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**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 IMPACTO DE LA IMPLEMENTACIÓN DEL ENFOQUE DE
APRENDIZAJE DE IDIOMAS ASISTIDO POR COMPUTADORA
(CALL) UTILIZANDO LA PLATAFORMA NEARPOD EN LA
MEJORA DEL VOCABULARIO DE LOS PHRASAL VERBS
ENTRE ESTUDIANTES ADULTOS EN EL INSTITUTO VIRTUAL
CENTRO DE MATEMÁTICAS E IDIOMAS SEGURA EN SAN
ISIDRO DE ALAJUELA, DURANTE EL TERCER TRIMESTRE
DE 2024

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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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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.

Keywords: call, nearpod, phrasal verbs, vocabulary, interactive learning

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El impacto de la implementación del enfoque de Aprendizaje de Idiomas Asistido por Computadora (CALL) utilizando la plataforma Nearpod en la mejora del vocabulario de los phrasal verbs entre estudiantes adultos en el instituto virtual Centro de Matemáticas e Idiomas Segura en San Isidro de Alajuela, durante el tercer trimestre de 2024

RESUMEN

Este estudio investiga el impacto de la implementación del enfoque de Aprendizaje de Idiomas Asistido por Computadora (CALL) utilizando la plataforma Nearpod para mejorar el vocabulario de phrasal verbs entre estudiantes adultos del Centro de Matemáticas e Idiomas Segura (CMI Segura) en San Isidro de Alajuela durante el tercer trimestre de 2024. El estudio involucró a 25 participantes adultos y utilizó un método mixto de investigación. Los instrumentos utilizados fueron una prueba previa, una guía de observación, un cuestionario y una post-prueba. Los resultados de la prueba previa destacaron la necesidad de una práctica enfocada en los phrasal verbs, confirmando brechas en el conocimiento de los estudiantes. Después de la intervención, la post-prueba demostró una mejora notable, con el 75% de los participantes alcanzando el nivel de competencia esperado. Las observaciones confirmaron un alto nivel de participación y autonomía, con la plataforma Nearpod facilitando retroalimentación inmediata y un aprendizaje interactivo. Los resultados sugieren que Nearpod, como herramienta CALL, mejora efectivamente la participación, promueve la adquisición de vocabulario y respalda enfoques de enseñanza diversos. El estudio resalta la importancia del aprendizaje contextual y autónomo para dominar vocabulario complejo, alineándose con investigaciones recientes sobre CALL. Las recomendaciones incluyen incentivar la asistencia, fomentar la autonomía estudiantil, introducir los phrasal verbs antes de las actividades basadas en CALL y ampliar el tamaño de la muestra en estudios futuros para fortalecer los hallazgos.

Palabras clave: call, nearpod, phrasal verbs, vocabulario, aprendizaje interactivo

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INTRODUCTION

The acquisition of English as a Foreign Language (EFL) has become an essential skill in today's interconnected world, offering cognitive benefits, improved communication, and enhanced career opportunities. Among the foundational components of EFL, vocabulary mastery is critical for achieving proficiency, particularly in areas like phrasal verbs, which often present significant challenges to learners. Traditional teaching methods, however, have not always provided the engagement and motivation necessary for effective vocabulary acquisition, especially for adult learners who face unique obstacles such as limited practice time, fatigue, and insufficient immersion in the language.

Advancements in technology have transformed the educational landscape, providing new opportunities to address these challenges. The Computer-Assisted Language Learning (CALL) approach, combined with platforms like Nearpod, offers innovative strategies to enhance language learning through interactive and engaging activities. Nearpod, with its features such as gamified exercises and multimedia integration, creates a dynamic learning environment that promotes better retention and enjoyment for learners.

This research focuses on adult learners at the virtual institute Centro de Matemáticas e Idiomas Segura (CMI Segura) in San Isidro de Alajuela during the third quarter of 2024. These learners often encounter difficulties with phrasal verbs, a critical component of English vocabulary, which hinders their ability to communicate effectively. Implementing the CALL approach through Nearpod has the potential to address these difficulties, fostering greater engagement and improving vocabulary retention.

Previous studies, including those by Guzmán (2019), García (2022), and Salazar (2023), have highlighted the benefits of gamification, collaborative learning, and the use of digital tools in language instruction. These studies emphasize the positive impact of interactive methodologies on learners' motivation and engagement, particularly in vocabulary acquisition. Despite these findings, gaps remain in the consistent use of technology and its adaptation to specific learner demographics, especially adult learners.

This study contributes to the growing body of knowledge by exploring the effectiveness of integrating CALL and Nearpod into vocabulary instruction for adults. The findings aim to demonstrate how



innovative, technology-driven approaches can create a more engaging and effective learning experience, ultimately supporting learners in achieving greater proficiency in English as a Foreign Language.

METHODOLOGY

This research follows a mixed methods approach, combining both quantitative and qualitative data to assess the impact of the CALL approach using the Nearpod platform on improving phrasal verbs 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 employs a transversal design, collecting data from participants at a specific point in time, as suggested by Pawar (2020). The research is also exploratory, descriptive, and correlational, as it explores the effectiveness of the Nearpod platform, measures vocabulary improvement, and examines the relationship between the platform (independent variable) and vocabulary acquisition (dependent variable).

