



SNAP TO READ

INTERACTIVE PATHWAYS: EXPLORING STUDENTS' ACCEPTANCE OF USING NEARPOD FOR ENGLISH GRAMMAR PROFICIENCY

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Abstract:

Lately, technology-enhanced learning tools, such as Nearpod, demonstrate the efficacy of integrating learning, particularly in an English grammar class. This study aims to investigate students' reactions to technology used for teaching grammar, precisely the acceptance of using Nearpod for grammar class. This study employed a mixed-method design with questionnaire and in-depth interview. The questionnaire used in this study was based on Technology Acceptance Model (TAM) in a Likert scale. Thirty-eight undergraduate students were selected purposefully from Informatics Engineering Department who enrolled in Grammar class. The findings revealed a highly positive perception of Nearpod's utility for grammar instruction, confirming on students' acceptance and highlighting its benefits for enhancing language skills, especially in grammar. Students agreed that Nearpod was beneficial to help understand and practice the language. The findings demonstrate that Nearpod is an effective tool for enhancing grammar instruction and suggest its implications for language educators and curriculum designers. This study contributes to our understanding of the role of technology in fostering integrative learning in grammar classes and highlights the need for further

research in this area.

Keywords: *Interactive learning; Nearpod; grammar class; students' perspectives*

INTRODUCTION

In a higher education, creating an interactive classroom is challenging, especially if the class size has a huge number of students. Since the number of students increases, the interactions both student-student and student-teacher tend to decrease (Hornsby & Osman, 2014). This urges the lecturers to provide more effort in designing and developing varied strategies to assist students' learning. Previous studies have documented the approaches attempted to improve communication between students and lecturers and to create an effective learning environment (Tanjung, 2018). Moreover, the present-day system of higher education aims put more emphasis on the influence to develop each student by cultivating a set of applied competencies including personal creative, communicative, socializing, and intellectual information (Abykanova et al., 2016). These competencies are expected to help boost the technological aspects of the college learning process.

The most recent technological development has greatly impacted the education system, which also has altered teaching delivery corresponding to the era of information technology and the ubiquitous Internet. The things to consider are not only regarding to the best way to teach but also providing compelling materials and media which are mostly integrated to the technology. The course material and delivery mode have to be in favour of students' preferences, focusing more on an interactive teaching which includes a set of activities to break up a traditional lecture and to engage students in the whole lecturing time. Subsequently, one of the approaches to enhance meaningful interactive dialogue in large class setting is to integrate technology in

the classroom setting. This allows lecturers to adapt learning activities to students' learning style and needs and stimulates students to take ownership for their participation in learning activity and knowledge development (Hwang et al., 2015).

As a part of language components, grammar has a vital position in language learning. This is considered as a fundamental guide for learning English effectively, as it plays role in developing one's language knowledge and social skills in context (Andriani et al., 2021). Since grammar is central to learning English, teaching grammar for English as a Foreign Language is commonly challenging. This is generally driven by students' negative mindset of grammar itself which is quite arduous to be mastered due to the different rules with their mother tongue. Apart from students' perception, common obstacle of its atmosphere is boredom. The way lecturers deliver the grammar lessons and build up students' grammar mastery often results in boring class as it is not suitable with their willing. This perception from previous education level has been brought to higher education (Ahmad, 2020). Therefore, the university lecturer should reform and explore many ways to make grammar class more intriguing, one of which is integrating technology in teaching and learning in the class.

Technology integrated in teaching and learning process has come in a various implementation, ranging from the use of technological devices such as computer, laptop, or mobile phone, the utilization of Internet, and the implementation of digital tools such as websites, applications and social media (Adriani & Asyifa, 2022; Ahmad, 2020). Numerous studies have pictured the positive effect of technology integrated in teaching and learning process. Digital tools and social media such as YouTube, blogs, Facebook and WhatsApp are proved to improve students' English proficiency (Alharbi, 2015; Arndt & Woore, 2018; Fattah, 2015). In more recent and detail study, Ahmad (2020) revealed that Padlet and Kahoot! can be used as online alternatives to

teach basic English grammar and to enhance students' comprehension in grammar class. Apart from using digital tools for material delivery, it is now common that digital tools can be combined as gamification strategy to create interactive class and provide enjoyment to students.

