

Engaging ESL Learning on Mastering Present Tense with Nearpod and LearningApps.org for Engineering Students

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Abstract: The present study explored using digital tools for teaching Tenses to English as Second Language learners (ESL). Nearpod and LearningApps.org tools create more interest in learning the Present tense in the English language. There is a gap in English grammar for Nearpod and LearningApps.org tools, which need a novel solution from the perspective of ESL learners. This study explores learners' interest and enthusiasm towards Nearpod and LearningApps.org towards learning the Present tense. The methodology used is a quantitative study. 94 ESL learners, 17-20 years old, who speak five languages as their mother tongue, participated in this study. The results of this study are divided into three main divisions: 1. Students interested in learning through LearningApps.org and Nearpod, 2. How feasible the tools were for use by ESL learners, 3. ESL learner's performance in the present tense through LearningApps.org and Nearpod. This study is significant for online tools, English as Second Language learners, and lesson planners as the input will provide an overview of the ESL learners' needs in the present tense in the English language. Future work can be done in other subjects to enhance and engage their subject in learners' perspectives.

Keywords: Nearpod; LearningApps.org; Present Tense; Quantitative Study; English as Second Language learners; Engineering Students; English Grammar; Engaging ESL Learning.

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1. Introduction

Students who lack language skills rapidly realize that this severely restricts their ability to comprehend and communicate effectively [1]. For various reasons, many students in today's classrooms have a difficult time mastering the English tense [2]. Students could learn new things in a funny way to grow their interest and motivate them to learn tenses engagingly [3]. Interest and enthusiasm in academic pursuits on the part of students are necessary factors, as they can foster learning motivation and increase learning results [4]. One of the factors that might affect a student's desire to learn and how enthusiastic they are about doing so is a teacher's utilisation of various teaching tactics, which come in the shape of external aspects, to instruct the pupils in question [5]. Technology advancement is an excellent example of something that can improve student interest in learning because so many exciting things may be used to do this so [6-7]. Nearpod and LearningApps.org are an example of a sort of interactive learning mediums that may be utilised both within and outside of an internet or online network environment. It provides several exciting characteristics, such as the capability to study English and increase one's vocabulary, amongst other things. One of the most significant benefits associated with using Nearpod and LearningApps.org are tools that encourage active classroom learning by providing various alternatives to keep students engaged [8-9]. As a result of this, many people believe that Nearpod and LearningApps.org are applications that have the potential to improve group work and interaction in

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the classroom [10]. Because it enables instructors and lecturers to organise, present, and coordinate resources like slides and videos used in the classroom [11]. In addition, Nearpod and LearningApps.org generate data on the activities of students while they are in class, allowing instructors to examine the extent to which their charges retain information [12].

Language has a wide variety of structures. Tenses exist in English. One of them is a straightforward presentation that is employed in narrative material. The simple present tense is used for descriptions, definitions, and broad assertions of fact. Activities that are always, frequently, or usually true, or actions that occur at the time of speaking (without referencing the past or future), are best expressed with the simple present tense [13]. Even without face-to-face contact, Nearpod and LearningApps.org are the ideal solutions to the teacher-student interaction problem. Its distinctive features, such as Polls, Draw It, Matching Pairs, Quizzes, Student Pacing, and Open-Ended Questions, make it a viable remedy for this issue [14]. Using web-based technology, such as Nearpod and LearningApps.org, is a powerful teaching method that encourages student participation and supports independent learning [15]. This strategy is especially successful in bigger classroom settings. Since Nearpod can affect how we teach and learn, it is clear that it is more than simply a tool in the education business. Despite Nearpod and LearningApp.org's rising stature in many nations for online teaching and learning across various areas [11], [16-17].

Regarding its effect on online English classes in the higher educational setting of Vietnam, there is still a study deficit. While Nearpod, LearningApps.org features, and its potential for use in education are described [18]. An absence of evidence supports the idea that Nearpod and LearningApps.org may enhance or encourage cooperation in classrooms. Therefore, this study aims to fill this gap by investigating how Nearpod and LearningApps.org impact the level of engagement in English courses for ESL learners.

2. Literature Review

To find out if including online games and interactive activities into ESL classes actually increases student engagement, researchers conducted a qualitative study. To reach this objective, the material was taught in both conventional lecture halls and virtual classrooms using interactive software like Nearpod, Kahoot, and H5P. Since the current pandemic problem had impacted the global environment, this was done. This study showed that online games and interactive activities might boost ESL student participation. Online coursework was shown to be difficult for most students to replicate at home.

