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Lower Secondary School Students' Perceptions Of Using Nearpod Interactive Videos For English Listening Practice

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Abstract:
Background*: The integration of digital technologies has significantly transformed English language education, with Nearpod emerging as a key interactive platform to enhance student engagement. While Nearpod interactive videos are known to support comprehension and motivation, research focusing on lower secondary school students' perceptions in the context of English listening practice remains limited. This study utilizes the Technology Acceptance Model (TAM) to investigate students' perceived usefulness (PU) and perceived ease of use (PEOU) regarding the use of Nearpod interactive videos for their listening practice*
Materials and Methods*: This study employed a quantitative descriptive design using a cross-sectional survey approach. The participants consisted of 70 students from Grades 8 and 9 at a secondary school in northern Vietnam. Data were collected using a structured questionnaire adapted from the TAM framework, measuring PU and PEOU through a five-point Likert scale. The collected data were analyzed using IBM SPSS to conduct reliability analysis (Cronbach's alpha) and descriptive statistics, specifically calculating means and standard deviations.*
Results*: The reliability analysis yielded an overall Cronbach's alpha coefficient of .898, indicating high internal consistency. Students reported high levels of perceived usefulness, with mean scores for PU items ranging from 4.17 to 4.26. Notably, the belief that Nearpod improves the ability to understand native English speakers received the highest mean score (M = 4.26). Similarly, students reported high levels of perceived ease of use (Mean 4.19 to 4.24), particularly noting that interacting with the videos is simple and instructions are easy to follow (M = 4.24).*
Conclusion: *Lower seconday school students perceive Nearpod interactive videos as both highly useful and easy to use for English listening practice. The study highlights the potential of Nearpod as an effective digital tool to enhance listening instruction, promote active learning, and improve students' comprehension of authentic spoken English.*
Key Word: *Nearpod; Interactive videos; English listening practice; Technology Acceptance Model; TAM.*

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I. Introduction

The integration of digital technologies into language education has significantly transformed the ways students learn English. With the increasing availability of online learning platforms and multimedia tools, technology-enhanced language learning has become an essential component of contemporary classrooms. Among emerging educational technologies, Nearpod has attracted growing attention as an interactive platform designed to enhance student engagement and participation. Nearpod allows teachers to create multimedia-rich lessons that incorporate videos, slides, web content, and interactive activities such as quizzes, polls, and collaborative boards. Previous studies suggest that Nearpod can promote active learning, collaboration, and formative assessment while improving students' attitudes toward learning (Prasetyo, 2024).

Research has shown that Nearpod interactive videos can enhance student engagement, comprehension, and motivation across various educational contexts. For example, students in a flipped classroom writing course reported positive perceptions of Nearpod interactive videos, emphasizing increased engagement, improved comprehension, and convenience for independent study (Anggoro & Khasanah, 2025). Despite the growing body of research on Nearpod and technology-enhanced learning, limited studies have explored lower secondary school students' perceptions of using Nearpod interactive videos for English listening practice. To address this gap, the present study investigates students' perceived usefulness and perceived ease of use of Nearpod interactive videos in supporting their listening practice in the lower secondary school context.

To address the objectives of this study, the following research questions are proposed:

1. To what extent do lower secondary school students perceive Nearpod interactive videos as useful for their English listening practice?
2. To what extent do lower secondary school students perceive the use of Nearpod interactive videos for English listening practice as easy to use?

II. Literature Review

TAM Model

Several theoretical models have been used to examine students' perceptions of technology use in English language learning, among which the Technology Acceptance Model (TAM) is one of the most widely adopted frameworks. Developed Davis in 1989, TAM explains users' acceptance of technology through two core constructs: perceived usefulness (PU) and perceived ease of use (PEOU). Perceived usefulness refers to the extent to which individuals believe that using a particular system enhances their performance, whereas perceived ease of use refers to the degree to which the system is perceived as effortless to use. According to the model, these perceptions influence users' attitudes toward technology, which subsequently affect their behavioral intentions and actual use of the system (Silva, 2015).

TAM has been widely applied in technology-enhanced language learning contexts, including mobile learning, video-conferencing platforms such as Zoom, Learning Management Systems (LMS), and AI-assisted language learning tools. Empirical studies indicate that perceived usefulness and perceived ease of use significantly influence students' attitudes and intentions toward adopting digital technologies in English learning (Alfadda & Mahdi, 2021; Peng et al., 2023). To better capture the complexity of technology acceptance in educational settings, later studies have extended TAM by incorporating additional factors such as self-efficacy, curiosity, perceived convenience, motivation, and social influence (Rafiee & Abbasian-Naghneh, 2019).