One proposed digital tool that can be used as teaching and gamification is Nearpod. Nearpod is a multiplatform e-learning technology (web-based and mobile application) which can involve teacher and students to access the lesson and interact with one another in a real time by using their personal technology devices (Ryan, 2017). The lecturers are able to design and choose from the archived library via depository and adjust with their students' need. Besides, Nearpod also provides the chance for lecturers to create interactive presentation which enables quizzes, polls, audio activities, video clips, collaborate board, open ended comprehension questions, virtual reality games, etc. The way how it works is by distributing onto students' devices with the same code systems. In delivering the lesson, Nearpod also allows the lecturers to opt "student-paced" or "instructor-paced", meaning that the students can freely scroll through media file, or the instructor can control the pace in which the screen move or start the interactive activities within Nearpod.

Numerous studies have explained the advantages of Nearpod for teaching and learning. It is informed that Nearpod should be used in crowded classroom to enhance interactions between teacher and students. To be more precise, collaborate board or draw it activities features can be conducted for classroom interactions, reducing students' anxiety as they have more freedom to share ideas and discuss their friends' answers (Ryan, 2017). Nearpod also has been proved as an interactive tool for improving classroom engagement and motivation during the class (Burton, 2019). Other specific features, the poll activity and report sections, provide teachers with instant feedback on learners' result. This will ease teachers' job to show what students

achieved during the lesson as well as difficulty after the lesson (Jing & Yue, 2016). Therefore, Nearpod is not only beneficial for teachers to increase interactions, classroom engagement and motivation as well as providing real-time assessments, but it also has benefit for students to reduce their anxiety to practice the knowledge.

In the language educational environment, it is no exception that Nearpod are often employed to deliver the lesson in a various of skills, both receptive and productive skills. Turahmah et al. (2023) and Pupah and Sholihah (2022), for example, attempt to investigate Nearpod to increase students' receptive ability, listening and reading. It was found out that there were significant discrepancies on students' scores for the pre-test and post-test, showing that Nearpod has successfully increased students' English listening and reading skills. In productive skills, Nearpod has been used as one of the effective digital tools to enhance writing and speaking (Lestari & Sihombing, 2022; Ridwan & Mahliatussikah, 2021). Although a number of research has documented the use of Nearpod to increase students' specific skills, it seems that the use of Nearpod to examine students' grammar ability is relatively rare, so it is compelling to elaborate further.

METHOD

This research employed a mixed methods design by using TAM questionnaire model and conducting in-depth interviews with selected participants. This study was divided into two phases. First phase was collecting quantitative data from questionnaires. The quantitative data from the first phase were analysed by using JSAP. Following this, the second phase was collecting qualitative data from interviews selected students which later were analysed by using narrative inquiry. As the quantitative data are needed to figure out the range of experiences and perspectives existing in the population of this study, the qualitative data are significant to gain better understanding about the cases (Creswell

& Plano Clark, 2017).

This research took place in an Indonesian university. The participants were from Informatics Engineering department. The students were in the first semester who joined grammar class for the subject of Foreign Language for Specific Purposes (FLSP). As many of 38 students were randomly selected, then requested to fill in the questionnaires to reflect on their English learning experiences by using Nearpod.

Two instruments were employed in this research including tam questionnaire and interview guidelines. The tam questionnaire used was from Davis (1989) with an adaptation from Alfadda and Mahdi (2021) and Weng et al. (2018). Then, all items were validated and adapted to the context of this study including four criteria. All items in the questionnaire were graded in a 5-point Likert scale ranging from strongly agree to strongly disagree.

Table 1. The TAM questionnaire

Criteria	Number of questions
Perceived usefulness	4 items
Perceived ease of use	3 items
Attitude toward using the new technology	4 items
Intention to use	4 items

The result of a close-ended questionnaire was analysed by using JASP software to identify the trend of each participants' response. Moreover, the interview guidelines are divided into three parts, namely the students' experience in using Nearpod, the students' evaluation of their experience, and the students' suggestions for the future use of technology in grammar class. Then, the interview transcripts were analysed in a qualitative way manually.