This means that students are less likely to be highly motivated during online lessons. Professors need to pay special attention to asynchronous classrooms, where they can focus on motivating and assisting students as they participate actively in the online learning environment. Online instructors also have difficulty facilitating increasingly popular instructional methods like pair and group work. Having access to the Internet in the classroom allows for the possibility that using online games and activities is the most efficient way to achieve this goal [19].

Exams covering multiple-choice material from the first year of financial accounting at the university level in Egypt were analysed to see how well the Nearpod programme performed. Additionally, it aimed to examine how adopting the Nearpod application affected the classroom dynamics of one of Egypt's top private universities. In addition, the exam was designed to assess, in compared to more conventional methods of testing using paper and pencil, how much of an effect the instructor's use of the Nearpod in the classroom had on the students' engagement with the course material and their enthusiasm for learning. To gather user feedback on the Nearpod app, which lets mobile users access interactive educational content, a questionnaire was created. Student and focus group questionnaires showed that utilising Nearpod boosted classroom participation, which improved academic performance [11].

Supporting student engagement and learning in higher education through the use of Nearpod. The Nearpod software was utilised to improve the quality of lectures and their impact on students' education. The participants in this study were 74 female students from Najran University's Sharurah College of Sciences and Arts. These students came from all over Najran University's campuses to take classes. The video learning system was modified to include the Nearpod application for remote lecturing, and an electronic educational questionnaire was developed. The students' personal electronic gadgets were also utilised for classroom-based learning activities [30]. The study asked, "Does using electronic educational surveys and Nearpod with video learning systems boost the quality of education obtained by students enrolled in distant learning programmes?" The BYOD model and Nearpod programme improved student satisfaction with the integrated learning environment and Nearpod use in all classes, especially those provided via the video learning system [20].

An empirical study examined the academic performance of female students at Princess Nourahbint Abdulrahman University's College of Education's educational technology course who used Nearpod's mobile learning e-learning environment. The study included sixty female Princess Nourahbint Abdulrahman University College of Education students. Two equal-sized groups were formed. One group was an experiment that used mobile phones and Nearpod to learn about the Google Educational

Applications section online. The lecture-based second group was a control. After validating and rechecking, an accomplishment test was provided to both study groups. The Nearpod-based mobile e-learning environment was found to be beneficial, with the experimental group scoring higher on the accomplishment test than the control group. Experimental students did well [21].

Studying how tablet-based Nearpod software affects verbal and nonverbal classroom interaction among Riyadh sophomore-year female high school students taking a computer class. The modified "Menf" model assessed classroom interactions for 25 female students. Only the sample population could achieve the study's goals. We used an interview tool to gather teacher and student comments on classroom dynamics after the trial. Before the intervention, they were taught the entire unit conventionally.

After that, Nearpod was used to create active learning app exercises. The study found that Nearpod activities improved class engagement by allowing students to participate, discuss, and communicate with the lecturer and by increasing non-verbal contact. The Nearpod software also made pupils work quietly alone or in small groups. This study found that students and teachers preferred utilising Nearpod over other teaching techniques and felt more inspired to engage in class. Interviews yielded these results [22].

Quasi-experimental assessment of Nearpod's effectiveness in interactive technology education, including its ability to monitor students' development and knowledge in real time. Two recently nominated professors were the study's sample. These experts worked in a Tustin, California, school with 26.4 percent second-language learners and 49.1 percent low-income kids. An experimental group of 31 utilised the Nearpod app to check for comprehension and track their progress in class, while a control group of 32 studied conventionally without tracking or utilising the app. The test group utilised the software to track academic progress and comprehension. According to data, using the Nearpod app for responses boosted student participation and allowed for a more complete class evaluation in one session [23].

The Nearpod software was tested for primary school teachers teaching directed reading. Fourth-graders used mini-iPads for study. A Nearpod-guided reading teacher was engaged to teach these groups English. After class, students and teachers were polled on the method's pros and downsides. Students love this guided reading strategy and use it to critically analyse the app's material. Students used Nearpod to complete autonomous assignments. The teacher also showed skill in enhancing guided reading group management and the need of considering and preparing so technology works properly during guided reading. This study recommends Nearpod for guided reading sessions due to its ease of use, student engagement, and progress monitoring [24].

The aforementioned academic and K-12 study (Kindergarten to 12th grade) shows that Nearpod improves student learning. Most early Nearpod efficacy studies used a quasi-experimental design. Kurt et al. [12] used a qualitative method to explore teachers' views on Web 2.0 tools in the classroom, making their study unique. This study will examine undergraduate students' Nearpod use in remote learning after the recent Coronavirus outbreak. Given the global shift toward online education, experts are trying to explain such electronic applications and their function. Here, researchers explain electronic usage [11], [20-22], [24].

