Nearpod Interactive Video as an Independent Learning Tool in a Flipped Writing Course in a Thai University

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https://doi.org/10.54855/callej.252612

Received: 30/10/2023 Revision: 26/12/2024 Accepted: 02/01/2025 Online: 17/05/2025

ABSTRACT

This study is part of a Design-Based Research (DBR) project aiming to develop an online English learning model, called an online Flipped Classroom with Interactive Response Systems and Task-Based Language Teaching, to teach English or the FITE model. This particular study focuses on Nearpod as an independent learning tool for a flipped writing course within this model. We investigate how students perceive Nearpod and whether their perceptions vary based on their CEFR levels. The study includes 118 first-year students, evenly distributed across CEFR A2 and B1 levels, and employs a 12-week intervention using Nearpod interactive videos. Data collection uses surveys with Likert-scale statements and an open-ended section. Analysis combines quantitative and qualitative methods, providing a comprehensive understanding of student experiences and the impact of the teaching approach. Students expressed highly favorable views of using Nearpod interactive videos for independent learning in flipped writing classes. All 10 survey items received mean scores exceeding 4.0, indicating strong agreement among participants. Positive comments from students highlighted themes of engagement, comprehension, independent study, and convenience. Some students raised concerns about the need for a consistent internet connection and suggested adding subtitles to the videos. Students' perceptions were divided into A2 (beginner) and B1 (intermediate) groups. Beginner students exhibited significantly more positive perceptions compared to intermediate students. The A2 group provided higher average scores across most survey items, indicating that beginners seemed to benefit more from using Nearpod.

Keywords: flipped writing course, independent study, interactive video, Nearpod

Introduction

In learning English as a foreign language, writing is one of the skills that is difficult to master. There have been ongoing studies that try to find the best strategy to learn EFL writing. Among

CITATION | Anggoro, K. J., & Khasanah, U. (2025). Nearpod Interactive Video as an Independent Learning Tool in a Flipped Writing Course in a Thai University. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ),* 26(1), 21-40. DOI: https://doi.org/10.54855/callej.252612

others, blended learning strategies, including the flipped classroom, have been reported to positively affect students' writing skills (Challob, 2021; Rahman et al., 2020). BL is one of the approaches suggested by various educationalists and research scholars throughout the globe, which will provide the learners with a powerful learning experience (Saboowala & Manghirmalani Mishra, 2021). Blended learning in English as a Second Language (ESL) has become a growing trend in sustaining education at higher learning institutions (Ramalingam et al., 2022). It combines the benefits of face-to-face (FTF) and independent online learning. However, it has been reported that upon its application, students lack motivation to study independently at home, which brings about a significant difference in their learning development (Rahman et al., 2017). Students prefer to stick to their mobile devices for entertainment over their learning materials (Tobin, 2021). Many students feel unmotivated as they are not sure how to start their writing (Nurbayan et al., 2021). This becomes a major issue because without doing the independent learning, the goal of a blended or flipped class cannot be achieved.

Nearpod, acknowledged as one of the Interactive Response Systems (IRSs), has showcased its considerable impact in facilitating successful independent study, as underscored by Anggoro et al. in 2022. Furthermore, it has received acclaim for its role in enhancing students' writing skills, as evidenced in research conducted by Lestari and Sihombing in 2022, as well as Villegas in the same year. Nonetheless, there remains a paucity of research utilizing Nearpod to bolster independent learning approaches in writing courses. Given the intricate nature of mastering writing, nurturing students' capacity for independent learning before they embark on a writing course can yield significant benefits for their overall learning journey. As a result, this study endeavors to explore the use of Nearpod, particularly its interactive video functionalities, as a tool for fostering independent learning in the context of a writing course. This study investigated (1) the students' perception of Nearpod interactive videos as a tool used for independent learning in a writing course and (2) their perceptions based on their CEFR level, which ranged from A2 to B1.

Literature review

Independent Learning in a Flipped Classroom Environment

The Flipped Classroom (FC) model, as evidenced by various studies in English language teaching (Chen & Hwang, 2020; Hosseini et al., 2020), yields positive outcomes in student learning. FC fosters improved student-teacher interaction (Teng, 2017), student engagement (El-Sawy, 2018), and collaborative learning (Ekmekci, 2017), ultimately enhancing students' writing skills (Ekmekci, 2017). Studies have also indicated that flipped classrooms enhance EFL learners' cognitive and meta-cognitive competence, self-regulated learning strategies, and higher-order thinking skills (Samadi et al., 2024, Chai & Hamid, 2023, Han, 2022). This innovative method creates a student-centered learning environment, integrating traditional education with online tools and social media applications, leading to improved learning outcomes, reduced cognitive load, increased motivation, and higher satisfaction levels among students (Ying & Ayub, 2022).