FINDINGS AND DISCUSSION

The researchers classified the mean scores from the Likert scale questionnaire responses using a range score. This range score was derived from an earlier study by Zaki and Ahmad (2017). According to this range score, a mean score between 1.00 and 1.89 was categorized as extremely low, indicating an intensely negative response. A mean score between 1.90 and 2.69 was considered low and indicative of a negative impression. Moderate responses were characterized by mean scores between 2.70 and 3.49, which were neither positive nor negative. The range of mean ratings between 3.50 and 4.29 indicated a high perception. Finally, mean ratings between 4.30 and 5.00 were classified as very high, signifying a strongly positive response.

Perceived Usefulness

Table 2. The result of perceived usefulness

Aspect	Statements	Mean
Perceived usefulness	Nearpod is advantageous for online English learning.	4.13
	I find Nearpod useful in my grammar and reading class.	4.18
	Using Nearpod in my class helps me to do tasks effectively.	3.93
	Using Nearpod is useful for understanding grammar material.	4.03
	Average	4.07

It can be seen from Table 1 that the data reveals the students' perceptions regarding Nearpod's perceived usefulness in the context of online English language learning. The average mean of the statements

regarding perceived usefulness is 4.07, indicating an overall positively high perception of Nearpod's usefulness for language acquisition in various contexts. Firstly, with a mean score of 4.13, students rated Nearpod as advantageous for online English learning. This indicates they recognize Nearpod's benefits and advantages for online language learning. Moreover, on average, students assessed Nearpod's usefulness in their grammar and reading classes as 4.18. This indicates that Nearpod is perceived as a useful tool for enhancing language skills in these particular areas. Then, regarding task effectiveness, students rated the statement "Using Nearpod in my class helps me complete tasks effectively" with a mean score of 3.93. Although slightly lower than the other statements, this still indicates a positive perception that Nearpod contributes to the productivity and efficacy with which learners complete various learning tasks.

Furthermore, the average statement "Using Nearpod is useful for understanding grammar material" was 4.03. This indicates that students find Nearpod useful for comprehending and mastering the complexities of English grammar. Lastly, as indicated by the average mean of 4.07, the students view Nearpod's perceived usefulness as high. This indicates that Nearpod is perceived as a valuable resource for supporting online English language learning, providing benefits, enhancing specific language skills, enhancing task efficiency, and facilitating comprehension of grammar material.

Perceived Ease of Use

Table 3. The result of perceived ease of use

Aspect	Statements	Mean
Perceived ease of use	It is easy to become skilful at using Nearpod.	4.16
	I find it easy to use Nearpod to do the task synchronously.	4.18

	Learning to operate Nearpod was easy for me.	4.05
	Average	4.13

The next finding data in Table 2 highlights the students' perceptions of Nearpod's perceived ease of use. The average mean of the statements regarding the perceived ease of use is 4.13, indicating a high perception of Nearpod's user-friendliness and ease of navigation. In particular, a mean of 4.16 indicates that Nearpod is easy to use. This indicates that users find Nearpod to be intuitive and easy to learn, allowing them to acquire the necessary skills to use the platform rapidly and effectively. In addition, students found it easy using Nearpod to execute synchronous tasks, as indicated by an average rating of 4.18. This indicates that students find the platform conducive to synchronous collaboration and task completion, facilitating a streamlined and effective learning experience. Furthermore, the students gave a mean rating of 4.05 for the statement, "Learning to operate Nearpod was easy for me." This indicates that students found Nearpod's learning manageable and could comprehend the application's features without significant difficulty. With a mean score of 4.13, Nearpod's perceived ease of use was considered high by most students. This indicates that users find Nearpod user-friendly, allowing them to acquire skills rapidly, perform tasks synchronously, and easily navigate the platform.

Intention to Use

Table 4. The result of the intention to use

Aspect	Statements	Mean
Intention to use	As a university student, I believe Nearpod is useful for my classes.	4.05
	I feel comfortable using Nearpod to improve my English.	3.97

	I think Nearpod should be used in English classes in the future.	3.95
	I plan to use Nearpod in the future.	3.84
	Average	3.95

Come to the third aspect; the data shows the students' intentions to use Nearpod. The average mean of the statements about intention to use is 3.95, indicating a positive perception toward utilizing Nearpod in future learning experiences. From Table 3, as indicated by a mean of 4.05, students believed that Nearpod was beneficial for their university courses. This indicates that they view Nearpod as a valuable learning instrument that can improve their academic performance. Moreover, with a mean rating of 3.97, students reported feeling comfortable using Nearpod to enhance their English. This indicates that they believe in Nearpod's ability to support their language learning objectives and provide an environment conducive to English language acquisition. Furthermore, as indicated by a mean rating of 3.95, the students were also positive about the prospective implementation of Nearpod in English classes. This indicates they recognize the potential benefits of incorporating Nearpod into English language instruction and anticipate enhanced learning experiences and outcomes.