The participants are intermediate-level adult learners from Module VI at CMI Segura, with a sample size of 25 learners from 3 different groups selected randomly. Data will be gathered using pre- and post-tests to measure vocabulary improvement, surveys to collect attitudes towards the CALL approach, and semi-structured interviews and observations to explore participants' experiences and interactions with the platform. Ethical considerations will include informed consent, confidentiality, and the right to withdraw at any time. The study will only include participants enrolled in the specified module.

Limitations include the focus on a single institution, which may affect generalizability, and time constraints limiting the depth of qualitative data collection. Despite these limitations, the methodology ensures rigor and replicability, with clear procedures that can be followed in future studies on similar topics.

RESULTS AND DISCUSSION

The findings of this study provide strong evidence for the effectiveness of the CALL approach, specifically through the Nearpod platform, in improving adult learners' phrasal verbs vocabulary at CMI Segura. The pre-test revealed a significant gap in the students' knowledge of phrasal verbs, highlighting the need for more focused and interactive practice. The Nearpod platform addressed this need by offering engaging, student-centered activities that promoted autonomy and interaction. Observations from the study showed that immediate feedback, both from the platform and the instructor, positively



impacted student learning, helping students to correct mistakes in real time and reinforcing correct usage.

The students in Group 1, for example, benefited from live feedback during oral exercises, which helped them better grasp the nuances of phrasal verbs. Group 2, on the other hand, worked independently, allowing for self-directed learning and reflection on their progress. Group 3, with a more teacher-centered approach, still benefited from collaborative group activities, though they had fewer opportunities for hands-on interaction with the platform.

Despite these differences in teaching methods, all groups showed increased engagement and improvement in their understanding of phrasal verbs. The platform's interactive features, such as quizzes and collaborative tasks, were particularly beneficial in enhancing student motivation and fostering a deeper understanding of the material. This was reflected in the positive feedback from students in the questionnaire, who expressed satisfaction with the platform's ability to make learning more engaging and effective. Furthermore, the post-test results demonstrated the success of this instructional approach, with 75% of students achieving scores above the 70% threshold, signifying a significant improvement in their understanding of phrasal verbs.

Overall, the findings suggest that the CALL approach, facilitated by the Nearpod platform, is an effective method for enhancing vocabulary learning and promoting student autonomy in language acquisition across diverse instructional settings.

Illustrations, Tables, Figures

Table 1. Analysis of the Pre-test and Post-test Results

Pre-test	Post-test
Give up: 73.1% of students are familiar.	Give up: 75% of students know the meaning.
Turn down: 46.2% of students are familiar.	Turn down: 83.3% of students know the meaning.
Run into: 65.4% of students correctly identified the meaning.	Run into: 91.7% of students understand the meaning.
Look after: 50% of students answered correctly.	Look after: 75% of students are familiar.

Pick up: 73.1% of students demonstrated knowledge.	Pick up: 87.5% of students demonstrated knowledge.
Put off: 65.4% of students answered correctly.	Put off: 79.2% of students are familiar.
Break down: 57.7% of students correctly understood the meaning.	Break down: 95.8% students know the meaning.
Take off: 34.6% of students answered correctly.	Take off: 45.8% of students answered correctly.

Source. Analysis of the pre-test and post-test results of the study. Data collected by Luciana Molina Sánchez, September - October 2024.

Table 2. Analysis of results (Checklist 1 – Group 1): LIVE PARTICIPATION APPROACH

Observation Item	Yes	No	Comments
Students join the platform successfully.	X		
Students actively participate during classroom activities.	X		Orally and by completing the exercise by themselves.
Students work independently and take initiative in their learning.	X		Fill-in the blanks exercise was missing, so they completed it by themselves and checked the answers orally. They were having fun and laughing.
Students participate in collaborative features like "Time to Climb."	X		Students help each other with the application even though they had never used it before.
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		
Students correct their mistakes when receiving feedback.	X		Teacher provides feedback: "My computer breaks down" Pronunciation of upset* "Fix it"

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.

Table 3. Analysis of results (Checklist 1 – Group 2): STUDENT-PACED APPROACH

Observation Item	Yes	No	Comments
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Students join the platform successfully.	X	No	issues.
Students actively participate during classroom activities.	X	Most of them.	
Students work independently and take initiative in their learning.	X	They worked individually on the exercises. Then, they checked 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.

Table 4. Analysis of results (Checklist 1 – Group 3): IN-FRONT-OF-CLASS APPROACH

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.	X		
Students participate in collaborative features like "Time to Climb."			Not Observed
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		
Students correct their mistakes when receiving feedback.			Not Observed



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.

Table 5. Analysis of results (Checklist 2 – Group 1): LIVE-PARTICIPATION APPROACH

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

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.