FC typically involves both pre and in-class activities. Pre-class activities empower students to learn at their own pace (Anggoro & Khasanah, 2022). These activities align with Bloom's taxonomy, with pre-class work focusing on knowledge acquisition and understanding, while in-class activities center on higher-order cognitive functions like application, analysis, synthesis, and evaluation, often in collaboration with peers (Alrowais, 2014). According to

Dordan (2019), the flipped classroom model involves students engaging with instructional materials outside of class, allowing for more interactive and dynamic in-class activities, ultimately fostering individualized learning and boosting learners' engagement and performance in language acquisition. Both components are integral to the FC approach.

Self-regulation plays a pivotal role in FC pre-class activities and strongly correlates with students' classroom performance (Sletten, 2017). Geng et al. (2019) emphasize the direct impact of independent learning on students' cognitive presence. Self-regulation plays a crucial role in language learning, as evidenced by various studies. Strategy instruction significantly enhances self-regulation across planning, monitoring, control, and reflection stages (Przybył, 2023). For English language learners (ELLs), self-regulated vocabulary learning, including cognitive and metacognitive strategies, leads to improved vocabulary knowledge and independent word learning skills (Deng & Trainin, 2023). In tertiary education, self-regulated learning interventions effectively enhance foreign language learning outcomes, including proficiency, learning strategies, motivation, and self-efficacy (Su et al., 2023). However, self-regulation requires learners to take the initiative, whether with or without instructor assistance (Lam et al., 2021).

There is a noted challenge in students' ability to learn independently, as indicated by Sunarya (2022). The design of flipped classrooms aims to support and motivate students to mitigate procrastination by fostering self-regulatory skills, yet challenges persist (Gonda et al., 2023). Procrastination among students in accessing pre-class materials has been a significant issue in FC (Anggoro & Khasanah, 2022). This pattern suggests that the structure of flipped classrooms might inadvertently accommodate or even encourage procrastination (AlJarrah et al., 2018). Despite the positive attitudes towards flipped learning, some studies have found no significant reduction in procrastination among students, indicating that the model alone may not be sufficient to address this issue without additional psychological interventions (Abuhmaid & Mohammad, 2020). Hence, students require support in effectively utilizing learning resources for pre-class activities (Jovanovic et al., 2019). Instructors play a vital role in providing learning resources, defining learning outcomes, and facilitating continuous assessment and examination (Din et al., 2016).

Nearpod as an Independent Learning Tool

Technological advancements have expanded the possibilities for teachers to foster independent learning among students. For instance, the use of videos has been shown to enhance students' interest in learning and better prepare them for exams (Wang & Chen, 2020). Videos provide visual and auditory explanations, making complex concepts more understandable, and interactive quizzes enable students to self-assess their knowledge and reinforce their learning. Additionally, pre-watching videos has been linked to improved knowledge retention even four months after an exam (Förster et al., 2022). In addition to videos, interactive quizzes play a crucial role in supporting students' independent learning (Anggoro et al., 2023). Interactive quizzes administered before class have been shown to boost student motivation (Suharti et al., 2022; Al-Hammoud, 2017). They engage students and boost motivation (Lee et al., 2019). Interactive quizzes can reduce procrastination for self-study and may decrease procrastination tendencies (Berinšterová et al., 2021). They have also been shown to reduce procrastination in college students, with participants exhibiting decreased procrastination patterns (Campos, 2020). Combining videos and interactive quizzes holds promise for further enhancing students' independent learning.

One valuable tool for this purpose is Nearpod, an interactive response system that integrates video and interactive elements. Sanmugam et al. (2019) reported that it is an interactive learning

method. Nearpod excels in facilitating asynchronous learning, rendering it particularly well-suited for independent study (Anggoro et al., 2022; Burton, 2019). Educators can offer real-time feedback while students engage in self-paced activities using their preferred devices, be it mobile phones, tablets, or laptops. The wide adoption of Nearpod is attributable to its capacity to enhance interactive and self-directed learning experiences (Tseng et al., 2014). It serves as an engaging platform capable of boosting students' motivation and academic performance (Romero Rodríguez, 2023). In her research, Paramita (2023) also observed the platform's potential in fostering a more engaging and participatory learning environment. Its convenience lies in the accessibility of materials from any location, coupled with the ability to revisit them as necessary (Anggoro et al., 2022).

While IRS like Nearpod offer considerable advantages, there are potential complications to consider. A significant challenge arises in ensuring a stable internet connection for students in their respective residential areas (Layali & Al-Shlowiy, 2020). This obstacle can be mitigated by allowing students ample time to complete their independent learning, thus affording them the opportunity to secure a reliable internet connection. Another hurdle pertains to the readiness of both students and instructors in utilizing Nearpod effectively (Samsonova, 2022). Students may require initial guidance, while educators must undergo training to optimize Nearpod's utility. Additionally, technical glitches during live sessions have been identified as a challenge (Paramita, 2023). Ensuring platform stability is paramount for maintaining uninterrupted, seamless learning experiences and upholding student engagement.