In addition, students indicated their intention to use Nearpod in the future, giving it an average rating of 3.84. This demonstrates a willingness and interest to continue using Nearpod as part of their educational journey, indicating a positive outlook for its continued use. Lastly, with a mean score of 3.95, the students indicated a high positive intention to use Nearpod. This indicates that they consider Nearpod as beneficial for their academic pursuits, are comfortable using it to enhance their language learning, recognize its potential for future implementation in English classes, and intend to continue

utilizing Nearpod for their study.

Attitude towards the new technology

Table 5. The result of attitude towards the new technology

Aspect	Statements	Mean
Attitude toward using the new technology	Using Nearpod in class is good.	3.95
	Nearpod for active learning in class is favourable.	4.11
	Nearpod has a positive influence for me in grammar class.	4.05
	I think it is valuable to use Nearpod for my grammar and reading class.	4.03
	Average	4.03

Based on Table 4, the data reveals the students' attitudes toward the new technology, specifically using Nearpod. The average mean of the attitude statements is 4.03, indicating a positive perception and outlook regarding using Nearpod in their educational experiences. Furthermore, as indicated by a mean rating of 3.95 from Table 4, students rated the use of Nearpod in the classroom positively. This indicates a high evaluation of Nearpod's effect on classroom activities and learning outcomes. In addition, students gave Nearpod an average rating of 4.11 for active learning in the classroom. This indicates that they view Nearpod as a valuable tool that encourages engagement, interaction, and participation in the learning process, thereby enhancing the classroom experience as a whole.

Moreover, with a mean of 4.05, students reported that Nearpod positively impacts their grammar class. This indicates that Nearpod contributes to their comprehension and development of grammar-

related topics and positively impacts language learning. In addition, students acknowledged the utility of Nearpod for their grammar and literacy classes, as evidenced by an average rating of 4.03. This indicates that they view Nearpod as a useful tool for enhancing their skills and comprehension in these subject areas. Lastly, with a mean score of 4.03, the students exhibited a positive attitude toward using Nearpod. This indicates that they view Nearpod as a useful tool that positively impacts their classroom experience, facilitates active learning, influences their comprehension of grammar, and is regarded as beneficial for grammar and reading classes.

Table 6. The mean comparison of four aspects

Aspect	Mean
Perceived usefulness	4.07
Perceived ease of use	4.13
Intention to use	3.95
Attitude toward using the new technology	4.03
Average	4.05

Table 6 provides an overview of the students' perspectives regarding using Nearpod for English learning. From the four aspects, the perceived usefulness received an average mean rating of 4.07, slightly higher than the overall average of 4.05. This suggests that students view Nearpod as advantageous for online English learning and beneficial for grammar and literacy classes. In addition, students view Nearpod as a useful instrument for comprehending grammar material and believe it helps them develop critical thinking and problem-solving skills. This aspect positively impacts the overall impression of Nearpod.

Additionally, the perceived ease of use received a mean rating of 4.13, higher than the overall mean. Students find it easy to use

Nearpod and are comfortably synchronizing it for assignments. Also, it was thought that learning to operate Nearpod was comparatively simple. This aspect's high rating highlights Nearpod's user-friendliness, which enhances the students' overall experience and convenience of incorporation into English-learning activities.

Then, the intention to use factor received an average mean rating of 3.95, below the overall average. Although students have a positive opinion of Nearpod's usefulness for their classes, are comfortable using it to enhance their English, and believe it should be used in future English classes, their intention to use Nearpod in the future is slightly lower. This indicates that while they recognize the benefits of Nearpod, their actual adoption may be influenced by other factors or considerations.