Table 6. Analysis of results (Checklist 2 – Group 2): STUDENT-PACED APPROACH

Observation Item	Yes	No	Comments
Did the CALL approach promote autonomy?	X		Students followed the “student-paced” methodology.
Did the CALL approach promote interactive learning?	X		Learners were able to interact with each other during the learning process.
Did the CALL approach promote task-based learning?	X		The last exercise included open-ended questions about real-life situations, so learners provided examples and were able to relate the topic to their own experience.
Did the CALL approach promote multimedia integration?	X		Learners had the opportunity to complete 6 exercises that included pictures and audio.

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.

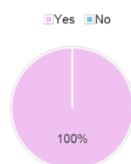


Table 7. Analysis of results (Checklist 2 – Group 3): IN-FRONT-OF-CLASS APPROACH

Observation Item	Yes	No	Comments
Did the CALL approach promote autonomy?	X		Not as observed as with group 1 and group 2. Students did not directly access the platform; instead, the teacher shared her screen.
Did the CALL approach promote interactive learning?	X		Students actively engaged in the activities collaboratively. Eg., one student provided an example by using a phrasal verb in a matching exercise, with other students contributing orally to the answers.
Did the CALL approach promote task-based learning?	X		The last exercise included open-ended questions about real-life situations, so learners provided examples and were able to relate the topic to their own experience.
Did the CALL approach promote multimedia integration?	X		Learners had the opportunity to complete 6 exercises that included pictures and audio.

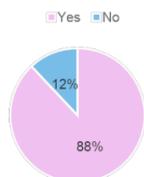
Source. Instrument applied to validate the effective integration and use of the Nearpod platform during English classes specifically focused on teaching phrasal verbs. Data collected by Luciana Molina Sánchez, September - October 2024.

Figure 1. Question 1 / Questionnaire: Did you find Nearpod engaging for learning phrasal verbs?



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.

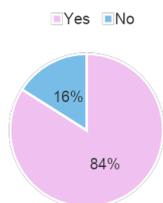
Figure 2. Question 2 / Questionnaire: Did Nearpod help you understand the meanings of phrasal verbs better than traditional methods?



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.

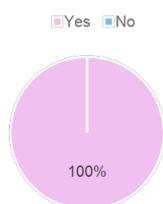
Figure 3. Question 3 / Questionnaire: Did you receive feedback on your performance through Nearpod

during phrasal verbs activities?



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 4. Question 4 / Questionnaire: Would you recommend Nearpod to other students for learning phrasal verbs?



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.

CONCLUSIONS

The findings of this study demonstrate that the integration of the Computer-Assisted Language Learning (CALL) approach, facilitated through the Nearpod platform, effectively enhances students' acquisition of phrasal verbs. The results confirm that students not only showed measurable improvement in their knowledge and usage of phrasal verbs but also engaged more actively with the learning process due to the interactive and dynamic nature of Nearpod. The pre-test findings highlighted an initial need for targeted instructional strategies, reinforcing the argument that non-native speakers often struggle with phrasal verbs due to their idiomatic nature and contextual variability (Abid Thyab, 2019; Puji, 2022). However, after implementing the CALL approach through Nearpod, the post-test results and student feedback indicated significant gains, validating the effectiveness of this methodology. Furthermore, the study underscores the role of immediate feedback, digital interactivity, and autonomy in fostering an enriched learning experience, with students benefiting from both teacher-led guidance and independent exploration within the platform.

Additionally, the research revealed how different instructional methodologies within Nearpod—such as live participation, student-paced learning, and teacher-directed instruction—affect engagement and comprehension. The analysis confirmed that student-centered approaches encouraged greater autonomy

and deeper learning, while teacher-centered methods provided structured support but limited hands-on interaction with the digital tool. These observations align with previous studies emphasizing the advantages of CALL in promoting engagement, retention, and personalized learning opportunities (Naik et al., 2022; Abudulla et al., 2020; Pokrivčáková, 2019). Moreover, the inclusion of multimedia elements such as videos, quizzes, and interactive exercises catered to diverse learning preferences, reinforcing the argument that multimodal digital tools significantly enhance second language acquisition (DeSouza & Fleming, 2003, as cited in Nurawalia, 2021).

The study's results also highlight key areas for future exploration, particularly regarding the long-term retention of vocabulary acquired through the CALL approach and Nearpod. While the immediate impact was evident through improved post-test scores and positive student feedback, it remains essential to assess whether these gains persist over time. Additionally, further investigations could compare the effectiveness of Nearpod with other digital learning platforms to identify best practices in language instruction. Expanding the sample size and diversifying participant demographics would also enhance the generalizability of the findings, providing a broader understanding of CALL's potential in different educational contexts.

In conclusion, this study contributes to the growing body of research supporting the implementation of technology-driven methodologies in English as a Foreign Language (EFL) instruction. The findings suggest that the CALL approach, coupled with Nearpod's interactive features, provides an engaging, effective, and adaptable strategy for teaching phrasal verbs. However, as with any educational innovation, continued research is necessary to refine best practices and address any remaining challenges. Future studies should explore how digital learning tools can be optimized to sustain long-term language retention and whether these methodologies can be successfully integrated across varied linguistic and cultural settings. By addressing these questions, educators and researchers can further enhance the effectiveness of technology-assisted language learning, ultimately improving outcomes for English learners worldwide.

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