can provide multimodal assessment available in various formats such as hypermedia, offering instant feedback that benefits a diverse range of students compared to traditional paper-and-pencil assessments" (as cited in Nurawalia, 2021, p. 102).

"Dynamically evolving CALL technologies significantly influence the landscape of grammar instruction" (Pokrivčáková, 2015, p. 38). In her research, Pokrivčáková highlights several advantages of implementing CALL in grammar education, emphasizing enhanced interaction and personalized learning opportunities (p. 39). Additionally, Alahmadi (2019) conducted a study revealing a significant disparity in grammar proficiency between students who utilized CALL along with supplementary materials and those who relied exclusively on traditional textbook methods (p. 156).

About vocabulary skills:

Computer as a tool offers great potential to enhance vocabulary instruction, external stimulation, rich graphic, and online rewards. These in turn provide ample opportunities for learners to encounter new words in multiple contexts by allowing them quick access to text and graphic and immediate access to vast information.

(Mustafa et. al 2012, as cited by Abdallah 2021)

A study conducted by Enayati & Pourhosein Gilakjani (2020) investigated the impact of Computer Assisted Language Learning (CALL) on vocabulary acquisition among intermediate English as a Foreign Language (EFL) learners. The research highlighted the significance of digital games and other CALL tools in enhancing vocabulary learning and retention compared to traditional teaching methods. The findings demonstrated that the use of CALL resulted in better vocabulary learning outcomes for EFL learners (pp. 108-109).

For the purpose of this research, the primary focus will be on the acquisition of vocabulary skills through the CALL approach, emphasizing its advantages over conventional vocabulary teaching techniques.

### ***2.2.3 Technological Resources in the Classroom***

The integration of technology in education has evolved significantly over the decades. Initially introduced with films and radios in classrooms as early as the 1920s, educators gradually incorporated technological tools to enhance teaching methods (Delgado et al., 2015, p. 398). However, it was not until the 1980s and 1990s that computers began to be widely used in schools, marking a pivotal shift towards personalized learning environments (Cuban, 1993, as cited by Delgado et al., 2015, p. 398).

Technological resources in education are broadly defined as electronic, digital, or physical tools that support the delivery and assessment of educational content. These resources encompass apps, platforms, and software adaptable for use in virtual, hybrid, or traditional learning settings (Sphero Team, 2022, para. 3).

The incorporation of technology has brought forth numerous benefits. Internet technology, for instance, has facilitated global connectivity in education, enabling mobile and distance learning opportunities. This advancement has particularly benefited students in

developing countries, granting them access to advanced educational courses (Kasumu & Abe, 2018, p. 147).

Moreover, technological tools such as websites, apps, learning games, e-books, and virtual tutoring have enabled personalized education. Students can now learn at their own pace, while the internet provides instant access to a wealth of information beyond traditional textbooks. This not only enhances their understanding of subjects but also equips them with skills to critically evaluate online sources (Willie, 2015, as cited by Kasumu & Abe, 2018, p. 148).

Students' familiarity with and preference for technology tools like computers, tablets, and smartphones further contribute to their engagement in learning. These tools are integral to blended learning approaches that reduce costs associated with traditional materials while offering unlimited access to learning resources (Willie, 2015, as cited by Kasumu & Abe, 2018, p. 148).

Overall, the integration of technology in education promotes significant student engagement and supports diverse learning needs. It empowers students by providing them with sample choices in their studies, thereby fostering self-directed learning both inside and outside the classroom (Willie, 2015, as cited by Kasumu & Abe, 2018, p. 148). This framework illustrates how technology continues to reshape educational practices, offering new avenues for personalized and effective learning experiences.

### **2.2.3.1 Recent Trends**

Recent trends in education have demonstrated significant shifts towards innovative technological solutions. For instance, online learning has rapidly ascended as the leading educational technology trend, particularly due to the swift impact of the COVID-19 pandemic (Sahu & Soni, 2022, p. 2). This mode of learning facilitates student engagement by enabling

direct interaction with digital content (Sahu & Soni, 2022, p. 2).

Another notable development is the integration of digital games in teaching, which is heralded as one of the most promising advancements in educational technology and remains a focal point for educators and researchers alike (Byung & Joung, 2018, as cited by Alghamdi, 2020, p. 15). These games employ learning methods such as role-playing and simulation to enhance educational experiences (Hainey et al., 2015, as cited by Alghamdi, 2020, p. 16).

Furthermore, virtual reality has emerged as a transformative tool, offering an immersive, 3-D visual simulation that allows real-time interaction (Akçayır & Akçayır, 2017, as cited by Alghamdi, 2020, p. 16).

Lastly, the application of artificial intelligence (AI) in education is garnering increasing interest annually. AI technologies are being utilized in various educational contexts, including the automation of administrative processes, curriculum and content development, instructional support, and the enhancement of student learning experiences (Chen et al., 2020, p. 75269).

In summary, contemporary education is being transformed by key technological trends, including online learning, digital games, virtual reality, and artificial intelligence. These innovations are reshaping the educational landscape, offering enhanced, interactive, and efficient learning experiences.

#### ***2.2.4 Nearpod Platform***

The Nearpod Platform is an interactive tool in which teachers can perform activities like Time to Climb, Quiz, Polls, Draw-It, and Open-Ended Questions while monitoring student's progress and participation (Naik et al., 2022, p. 3). The following section will encompass its description and educational benefits.

#### **2.2.4.1 Description**

In their study, Naik et al., (2022) highlight that Nearpod is a web-based application accessible on various low-cost devices, easy to use, and compatible with all browsers with an internet connection (p. 3). Similarly, Abudulla et al., (2020) emphasize that Nearpod offers a wide range of online teaching tools featuring an interactive and user-friendly interface. The platform includes a formative assessment system with quizzes and assignments and provides reference materials such as study notes, videos, and audio resources (p. 3).

#### **2.2.4.2 Educational Benefits**

Diverse studies have been performed to examine the benefits of Nearpod in the educational field. For instance, Naumoska et al., (2020) explored the use of Nearpod as a tool to enhance students' motivation for learning chemistry. Their findings indicated that Nearpod increased student engagement and active participation during lessons, with students appearing more motivated and satisfied with the conduct of the classes (p. 97).

Similarly, Naik et al., (2022) found that the Nearpod application effectively addressed challenges such as improving students' attention spans, increasing classroom participation, and enhancing their conceptual understanding (p. 5). Furthermore, a study was executed to examine the impact of Nearpod features on female students' interaction in a BYOD learning environment. The results reveal that students identified Nearpod's capabilities in presenting and facilitating real-time assessment as pivotal factors encouraging their participation in classroom learning activities. Additionally, both instructors and students acknowledged Nearpod's effective management of instructional materials, which supported the seamless execution of learning tasks during lectures (Hakami, 2020, p. 124).

In conclusion, the body of research investigating the utility of Nearpod in educational

settings underscores its multifaceted benefits. As educators continue to explore innovative tools like Nearpod, these findings demonstrate its potential to positively impact educational outcomes.

This research will focus on evaluating the effectiveness of the Nearpod platform in facilitating the acquisition of phrasal verbs.

### ***2.2.5 Vocabulary Acquisition***

Vocabulary acquisition is a fundamental aspect of language learning, as it facilitates effective communication. As Pateşan et al., (2019) assert, communication involves not merely a long list of words but also intelligible sentences, phrases, collocations, expressions, and idioms that native speakers use in everyday situations (p. 300). Achieving proficiency in vocabulary can be accomplished through various strategies, including flashcards, mime, and repetition.

The following sections will elaborate on what vocabulary acquisition entails, its importance in language learning, and specifically, the acquisition of phrasal verbs vocabulary, which is the primary focus of this study.

#### **2.2.5.1 Definition**

Vocabulary, as defined by Cambridge Dictionary, refers to "all the words that exist in a particular language or subject." Lessard-Clouston further elaborates on this definition, describing vocabulary as "...words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (as cited by Pateşan et al., 2019, p. 300). Vocabulary acquisition, therefore, is a critical component of language learning. It is described as "...a multifaceted process that involves the deliberate learning and integration of new words and phrases into one's linguistic repertoire" (Schmitt 2010, Webb & Nation 2017, as cited by Nazeer et al., 2023, p. 1). This complex process requires not only the understanding of individual words but also the ability to comprehend and use phrases and chunks of language

effectively within various contexts.

### **2.2.5.2 Importance in Language Learning**

"Students would not comprehend others' ideas or communicate their own ideas if they did not have a broad vocabulary" (Rashid et al., 2022, p. 542). This quotation illustrates the crucial role of vocabulary in expressing oneself in another language. Indeed, "Helping learners to gain a wide range of vocabulary knowledge is a fundamental issue for improving their general language proficiency" (Zhang & Graham, 2020, p. 2). Alqahtani (2015) reinforces this perspective, stating that "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (p. 22).

Nisma (2016) expands on the benefits of acquiring vocabulary, noting that teaching vocabulary is crucial in language learning because mastering vocabulary helps students excel in all language skills—speaking, listening, writing, and reading. A strong vocabulary aids students in practicing language structures more effortlessly, is essential for everyday communication, and reinforces the belief that English can convey the same ideas and emotions as their native language (pp. 78-79).

In conclusion, the acquisition of a wide-ranging vocabulary is indispensable for second language learners. It enhances their overall language proficiency, aids in the practice of linguistic structures, and ensures successful communication in diverse contexts. The upcoming section will emphasize the specific vocabulary intended for use in this research.

### **2.2.6 Vocabulary about Phrasal Verbs**

Phrasal verbs are a complex and integral component of the English language, distinguished by their unique structure and usage. According to The British Council, phrasal verbs can be categorized into two primary types: separable and inseparable. Separable phrasal

verbs allow the verb and preposition to either remain together or be split apart. For instance, one might say, "They have called the meeting off," or "They have called off the meeting" (para. 9). In contrast, inseparable phrasal verbs must remain connected, even when a personal pronoun is involved. An example of this would be, "I came across your email when I was clearing my inbox" (para. 11). Additionally, there are phrasal verbs with two particles, which are also inseparable. An example of this type is, "Who came up with that idea?" (para. 23). The challenge of mastering phrasal verbs is compounded by their sheer number, as Cambridge identifies approximately 5,000 phrasal verbs in the English language (para. 1)

#### **2.2.6.1 Definition**

Abid Thyab (2019) emphasizes that phrasal verbs "...are a vital part of English language vocabulary and is a basic part of this language's history, heritage, and culture" (p. 430). This underscores the integral role that phrasal verbs play in communication and their deep-rooted presence in the language.

To understand the challenges, it is crucial to specify what a phrasal verb is. Tugrul (2012) describes a phrasal verb as "...a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts" (p. 114). This highlights the unique and often non-literal meanings that phrasal verbs can convey.

Rodríguez-Puente & Obaya-Cueli (2019) offers a detailed definition, describing phrasal verbs as "partially lexicalised and idiomatised two-word lexical units made up of a verb and a particle of adverbial origin, whose syntactic bondedness can be described in terms of a gradient from lowly lexicalised to fully lexicalised and whose meaning can be analysed along a scale from fully transparent to fully idiomatised" (p 809). This definition accounts for the variability in

the degree of lexicalization and idiomaticity of phrasal verbs, highlighting their complex nature.

However, there is no universally accepted definition for phrasal verbs. Gardner and Davies (2007) note that "linguists and grammarians struggle with nuances of phrasal verb definitions" (as cited by Riguel, 2015, p. 112). This lack of consensus stems from differing perspectives among linguists. Some define phrasal verbs as combinations of a verb with either a preposition or an adverbial particle, while others only consider those with an adverbial particle. Traditionally, phrasal verbs are viewed as comprising a verb and an adverbial particle (Riguel, 2015, p. 112). Badem and Şimşek (2021) support this and explain that "While some of these phrases are considered as prepositional phrases by some researchers, other researchers may consider them as phrasal verbs" (p. 56).

In summary, the varied definitions and understandings of phrasal verbs reflect their complexity and the challenges they present in both learning and teaching. Below, the main obstacles regarding phrasal verbs will be discussed.

#### **2.2.6.2 Challenges**

Phrasal verbs represent a vital component of linguistic phenomena. Ngoc and Quoc (2019) assert that "along with the widespread use of lexicon, phrasal verbs serve as an integral domain of linguistic phenomena" (p. 114). Tugrul (2012) highlights the necessity for students to actively engage in learning phrasal verbs, recognizing their pervasive use in both written and spoken English by native speakers (p. 114). Additionally, Ngoc and Quoc (2019) demonstrate the prevalence of phrasal verbs in language use, noting that "two phrasal verbs occur in every 192 words per page of written text on average" (p. 117).

However, scholarly research suggests that learners frequently confront significant challenges when acquiring phrasal verbs, primarily due to their unpredictable usage, widespread

prevalence across various contexts, and the multiplicity of interpretations they entail (Junyu, 2012, as cited by Zohaib, 2019, p. 1). Abid Thyab (2019) further corroborates these findings, noting that non-native speakers often struggle not only with effectively employing phrasal verbs but also with fully grasping their nuanced meanings in comparison to their native counterparts (p. 430). Moreover, Badem and Şimşek (2021) observe a spectrum of learner responses, ranging from overuse to avoidance of phrasal verbs, underlining the intricate nature and formidable challenges associated with their acquisition (p. 56).

Additionally, Abid Thyab (2019), in his study “Phrasal Verbs in English as a Second/Foreign Language,” highlights further challenges associated with learning phrasal verbs. One major issue is that a single phrasal verb can possess multiple distinct meanings (p. 435). For instance, "pass out" can mean to give or distribute, as in “The student passed out the test to his classmate,” but it can also mean to faint, as in “My friend passed out during her workout.” This multiplicity of meanings adds another layer of difficulty for students, who must learn to discern the correct meaning based on context.

In addition, phrasal verbs follow different grammatical patterns, and the pattern for one may not apply to another (p. 435). For example, the phrasal verb "give up" has two meanings: to stop doing an activity or to surrender. The particle "up" can be separated only in the second context, as in “The killer gave himself up to the judge.” Therefore, context plays a fundamental role in understanding and using phrasal verbs correctly.