Nearpod in a Flipped Writing Course

Writing is considered the most challenging language skill, especially in a second language (Vysotska, 2022; Shiryani & Tajadini, 2014). Learners must navigate differences between their native language rules and those of the new language, adding to the complexity (Priyadarshi, 2022). Writing involves not just spelling, punctuation, and grammar, but also organizing ideas, planning, drafting, and revising (Vysotska, 2022).

Teaching EFL writing effectively requires employing various strategies such as demonstrating, motivating, providing feedback, and evaluating tasks (Rahma et al., 2023). Scaffolding strategies like questioning, explanation, praising, and giving feedback can facilitate second language acquisition in writing classrooms (Gudina & Wakuma, 2022). However, time constraints (Wahyuningsih & Afandi, 2023) and large class sizes (Shube & Hailu, 2022) might hinder a teacher's ability to perform these strategies.

In an online class, teaching writing can be even more challenging due to technical issues, lack of interaction, and difficulties in managing distractions (Fitria, 2023; Al-Sobh, 2022). Therefore, self-study before online writing classes might be helpful for both teachers and students. It helps students engage with texts, understand the writing process better, and enhances self-regulated learning (Adorján, 2022; Truong, 2023). This practice improves students' preparedness, engagement, and overall performance in online writing classes (Salsabila, 2022). Additionally, it might allocate more time for teachers to implement the aforementioned strategies during the synchronous sessions. Thus, using the FC model might be advantageous when teaching writing online.

As previously mentioned, FC activities adhere to Bloom's taxonomy, with pre-class work focusing on knowledge and understanding, while in-class activities emphasize higher-order cognitive functions and often involve collaboration with peers (Alrowais, 2014). Nearpod might enhance pre-class self-study for writing by providing course content with interactive self-assessment measures (Anggoro et al., 2022; Lestari & Sihombing, 2022). The utilization of

Nearpod is in line with constructivism theory that emphasizes students' active roles in constructing their own understanding (Mcleod, 2023). With a successful pre-class, the in-class activities can focus on students' actual writing practice, guided by the teacher. The teacher can also have the time to aid individual students and give them feedback. Overall, it might serve as a valuable tool in a flipped writing course.

Despite this potential, there is a lack of studies reporting on Nearpod as an independent learning tool in a writing class, let alone a flipped writing class. It has been reported, however, that technology-mediated instruction can positively affect students' writing skills (eg. Kessler, 2020). Hence, this study expects to extend the body of literature.

Method

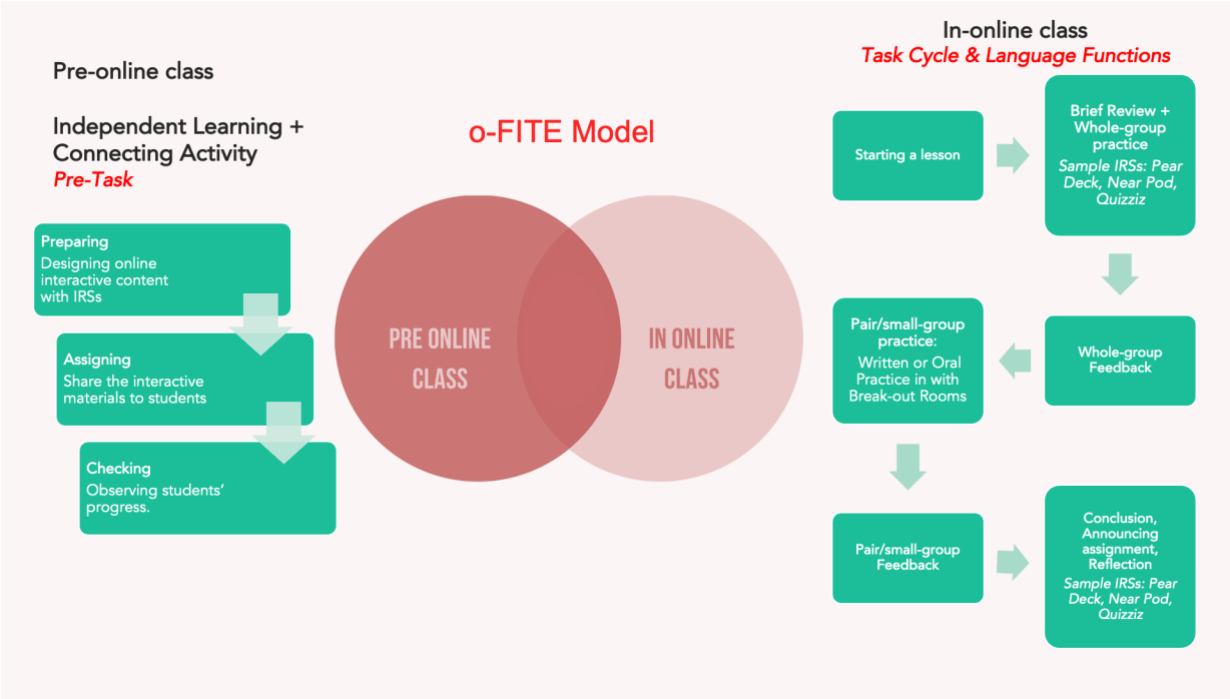
Research Design

This study is a part of a larger study using Design-Based Research (DBR) that aims to develop an online English learning model integrating interactive response systems and task-based language teaching (o-FITE Model). The model is illustrated in Figure 1. This study is a part of the study's fourth cycle that aims to investigate the interaction between the model and several interactive response systems platforms. This article reports on how students in the o-FITE environment perceive Nearpod as their independent learning tool. More specifically, there are two RQs in this study, as follows.