Related frameworks, such as the Unified Theory of Acceptance and Use of Technology (UTAUT) and its extended version UTAUT2, further integrate technological, social, and motivational factors to explain users' behavioral intentions toward educational technologies, including AI-assisted language learning systems (An et al., 2023). Meta-analytic evidence suggests that TAM-based and UTAUT-based models explain a substantial proportion of variance in users' technology adoption behaviors. In particular, perceived usefulness and perceived ease of use remain among the strongest predictors of students' intentions to use digital tools for language learning (Scherer & Teo, 2019).

Given its strong explanatory power and conceptual clarity, TAM provides a robust framework for investigating students' acceptance of educational technologies. Therefore, the present study adopts TAM as its primary theoretical framework. Specifically, the study focuses on the two key constructs of perceived usefulness and perceived ease of use to examine students' perceptions of Nearpod interactive videos in supporting English listening learning. These constructs are particularly relevant for lower secondary school students, whose willingness to engage with digital learning tools is often influenced by how easily they can navigate the platform and how effectively it supports their learning outcomes. By focusing on these dimensions, TAM offers a clear framework for evaluating students' readiness to adopt digital learning tools in the secondary school context.

Nearpod and Nearpod Interactive Videos

Nearpod is a web-based interactive educational platform designed to enhance teaching and learning by increasing student engagement and participation. It allows teachers to create multimedia-rich lessons incorporating videos, slides, web content, 3D objects, virtual reality field trips, and simulations, alongside interactive activities such as quizzes, polls, open-ended questions, matching pairs, memory tests, and collaborative boards. Nearpod supports both synchronous and asynchronous learning modes where students can follow presentations live or at their own pace on any device (Perez, 2017). Its features foster active learning, inclusiveness, critical thinking, collaboration, and socio-emotional skills across various educational levels and subjects . Teachers find Nearpod helpful for creating engaging lessons that improve student attitudes and learning outcomes while also streamlining assessment through built-in reporting tools (Prasetyo, 2024). Despite its benefits, challenges such as internet connectivity issues and occasional technical glitches have been noted, suggesting the need for ongoing platform improvements to maximize its effectiveness (Paramita, 2023).

Nearpod interactive videos are used as an effective tool to enhance student engagement, comprehension, and independent learning across various educational contexts. In a flipped writing course, students showed highly favorable perceptions of Nearpod interactive videos, especially beginners, highlighting benefits such as increased engagement, better comprehension, and convenience for independent study (Anggoro & Khasanah, 2025). Nearpod's interactive video features include embedded quizzes, polls, open-ended questions, and multimedia elements that actively involve students during lessons, which has been shown to

improve motivation and conceptual understanding in subjects like ecosystems and science (Anggraeni et al., 2025).

Students' Perceptions of Nearpod Interactive Videos

Students generally perceive Nearpod interactive videos positively, especially as tools for independent learning in flipped classroom settings. In a study with Thai university students, both beginner (CEFR A2) and intermediate (B1) learners rated Nearpod highly for engagement, comprehension, convenience, and supporting independent study, with beginners showing even stronger positive perceptions (Anggoro & Khasanah, 2025). Another qualitative study highlighted that Nearpod's interactive features, such as quizzes, real-time collaboration, and visual aids, enhance attentiveness and participation, making complex concepts more accessible; however, technical issues like glitches and platform stability were noted as areas needing improvement (Paramita, 2023). Students also appreciate Nearpod's ability to create a more engaging and participatory learning environment through its multimedia and interactive components (Ketut et al., 2023). However, technical issues like internet connectivity problems and occasional platform glitches are common concerns among students (Dewi, 2021). Overall, the evidence suggests that Nearpod interactive videos effectively support active learning and student motivation but require ongoing improvements to address technical challenges and better meet diverse learner needs.

III. Methodology

This study employed a quantitative descriptive design using a cross-sectional survey approach. This design is appropriate for capturing a snapshot of lower secondary school students' perceptions at a single point in time following their exposure to the technology.

The study was conducted at a lower secondary school in northern Vietnam. The participants consisted of 70 students from Grades 8 and 9. A convenience sampling technique was used to select students who were currently enrolled in English classes in which Nearpod interactive videos were used for listening practice at home.