Further, certain verbs may resemble phrasal verbs but are not actually classified as such. This distinction is typically clear to native English speakers but often causes confusion among non-native English speakers (p. 435). The author refers to the following example: run across. He explains that the verb "look across" illustrates both an abstract and a literal meaning. In sentences

like "I ran across my aunt yesterday," where it implies meeting someone by chance, it qualifies as a phrasal verb. However, in a literal context such as "She ran across the green field," where it simply describes movement over a surface, it functions as a straightforward verb and not as a phrasal verb (p. 435).

Puji (2022) elucidates that "The meaning of a phrasal verb cannot be predicted from its individual verb and its adverb. Some of the phrasal verbs are commonly idiomatic and cannot be translated literally" (p. 2). This observation exhibits a significant challenge faced by students in mastering phrasal verbs. The inherent unpredictability and idiomatic nature of many phrasal verbs render them resistant to straightforward literal translation.

Overall, the acquisition of phrasal verbs presents substantial challenges for learners, as emphasized by various scholars. Tugrul (2012) stresses the necessity for active student engagement due to the extensive use of phrasal verbs in native English. Despite this, Junyu (2012), cited by Zohaib (2019), highlights the unpredictable usage and varied interpretations of phrasal verbs as significant obstacles for learners. Abid Thyab (2019) corroborates these findings, pointing out the struggle non-native speakers face in both understanding and using phrasal verbs effectively. The study also illustrates the difficulty posed by the multiplicity of meanings and differing grammatical patterns inherent in phrasal verbs, as well as the confusion caused by verbs that resemble phrasal verbs but are not classified as such. Badem and Şimşek (2021) further observe that learner responses to phrasal verbs can range from overuse to avoidance, highlighting the complexity of mastering these expressions. Puji (2022) adds that the idiomatic nature of many phrasal verbs exacerbates these challenges, making them resistant to literal translation. Therefore, to facilitate effective learning, educators must apply comprehensive instructional strategies that focus on contextual understanding and practical usage, rather than

memorization.

### ***2.2.7 Adult Learners at Centro de Matemáticas e Idiomas Segura***

The subject of this study pertains to adults enrolled in English courses at the virtual language institute known as Centro de Matemáticas e Idiomas Segura. The following section provides a detailed description of the demographic characteristics of these adults, the educational setting in which they are learning, and their specific learning needs.

#### **2.2.7.1 Demographic**

According to their website, Centro de Matemáticas e Idiomas Segura (CMI Segura) is dedicated to preparing students to pass the admission exams for public universities. Additionally, it offers English courses taught by highly qualified teachers (para. 1). The English programs are structured to enhance communication skills, listening comprehension, reading, and writing in English, thus facilitating language mastery for academic, professional, and personal purposes.

The general population includes students of all ages, as there are programs for children, teenagers, and adults. Students are placed according to their language proficiency level based on a placement test. The levels range from basic, pre-intermediate, intermediate, high intermediate, to advanced, with each level comprising two modules. The focus is on adults who are studying at the intermediate level, specifically in module VI. The adult learners typically range in age from 18 years and above.

#### **2.2.7.2 Educational Setting**

Adult learners at CMI Segura engage in synchronous lessons via Google Meet, covering a range of topics tailored to their specific levels and modules. These sessions, led by instructors from esteemed institutions such as Universidad Nacional and Universidad de Costa Rica, accommodate students who strive to balance study, work, and family responsibilities. As Cozma

(2015) notes, "Because of their lower energy levels and multiple responsibilities, adults generally come to the English classroom with a certain level of fatigue" (p. 1212). Despite this fatigue, their motivations for learning English encompass academic, professional, and personal goals, which, according to the same author, provide a primary motivation: "Unlike younger learners, adults almost always have a sound reason for studying" (p. 1210). Therefore, to effectively support these learners, teachers must employ interactive tools that capture the learners' attention and sustain their motivation.

### **2.2.7.3 Needs**

Intermediate students at CMI Segura face challenges with phrasal verbs, highlighting the need for a tailored teaching approach that considers their backgrounds, ages, and interests.

Cozma (2015) emphasizes that adult learners are more inclined to collaborate with educators toward achieving educational objectives when treated as equals in the instructional process (p. 1212). Consequently, it is imperative for teachers to integrate these students into the technological revolution, which offers numerous advantages in education. Nearpod, for instance, can effectively facilitate the teaching of phrasal verbs.

In fact, Cozma (2015) explains that when adult learners realize that technology helps them become more self-directed in their instructional and working environments, they become more willing to integrate technological tools within their study, alongside other resources like books, worksheets, videos, and listening materials. Technology allows instructors to create lessons and activities that require adult students to take an active role through experiential learning, addressing each learner's style by delivering objectives in various ways (p. 1212).

As explored in this theoretical framework, intermediate students from CMI Segura face significant challenges in learning phrasal verbs. However, the integration of technology

platforms such as Nearpod could show positive outcomes, which will be discovered below.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

The current chapter presents the methodological framework guiding the research study, outlining the foundational approach and techniques employed. It is structured to provide a comprehensive overview of the research process, beginning with the type of investigation, which includes a detailed discussion of its purpose, temporal dimension, and framework, followed by the formulation of the hypothesis. The section further delves into the nature and character of the research.

Subsequently, the chapter addresses the subjects and sources of information, with a focus on defining the units of analysis and categorizing the data in first-hand sources, second-hand sources, and third-hand sources. The sampling and type are also elaborated upon to clarify the selection process of the participants. Likewise, the chapter includes an explanation of the techniques and instruments utilized in gathering and analyzing the data, ensuring the validity and reliability of the research findings. Finally, it concludes with operationalization of variables, which explains how the research variables were defined, measured, and validated.

## **3.1 Type of Investigation**

### ***3.1.1 Purpose (Applied)***

According to Pawar (2020), the main objective of applied research is "to discover solutions, to provide knowledge, and to apply social research data into decisions to solve problems associated with serious risks" (p. 47). The current investigation follows an applied research methodology since it aims for determining the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024. The results obtained might contribute to enhancing the teaching practices of English as a Foreign Language (EFL) by

providing empirical evidence on the effectiveness of the CALL approach. Specifically, this study will offer insights into how interactive tools like Nearpod can facilitate the acquisition of phrasal verbs, a challenging aspect of vocabulary learning for many EFL learners.

### ***3.1.2 Temporal Dimension (Transversal)***

Pawar (2020) states the difference between transversal and longitudinal research designs and explains that in a transversal design, “The research design is calculated among study participants at some time. Research variable data are analyzed from a sample population which is collected from a given point of time” (p. 54). The current research employs a transversal design, as it involves collecting data from the same participants during a specific period, namely the third quarter of 2024.

### ***3.1.3 Framework (Micro)***

Ariñez (2018) explains that the scope of research encompasses the size and breadth of the organization, the areas, and the topics to be investigated. It indicates the extent to which the research will delve into these aspects, contingent upon the availability of financial resources, time, the number of researchers, and the depth of understanding of the subject matter (p. 28). Ariñez (2018) adds that: “If the research is very broad, the research is going to be less depth and more superficial, and this is inconvenient for the research itself” (p.30).

In line with this understanding, the present investigation focuses on intermediate-level students from Module VI at Centro de Matemáticas e Idiomas Segura (CMI Segura). Given that participants are part of a specific group and level, the research is conducted on a micro level, ensuring a deeper and more focused analysis.

CMI Segura is a virtual institute dedicated to preparing students to successfully complete admission exams for public universities. Additionally, it offers English courses taught by highly qualified instructors. These English programs are designed to enhance communication, listening, reading, and writing skills in English, thereby facilitating language mastery for academic, professional, and personal purposes (Centro de Matemáticas e Idiomas Segura, 2024).

The general student population at CMI Segura includes individuals of all ages, with programs tailored for children, teenagers, and adults. Students are placed into appropriate levels based on their language proficiency as determined by a placement test. The levels range from basic, pre-intermediate, intermediate, upper-intermediate, to advanced, with each level comprising two modules (Centro de Matemáticas e Idiomas Segura, 2024).

#### ***3.1.4 Hypothesis (Independent-Dependent)***

After implementing the Nearpod platform using the CALL approach in classrooms, adults from Centro de Matemáticas e Idiomas Segura will be able to enhance their vocabulary about phrasal verbs during the III quarter of 2024.

#### ***3.1.5 Nature (Mixed)***

“A mixed methods research design is a procedure for collecting, analyzing, and —mixing both quantitative and qualitative data in a single study to understand a research problem” (Jain, 2021, p. 6). The present study corresponds to a mixed method since it:

1. Evaluates objective theories by analyzing the connections between variables (Jain, 2021, p. 3). That is, the enhancement of vocabulary about phrasal verbs through the use of the Nearpod platform.

2. It investigates and comprehends the significance individuals or groups attribute to a social or human issue (Jain, 2021, p. 3). E.g., participants' opinions and behaviors when applying the CALL approach through the use of the Nearpod platform while learning about phrasal verbs.

### **3.1.6 Character**

According to Pawar (2020), exploratory research refers to a “Design used for research where no design study is done before” (p. 52). Consequently, the current research is classified as exploratory, as multiple articles and theses were explored and studied.

Likewise, explanatory research “...looks for causes and reasons and provides evidence to support or refute an explanation or prediction” (Lelissa, 2018, para. 4). Therefore, the present research is explanatory because it considers the opinions, reactions, and behaviors of participants.

Similarly, Pawar (2020) states that descriptive research “...includes phenomena being researched and characteristics of population” (p. 52). This research is descriptive, as instruments will be employed to measure specific patterns and collect various types of information.

Finally, Tan (2014) asserts that a correlational study “...seeks to ascertain relationships between two or more variables” (p. 1). This study is correlational because it examines the relationship between two variables: the Nearpod platform (independent variable) and the results of its application (dependent variable).

## **3.2 Subjects and Sources of Information**

### **3.2.1 Units of Analysis (objects or subjects of study)**

In this section of the document, the researcher delineates the target population for the study. This population is classified into two categories: the universe and the sample. Ariñez

(2018) contrasts these terms, stating that the universe refers to "...the elements or set of individuals in which the variables or topics of interest of the research are measured or studied" (p. 37). The universe comprises all students enrolled in English classes at CMI Segura. Conversely, Ariñez (2018) defines the sample as "...the total of individuals by which the practical research was made" (p. 37). For this study, the sample consists of 25 adult students from CMI Segura who are enrolled in English classes, specifically those in Module VI at the Intermediate level. The participants' ages range from 18 years and above.

### 3.2.2 *First-hand sources*

**Table 1**

*First-hand sources used in the research process*

<b>Autor or Authors</b>	<b>Article</b>	<b>Year</b>
Sphero Team	25 Technology Tools for The Classroom	2022
British Council	Phrasal Verbs – Learn English	2024
Centro de Matemáticas e Idiomas Segura	CMI Segura	n.d.
Naik et. al.,	Nearpod: An effective interactive ICT tool for teaching and learning through google meet	2022

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Abid Thyab	Phrasal verbs in English as a second/foreign language	2019
Abdallah	Computer-Assisted Language Learning (CALL) for 4th Year EFL Student Teachers	2021
Polat	Call in context: A brief historical and theoretical perspective	2017

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*Source:* Developed by Luciana Molina Sánchez (2024)

### 3.2.3 *Second-hand sources*

**Table 2**

*Second-hand sources used in the research process*

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<b>Author or Authors</b>	<b>Name</b>	<b>Year</b>
Tan	Music in the Social and Behavioral Sciences: An Encyclopedia	2014
Sahu & Soni	Emerging Trends and Research in Education Technology	2022
Setiyadi	Teaching English as a	2020

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 Foreign Language
 

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*Source:* Developed by Luciana Molina Sánchez (2024)

### 3.2.4 *Third-hand sources*

**Table 3**

*Third-hand sources used in the research process*

Author or Authors	University or Organization	Year
Ariñez	Universidad Hispanoamericana	2018

*Source:* Developed by Luciana Molina Sánchez (2024)

## 3.3 Sampling and Type

### 3.3.1 *Population*

The study's population consists of 420 students, representing the entire universe for this research. However, given the large scale of the institution's total population, a sample has been selected to facilitate the completion of the investigation process.

### 3.3.2 *Probabilistic*

The researcher provides an overview of the sampling methodology employed in this section. According to Showkat and Parveen (2017):

In probability sampling, each sample has an equal chance of being selected. A probability sample is one in which every element of the population has a known, non-zero probability of being chosen. This sampling method allows us to determine the likelihood that our sample accurately represents the population. (p. 2)

Given the diverse groups organized based on students' scheduling needs, the sample consists of randomly selected students from each available group. This research utilizes a probabilistic sampling approach, specifically stratified sampling. As noted by the authors: "In this method, the population elements are divided into strata based on certain characteristics, and a predetermined number of units are randomly selected from each of these smaller, homogeneous groups" (p. 4). This approach ensures that each group, or stratum, is adequately represented in the sample.

### **3.4 Techniques and Instruments**

In this section, the researcher delineates the instruments employed for data collection, which are designed to facilitate a comprehensive analysis and address the research question. The instruments encompass:

1. Pre-test: 15-question single-choice test administered to evaluate participants' baseline knowledge of phrasal verbs prior to the implementation of the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform.
2. Checklists: Utilized to validate the effective integration of the CALL approach and use of the Nearpod platform during English classes, specifically focused on teaching phrasal verbs. They include yes/no criteria.
3. Questionnaire: Distributed to determine the efficacy of the Nearpod platform as a tool for learning phrasal verbs. It includes yes/no criteria. 4 questions in total.
4. Post-test: 10-question single-choice test conducted to assess participants' knowledge of phrasal verbs following the application of the CALL approach and the use of the Nearpod platform.

### 3.4.1 Operationalization of Variables

This section details the operationalization of variables, illustrating how the researcher systematically analyzes the research variables and applies relevant instruments to the study population. This process is crucial for validating the variables within the context of the research problem. The section includes the general objective, specific objectives aligned with each variable, conceptual definitions (explaining each variable), instrumental definitions (detailing the instruments used for data collection), and operational definitions (describing the validity of the instruments).