1. How do students perceive interactive technology tools, such as Nearpod, in a flipped writing classroom?
2. How do students' perceptions differ in relation to their CEFR levels?

Figure 1

Illustration of o-FITE Model Process



Participants

The participants in this research were a vital component of the study, selected to create a diverse yet controlled sample for evaluation. A total of 118 first year students were purposively chosen. The selected students were informed of the study and were given an option to volunteer to participate or not. Prior to the given intervention, volunteering students' CEFR levels were identified by using their English entrance exam scores. The participants were then evenly divided into two categories: 59 students at CEFR A2 level and 59 students at CEFR B1 level. The deliberate even distribution was a crucial aspect of the study's rigor as it enabled a balanced comparison between two proficiency levels.

The age range of the participants, spanning from 18 to 20 years, was a specific demographic choice that aimed to ensure that the research outcomes were applicable to the young adult population. Furthermore, all the participants were exclusively drawn from the School of Informatics. This deliberate homogeneity ensured that the research conclusions were robust and not heavily influenced by extraneous factors. It is important to note that the courses under investigation were compulsory for first year students in the university.

Intervention

Nearpod interactive videos were utilized as independent learning tools for a duration of one academic term or 12 weeks in a writing course utilizing o-FITE Model. The following table sums up the topics in each week. Nearpod was used from Week 2 to Week 11.

Table 1

Teaching Schedule

Weeks	Topics
1	Course Orientation
2	Parts of Speech
3	Basic Sentence Structures
4	Paragraph Structure
5	Descriptive Text
6	Descriptive Text
7	Procedure Text
8	Procedure Text
9	Narrative Text
10	Narrative Text
11	3-Paragraph Essay
12	3-Paragraph Essay

The class teachers followed the process of o-FITE model, as illustrated in Figure 2, to conduct the pre-class activities. The first step is preparing. The teachers purposively opted a video associated with each topic. The Nearpod videos used were selected from YouTube videos, as illustrated in Figure 3. The videos contained both instructional content and comprehension questions. The class teachers used the free version of the platform. All videos were also short in duration, approximately three to five minutes. Then, they added interactive features into the videos, as illustrated in Figure 4. These features are bult-in elements of Nearpod. The features included multiple-choice, short-answer, and long-answer questions. While watching videos, students had to answer these questions. They could not skip a question.

In the second step, assigning, the teachers sent the link to the activity via LMS. The LMS chosen in this study was a Facebook group. Any LMS that can facilitate sharing of links is applicable.

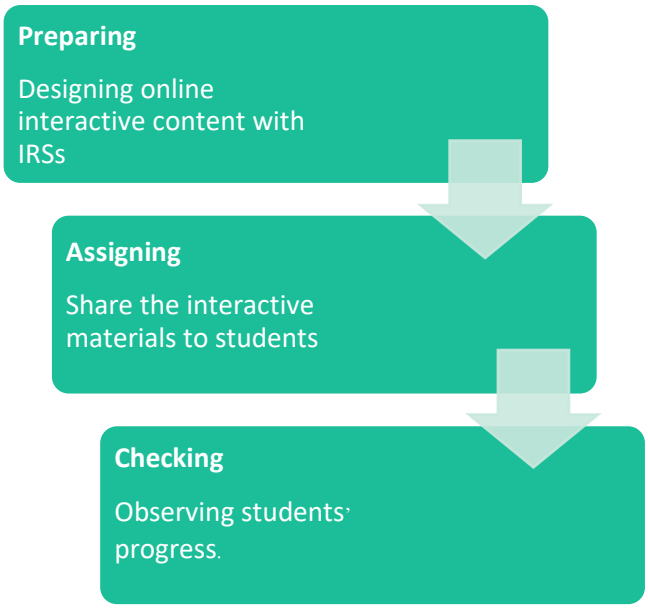
Students could click the link on the platform and start doing the assigned task. The purpose of this task is for students to be familiar with and learn the materials prior to the synchronous class. The addition of the interactive comprehension questions made it possible for the instructor to assess students' understanding of the materials and therefore add up to the synchronous class preparation. The deadline for each video task was one day before class. The third step is checking. After the deadline, the teachers observed students' responses. This step gave the teachers insights on students' comprehension of the materials and problems they had. The teachers, then, could help address those problems in the synchronous session with students.