2.1. Research Objectives

The study's objective is to know about the applications that help understand the Present tense for ESL students:

- To identify students' interest in LearningApps.org (LA) and Nearpod (NP).
- To explore the student's performance in LearningApps.org and Nearpod.
- To investigate the feasible applications for present-tense learning.

2.2. Research Questions (RQ)

The following research questions are developed to guide this study:

- RQ1 – Does learningApps.org and Nearpod helpful for learning the Present tense?
- RQ2 – How feasible are the Nearpod and LearningApps.org for the learners?

3. Methodology

This study included a quantitative method. Data were obtained from the test as scores and then statistically assessed to determine which part of the Present tense they found the most challenging. The learners were given multiple choice questions in Present tense, present perfect tense, present continuous tense, and present perfect continuous tense. The learners were facing the test

through LearningApps.org and Nearpod. The pre-test was conducted on both applications in the same format, and LearningApps.org had a hind tool for identifying the exact tense to fill the gap in the post-test.

3.1. Sample and sample size

The study’s participants were 94 respondents who were currently enrolled in their second semester as Bachelor of Technology (B.Tech.) students. These individuals were chosen mostly because they intend to acquire English as a second language. Only a few of the participants spoke English fluently, and they frequently made mistakes in their writing. The learning techniques used in this study were unfamiliar to the participants. The participants were unfamiliar with the entire procedure. The ages of learners varied from 17 to 20, with the majority being between 18 and 19 (fig.1).

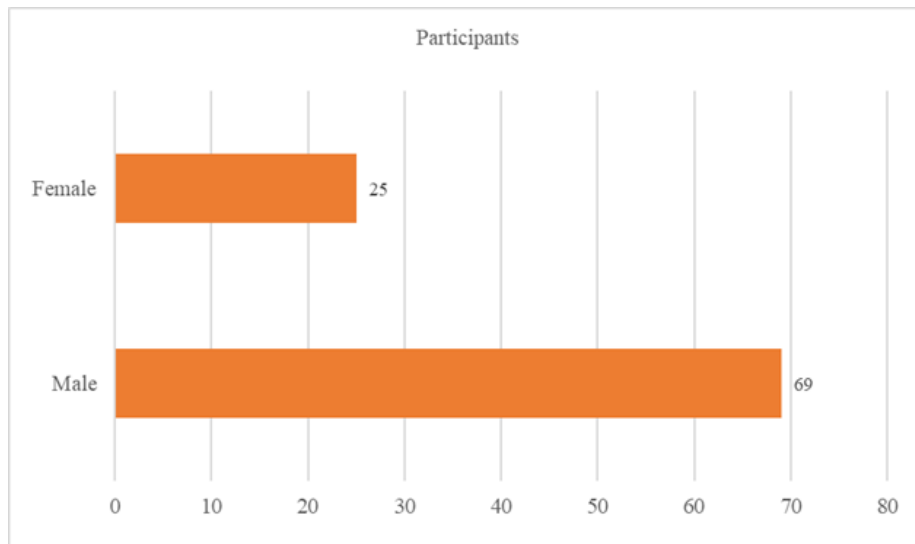


Figure 1: There are a total of 25 Female and 69 Male participants

The fundamental purposive sampling approach was used in this investigation. The population as a whole was chosen at random. Learners were instructed to fill in the gaps with the appropriate Present tense choice to meet the study’s goal. The researcher utilised a self-created question using LearningApps.org and Nearpod to gather data for the pre-test and post-test, which were then examined to draw a valid conclusion for the study. Out of 94 participants, 25 females and 69 males participated in this study. In this study, multilingual participants participated 58 students spoke their mother tongue Telugu, next to that 30 students speak mother tongue Tamil; 4 students spoke their mother tongue Hindi; 1 participant speaks their mother tongue Kannadam, and 1 participant spoke their mother tongue Urdu (fig. 2).