**General Objective:** To determine the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024.

**Table 4**

#### *Operationalization of Variables*

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
1. To determine the baseline knowledge that adults from CMI Segura have regarding phrasal verbs before applying the CALL	Knowledge of phrasal verbs	Ability to understand and use phrasal verbs accurately.	Instrument 1: Pre-test (single choice).  The purpose of the pre-test is to measure students' knowledge concerning	In the pre-test, the variable is considered valid if 50% of students achieve at least 50% on the items, indicating a sufficient baseline level of knowledge

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<p>approach and using the Nearpod platform.</p>	<p>phrasal verbs before implementing the CALL approach and using the Nearpod platform.</p>	<p>regarding phrasal verbs among adults from CMI Segura before applying the CALL approach and using the Nearpod platform.</p>
<p>2. To validate the handling of the CALL approach and Nearpod platform during English classes to teach about phrasal verbs vocabulary.</p>	<p>Validate the handling of the CALL approach and Nearpod Platform</p> <p>The ability to navigate through Nearpod and effectively learn about phrasal verbs using the platform within the framework of the CALL approach.</p>	<p>Instrument 2: Checklists</p> <p>The purpose of the checklist is to verify the effective integration of the CALL approach and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs.</p> <p>In the checklists, the variable is considered valid based on the teacher's assessment of student engagement with the Nearpod platform and the observed behaviors during its use.</p>
		<p>In the questionnaire, the variable is considered valid if at least 70% of</p>

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			The purpose of the questionnaire is to determine the efficacy of the Nearpod platform as a tool for learning phrasal verbs.	students respond "yes" to 70% or more of the questionnaire items, indicating a positive perception of the Nearpod platform's efficacy in learning phrasal verbs.
3. To examine the knowledge that adults CMI Segura have regarding phrasal verbs after applying the CALL approach and using the Nearpod platform.	Phrasal verbs	Phrases that combine a verb and a preposition or adverb. The combination of these particles represent a specific meaning.	Instrument 4: Post-test  The purpose of the post-test is to assess participants' knowledge of phrasal verbs following the application of the CALL approach and the use of the Nearpod platform.	In the post-test, the variable is considered valid if 70% of students achieve a score of 70% or higher on the post-test. This indicates an adequate level of knowledge regarding phrasal verbs among adults from CMI Segura after the implementation of the CALL approach and the use of the Nearpod platform.

## **CHAPTER IV: RESULTS AND ANALYSIS OF DATA**

This chapter presents the data collected through the administration of four distinct instruments: a pre-test, two checklists, a questionnaire, and a post-test. These instruments were applied to students from three different groups, all of whom were enrolled in the intermediate level, Module VI, at Centro de Matemáticas e Idiomas Segura. The participants' responses were thoroughly analyzed to determine impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary.

Prior to administering the test, an observational assessment was conducted to collect general information about each group.

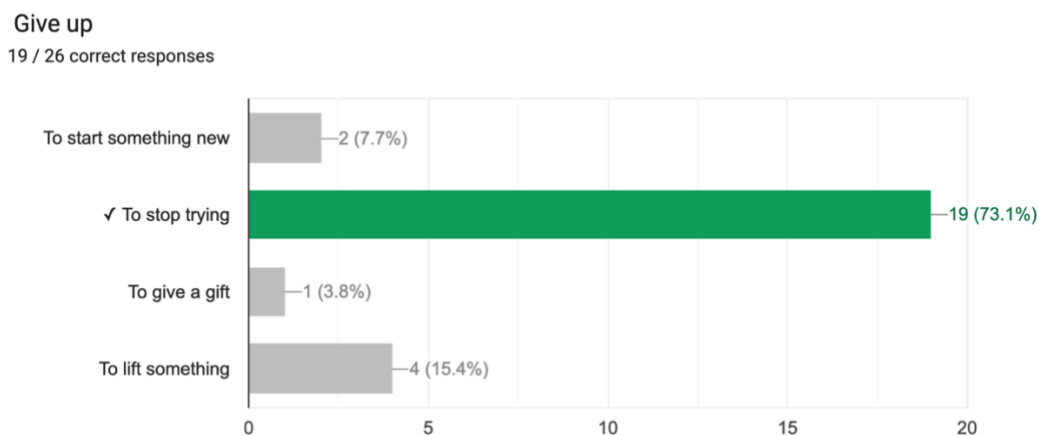
- **Group 1:** The students communicated in English throughout the entire lesson, demonstrated active participation, and kept their cameras off.
- **Group 2:** This group exhibited high levels of engagement and participation while speaking English. Feedback was provided, and, like Group 1, cameras were off during the session.
- **Group 3:** Similar to Group 2, students in this group participated actively and communicated in English, with cameras also remaining off throughout the lesson.

#### **4.1 Pre-test**

Before implementing the activities using the Nearpod platform, a pre-test was conducted for three distinct groups totaling 25 students. This pre-test, developed and administered via Google Forms, comprised a single-choice exercise designed to assess learners' foundational knowledge of phrasal verbs, featuring 15 items. The instructions were to select the correct option that best matched the meaning of each phrasal verb. Group 1 completed the pre-test on September 23rd, Group 2 on September 24th, and Group 3 on September 28th. The results yielded 8 responses from Group 1, 10 responses from Group 2, and 8 responses from Group 3.

## Figure 1

### Item 1 – Pre-test

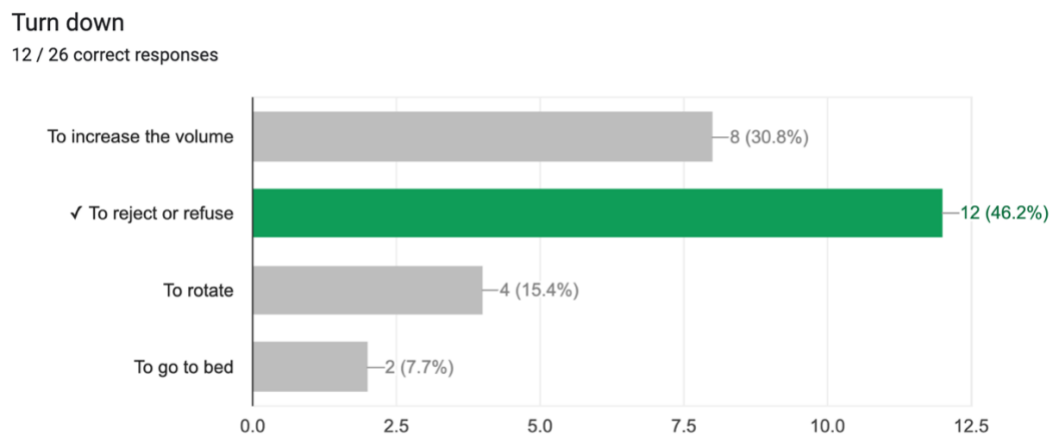


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 1 shows that 73.1% of students are familiar with the meaning of the phrasal verb “give up”. This means that most of them have knowledge of this phrasal verb.

## Figure 2

### Item 2 – Pre-test

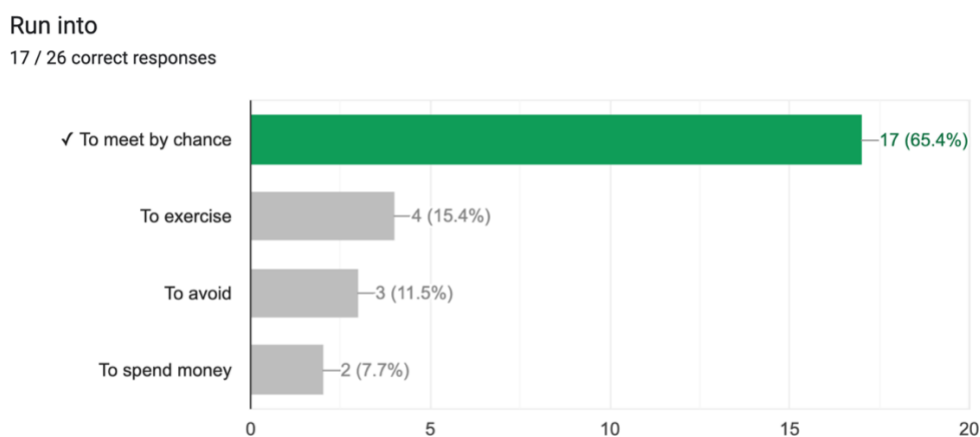


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 2 demonstrates that 46.2% of students are familiar with the meaning of the phrasal verb "Turn down". This indicates that nearly half of the students understand this phrasal verb.

### Figure 3

#### Item 3 – Pre-test



Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

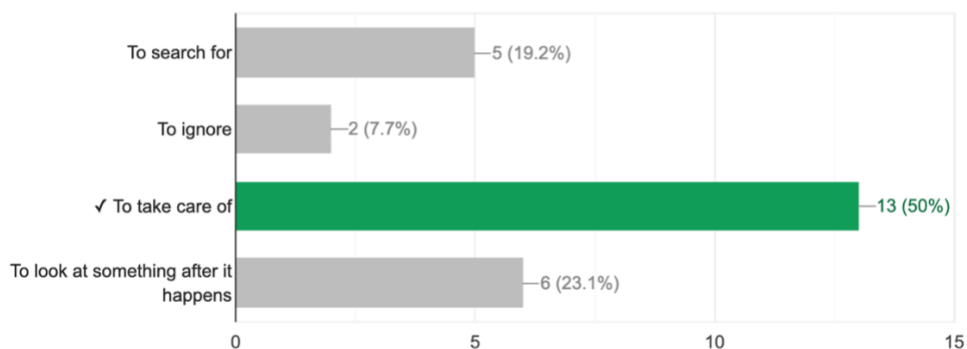
Figure 3 exhibits that 65.4% of students correctly identified the meaning of "Run into", showing a solid level of familiarity.

## Figure 4

### Item 4 – Pre-test

#### Look after

13 / 26 correct responses



Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

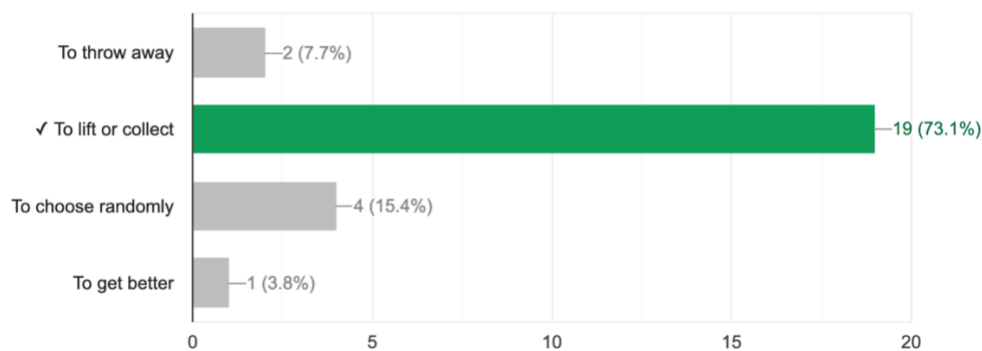
Figure 4 shows that 50% of students answered correctly for the phrasal verb "Look after", reflecting a balanced split between those who know it and those who don't.

## Figure 5

### Item 5 – Pre-test

#### Pick up

19 / 26 correct responses

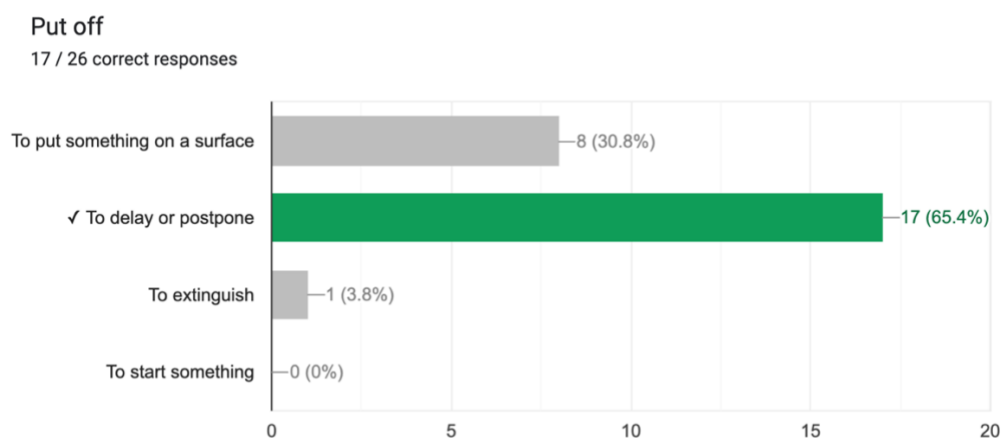


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 5 demonstrates that 73.1% of students demonstrated knowledge of "Pick up", indicating a strong understanding of this phrasal verb.

## Figure 6

### Item 6 – Pre-test

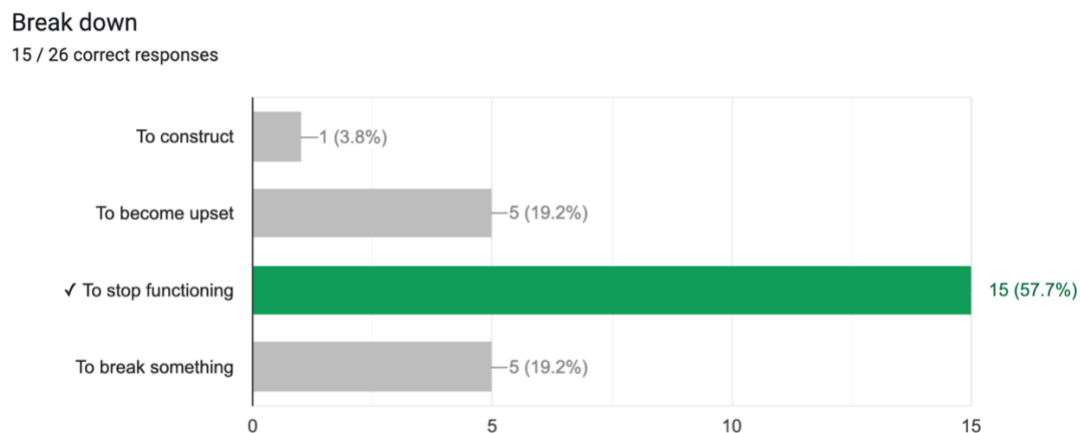


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 6 exhibits that 65.4% of students answered correctly for "Put off", showing that a significant portion is familiar with this verb.