Additionally, the interactive features of Nearpod allowed for real-time engagement and assessment during the pre-class video activities. These interactive elements, such as multiple-choice, short-answer, and long-answer questions, were strategically incorporated to promote active learning and facilitate students' understanding of key writing concepts and techniques. By integrating Nearpod into the pre-class activities, teachers were able to gauge students' comprehension levels and tailor their instruction accordingly during synchronous sessions.

In the first meeting of the term, students were told that their answers on Nearpod would not affect their scores in the course. However, they would get one point for completing each independent learning activity.

Figure 2.

Process of o-FITE Pre-Class for Teachers



Data Collection

Data collection in this study was carefully executed. A structured survey was employed as the primary instrument to gather the data necessary for the research. This survey was conducted using Google Forms and consisted of two sections: a closed-ended segment and an open-ended section. The closed-ended segment featured 10 Likert-scale statements designed to quantitatively gauge student perceptions and opinions regarding the pedagogical approach. The survey instrument used in this study was adapted from a survey' originally developed by Anggoro et al. (2023) for their research entitled "An Online English Learning Model Integrating the Flipped Classroom, Interactive Response Systems, and Task-Based Language Teaching:

Design-Based Research." This adaptation was made to better align the survey questions with the specific objectives and population of our study.

The inclusion of the open-ended section in the survey added an additional layer of richness to the data collection process. This open-ended section allowed participants to express their thoughts and suggestions freely, without the confines of pre-set response categories. Students were given the option to express their opinions in either English or Thai to alleviate any constraints. Responses in Thai were translated using Google Translate and subsequently reviewed by Thai colleagues of the researchers for accuracy. By incorporating both quantitative and qualitative data collection methods, the research strived for a comprehensive understanding of the student experience. Moreover, the timing of the survey distribution, at the conclusion of the 12-week term, was intentional. It aimed to capture a holistic picture of the participants' experiences after they had engaged with the combined in-class and independent study approach.

Figure 3.

Selecting YouTube videos on Nearpod

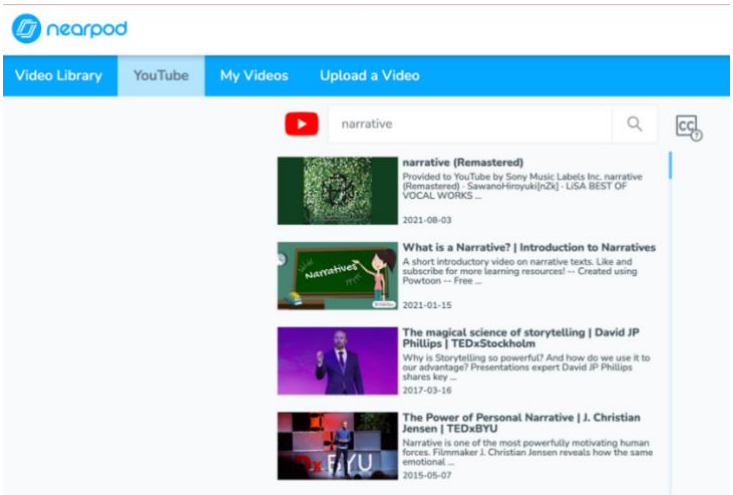
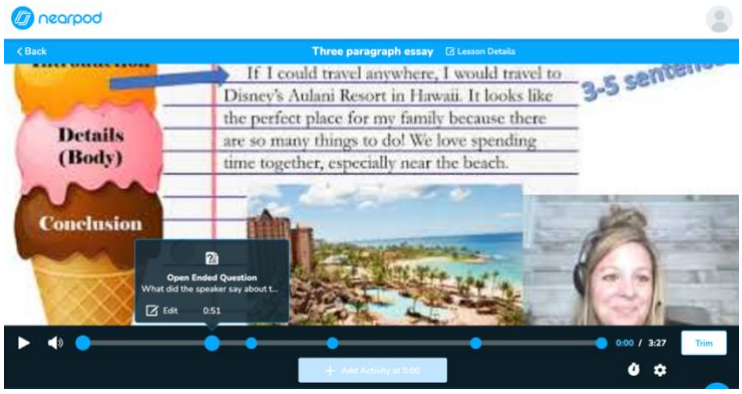


Figure 4.

Adding interactive Features in a video



Data Analysis

The data analysis in this research was undertaken with a blend of both quantitative and qualitative methodologies, upholding the study's rigor. The quantitative component focused on the closed-ended Likert-scale statements, employing descriptive statistics to provide a

numerical perspective on the students' perceptions. The calculation of means and standard deviations (SDs) for these statements was a process aimed at quantifying the extent of agreement or disagreement among the participants.

In addition to descriptive statistics, inferential statistics, specifically the independent sample t-test, was employed to examine specific facets of the data. This statistical method allowed for a comparison between the two groups of participants, those at CEFR A2 level and those at CEFR B1 level. The inclusion of inferential statistics not only added rigor to the analysis but also allowed for a deeper exploration of the impact of the teaching approach.