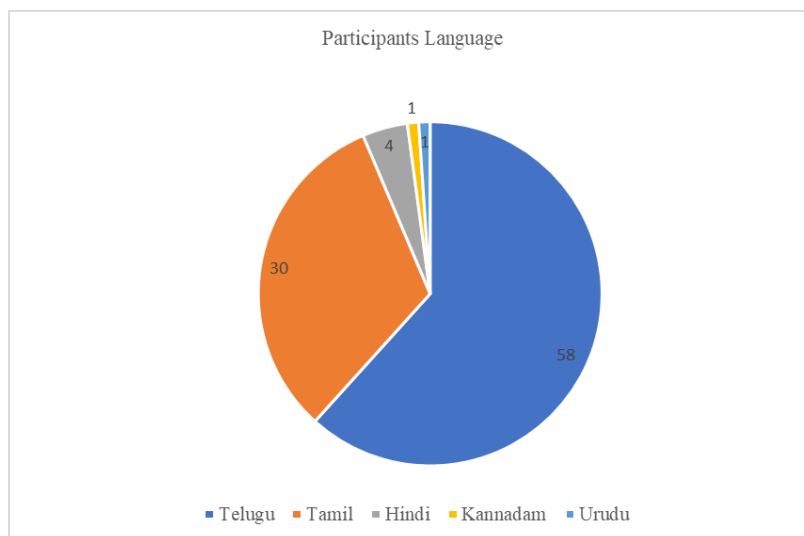


Figure 2: Multilingual Participants

3.2. Research Design and Procedure

The researcher provided a short description of the study’s objective to the participants, and then the research focused on a task for learners at the initial stage of the Present tense as a pre-test through LearningApps.org and Nearpod. From the result, the researcher found that the learners lack Present-tense while choosing the correct answer. Then the researcher gave the same questions after a weak interval with some clues hidden in the applications. The researcher framed the self-made question in LearningApps.org and Nearpod and asked the learner to select the appropriate present tense to fill the sentence (fig.3).

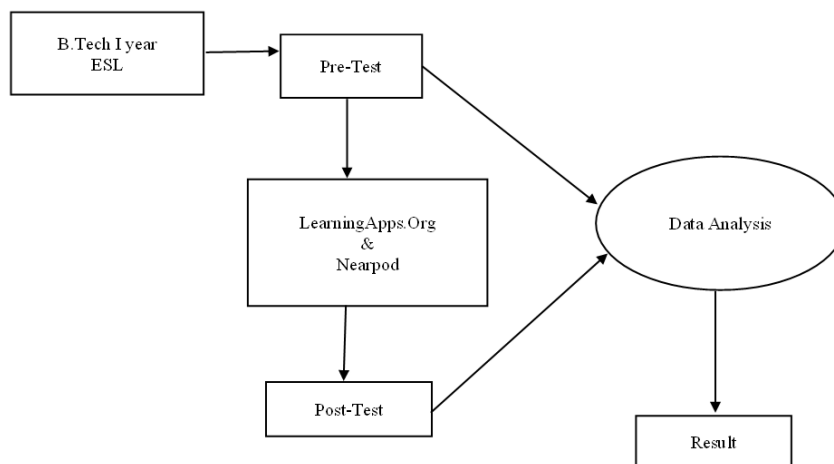


Figure 3: Research design using a schematic diagram

4. Result and Findings

The study’s findings have been summarised below with the assistance of Excel to determine the progress made while the intervention was being carried out. The results of the test showed that the students.

The pre-test and post-test comparison findings showed that learners’ pragmatic competency increased due to student-paced training with Nearpod. Figure 4 displays the pre-test and post-test results of the Nearpod application. Figure 4 demonstrates how much each participant’s performance increased. However, there seems to be considerable variation in participant increment rates. For instance, question number 4,9,10 received higher scores on the pre-test than post-test. Question number 8 obtained the same score in the pre-test and post-test. For questions 1,2,3,5,6,7, there was variation between the pre-test and post-test, where the post-test got a higher score than the post-test.