## Figure 7

### Item 7 – Pre-test

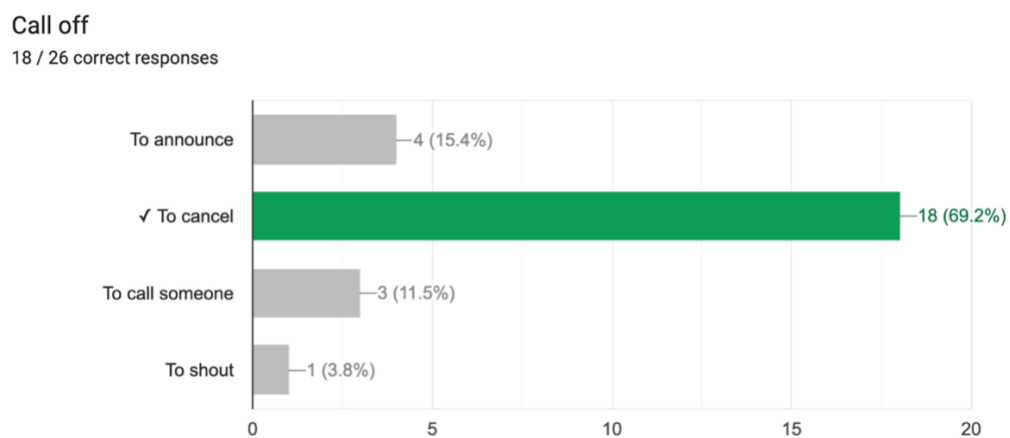


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 7 shows that 57.7% of students correctly understood the meaning of "Break down", meaning over half of the students grasp this phrasal verb.

## Figure 8

### Item 8 – Pre-test

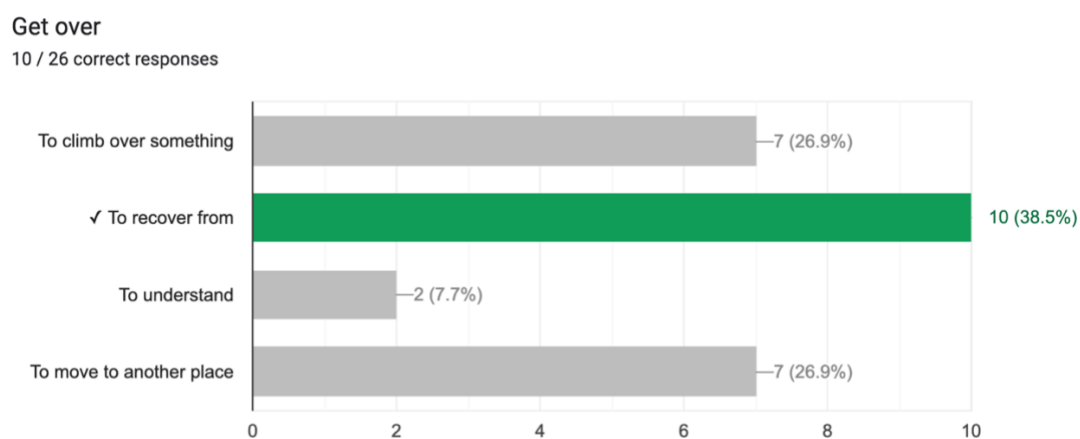


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 8 demonstrates that 69.2% of students knew the meaning of "Call off", showing a good level of comprehension.

## Figure 9

### Item 9 – Pre-test

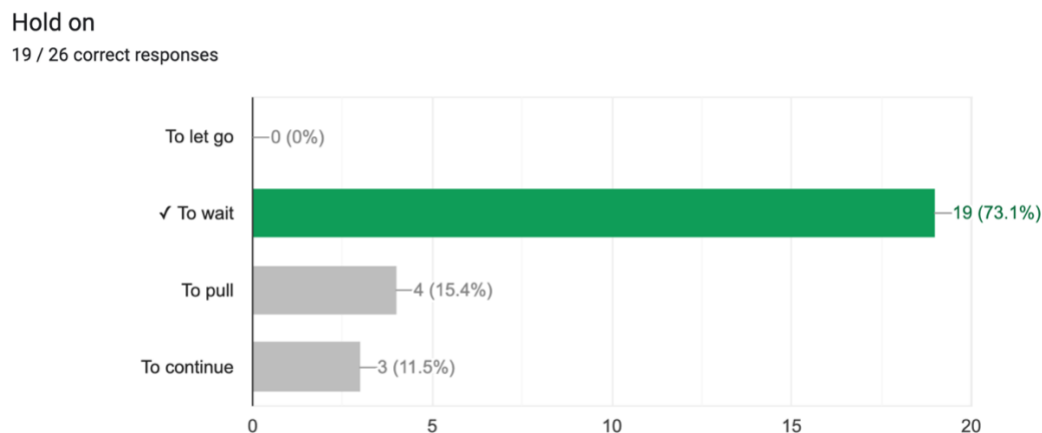


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 9 exhibits that 38.5% of students got "Get over" right, reflecting a lower level of familiarity with this phrasal verb.

## Figure 10

### Item 10 – Pre-test

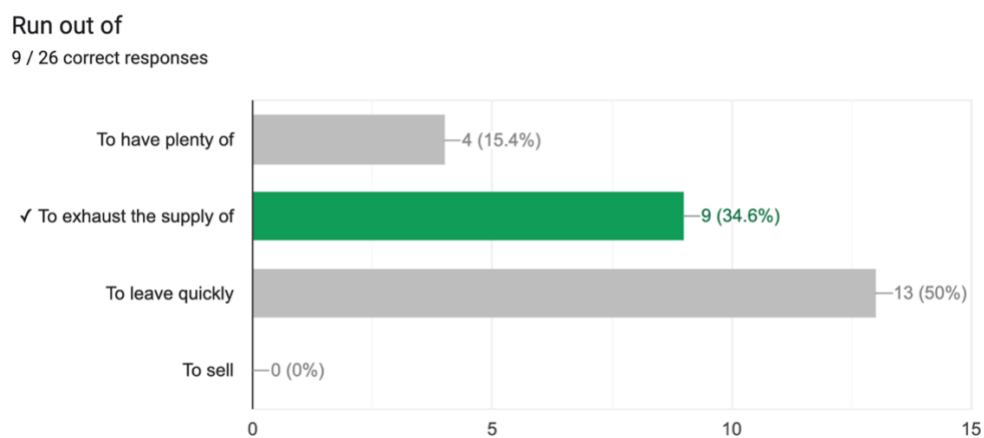


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 10 shows that 73.1% of students answered correctly for "Hold on", indicating strong knowledge of this phrasal verb.

## Figure 11

### Item 11 – Pre-test

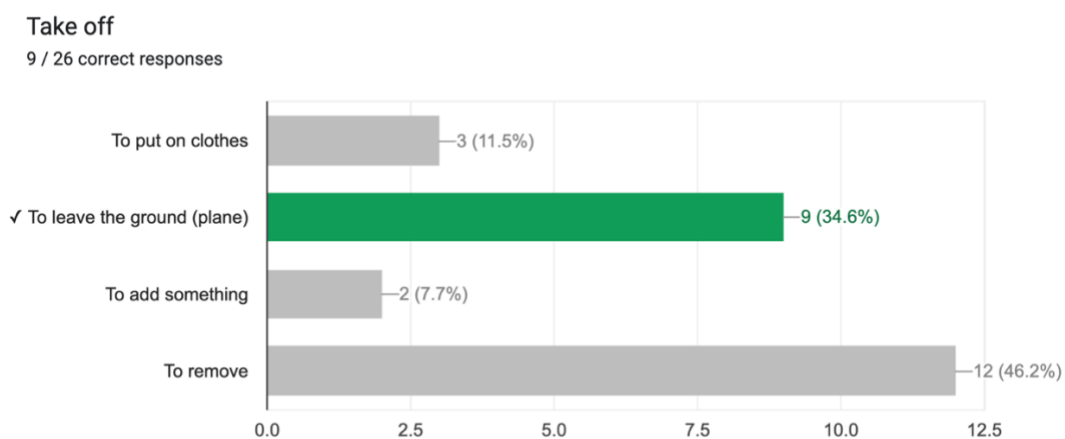


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 11 demonstrates that 34.6% of students knew the meaning of "Run out of", highlighting that this verb may be less familiar to the majority.

## Figure 12

### Item 12 – Pre-test

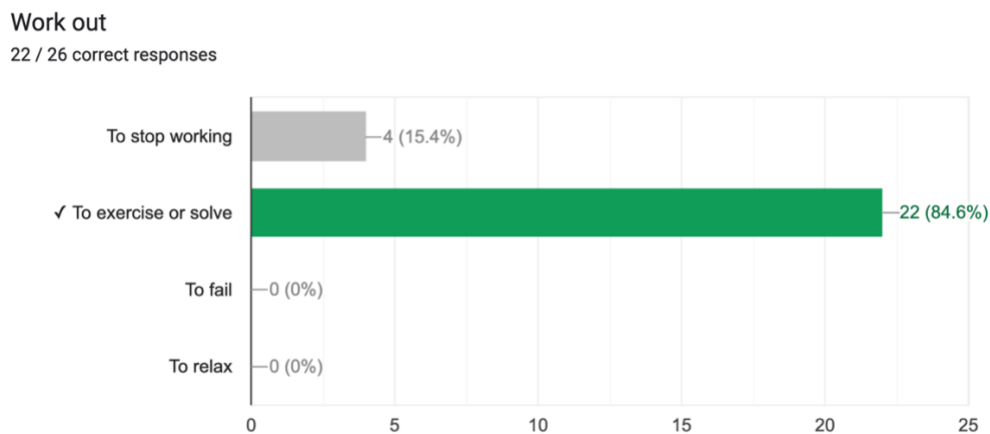


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 12 exhibits that 34.6% of students answered correctly for "Take off", also showing lower recognition.

## Figure 13

### Item 13 – Pre-test

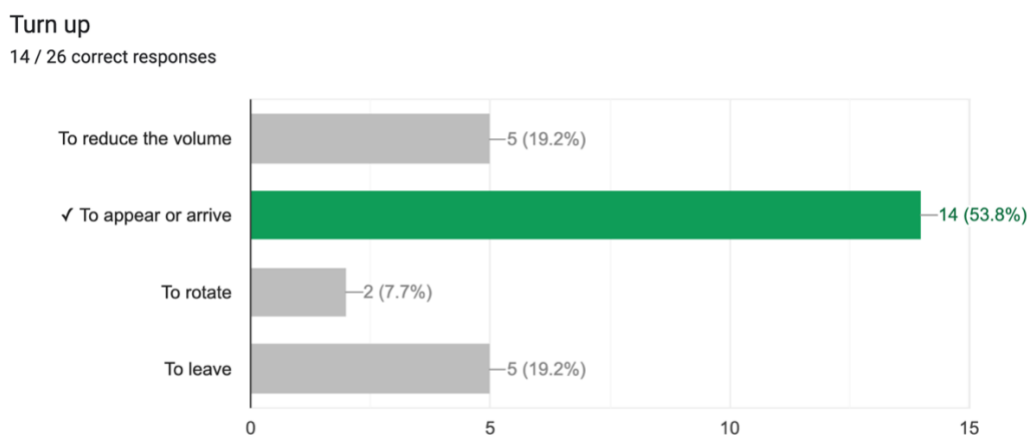


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 13 shows that 84.6% of students correctly understood "Work out", which is the phrasal verb with the highest recognition rate among the students.

## Figure 14

### Item 14 – Pre-test

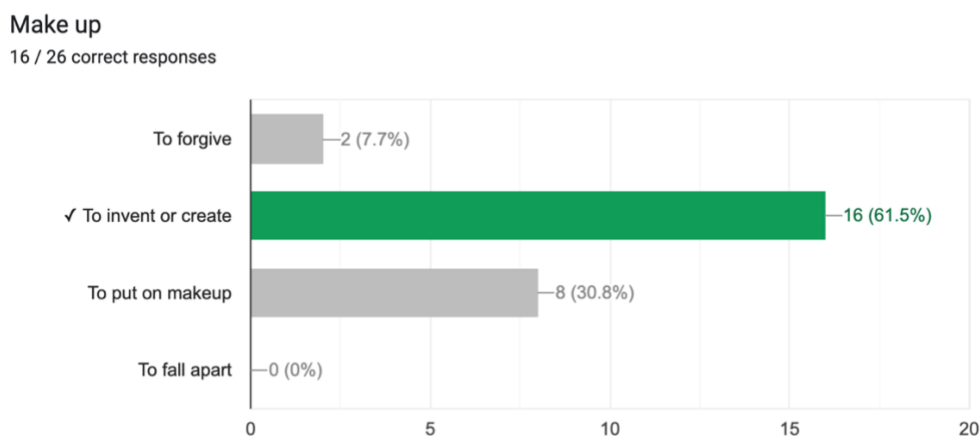


Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 14 demonstrates that 53.8% of students answered correctly for "Turn up", reflecting moderate familiarity.