On the qualitative front, the researchers aimed to delve into the participants' perspectives through the analysis of the open-ended questions. Content analysis, a well-established and qualitative method, was chosen to categorize and analyze the rich qualitative data. The analysis was done by hand by two researchers to improve correctness. The identified categories, engagement, comprehension, independent study, and convenience were derived to capture critical aspects of the student experience. The utilization of established content analysis techniques, following the guidance of Kuckartz (2019), further attested to the research's commitment to rigor and systematic analysis.

Results

Research Question 1: Students' perception in general

Table 2 clearly indicates that students, on the whole, expressed a notably favorable view of the treatment. Every item garnered an average rating exceeding 4.0, signifying agreement among the respondents. Notably, Item 7, which pertains to the impact of doing Nearpod activities before online classes on lesson comprehension, and Item 9, focused on the utility of Nearpod activities in aiding lesson understanding prior to online classes, received the highest average rating of 4.47. These particular items revolve around students' learning experiences, indicating a consensus among students that Nearpod interactive videos have a positive influence on their understanding of the materials in the writing course.

Table 2

Students' ratings in general

Items	**Means**	**Standard Deviation**
1. I feel engaged when I do the Nearpod activities before the online class.	4.36	0.76
2. Doing the Nearpod activity before the online class is fun.	4.25	0.80
3. The Nearpod activities enable me to be more involved in the learning process.	4.42	0.70
4. Accessing the Nearpod activities before the online class is convenient.	4.42	0.74
5. I have no issue navigating the Nearpod activities before the online class.	4.25	0.86
6. Nearpod is user-friendly so it did not take a long time for me to learn how to access them.	4.34	0.73
7. Doing the Nearpod activity before online class makes me understand the lesson more.	4.47	0.60
8. I am more prepared for online classes because I do the Nearpod activities.	4.39	0.68
9. The Nearpod activities help me learn the lesson matter before online classes.	4.47	0.66
10. Overall, I am happy with the Nearpod activities before class.	4.34	0.74
Average	4.37	0.71

Furthermore, Item 3, which explores the extent to which Nearpod activities engage students in the learning process, received an average score of 4.42, making it the next highest-rated item. This result suggests that students become more actively involved in the self-directed learning process when employing Nearpod interactive videos. Additionally, Item 4, which examines the convenience of accessing Nearpod activities before online classes, also achieved a rating of 4.42, underscoring the platform's user-friendliness and ease of use.

Out of the 118 respondents, 71 students contributed insightful comments in either English (26 students) or Thai (45 students) in the open-ended section of the survey. The remaining students offered brief responses like "okay," "no comment," "no," or "don't have." Out of the 71 students who shared feedback, 63 of them had positive comments, while 8 raised concerns and offered suggestions for future use.

Students' positive comments were categorized into engagement, comprehension, independent study, and convenience.

Table 3

Some of the students' positive comments

Engagement	**Comprehension**	**Independent Study**	**Convenience**
It is good that you can enjoy class and don't feel sleepy (B1)	It's good and makes lessons easier to understand. (B1)	The activities to help promote knowledge before going to the class.(B1)	convenient, it doesn't take long.(B1)
a fun activity Have fun with friends and teachers (A2)	I think. Nearpod is a good for learn before class. I can understand the lesson and can play back when I am not understand. (A2)	I get some knowledge before actually studying, (A2)	Easy to use, convenient to use and it's also fast if my internet is stable. (A2)

As mentioned, 8 students shared the problems they encountered and provided suggestions for future use. The problems and suggestions are as follows.

Table 4.

Some of the students' problems and suggestions

Problems	**Suggestions**
The last time I did it, it crashed when submitting the last response, like the website froze, so I couldn't go back and look at the previous answer. (B1)	If there are subtitles, that would be great. (A2)
I don't like Nearpod because it use a lot of internet wifi (I think). It slow when I click the link and loading. Yesterday, it make my computer error. (B1)	
A good teaching medium But sometimes it frustrates me. Because going back to the previous video was difficult. (B1)	

Based on the aforementioned comments, it can be inferred that the primary challenge faced by students is the requirement for a consistent internet connection. Without it, users may experience disconnections and the need to reload. Additionally, another issue mentioned in the comments is the frustration encountered when attempting to revisit previous videos. Furthermore, a student suggested the inclusion of subtitles in the videos. It's worth noting that

automatic subtitles were already available, but the student may not have been aware of how to activate them.

Research Question 2: Students' Perceptions Based on Their CEFR level

In order to gain deeper insights into students' perceptions of Nearpod interactive videos, their responses were categorized into two groups based on their CEFR levels. Table 5 offers a summary of the survey responses from students, indicating a positive perception of the intervention by both groups. Subsequently, an independent sample t-test, as displayed in Table 6, was conducted. The results revealed that while both CEFR groups expressed positive perceptions, the A2 CEFR group (Mean = 4.5, Standard Deviation = 0.48) displayed a significantly higher rating compared to the B1 CEFR group (Mean = 4.17, Standard Deviation = 0.65), with a statistically significant difference ($t(116) = 3.555$, $p = .001$).