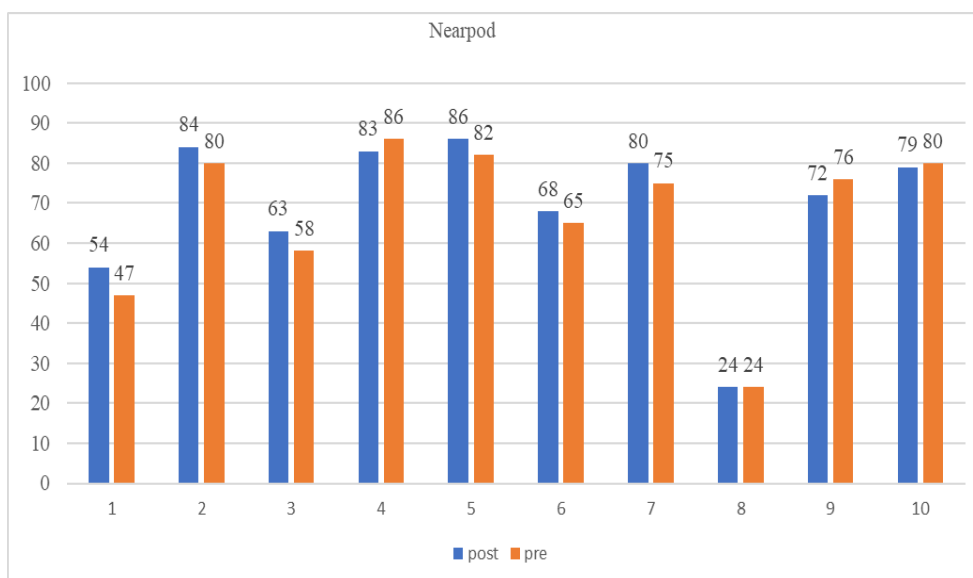


Figure 4: Nearpod results of pre-test and post-test

The comparison between the pre-test and the post-test showed that student-paced teaching with LearningApps.org significantly impacted the learners' pragmatic competency. Figure 5 displays the pre-test and post-test results for the LearningApps.org application. The improvement in their performance over time is seen in Figure 5. Questions 4 and 5 on LearningApps.org had higher pre-test scores than post-test results. There was a significant rise between the pre-test and post-test for questions 1, 2, 3, 6, 7, 8, 9 and 10. In the pre-test, the researcher provided no instructions regarding LearningApps.org but delivered the URL link to the participants and found the results. In the post-test, the researcher instructed the participants on how to use the key symbol that will help the participant to show the tenses in the question box. The key symbol will be useful for the participants to identify the type of tense the question contains, allowing them to correctly predict the answer. As a result, post-test findings are far better than pre-test ones.

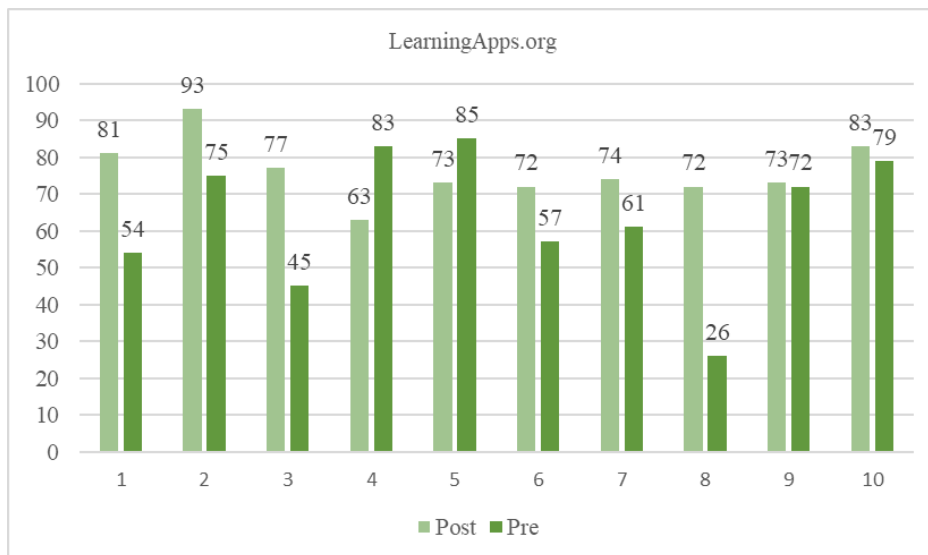


Figure 5: LearningApps.org results in pre-test and post-test

LearningApps.org and Nearpod in Pre-test were compared quantitatively to show on what grounds the learners improved their performance. The prior aim of the quantitative analysis was to shed light on the particular application to enhance their Present Tense. Figure 6 shows the pre-test results of both LearningApps.org (LA) and Nearpod (NP) applications. Here, pre-test question 1,5,8 results that LearningApps.org has better results than Nearpods. Other Question 2,3,4,6,7,9,10 showed that Nearpods has better results than LearningApps.org. In the pre-test, the overall result reveals that Nearpods have good results than LearningApps.org. Therefore, in the pre-test, Nearpods gained more interest for the participants.