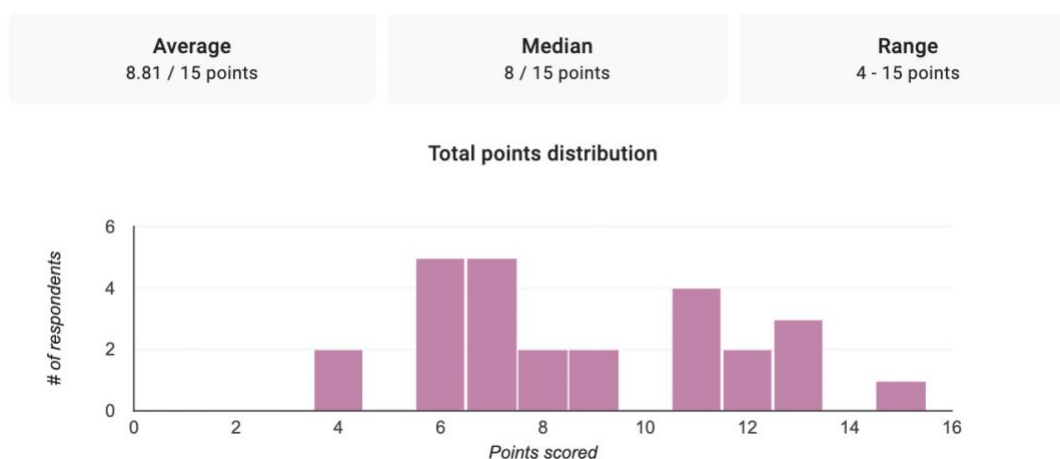
## Figure 15

### Item 15 – Pre-test



Source. Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 15 exhibits that 61.5% of students were familiar with "Make up", indicating that the majority have a good understanding of this phrasal verb.

**Figure 16***Total Points Distribution – Pre-test*

*Source.* Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

The average score of 8.81 indicates that students are getting slightly more than half the possible points (58.7%). This suggests a moderate understanding of the phrasal verbs.

The median score is 8, which means that half the students scored below or at this point, while the other half scored above.

The range of scores is from 4 to 15 points. This wide range shows that student performance varies significantly. Some students have scores as low as 4/15 (or 26.7%), while others have a score of 15/15 (or 100%). This range suggests that there are mixed levels of proficiency.

## Figure 17

### *Frequently Missed Questions – Pre-test*

📄 Frequently missed questions ?

Question	Correct responses
Turn down	12 / 26
Get over	10 / 26
Run out of	9 / 26
Take off	9 / 26

*Source.* Instrument applied to measure phrasal verbs baseline knowledge. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 17 highlights that the phrasal verbs 'turn down,' 'get over,' 'run out of,' and 'take off' are areas where students require additional practice, as these were the most frequently incorrect responses.

## 4.2 Checklists

During the students' completion of exercises through Nearpod, an observation checklist was employed to evaluate the three different groups. This checklist included eight yes/no criteria, along with a column for additional comments. It was administered exclusively by the project leader. The checklist items are shown in the figure below.

## Figure 18

### *Observation Checklist 1*

Item	Yes	No	Comments
Students join the platform successfully.			
Students actively participate during classroom activities.			
Students work independently and take initiative in their learning (for instance, using the draw-it feature)			
Students participate in collaborative features like "Time to Climb"			
Students are visibly interested and focused on the tasks and activities.			
Students respond to Nearpod quizzes, polls, and collaborative boards thoughtfully.			
Students complete Nearpod exercises accurately.			
Students correct their mistakes when receiving feedback.			

*Source.* Instrument applied to validate the effective integration and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

Regarding the class development, the session began with a presentation. This presentation covered an explanation of phrasal verbs, including possible structures, types, common examples, their importance, and strategies for learning them. Additionally, I provided a brief introduction to Nearpod, highlighting the importance of using digital platforms, followed by a video tutorial on how to navigate Nearpod.

The lesson included six exercises in total. First, a matching activity where students paired phrasal verbs with their correct meanings. Second, a fill-in-the-blanks exercise requiring students to complete sentences with either the missing preposition or verb. Third, a 'Time to Climb' quiz, which tested their knowledge of phrasal verbs through a multiple-choice format based on contextual examples. Fourth, the 'Draw-It' feature, where students were asked to visually represent a phrasal verb (e.g., 'take off') as accurately as possible. Fifth, open-ended questions

such as, 'Have you ever turned down a job offer or an opportunity? Why?' which students could respond to either in writing or orally. Finally, a poll allowed students to vote on which phrasal verb they found the most challenging to learn.

Group 1 followed the 'live participation' methodology, successfully joining the platform. Throughout the session, they actively participated, both verbally and by independently completing tasks. Although the teacher was unable to view the fill-in-the-blanks exercise in real-time, students completed it individually and then collaboratively reviewed the answers.

During the independent drawing activities, the students displayed enthusiasm, evident through their laughter as they shared their drawings. In the 'Time to Climb' feature, the students supported each other in using the application, despite it being their first experience with it. They remained focused and engaged when answering questions, with most responses being accurate. When mistakes were made, both the application and the teacher provided instant feedback.

For instance, during the final exercise, a student responded with 'My computer breaks down.' The teacher corrected the verb tense and emphasized the importance of correctly conjugating phrasal verbs. The teacher chose to conduct the final exercise orally, which allowed for immediate spoken feedback. This flexibility offered by Nearpod enables teachers to create interactive lessons that support dynamic learning experiences. Find table 5 below.

**Table 5**

*Observation Instrument 1: Group 1*

Observation Item	Yes	No	Comments
Students join the platform successfully.	X		
Students actively participate during	X		Participated both verbally and by

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classroom activities.		completing exercises independently.
Students work independently and take initiative in their learning.	X	Completed fill-in-the-blanks individually, then reviewed answers collaboratively. Enjoyed the drawing activities.
Students participate in collaborative features like "Time to Climb."	X	Supported each other in using the application, despite it being their first experience.
Students are visibly interested and focused on tasks and activities.	X	Showed engagement and focus, responding to questions with mostly accurate answers.
Students respond thoughtfully to Nearpod quizzes, polls, and boards.	X	
Students complete Nearpod exercises accurately.	X	
Students correct their mistakes when receiving feedback.		Example: Teacher corrected verb tense in "My computer breaks down," emphasizing correct

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conjugation of  
phrasal verbs.

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*Source.* Instrument applied to validate the effective integration and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

Group 2 followed the 'student-paced' methodology, successfully joining the application and independently completing the exercises. The teacher participated in the application as a student to gain that perspective and provide clearer explanations. As the students answered the questions, the results were automatically saved by the Nearpod platform, including each student's name and score. There were 8 students in total in the class that day.

Similar to Group 1, the students particularly enjoyed the drawing activity for the phrasal verb 'take off' and demonstrated creativity in their responses. While most answers were accurate, those that were incorrect were reviewed orally. Unlike Group 1, the final exercise was completed in written form, and the teacher provided feedback based on the written response. Although it was the teacher's first time using the application, she showed a strong interest and expressed her intention to use it again in the near future. Find table 6 below.

**Table 6**

*Observation Instrument 1: Group 2*

Observation Item	Yes	No	Comments
Students join the platform successfully.	X		No issues.
Students actively participate during classroom activities.	X		Most of them.
Students work independently and	X		They worked individually on the

take initiative in their learning.		exercises. Then, they check them together.
Students participate in collaborative features like "Time to Climb."	X	
Students are visibly interested and focused on tasks and activities.	X	
Students respond thoughtfully to Nearpod quizzes, polls, and boards.	X	
Students complete Nearpod exercises accurately.	X	Most of them.
Students correct their mistakes when receiving feedback.	X	

*Source.* Instrument applied to validate the effective integration and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

Group 3 utilized an ‘in front of class’ approach, where students did not directly access the platform; instead, the teacher shared her screen. Students actively engaged in the activities collaboratively. For instance, one student provided an example by using a phrasal verb in a matching exercise, with other students contributing orally to the answers. Students also displayed enthusiasm during the ‘Draw-It’ feature, in which the teacher created drawings based on students’ suggestions regarding content and color choices. Open-ended questions were addressed

orally, with feedback provided on grammar, vocabulary, and pronunciation as needed. For the final activity, a poll was conducted via the Zoom chat, where students voted on the most challenging phrasal verb to learn; the top three were then discussed as a group, focusing on their meanings. Overall, students remained focused and actively participated throughout the session. Find table 7 below.

**Table 7**

*Observation Instrument 1: Group 3*

Observation Item	Yes	No	Comments
Students join the platform successfully.		X	
Students actively participate during classroom activities.	X		
Students work independently and take initiative in their learning.			Not Observed
Students participate in collaborative features like "Time to Climb."	X		
Students are visibly interested and focused on tasks and activities.	X		
Students respond thoughtfully to Nearpod quizzes,	X		

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polls, and boards.

Students complete X

Nearpod exercises  
accurately.

Students correct their Not Observed  
mistakes when  
receiving feedback.

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*Source.* Instrument applied to validate the effective integration and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

The second observation checklist was implemented with the purpose of discovering if there was an impact of implementing the Computer-Assisted Language Learning (CALL) approach in improving phrasal verbs vocabulary. Please find the instrument below.

### Figure 19

#### *Observation Checklist 2*

Item	Yes	No	Comments
Did the CALL approach promote autonomy?			
Did the CALL approach promote interactive learning?			
Did the CALL approach promote task-based learning?			
Did the CALL approach promote multimedia integration?			

*Source.* Instrument applied to validate the effective integration of the CALL approach during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

In Group 1, incorporating independent activities like the "Draw-It" feature allowed learners to engage in self-directed tasks, fostering autonomy. Interactive learning was also evident, as students communicated and collaborated with each other throughout the process. The approach further promoted task-based learning by involving learners in open-ended exercises

that connected the content to their personal experiences, such as responding to questions about real-life scenarios. Additionally, multimedia integration played a key role, with six exercises that included both visual and audio content, enriching the learning experience. Find the table below.

**Table 8**

*Observation Instrument 2: Group 1*

Item	Yes	No	Comments
Does the CALL approach promote autonomy?	X		Learners have independent work in activities like the “Draw-It” feature.
Does the CALL approach promote interactive learning?	X		Learners are able to interact with each other during the learning process.
Does the CALL approach promote task-based learning?	X		The last exercise includes open-ended questions about real-life situations, so learners provide examples and were able to relate the topic to their own experience.
Does the CALL approach promote multimedia integration?	X		Learners have the opportunity to complete 6 exercises that include pictures and audio.

*Source.* Instrument applied to validate the effective integration of the CALL approach during English classes specifically focused on teaching

phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

In Group 2, the CALL approach effectively promoted autonomy, as students engaged in a "student-paced" methodology, allowing them to take charge of their learning. Interactive learning was also encouraged, with learners actively interacting with each other throughout the learning process. Task-based learning was evident, particularly in the last exercise, which included open-ended questions about real-life situations. This allowed learners to provide personal examples and relate the topic to their own experiences, enhancing relevance. Additionally, multimedia integration played a significant role, as learners completed six exercises that included both pictures and audio, catering to different learning styles. Find the table below.

**Table 9**

*Observation Instrument 2: Group 2*

Item	Yes	No	Comments
Does the CALL approach promote autonomy?	X		Students follow the "student-paced" methodology.
Does the CALL approach promote interactive learning?	X		Learners are able to interact with each other during the learning process.
Does the CALL approach promote task-based learning?	X		The last exercise includes open-ended questions about real-life situations, so learners provide examples and are able to relate the

Does the CALL approach promote multimedia integration?	X	topic to their own experience. Learners have the opportunity to complete 6 exercises that include pictures and audio.
--	---	--

*Source.* Instrument applied to validate the effective integration of the CALL approach during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

In Group 3, autonomy was not directly observed, as the platform was accessed only by the teacher. However, interactive learning was strongly promoted, with students actively engaging in collaborative activities. Task-based learning was also evident in the last exercise, which included open-ended questions about real-life situations. This encouraged students to provide personal examples, allowing them to connect the topic to their own experiences. Additionally, multimedia integration was incorporated, as learners completed six exercises that included pictures and audio. Throughout the session, students remained focused and actively participated, enhancing their learning experience. Find the table below.

**Table 10**

*Observation Instrument 2: Group 3*

Item	Yes	No	Comments
Does the CALL approach promote autonomy?			Not Observed. Students do not directly access the platform; instead, the teacher shares her screen.

Does the CALL approach promote interactive learning?	X	Students actively engage in the activities collaboratively. For instance, one student provided an example by using a phrasal verb in a matching exercise, with other students contributing orally to the answers.
Does the CALL approach promote task-based learning?	X	The last exercise includes open-ended questions about real-life situations, so learners provide examples and are able to relate the topic to their own experience.
Does the CALL approach promote multimedia integration?	X	Learners have the opportunity to complete 6 exercises that include pictures and audio.

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*Source.* Instrument applied to validate the effective integration of the CALL approach during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

### 4.3 Questionnaire

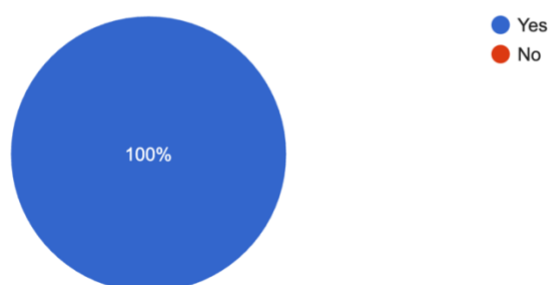
After implementing the activities using the Nearpod platform, a questionnaire was

conducted for the three distinct groups, totaling 25 students. This questionnaire, developed and administered via Google Forms, comprised yes/no questions designed to gather learners' opinions regarding Nearpod and its use while learning phrasal verbs, featuring 4 items. Group 1 completed the questionnaire on September 30<sup>th</sup>, Group 2 on October 1<sup>st</sup>, and Group 3 on October 12<sup>th</sup>. The results yielded 5 responses from Group 1, 9 responses from Group 2, and 11 responses from Group 3.

## Figure 20

### *Item 1 - Questionnaire*

Did you find Nearpod engaging for learning phrasal verbs? / ¿Te pareció Nearpod una herramienta atractiva para aprender phrasal verbs?  
25 responses



*Source.* Instrument applied to gather learners' opinions regarding Nearpod and its use while learning phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

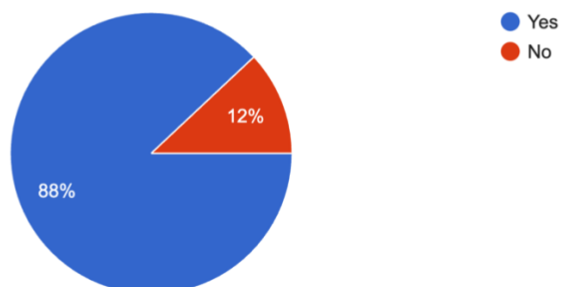
Figure 20 shows that 100% of students found Nearpod engaging for learning phrasal verbs. This suggests that Nearpod effectively captures students' attention, which is crucial for learning retention and motivation.