It is noteworthy that, despite A2 and B1 being adjacent levels in the CEFR framework, they do not fall within the same proficiency category. A2 represents beginner students, whereas B1 is categorized as an intermediate level. This outcome suggests that while both beginner and intermediate students exhibit positive perceptions regarding the use of these activities, it appears that beginners may derive greater benefit from the strategy.

Table 5

Student's perceptions based on their CEFR level

Group Statistics

	CEFR	N	Mean	Std. Deviation	Std. Error Mean
Perception	A2	59	4.5525	.48150	.06269
	B1	59	4.1746	.65957	.08587

Table 6

Independent samples test based on their CEFR level

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perception	Equal variances assumed	5.022	.027	3.555	116	.001	.37797	.10632	.16739	.58854
	Equal variances not assumed			3.555	106.146	.001	.37797	.10632	.16719	.58874

Table 7 provides a comprehensive breakdown of the survey results, categorizing them into two distinct groups: A2 and B1. Among the A2 group, it is evident that the average score for eight out of the 10 items exceeded 4.5, with the remaining two items receiving a score of 4.49. This clearly illustrates the high level of popularity and positive reception of the activities among the A2 group. Conversely, the students in the B1 group did not rate the items above 4.5; in fact, most items garnered an average score of 4.1. Additionally, two items within this group received a score of 4.00, which, while not as high as the A2 group, still indicates a level of agreement among the majority of students in this group.

In summary, both groups demonstrated favorable perceptions of Nearpod interactive videos; however, it is apparent that the A2 students exhibited a more positive outlook towards these activities compared to the B1 students.

Table 7

Student's perceptions based on their CEFR level

Items	Means (A2)	SD (A2)	Means (B1)	SD (B1)
1. I feel engaged when I do the Nearpod activities before online class.	4.54	0.60	4.17	0.85
2. Doing the Nearpod activity before online class is fun.	4.51	0.65	4.00	0.85
3. The Nearpod activities enable me to be more involved in the learning process.	4.63	0.55	4.22	0.77
4. It is convenient to access the Nearpod activities before online class.	4.61	0.59	4.34	0.73
5. I have no issue navigating the Nearpod activities before online class.	4.49	0.73	4.24	0.73
6. Nearpod is user-friendly so that it did not take a long time for me to learn how to access them.	4.49	0.68	4.22	0.83
7. Doing the Nearpod activity before online class makes me understand the lesson more.	4.63	0.55	4.00	0.91
8. I am more prepared for online classes because I do the Nearpod activities.	4.54	0.60	4.19	0.75
9. The Nearpod activities help me learn the lesson matter before online class.	4.59	0.56	4.32	0.60
10. Overall, I am happy with the Nearpod activities before class.	4.56	0.57	4.12	0.83
Total	4.55	0.48	4.17	0.65

In the open-ended section, as mentioned earlier, only 71 students provided valuable feedback in either English or Thai within the survey. The remaining students provided concise responses like "okay," "no comment," "no," or "don't have." Among these 71 students, 40 belonged to the A2 group, while 31 were from the B1 group. It's worth noting that students had the option to provide feedback in Thai, eliminating language barriers as a potential issue for their comments.

Upon conducting content analysis, it was found that both groups shared similar positive themes in their comments. These themes included aspects such as engagement, convenience, comprehension, and independent study. You can find some of the students' positive comments in Table 3. However, when it comes to expressing problems and suggestions, the majority of comments came from the B1 students. Remarkably, only one student from the A2 group contributed to the problem or suggestion section of the survey. You can explore some of these comments in Table 4.

Discussion

The findings of this study tentatively align with those of previous studies and contribute additional insights to the literature. To begin, it suggests that the Flipped Classroom (FC) model in English language teaching may potentially have a positive impact on student learning (Chen & Hwang, 2020; Hosseini et al., 2020). Its Pre-class activities might empower students to engage with learning materials at their own pace (Anggoro & Khasanah, 2021; El-Sawy, 2018). Students also mentioned how independent learning might play a crucial role in understanding

materials in the writing course, thus potentially aligning with the findings of Sletten (2017) and Geng et al. (2019) that the pre-class activities correlate strongly with classroom performance.

Furthermore, this study tentatively supports the notion that the use of videos as independent learning may be effective in enhancing students' interest in learning and improving knowledge retention (Wang & Chen, 2020). Videos, along with interactive quizzes, might make complex concepts more understandable and enable self-assessment. Nearpod, as an interactive response system, combine videos and interactive elements, potentially making it a valuable tool for independent learning (Anggoro et al., 2022; Burton, 2019). It may excel in asynchronous learning and offer real-time feedback, potentially enhancing student engagement and motivation (Tseng et al., 2014). Nearpod might asynchronously encourage engagement by enabling students to interact with materials at their own pace, using their devices (Burton, 2019; Sanmugam et al., 2019). However, it is worth noting that similar challenges to previous studies were also found, such as ensuring a stable internet connection (Layali & Al-Shlowiy, 2020), readiness of students, and potential technical glitches (Paramita, 2023).