The attitude toward using the new technology received a mean rating of 4.03, close to the overall mean. Students are enthusiastic about utilizing Nearpod in their English studies. They view the use of Nearpod in the classroom as beneficial, find it conducive to active learning, believe it positively impacts their grammar class, and value it for their grammar and literacy classes. This aspect corresponds with the overall high perception of Nearpod and contributes to the students' positive perception. The average mean score of 4.05 indicates a generally high perception of using Nearpod for English study. Students recognized Nearpod's usefulness, ease of use, and positive attitude toward incorporating it into their English learning. Despite a slightly lower rating for intention to use, the findings indicate a high perception toward incorporating Nearpod into English learning.

Lastly, to understand the patterns of acceptance of Nearpod among students, an analysis was conducted using JASP software, and the results are presented below.

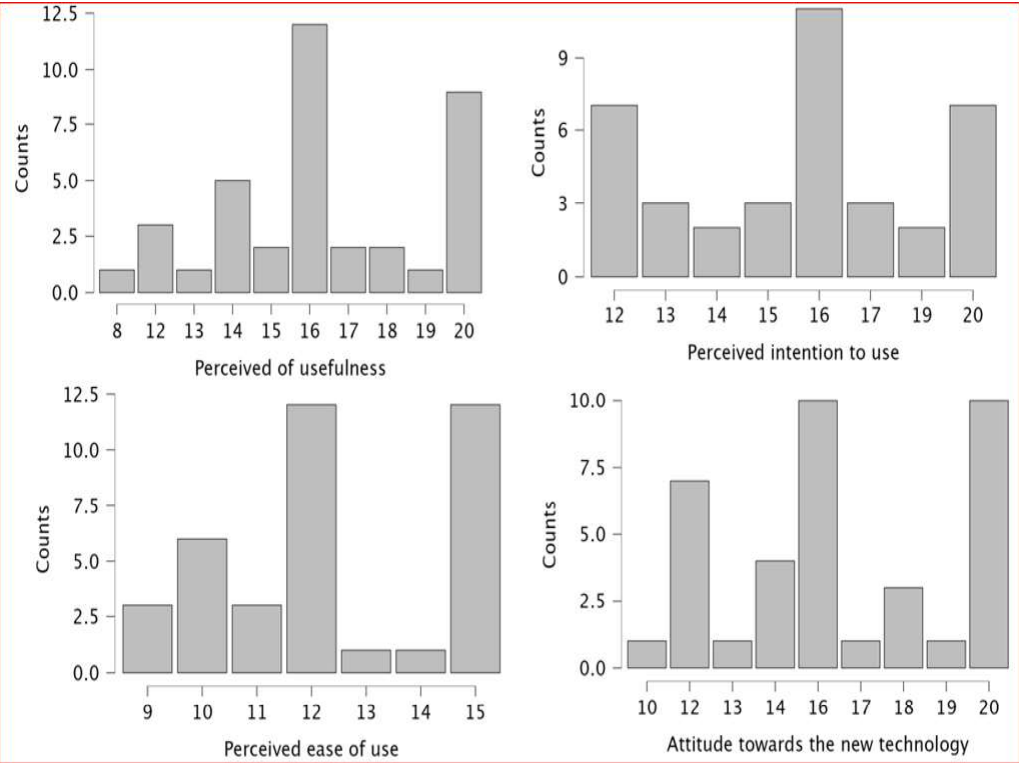


Figure 1. The students' questionnaire responses indicate the overall trend in using Nearpod for learning grammar

The students' perspectives on their experience in using Nearpod for interactive grammar class. The second finding concerns on students' perspectives in using Nearpod. Overall, students considered that Nearpod was useful for their grammar classes. Most students believed that Nearpod offered a number of advantages for students such as providing interactive and interesting class, helping to understand the grammar materials, and improving ability through games. The following excerpts have exemplified the benefits of using Nearpod.

It is easy to understand the material using Nearpod. #student 3

The powerpoint looks more interesting. #student 5

...we can learn to practice grammar in Nearpod. #student 9

The "climb up" part is very interesting to test our understanding about grammar. #student 11

I find it easy to follow teachers' instruction. #student15

I can interact with my friends and teacher in Nearpod. #student 6

Despite all benefits and positive perceptions towards Nearpod, some students also experienced many challenges in using Nearpod for grammar. Some students found that it is hard to adapt with instructor-paced because of the internet connectivity.

The internet connection is laggy #student 7

... teacher is already in the next slide, but we are still behind because of bad connection. #student 8

...loading to Nearpod homepage takes long time, so I am late for teachers' explanation.