## Figure 21

### Item 2 - Questionnaire

Did Nearpod help you understand the meanings of phrasal verbs better than traditional methods?  
/ ¿Te ayudó Nearpod a comprender mejor los signi...bs en comparación con los métodos tradicionales?

25 responses



Source. Instrument applied to gather learners' opinions regarding Nearpod and its use while learning phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

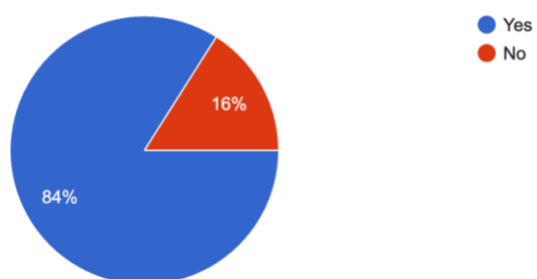
Figure 21 demonstrates that 88% of students felt that Nearpod helped them understand phrasal verbs better than traditional methods. This suggests that the overwhelming majority had a strong preference for the digital platform researched.

### Figure 22

#### Item 3 - Questionnaire

Did you receive feedback on your performance through Nearpod during phrasal verbs activities?  
/ ¿Recibiste retroalimentación sobre tu desempeño...Nearpod durante las actividades de phrasal verbs?

25 responses



*Source.* Instrument applied to gather learners' opinions regarding Nearpod and its use while learning phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

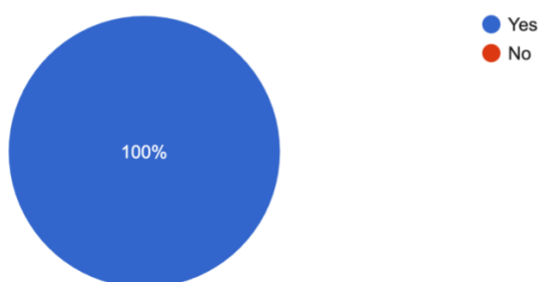
Figure 22 exhibits that 84% of students received feedback through the application Nearpod during the phrasal verbs' activities. This suggests that Nearpod effectively provides timely and interactive responses during activities, which is crucial for improving learning outcomes. The 16% of students who did not receive feedback might point to either technical issues, user navigation problems, or the nature of the activity (where feedback may not have been available). As mentioned previously, teachers had the choice between 3 modalities (student-paced, live, and in front of the class), and feedback was also given by the teacher in an oral way.

## Figure 23

### Item 4 - Questionnaire

Would you recommend Nearpod to other students for learning phrasal verbs? / ¿Recomendarías Nearpod a otros estudiantes para aprender phrasal verbs?

25 responses



*Source.* Instrument applied to gather learners' opinions regarding Nearpod and its use while learning phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 23 shows that 100% of students would recommend the digital platform Nearpod to

other students for learning phrasal verbs. This suggests that they find the platform highly beneficial and user-friendly. In fact, one teacher mentioned that she would start using it for her own classes, as well.

#### 4.4 Post-test

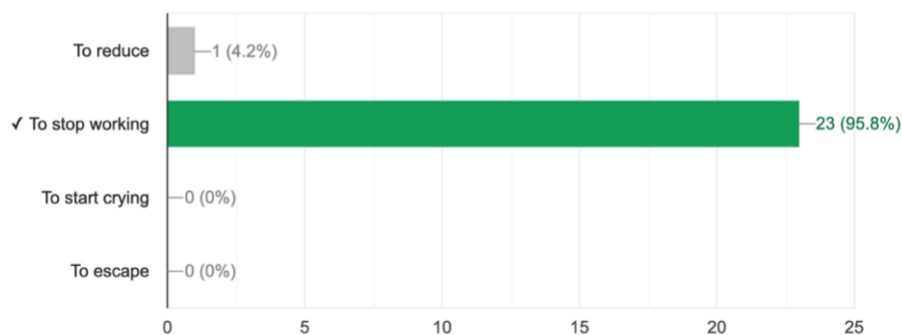
After implementing the activities using the Nearpod platform, a post-test was conducted for three distinct groups totaling 24 students. This post-test, developed and administered via Google Forms, comprised a single-choice exercise designed to assess phrasal verbs knowledge after utilizing the Nearpod application, featuring 10 items. The instructions were to select the correct option according to the question. Group 1 completed the post-test on September 30<sup>th</sup>, Group 2 on October 3<sup>rd</sup>, and Group 3 on October 12<sup>th</sup>. The results yielded 5 responses from Group 1, 10 responses from Group 2, and 9 responses from Group 3.

#### Figure 24

##### *Item 1 – Post-test*

What does the phrasal verb "break down" mean in the sentence: "The car broke down on the way to the airport"?

23 / 24 correct responses



*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

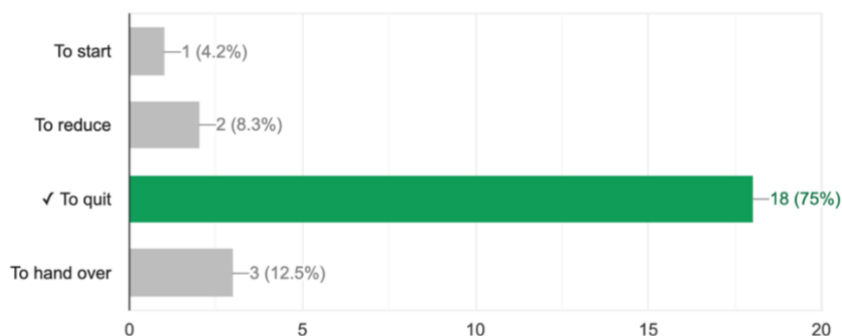
Figure 24 shows that 95.8% of students know the meaning of the phrasal verb 'break down' in the given context. This suggests a high level of comprehension among the students for this particular phrasal verb.

## Figure 25

### Item 2 – Post-test

What does the phrasal verb "give up" mean in the sentence: "She decided to give up smoking"?

18 / 24 correct responses



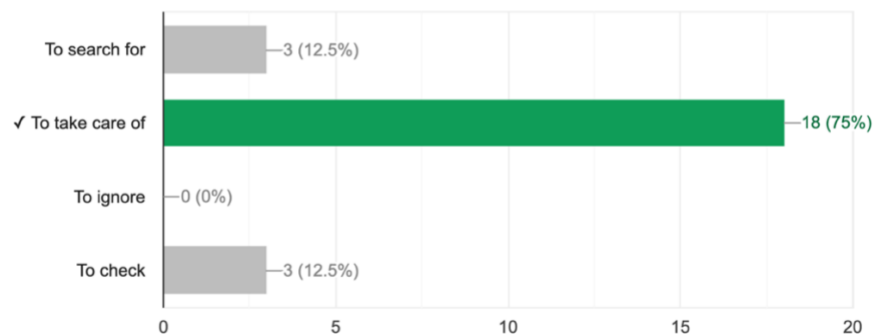
*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 25 demonstrates that 75% of students know the meaning of this phrasal verb in the given context. This indicates that most students understand "give up".

**Figure 26***Item 3 – Post-test*

What does the phrasal verb "look after" mean in the sentence: "Can you look after my dog while I'm on vacation?"

18 / 24 correct responses



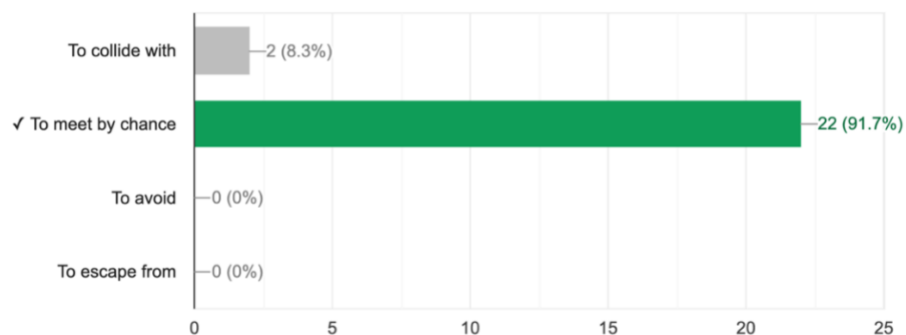
*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 26 exhibits that 75% of students correctly understand "look after," with the remaining 25% not knowing it. As with "give up," most students comprehend this phrasal verb, though a quarter of the group may need additional focus.

**Figure 27***Item 4 – Post-test*

What does the phrasal verb "run into" mean in the sentence: "I ran into an old friend at the mall"?

22 / 24 correct responses



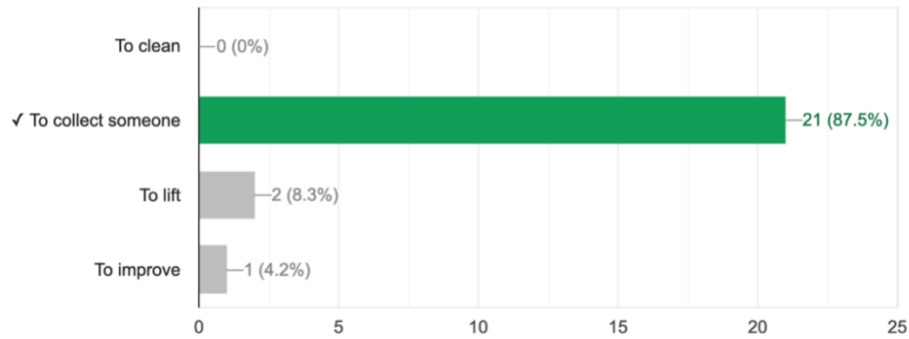
*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

In figure 27, it is shown that 91.7% of students understand the meaning of "run into," while only 2 students (8.3%) do not. This shows a very high level of comprehension for this phrasal verb.

**Figure 28***Item 5 – Post-test*

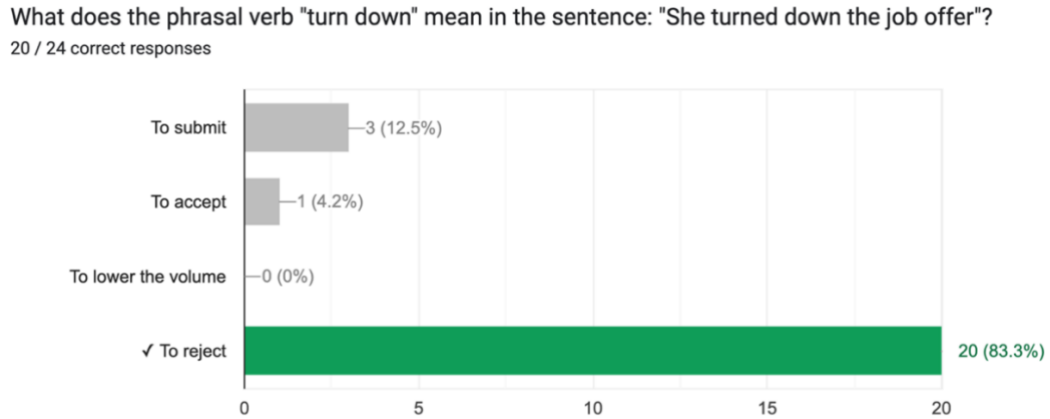
What does the phrasal verb "pick up" mean in the sentence: "I'll pick you up at 7 PM"?

21 / 24 correct responses



*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

In figure 28, it is demonstrated that 87.5% of students demonstrate knowledge of "pick up," leaving only 3 students (12.5%) who are uncertain about its meaning. The majority of the class has a solid understanding of this phrasal verb.

**Figure 29***Item 6 – Post-test*

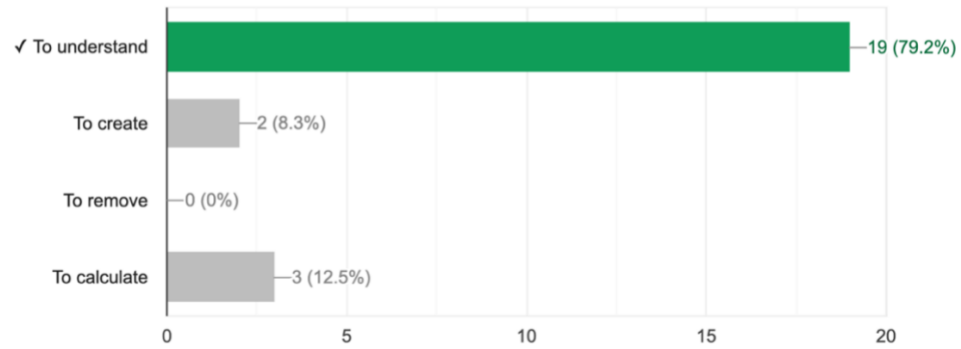
*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

In figure 29, it is exhibited that 83.3% of students know "turn down." Most students understand the phrasal verb, but some might benefit from further explanation.

**Figure 30***Item 7 – Post-test*

What does the phrasal verb "figure out" mean in the sentence: "He finally figured out the solution to the problem"?

19 / 24 correct responses



*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

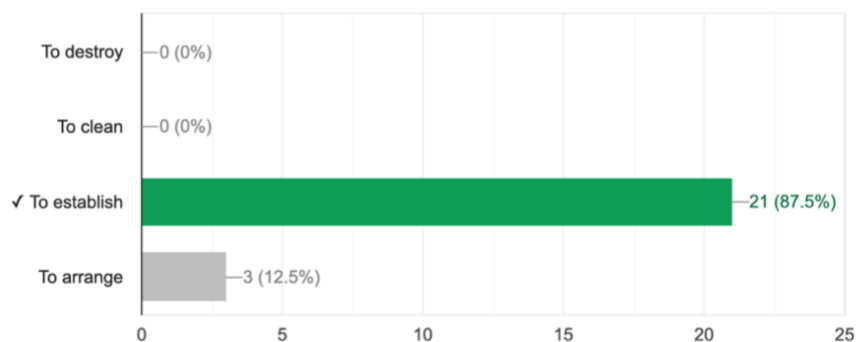
In figure 30, it is shown that 79.2% of students understand "figure out." While the majority understands it, a minority might need more practice with this phrasal verb.