This study contributes to the existing literature, particularly in the realm of independent learning within flipped English writing courses. It tentatively highlights the potential of interactive tools to enhance pre-class or independent learning components in the flipped classroom setting. Specifically, it introduces Nearpod interactive videos as a promising solution to address student procrastination, addressing a unique angle within the landscape of interactive response systems (Anggoro et al., 2023). The research tentatively delves into Nearpod's role in fostering independent learning in the context of English language education.

Furthermore, the study tentatively investigates students' perceptions of Nearpod interactive videos based on their CEFR levels, suggesting that the tool holds value for both A2 and B1 students. Both groups tentatively offered positive feedback on aspects like engagement, comprehension, independent learning, and convenience. However, a noteworthy distinction tentatively emerged, indicating that novice learners (A2) may derive even greater benefits from this approach. A2 students notably expressed a higher preference for Nearpod interactive videos, while B1 students, though positive, generally assigned lower ratings. Consequently, this tentatively underscores the potential value of utilizing the platform, particularly for instructors working with beginner-level English proficiency students.

The findings of this study might be pertinent not only within Thailand but also in broader EFL settings due to their transferable insights and practical applications across various cultural and educational landscapes. Firstly, the exploration of the Flipped Classroom (FC) model and the efficacy of interactive tools like Nearpod may extend beyond geographical boundaries. The fundamental principles of the FC model, such as fostering active student engagement and promoting independent learning, hold relevance in diverse EFL contexts globally. Educators worldwide might be able to adapt and implement these strategies to enhance English language instruction and improve student outcomes. Moreover, the study's emphasis on the benefits of pre-class activities and independent learning resonates with prevailing trends in language education worldwide. In an increasingly digitalized world, where asynchronous learning opportunities are on the rise, educators seek innovative methods to engage learners and optimize learning experiences. Consequently, practitioners across various EFL settings might be able to draw inspiration from this study to design and implement effective flipped classroom strategies tailored to their specific contexts.

Additionally, the examination of Nearpod's effectiveness across different proficiency levels may provide valuable guidance for educators catering to learners with varying language abilities. While the study focused on A2 and B1 CEFR levels, the principles underlying

Nearpod's effectiveness in enhancing engagement, comprehension, and independent learning are likely applicable across a spectrum of proficiency levels. This universal relevance extends to the study's findings on the challenges associated with implementing flipped classroom approaches, such as internet connectivity issues and technical glitches, which offer actionable insights for educators worldwide to address and mitigate potential barriers to successful implementation.

In conclusion, this study might not only expand our understanding of the potential of Nearpod as a valuable tool for enhancing independent learning within flipped English writing courses but also provides a perspective on its effectiveness across different proficiency levels. Such insights could be invaluable for educators, curriculum designers, and institutions aiming to tailor their pedagogical approaches to meet the evolving needs of diverse learners, not only in Thailand, but also in other EFL settings globally.

Conclusion

This study delved into the effectiveness of employing Nearpod interactive videos as independent learning tools in the context of flipped writing classes. The findings revealed a predominantly positive reception among students, as evidenced by favorable ratings and comments. Students' feedback underscored the convenience, engagement, comprehension, and self-reliance fostered by this educational approach. However, it's essential to acknowledge certain challenges noted by students, such as intermittent internet connectivity issues and occasional technical glitches.

In addition to the overall positive perception, this study conducted a deeper analysis of students' comments, stratified by their CEFR levels. While both A2 and B1 level students expressed positive responses, A2 students assigned significantly higher ratings compared to their B1 counterparts. This suggests that while both groups can benefit from Nearpod as an independent learning tool in writing classes, A2 students may derive even more substantial advantages. Consequently, it is recommended that instructors working with A2 students consider incorporating the platform into their teaching strategies.

A possible delimitation in the study could be the focus on a specific subset of EFL learners or a particular aspect of English language teaching, such as writing skills or a specific proficiency level. By narrowing the scope in this way, the study may provide valuable insights into targeted areas of interest but might not capture the full spectrum of challenges or opportunities within the broader field of EFL education.

Several limitations should be noted in this study. Firstly, it exclusively focused on one feature of Nearpod, namely interactive videos, which may not directly extrapolate to broader applications of the platform. Secondly, the exploration of independent learning was confined to the context of flipped writing classes. Thirdly, though the intervention was conducted in a flipped writing course, there is a lack of findings concerning students' actual writing performance or improvement. Lastly, the study involved a limited number of students with CEFR A2 and B1 proficiency levels in a specific setting, potentially limiting the generalizability of the findings to other educational contexts.

Future research avenues may encompass investigations into the utility of other features within Nearpod or alternative interactive response systems as independent learning tools. Delving deeper into the investigation of writing skills or expanding the scope to include various skills in English language learning within a flipped classroom environment could yield valuable

insights. Furthermore, a more extensive exploration involving a diverse range of participants spanning various CEFR levels can provide a more comprehensive understanding of the platform's potential and versatility in enhancing language education.

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