Moreover, another difficulty was also found in another aspect. Some students considered that joining collaborate board is difficult to do in mobile phone. Collaborate board assigned students to identify the errors by drawing lines, dots, circles, etc. Students expressed that it will be better to use computers or laptop to open Nearpod.

It is too difficult to draw line, comma, etc #student 2

The screen of mobile phone is too small, so I feel hard to do the task of identifying errors in grammar. #student 1

My hand is just too big to draw line or dot in Nearpod task, and better to use laptop #student 4

DISCUSSION

The research findings presented in this study focused on the perceptions and attitudes of students regarding the utility of Nearpod in English language learning. The results revealed a high perception of Nearpod's utility across various contexts, as evidenced by the average mean score of 4.07. This finding aligns with previous research emphasizing the advantages of integrating technology into language acquisition (Adriani & Asyifa, 2022; Lemeshchenko-Lagoda et al., 2020; Syathroh et al., 2021). The positive perception of Nearpod's

utility for comprehending grammar material further suggests its potential to aid students' understanding and mastery of English grammar and reading ability (Hakami, 2020). Moreover, students also recognized Nearpod as advantageous for English learning, particularly in grammar, as highlighted by the studies of Pupah and Sholikhah (2022) and Wang and Chia (2022). This positive perception of Nearpod's utility in enhancing specific language skills is in line with the findings of previous studies that emphasized its benefits (Ahmad, 2020). Furthermore, it indicates that Nearpod has the potential to effectively support language acquisition by helping students comprehend and master the complexities of English grammar.

Moreover, the research findings demonstrate a positive perception of Nearpod's user-friendliness and navigational simplicity, as reflected in the average mean score of 4.13. Students found Nearpod easy to use, allowing for quick skill acquisition, consistent with previous research highlighting its user-friendly features (Wang & Chia, 2022). The high level of comfort reported by students when using Nearpod for synchronous tasks further suggests that it facilitates efficient and effective learning experiences (Peng, 2021). Additionally, students found the learning by using Nearpod to be manageable, indicating that they were able to comprehend the platform's features with little difficulty (Anggoro et al., 2022).

Regarding students' intentions to use Nearpod in future learning experiences, the research findings indicate a high perception with an average mean score of 3.95. In addition, students believed that Nearpod improved their academic performance in university courses and expressed confidence in its future implementation potential (Abdullah et al., 2019; Shehata et al., 2020). This finding underscores the perceived value of Nearpod as a tool for enhancing English language learning objectives.

Furthermore, the research findings reveal students' positive

attitudes toward using Nearpod in educational settings, with an average mean score of 4.03. Nearpod was perceived to positively impact classroom activities and learning outcomes, promoting active learning and student engagement (Hakami, 2020; Putra et al., 2021). Students also acknowledged Nearpod's positive influence on their grammar class, as it proved effective for teaching basic English grammar, as found in Ahmad's (2020) study. Overall, Nearpod was perceived as advantageous for English learning, user-friendly, and beneficial to students' language learning experiences. These findings support the notion that Nearpod can improve language acquisition, task effectiveness, and comprehension of grammar content (Hakami, 2020; Wang & Chia, 2022).

Responding to the interview results, it is believed that the use of Nearpod in grammar class is extremely beneficial for students because of several reasons. First, Nearpod provides interactive and interesting class for students. This is relevant with Ryan's (2017) study which states that the use of Nearpod can enhance students' interactions in the class, both with teacher and students. In a similar vein, Burton (2019) also asserts that Nearpod can create interactive class which later can improve engagement and motivation to learn the language as well as increasing their language ability. On the other hand, students are concerned about their inconvenience in using Nearpod as online tool for grammar learning. The most common challenge is due to the internet connection to reload the page. This challenge is in line with a study of Wang and Chia (2022), stating that the low speed of online content loading is a noticeable challenge that may impeding students to learn.

Then the findings of this study have several research implications. Firstly, educators and instructional designers can consider incorporating Nearpod as a valuable resource in language courses, given its perceived usefulness, user-friendliness, and positive attitudes toward integration.