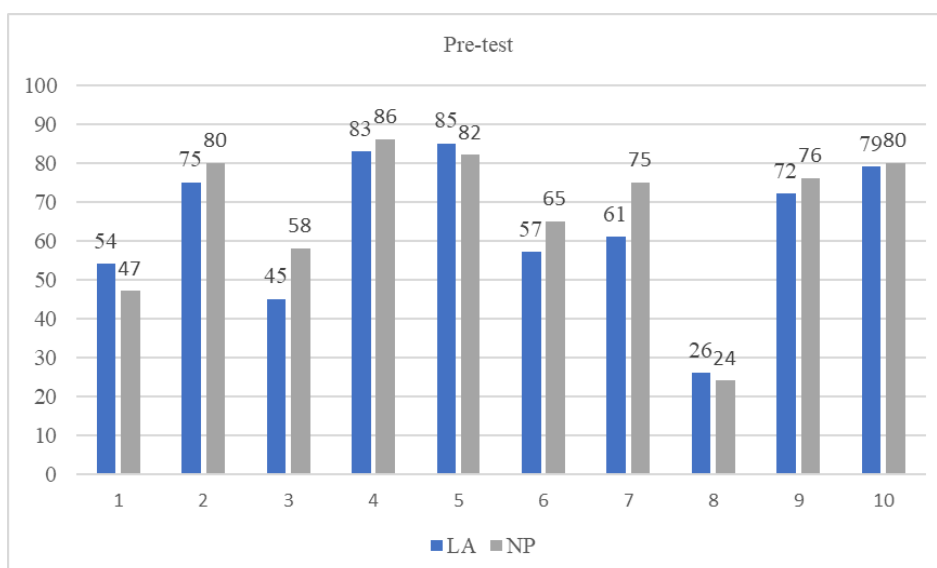


Figure 6: Pre-test results for LA and NP

Post-test results were quantitatively examined to demonstrate how the student's performance was improved and on what basis. Before that, the quantitative analysis sought insight into a specific application to improve its Present Tense. The post-test results for the applications from LearningApps.org and Nearpod are displayed in Figure 7 here; post-test questions 4,5 and 7 show that NP performs better than LA. As seen by questions 1,2, 3, 6, 8, 9, and 10, LA outperforms NP regarding outcomes. Post-test findings show that LA outperformed NP in terms of overall performance. As a result, LA generated increased curiosity among participants during the post-test. This is due to the key icon, which helped the participant to know what tense the question comes under, in pre-test researcher did not give any instructions regarding the usage of the LA application, but in the post-test researcher gave detailed functions of LA where the key icon helped the participants to identify the correct options for the given question. Therefore, the post-test results in LA are high compared to NP.

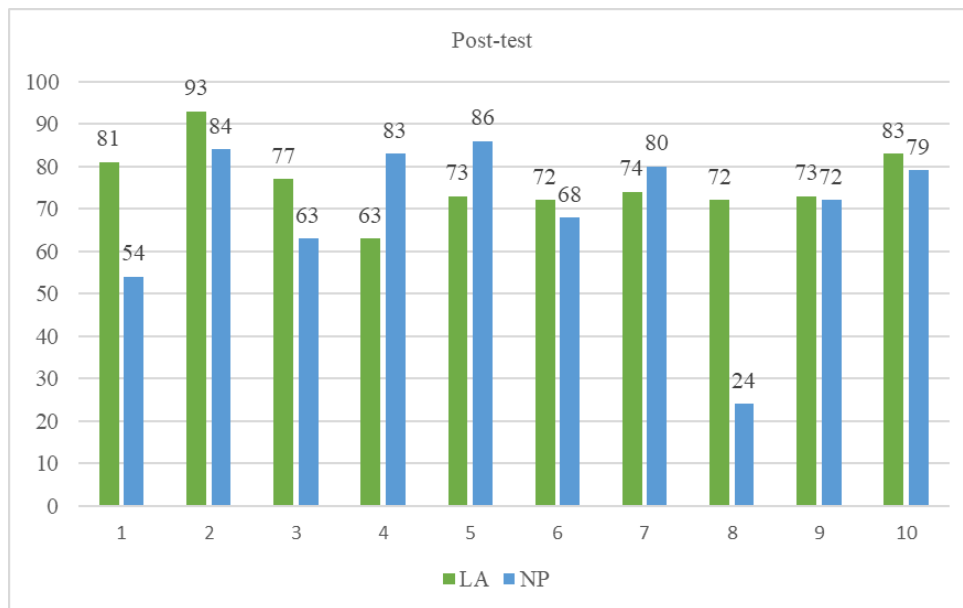


Figure 7: Post-test results in LA and NP

The use of both programs in the pre-test was assessed throughout the length of the quantitative study as part of the evaluation process. Figure 8 illustrates the mean difference between LearningApps.org and Nearpod's performance in the pre-test. The learners who participated in the pre-test for Nearpod (N = 94) completed grounders at a higher frequency than the learners used participated in the test for LearningApps.org.