## Figure 31

### Item 8 – Post-test

What does the phrasal verb "set up" mean in the sentence: "They set up a new company last year"?

21 / 24 correct responses



Source. Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

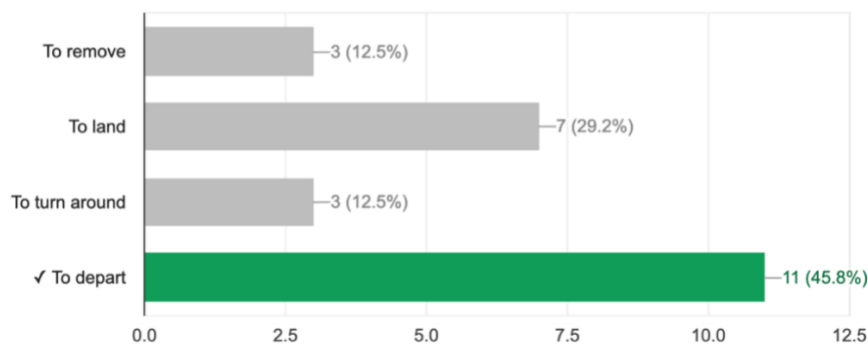
In figure 31, it is demonstrated that 87.5% of students know "set up." This indicates a high comprehension level for this phrasal verb.

## Figure 32

### Item 9 – Post-test

What does the phrasal verb "take off" mean in the sentence: "The plane will take off in 10 minutes"?

11 / 24 correct responses



Source. Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

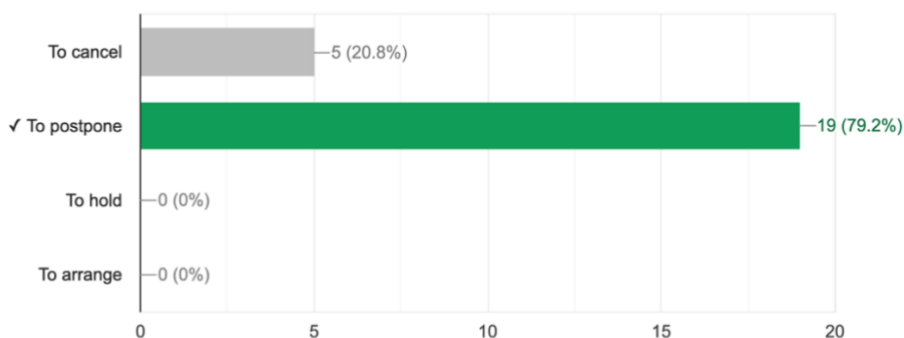
Figure 32 exhibits that only 45.8% of students understand "take off."

### Figure 33

#### Item 10 – Post-test

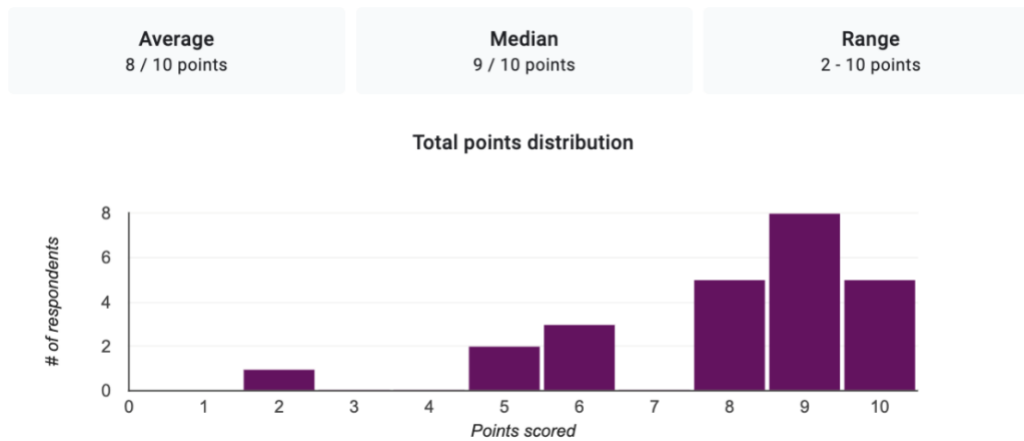
What does the phrasal verb "put off" mean in the sentence: "We had to put off the meeting until next week"?

19 / 24 correct responses



Source. Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 33 shows that 79.2% of students comprehend "put off," leaving 5 students (20.8%) uncertain. Like "figure out," most students know the meaning, but some need further clarification.

**Figure 34***Total Points Distribution – Post-test*

*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

The average score is 8 out of 10 points, indicating that, on average, students performed well, with most of them getting close to full marks.

The median score is 9 out of 10 points, which means that half of the students scored 9 or higher, showing that a significant portion of the group performed above average.

The range is 2 to 10 points, highlighting the difference between the highest and lowest scores. This range of 8 points indicates some variability in performance, with a few students scoring significantly lower than the rest.

## Figure 35

### *Frequently Missed Questions – Post-test*

#### Frequently missed questions

Question	Correct responses
What does the phrasal verb "take off" mean in the sentence: "The plane will take off in 10 minutes"?	11 / 24

*Source.* Instrument applied to measure phrasal verbs knowledge after utilizing the Nearpod platform. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 35 exhibits that only 45.8% of students understand "take off," with the majority (54.2%) not knowing its meaning. Upon further analysis, it was observed that the second most selected choice was "to land." This confusion likely arose due to the association with airplanes during a drawing activity in Nearpod, where students connected "take off" with its common usage related to planes.

A comparison chart has been created to analyze the phrasal verbs that appeared in both the pre-test and post-test. The results indicate an improvement following the implementation of the Computer-Assisted Language Learning (CALL) approach with Nearpod. Please see the table below.

### Table 11

#### *Comparison Chart (Pre-test and Post-test)*

Pre-test	Post-test
Give up: 19 (73.1%) out of 26 students are	Give up: 18 out of 24 students (75%) know

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familiar with the meaning of the phrasal verb “give up”.	the meaning of this phrasal verb in the given context, while 6 students (25%) do not.
Turn down: 12 (46.2%) out of 26 students are familiar with the meaning of the phrasal verb <i>“Turn down”</i> .	Turn down: 20 out of 24 students (83.3%) know “turn down,” while 4 students (16.7%) do not.
Run into: 17 (65.4%) out of 26 students correctly identified the meaning of <i>“Run into”</i> .	Run into: 22 out of 24 students (91.7%) understand the meaning of “run into,” while only 2 students (8.3%) do not.
Look after: 13 (50%) out of 26 students answered correctly for the phrasal verb <i>“Look after”</i> .	Look after: 18 out of 24 students (75%) correctly understand “look after,” with the remaining 25% not knowing it.
Pick up: 19 (73.1%) out of 26 students demonstrated knowledge of <i>“Pick up”</i> .	Pick up: 21 out of 24 students (87.5%) demonstrate knowledge of “pick up,” leaving only 3 students (12.5%) who are uncertain about its meaning.
Put off: 17 (65.4%) out of 26 students answered correctly for <i>“Put off”</i> .	Put off: 19 out of 24 students (79.2%) comprehend “put off,” leaving 5 students (20.8%) uncertain.
Break down: 15 (57.7%) out of 26 students correctly understood the meaning of <i>“Break down”</i> .	Break down: 23 (95.8%) out of 24 students know the meaning of the phrasal verb ‘break down’.
Take off: 9 (34.6%) out of 26 students answered correctly for <i>“Take off”</i> .	Take off: 11 out of 24 students (45.8%) understand “take off”.

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*Source.* Data collected by Luciana Molina Sánchez, September - October 2024.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions

This chapter presents the key findings from the investigation based on the three specific objectives proposed in Chapter I and the analysis and interpretation of the data gathered in Chapter IV. These conclusions offer valuable insights into the effectiveness of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary. The researcher also includes recommendations for future investigations related to this field.

This study aimed to determine the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among 25 adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura through a pre-test, two checklists, a questionnaire, and a post-test. As a general overview, the results were positive, demonstrating that students' knowledge regarding phrasal verbs improved after conducting activities in the Nearpod platform and following the CALL approach.

The first specific objective sought to determine the baseline knowledge that adults from CMI Segura have regarding phrasal verbs before applying the CALL approach and using the Nearpod platform. The pre-test results revealed a significant need for more targeted practice activities aimed at reinforcing their understanding and usage of phrasal verbs. This need is echoed by Abid Thyab (2019), who observes that non-native speakers often face challenges not only in using phrasal verbs effectively but also in grasping their nuanced meanings, particularly in comparison to native speakers (p. 430). Supporting this perspective, Puji (2022) asserts that "The meaning of a phrasal verb cannot be predicted from its individual verb and its adverb" (p. 2), underscoring the complexity involved in mastering these linguistic elements.

Given these challenges, the theoretical framework emphasizes the necessity of applying

comprehensive instructional strategies that prioritize contextual understanding and practical usage over mere memorization. This approach is crucial for helping learners navigate the intricacies of phrasal verbs more effectively.

Furthermore, the variable defined in chapter III asserts that the pre-test is considered valid if 50% of the students achieve at least 50% on the items, suggesting a sufficient baseline level of knowledge regarding phrasal verbs among adults from CMI Segura. Based on the provided data, 14 students scored at least 8 points, which is greater than the required 13 students (50% of 26). Therefore, the condition is met, indicating a sufficient baseline level of knowledge regarding phrasal verbs among adults from CMI Segura before applying the CALL approach with the Nearpod platform. Thus, it is considered valid.

The second specific objective of this study aimed to validate the use of the CALL (Computer-Assisted Language Learning) approach and the Nearpod platform in English classes for teaching phrasal verbs vocabulary. Observations from checklist #1 provided significant insights into the effectiveness of this approach.

It was concluded that immediate feedback, whether from the Nearpod application or the teacher, had a positive impact on student learning. Group 1 experienced live feedback during oral exercises, which facilitated instant correction and reinforcement of correct language use. Similarly, Group 3 benefited from real-time feedback in a collaborative environment, indicating that such interactive and immediate responses enhance both comprehension and confidence among students.

The study revealed differences in teacher roles and student autonomy based on the chosen teaching methods. The 'live participation' and 'student-paced' methodologies empowered students by giving them more control over their learning experiences. For instance,

Group 1 engaged in real-time interactions, while Group 2 worked independently. In contrast, the ‘in front of class’ approach led to a more teacher-centered dynamic, where the teacher guided the session and managed the platform. Although this method was effective for group discussions and collaborative learning, it limited students’ direct, hands-on experience with the platform.

The observations also highlighted a learning curve for teachers in utilizing new technology. One teacher, despite being new to the platform, had a positive experience, suggesting that Nearpod’s user-friendly design can quickly empower educators. This aspect enhances teachers’ interest in incorporating digital tools into their lessons, ultimately benefiting student learning.

Research by Naik et al. (2022) underscores that Nearpod is a web-based application accessible on various low-cost devices, easy to use, and compatible with all browsers with an internet connection (p. 3). Abudulla et al. (2020) further emphasize that Nearpod offers a wide array of online teaching tools through its interactive and user-friendly interface, which includes formative assessment systems, quizzes, assignments, and reference materials such as study notes, videos, and audio resources (p. 3).

According to the criteria defined in Chapter III, the variable of student engagement is considered valid based on teacher assessments and observed behaviors with Nearpod. The consistent indications of high levels of student engagement across various teaching methodologies support this validity, confirming the effectiveness of the CALL approach and Nearpod in enhancing vocabulary learning.

In summary, the findings suggest that the CALL approach, facilitated by the Nearpod platform, effectively promotes engagement and learning in teaching phrasal verbs, benefiting both students and teachers in diverse instructional settings.

Observation checklist #2 highlights that interactive learning was a significant component across all groups, with students actively participating in collaborative activities and engaging in meaningful interactions. This was particularly evident in task-based exercises that encouraged peer-to-peer communication and teamwork, creating a dynamic learning environment. Research by Pokrivčáková supports the effectiveness of CALL in fostering interaction and providing personalized learning opportunities in language education (p. 39).

Autonomy was also effectively promoted in Groups 1 and 2 through student-centered activities. Group 1, for example, benefited from independent tasks, such as the “Draw-It” feature, which encouraged self-directed learning, while Group 2’s “student-paced” approach allowed learners to take ownership of their learning process. However, in Group 3, autonomy was limited, as only the teacher accessed the platform, restricting students’ opportunities for independent engagement.

Task-based learning was consistently implemented across all groups through open-ended questions that connected content to real-life experiences. This approach encouraged students to share personal examples, making the material more relevant and meaningful. Additionally, the use of multimedia elements, including pictures and audio, enriched the learning experience across groups. Multimedia integration catered to diverse learning styles, enhancing engagement and fostering a comprehensive understanding of the content. DeSouza & Fleming (2003) underscore this benefit, noting that CALL enables multimodal assessments in various formats, providing instant feedback that supports a broad range of students more effectively than traditional paper-and-pencil assessments (as cited in Nurawalia, 2021, p. 102).

According to the criteria defined in Chapter III, which states that the variable is considered valid based on teacher assessments of student engagement and observed behaviors

with Nearpod, the variable is indeed valid. The consistent student engagement, active participation, and positive responses observed confirm that Nearpod fosters a productive and engaging learning environment.

The questionnaire results indicate that students found Nearpod highly engaging for learning phrasal verbs, suggesting it may be more effective for enhancing comprehension than traditional methods. This aligns with findings by Naik et al. (2022), who reported that Nearpod helps address challenges such as improving attention spans, boosting participation, and enhancing conceptual understanding (p. 5).

Additionally, most students reported receiving helpful feedback during activities, which likely contributed to their learning and improvement. Overall, students had a positive experience with Nearpod and felt it would benefit others. Naumoska et al. (2020) support this perspective, noting that Nearpod increases student engagement and active participation, making students more motivated and satisfied with class conduct (p. 97).