In addition, Nearpod's benefits in enhancing specific language skills, task effectiveness, and comprehension of grammar material make it a promising tool for supporting language acquisition (Ahmad, 2020; Lestari & Sihombing, 2022; Pupah & Sholihah, 2022). Therefore, the practical implications of this study suggest that educators should explore the integration of Nearpod into their teaching practices to optimize its potential for improving learning outcomes.

Additionally, the positive perceptions of Nearpod's user-friendliness and ease of use highlight the importance of providing educators with adequate training and professional development opportunities. By equipping instructors with the necessary skills and knowledge, they can effectively integrate Nearpod into their teaching practices and optimize its potential for improving learning outcomes (Rios-Zaruma et al., 2019; Xian, 2021). Therefore, investing in training and professional development for educators becomes imperative to ensure the successful implementation of Nearpod in language courses.

Moreover, the positive attitudes toward Nearpod's impact on classroom activities, active learning, and engagement suggest that technology-enhanced tools like Nearpod can foster student participation and motivation. Educators can leverage Nearpod's interactive features to create engaging learning experiences that encourage students to participate actively and collaborate in the language learning process (Putra et al., 2021; Xian, 2021). By utilizing Nearpod to promote student engagement and active learning, educators can create a more dynamic and interactive learning environment.

However, it is essential to know the limitations of this study. The specific sample size and population used, which are only 37 students in this research, may limit the generality of the findings to a more general setting. Future studies should include larger and more diverse samples to obtain a more representative understanding of the perceptions and attitudes toward Nearpod in English language

learning. Boddy (2016) believed that qualitative research adopting a positivist orientation necessitates larger sample sizes than in-depth qualitative research. This is necessary to achieve a comprehensive and representative understanding of the entire population being studied.

Other variables, including individual learning preferences, technological competence, and pedagogical approaches, might influence students' perceptions and attitudes toward Nearpod but should have been explicitly examined in this study. Exploring these variables in future research would provide a more comprehensive understanding of the factors contributing to the effectiveness of Nearpod in online English language learning (Kerzič et al., 2019).

In conclusion, this study has demonstrated students' highly positive perceptions and attitudes toward Nearpod in the context of English language learning. The findings highlight Nearpod's potential as a valuable resource for enhancing language acquisition, task effectiveness, and comprehension of grammar material. The practical implications suggest that educators should consider integrating Nearpod into their teaching practices, invest in training and professional development, foster student engagement and active learning, and continue researching to unlock the full potential of Nearpod in language education. While acknowledging the limitations of this study, future research should address these limitations and further explore the factors influencing the implementation and sustained use of Nearpod in language learning contexts.

CONCLUSION

In conclusion, this study explored students' perceptions and attitudes toward the usefulness of Nearpod for English language learning. The findings revealed that Nearpod has the potential to enhance language acquisition, task efficiency, and comprehension of grammar material. Students recognized the advantages of Nearpod for

English learning, particularly in improving specific language skills like grammar and reading comprehension. They also found Nearpod user-friendly and easy to navigate. Furthermore, students expressed positive intentions to use Nearpod in future learning experiences, indicating their confidence in its ability to support English language learning objectives. The study also highlighted students' positive attitudes towards Nearpod, acknowledging its positive impact on classroom activities, active learning, and student engagement. Overall, the findings suggest that Nearpod can foster student participation and motivation, creating an interactive and dynamic learning environment.

The practical implications of this study suggest that instructors and instructional designers should consider integrating Nearpod as a valuable resource in language courses. Educators can maximize their students' learning outcomes by utilizing its benefits for enhancing specific language skills and task performance. Educators must have access to training and professional development opportunities for Nearpod to be effectively integrated and utilized in the classroom. To overcome the study's limitations and to comprehend the factors more deeply influencing the implementation and sustained use of Nearpod in language learning contexts, additional research is required. Future studies should aim to use larger and more varied samples, employ objective measures, and consider contextual factors and other variables that may influence the perceptions and attitudes of students regarding Nearpod. This would contribute to the ongoing development of technology-enhanced language-learning tools and provide a more comprehensive comprehension of Nearpod's effectiveness.

In conclusion, this research's findings support the notion that Nearpod is a promising tool for English language study. By recognizing its potential, educators can improve language acquisition, task performance, and grammar comprehension. The practical implications and prospective research suggestions outlined in this study can

assist educators and researchers in maximizing Nearpod's benefits in language learning.

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