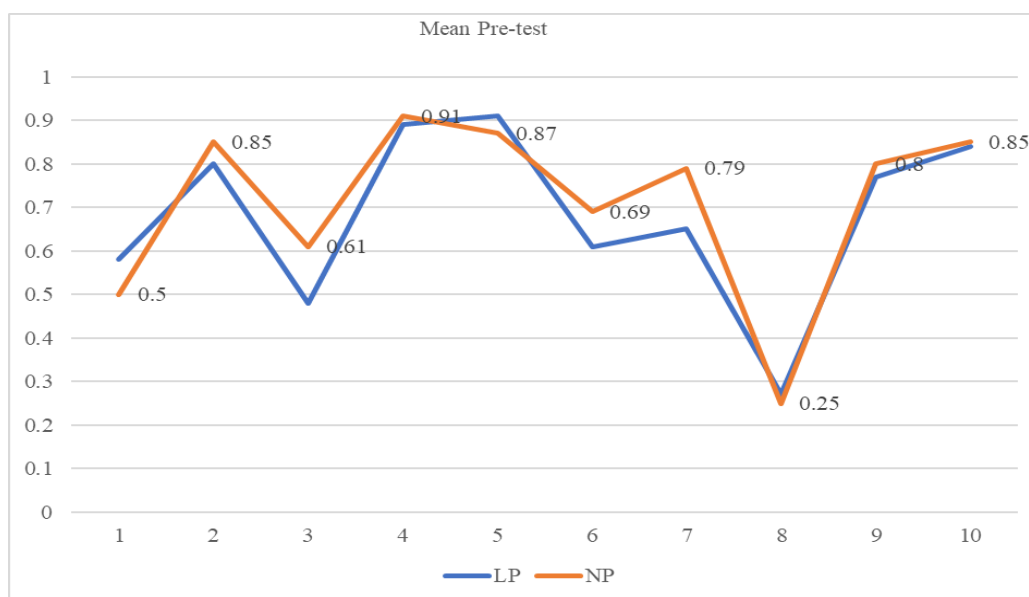


Figure 8: The mean difference in the pre-test

As part of the assessment procedure, the usage of both programs in the post-test was analysed throughout the entirety of the quantitative study to see how effective they were. The performance gap between LearningApps.org and Nearpod in the post-test is depicted in Figure 9, which shows the mean value of the difference. The learners who participated in the post-test for LearningApps.org completed grounders more frequently than those who utilised participation in the test for Nearpod. It was beneficial for the learners to identify the proper answer with the keyword provided by the Key symbol, which offers the keywords for picking the appropriate present tense.

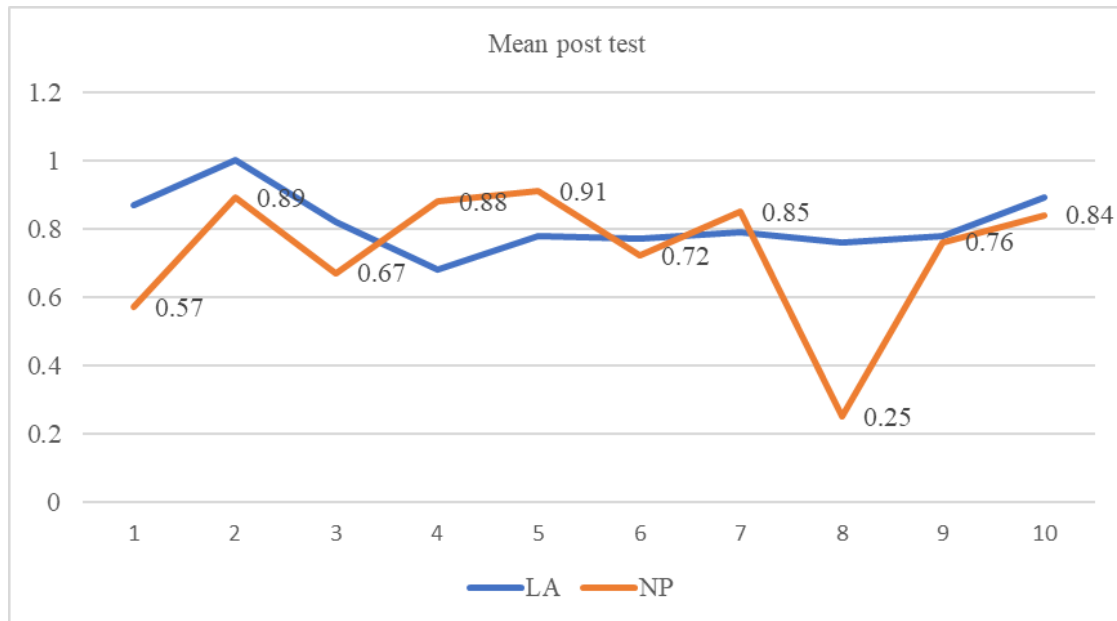


Figure 9: The mean difference in post-test

5. Discussion

The present study investigates the impact of learning through LearningApps.org and Nearpod on ESL learners. In light of quantitative findings, it was found that learners improved their present tense using the application. The results of this research give how English language educators are utilising technology in their classrooms. Nearpods and LearningApps.org have varied characteristics that make them incredibly useful for online discussions and student involvement [25].