As outlined in Chapter III, the criterion for the variable's validity is met if at least 70% of students respond "yes" to 70% or more of the questionnaire items, indicating a positive perception of Nearpod's effectiveness in teaching phrasal verbs. Since all questions received at least 18 "yes" responses, each question meets the 70% threshold individually. Therefore, students view Nearpod as an effective tool for learning phrasal verbs.

Regarding the third specific objective, which aimed to assess the knowledge of adults at CMI Segura concerning phrasal verbs following the application of the CALL approach and the utilization of the Nearpod platform, it can be concluded that this instructional strategy effectively enhanced students' understanding of phrasal verbs. The passing rate of 75%, with 18 out of 24 students achieving a score of 7 or higher on the post-test, signifies that the methods employed

were successful in fulfilling the learning objectives. This outcome exceeds the established validity threshold of 70%, indicating that the majority of students demonstrated an adequate level of knowledge regarding phrasal verbs. Therefore, the findings suggest a positive impact of the CALL approach and Nearpod platform on the students' proficiency in this area, as outlined in Chapter III.

## **5.2 Recommendations**

Building on the previously discussed conclusions, the researcher will now provide recommendations tailored for EFL students. These recommendations aim to address identified limitations and offer guidance for future research in related areas. Based on the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024, the following are tailored recommendations:

1. Incentivize attendance with recognition and rewards to promote participation in the study.
2. Use real-world examples of phrasal verb usage as well as contextual learning to make the learning more relevant and practical.
3. Foster student autonomy, a key element of the CALL approach.
4. Ensure that students are equipped with the necessary technological resources to support the use of Nearpod, preferably a computer/laptop.
5. Promote the use of digital tools while acquiring a language as an alternative instead of traditional books.
6. Introduce the topic (phrasal verbs) before conducting activities using the CALL approach and Nearpod application.

7. Conduct a similar study with a larger sample size to enhance the statistical significance and enable more vigorous conclusions to be drawn.
8. Consider larger and diverse participant samples.
9. Explore alternative digital platforms for comparison.
10. Assess long-term retention of vocabulary after integrating the CALL approach and the use of the Nearpod platform.

## **CHAPTER VI: PROPOSAL**

## 6.1 Name of the Proposal

The title of the current proposal is *Innovating Education Through Digital Platforms*. This project addresses the investigation of *The Impact of Implementing the Computer-Assisted Language Learning (CALL) Approach Using the Nearpod Platform to Improve Phrasal Verb Vocabulary among Adult Learners at the Virtual Institute Centro de Matemáticas e Idiomas Segura in San Isidro, Alajuela, during the Third Quarter of 2024*.

## 6.2 Description

This mini-project targets intermediate-level students enrolled in Module 6 at Centro de Matemáticas e Idiomas Segura (CMI Segura). The primary objective is to enhance their proficiency in English vocabulary, with a focus on phrasal verbs, by integrating digital platforms such as Nearpod into the learning process.

The project will span three weeks. In the first week, students will undergo a pre-test to assess their initial understanding of phrasal verbs. Over the subsequent week, Nearpod will be used to deliver interactive activities aimed at reinforcing their knowledge. The project will conclude with a post-test to evaluate the progress made during the program. This project was implemented with three different groups using the three different strategies that the application offers (live participation, student-paced, or in front of the class).

## 6.3 Place to Be Developed

This proposal is developed at Centro de Matemáticas e Idiomas Segura, a language institute committed to providing a high-quality educational experience, with over 5 years of experience in the market and graduating more than a thousand students every two months. Their evaluation metrics primarily focus on conversational skills, ensuring that students can communicate confidently and effectively in real-life situations.

## **6.4 Organization**

Centro de Matemáticas e Idiomas Segura is a virtual language institute. To implement the proposal, the owner must grant the necessary permissions and outline the specific conditions for its execution.

## **6.5 Involved Population**

The involved population of this proposal corresponds to students at an intermediate proficiency level, enrolled in either public or private educational institutions.

## **6.6 Objectives of the Proposal**

### ***6.6.1 General Objective***

To determine the impact of implementing the Computer-Assisted Language Learning (CALL) approach using the Nearpod platform in improving phrasal verbs vocabulary among adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura in San Isidro de Alajuela, during the third quarter of 2024.

### ***6.6.2 Specific Objectives***

1. To determine the baseline knowledge that adults from CMI Segura have regarding phrasal verbs before applying the CALL approach and using the Nearpod platform.
2. To validate the handling of the CALL approach and Nearpod platform during English classes to teach about phrasal verbs vocabulary.
3. To examine the knowledge that adults CMI Segura have regarding phrasal verbs after applying the CALL approach and using the Nearpod platform.

## 6.7 Chronogram of Activities

As previously stated, the table below presents the activity schedule applied to three distinct groups, utilizing the three modalities available on Nearpod.

**Table 12**

*Chronogram of Activities*

Session	Activity	Description
1	Observation Pre-test application Introduction to digital applications	During this session, students will be observed during the class, and the pre-test will be completed. Students will learn about the importance of digital tools while acquiring a second language in a virtual environment.
2	Phrasal Verbs Explanation Nearpod Activities	During this session, the teacher will present the topic and introduce the digital platform Nearpod in order to carry out the activities.
3	Questionnaire	During this session, students will express their opinions on

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Post-test application

the application Nearpod. Finally, they will complete a post-test that measures their knowledge after using the digital platform.

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*Source:* Developed by Luciana Molina Sánchez.

## 6.8 Budget for its Implementation

This project does not require a budget or any financial resources, as the main features are available in the free version. The primary requirements are a willingness to participate, adherence to the guidelines from the previous project, and access to a computer and the internet. Additionally, this project must be conducted to determine the impact of the Nearpod platform.

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## **ANNEXES**

## Appendix A

### *Instrument 1*

This instrument is aimed at understanding your knowledge about phrasal verbs vocabulary. I assure you that all responses will be kept strictly confidential and anonymous. The data collected will be aggregated, and no individual responses will be identifiable. I will adhere to strict ethical standards to ensure the privacy and security of all participants. To collaborate in this study, please mark with an “X” the correct option.

Your involvement in this study is highly appreciated and will contribute significantly.

Thank you for your time and cooperation.

Sincerely,

Luciana Molina Sánchez

Student from Universidad Hispanoamericana

English Teaching Major, 2024

Tutor: Yanory Arguedas Carballo

Researcher: Luciana Molina Sánchez

Research: Phrasal Verbs Vocabulary

**Instructions:** Choose the correct answer for each question. Only one answer is correct.

### **Give up**

- a) To start something new
- b) To stop trying
- c) To give a gift

d) To lift something

**Turn down**

a) To increase the volume

b) To reject or refuse

c) To rotate

d) To go to bed

**Run into**

a) To meet by chance

b) To exercise

c) To avoid

d) To spend money

**Look after**

a) To search for

b) To ignore

c) To take care of

d) To look at something after it happens

**Pick up**

a) To throw away

b) To lift or collect

- c) To choose randomly
- d) To get better

**Put off**

- a) To put something on a surface
- b) To delay or postpone
- c) To extinguish
- d) To start something

**Break down**

- a) To construct
- b) To become upset
- c) To stop functioning
- d) To break something

**Call off**

- a) To announce
- b) To cancel
- c) To call someone
- d) To shout

**Get over**

- a) To climb over something

- b) To recover from
- c) To understand
- d) To move to another place

**Hold on**

- a) To let go
- b) To wait
- c) To pull
- d) To continue

**Run out of**

- a) To have plenty of
- b) To exhaust the supply of
- c) To leave quickly
- d) To sell

**Take off**

- a) To put on clothes
- b) To leave the ground (plane)
- c) To add something
- d) To remove

**Work out**

- a) To stop working
- b) To exercise or solve
- c) To fail
- d) To relax

**Turn up**

- a) To reduce the volume
- b) To appear or arrive
- c) To rotate
- d) To leave

**Make up**

- a) To forgive
- b) To invent or create
- c) To put on makeup
- d) To fall apart

**Appendix B***Instrument 2*

English Teaching Major, 2024

Tutor: Yanory Arguedas Carballo

Researcher: Luciana Molina Sánchez

Research: Use of Nearpod platform

**Instructions:** Mark with an “X” if the behavior is observed. Add comments if necessary.

Item	Yes	No	Comments
Students join the platform successfully.			
Students actively participate during classroom activities.			
Students work independently and take initiative in their learning (for instance, using the draw-it feature)			
Students participate in collaborative features like “Time to Climb”			
Students are visibly interested and focused on the tasks and activities.			
Students respond to Nearpod quizzes, polls, and collaborative boards thoughtfully.			

Students complete Nearpod exercises accurately.			
Students correct their mistakes when receiving feedback.			

<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Does the CALL approach promote autonomy?			
Does the CALL approach promote interactive learning?			
Does the CALL approach promote task-based learning?			
Does the CALL approach promote multimedia integration?			

## Appendix C

### *Instrument 3*

This study is aimed at evaluating the acquisition and comprehension of vocabulary related to phrasal verbs through the use of the Nearpod app. This instrument is intended for examining the impact of the Nearpod tool when learning about phrasal verbs vocabulary. I assure you that all responses will be kept strictly confidential and anonymous. The data collected will be aggregated, and no individual responses will be identifiable. I will adhere to strict ethical standards to ensure the privacy and security of all participants. To participate in this study, please answer the questions. Your involvement in this study is highly appreciated and will contribute significantly. Thank you for your time and cooperation.

Sincerely,

Luciana Molina Sánchez

Student from Universidad Hispanoamericana

- Did you find Nearpod engaging for learning phrasal verbs?
- Did Nearpod help you understand the meanings of phrasal verbs better than traditional methods?
- Did you receive feedback on your performance through Nearpod during phrasal verbs activities?
- Would you recommend Nearpod to other students for learning phrasal verbs?

## Appendix D

### *Instrument 4*

This instrument is aimed at understanding your knowledge about phrasal verbs vocabulary. I assure you that all responses will be kept strictly confidential and anonymous. The data collected will be aggregated, and no individual responses will be identifiable. I will adhere to strict ethical standards to ensure the privacy and security of all participants. To collaborate in this study, please mark with an “X” the correct option.

Your involvement in this study is highly appreciated and will contribute significantly.

Thank you for your time and cooperation.

Sincerely,

Luciana Molina Sánchez

Student from Universidad Hispanoamericana

English Teaching Major, 2024

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Researcher: Luciana Molina Sánchez

Research: Phrasal Verbs Vocabulary

**Instructions:** Choose the correct answer for each question. Only one answer is correct.

What does the phrasal verb "break down" mean in the sentence: "The car broke down on the way to the airport"?

a) To stop working

- b) To reduce
- c) To start crying
- d) To escape

What does the phrasal verb "give up" mean in the sentence: "She decided to give up smoking"?

- a) To start
- b) To quit
- c) To reduce
- d) To hand over

What does the phrasal verb "look after" mean in the sentence: "Can you look after my dog while I'm on vacation?"

- a) To search for
- b) To take care of
- c) To ignore
- d) To check

What does the phrasal verb "run into" mean in the sentence: "I ran into an old friend at the mall"?

- a) To collide with
- b) To meet by chance
- c) To avoid
- d) To escape from

What does the phrasal verb "pick up" mean in the sentence: "I'll pick you up at 7 PM"?

- a) To clean
- b) To collect someone
- c) To lift
- d) To improve

What does the phrasal verb "turn down" mean in the sentence: "She turned down the job offer"?

- a) To accept
- b) To reject
- c) To lower the volume
- d) To submit

What does the phrasal verb "figure out" mean in the sentence: "He finally figured out the solution to the problem"?

- a) To create
- b) To calculate
- c) To understand
- d) To remove

What does the phrasal verb "set up" mean in the sentence: "They set up a new company last year"?

- a) To destroy
- b) To establish

- c) To clean
- d) To arrange

What does the phrasal verb "take off" mean in the sentence: "The plane will take off in 10 minutes"?

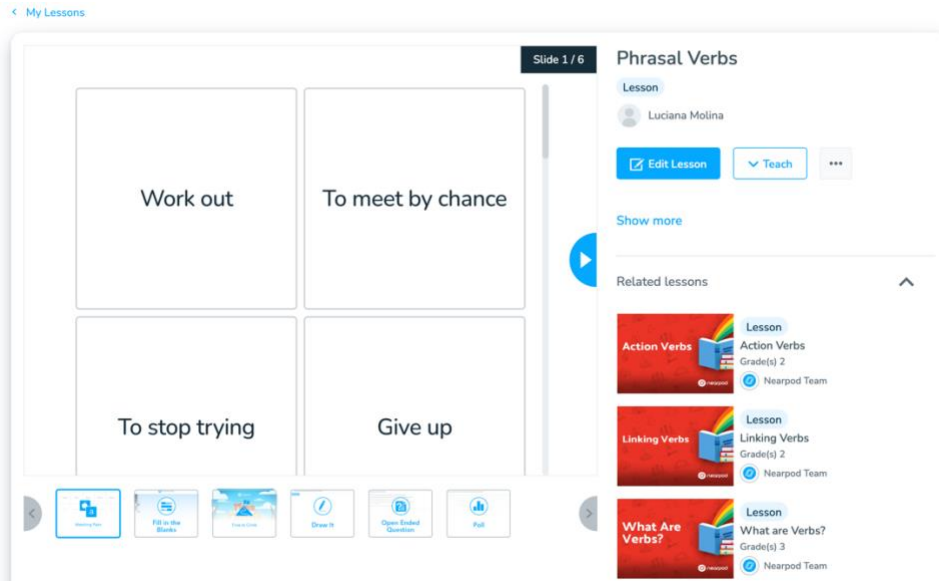
- a) To remove
- b) To depart
- c) To land
- d) To turn around

What does the phrasal verb "put off" mean in the sentence: "We had to put off the meeting until next week"?

- a) To cancel
- b) To postpone
- c) To hold
- d) To arrange

# Appendix E

## Nearpod Exercises



Source: Developed by Luciana Molina (2024).