The findings of the Nearpod and LearningApps.org through online learning experiment suggest that the website in question is a useful resource for the online acquisition of English. This helps the interaction level of freshmen who are learning English. According to the findings of the Perception of Interaction Scale, students' interaction of learners with one another, with their professors, and with the subject itself may all be facilitated via Nearpod and LearningApps.org. This lends credence to the finding of [26], which asserts that encouraging students to "Bring Your Own Devices" (BYOD) by utilising a platform like Nearpod and LearningApps.org encourages them to engage more with one another in the classroom. And this could help them to understand more about the Present tense by using the application.

However, the interaction figure of Nearpod and LearningApps.org shows certain inconsistencies between the interaction levels of its three tiers. For example, the interaction between learners and teachers appears to be larger than between learners and materials or between learners. These results responded to the first study question, which posed the hypothesis that using Nearpod and LearningApps.org in English courses may increase the amount of student participation which was helpful for the learners to understand the present tense. According to quantitative data gleaned from open-ended questions, learners in classrooms were found to have favourable views towards Nearpod and LearningApp.org and to be actively and autonomously engaged in learning activities. Learners also reported that they feasibly used Nearpod and LearningApps.org. These results are consistent with those found by [15],[27]. These results respond to the second question of the study.

For both Nearpod and LearningApps.org, pre-test and post-test were conducted for the same sample size (N =94); the lessons were created by the researcher in the application, and the link was shared with the learners through the WhatsApp group. In the Pre-test, learners were not given any instructions regarding any application provided for them. Randomly learners started answering the open-ended questions. The results were analysed in the quantitative mode, and in the pre-test, the Nearpods had

a high mean value compared to LearningApps.org. After a week of intervention, the researcher sent another link to the learners who participated in the study and instructed them about how to use the application.

The researcher also gave some tips about the key icon in LearningApps.org, which will help the learners to identify the keyword and guess the answers to the given question. There was a feasible choice for the learners to apply their present tense rules with the given keyword. Students' results from both applications were collected and analysed quantitatively in the post-test. When the analysis was done, LearningApps.org had higher results compared to Nearpod. This result happened due to the keyword icon that helped the learners to guess the answers appropriately.

The issue of resistance to oral practice is also addressed by using Nearpod and LearningApps.org in English online classes. Yet another benefit of Nearpod and LearningApps.org is that learners' fears of being foolish progressively give way to feelings of security, comfort, and delight [28]. Students can share their opinions and benefit from instructor correction (during and after the lessons), peer correction, and self-correction (during and after the lessons) when they use Nearpod and LearningApp.org in the classroom. Students may also correct each other during and after the lessons. In addition, learners have greater creative expression space when participating in Nearpod and LearningApp.org activities. According to [15], using Nearpod and LearningApps.org are the ways to overcome the challenges posed by huge classrooms and passive learning. In addition, these challenges may be overcome more easily by learning the Present tense.

Regarding teaching and learning English, using Nearpod and LearningApps.org may have major practical implications for teachers and pupils. Nearpod and LearningApps.org are dynamic platforms that bring technology into the classroom to give students opportunities for interactive and collaborative learning experiences [29]. Students may be allowed to engage in various activities, including quizzes, collaborative whiteboards, and multimedia presentations, which may make studying English more efficient and interesting. Educators can also benefit from Nearpod's and LearningApp.org's ability to personalise instruction by offering students individualised educational experiences catered to their specific requirements and interests. In addition, teachers may utilise Nearpod and LearningApps.org as a tool for formative and summative assessments, which enables the monitoring of students' progress and provide feedback that can aid in the student's academic development.

Nearpod and LearningApps.org provide several interactive aspects that can increase students' levels of contact and participation in English language classes, regardless of whether the classes occur in a traditional classroom setting or online. By incorporating these components into their lessons, teachers may provide their learners with a more interactive and cooperative learning environment, which, in turn, will boost the level of student involvement and the outcomes of their educational pursuits.

6. Conclusion

The primary objective of this study is to assess the level of interest generated for the present tense in an English classroom when utilizing Nearpod and LearningApps.org. Through quantitative analysis of open-ended questionnaires and the perception of classroom interaction scale, it was determined that Nearpod and LearningApps.org have the potential to enhance comprehension of the present tense in English, foster active student participation during lessons, and instil confidence in expressing answers. The results indicate that educators should consider leveraging the advantages of Nearpod and LearningApps.org to improve other English skills among a larger participant pool and in conjunction with different topics. However, further investigation is warranted to determine the potential impact of Nearpod and LearningApps.org on student autonomy and self-study. To address challenges such as limited preparation time, crowded classrooms, lack of enthusiasm, and reduced originality, LearningApps.org should be utilized as a vital and long-term instructional tool focusing on teaching English, as supported by the findings of this research.

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