The primary data collection instrument was a structured questionnaire adapted from validated scales based on the Technology Acceptance Model developed by Davis (1989). The questionnaire consisted of two sections designed to collect demographic information and measure students' perceptions of using Nearpod interactive videos for English listening practice. The first section collected demographic information, including students' gender, grade level, and prior experience with educational technology. The second section measured two key TAM constructs: perceived usefulness and perceived ease of use. The PU scale consisted of five items that examined the extent to which students believed that using Nearpod interactive videos enhanced their English listening learning (e.g., "Nearpod helps me understand English native speakers better"). The PEOU scale included five items assessing students' perceptions of the ease of interacting with Nearpod interactive videos (e.g., "Interacting with Nearpod videos is simple and easy to understand"). All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was originally developed in English and then translated into Vietnamese to ensure clarity and accessibility for lower secondary school students. To enhance translation accuracy, a back-translation procedure was applied. Specifically, the questionnaire was first translated from English into Vietnamese by a bilingual researcher and then independently translated back into English by another bilingual expert. The two English versions were compared to identify and resolve any discrepancies in meaning. In addition, two experts in English language teaching and educational technology reviewed the translated questionnaire to ensure content validity, clarity, and appropriateness for lower secondary school students. Prior to the main data collection, the instrument was pilot-tested with a small group of students to check the clarity of the items and the overall comprehensibility of the questionnaire. Feedback from the pilot test was used to make minor revisions to improve wording and ensure that the items were easily understood by the target participants.

Data were collected using a paper-based questionnaire administered to the participating students after they had experienced using Nearpod interactive videos for English listening practice. Prior to the data collection, permission was obtained from the school administration and the English teachers. Students were informed about the purpose of the study, and their participation was voluntary. The questionnaires were distributed to the students during their English class time. Before completing the questionnaire, the researcher briefly explained the instructions and clarified the meaning of the response scale to ensure that students clearly understood how to answer the items. Students were then given sufficient time to complete the questionnaire individually. During the data collection process, the researcher remained present in the classroom to provide clarification and support when necessary. This helped ensure that students fully understood the questions and reduced potential misunderstandings, particularly considering the participants' age and language proficiency. However, the researcher did not influence students' responses. After the students completed the questionnaires, the responses were collected immediately. All questionnaires were checked for completeness before being

included in the data analysis. The collected data were then coded and entered into statistical software for further analysis.

The collected data were analyzed using IBM SPSS Statistics. Prior to the analysis, all questionnaire responses were coded and entered into the software for statistical processing. The analysis consisted of reliability analysis and descriptive statistics. First, a reliability analysis was conducted to examine the internal consistency of the questionnaire items. Cronbach's alpha coefficients were calculated for the two constructs of the Technology Acceptance Model. A Cronbach's alpha value of 0.70 or higher was considered acceptable, indicating satisfactory reliability of the measurement scales. After confirming the reliability of the scales, descriptive statistics were performed to examine students' perceptions of using Nearpod interactive videos for English listening practice. Specifically, means (M) and standard deviations (SD) were calculated for each item and for the two constructs (PU and PEOU) to determine the overall levels of students' perceived usefulness and perceived ease of use. The results of these analyses were used to interpret students' perceptions of Nearpod interactive videos in supporting their English listening practice.

IV. Results

A reliability analysis was conducted to assess the internal consistency of the questionnaire items. The results indicated that the overall Cronbach's alpha coefficient was .898 for the 10 items, which represents a high level of internal consistency. According to commonly accepted guidelines, a Cronbach's alpha value above 0.70 indicates acceptable reliability, while values above 0.80 indicate good reliability. Therefore, the obtained alpha value of .898 suggests that the questionnaire items used to measure students' perceptions of Nearpod interactive videos demonstrate strong internal consistency and reliability. This result indicated that the items within the instrument were highly correlated and consistently measured the underlying constructs of perceived usefulness and perceived ease of use. Consequently, the questionnaire was considered reliable and appropriate for further statistical analyses, including descriptive statistics.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.898	10

Table 2 presents the descriptive statistics of students' perceptions of using Nearpod interactive videos for English listening practice based on two constructs of the Technology Acceptance Model: perceived usefulness and perceived ease of use.

Table 2. Descriptive Statistics

Item	Mean	SD
Perceived Usefulness (PU)		
Nearpod interactive videos help me understand English listening content better.	4.21	0.66
Using Nearpod videos improves my ability to understand native English speakers.	4.26	0.63
Nearpod interactive videos make my English listening practice more effective.	4.21	0.66
Using Nearpod videos helps me learn English listening more efficiently.	4.19	0.67
Overall, Nearpod interactive videos are useful for improving my English listening skills.	4.17	0.64
Perceived Ease of Use (PEOU)		
It is easy for me to learn how to use Nearpod interactive videos.	4.21	0.70
Interacting with Nearpod videos is simple and easy to understand.	4.24	0.67
I can easily follow the instructions when using Nearpod videos.	4.24	0.69
I find Nearpod interactive videos easy to use for listening practice.	4.19	0.71
Overall, using Nearpod interactive videos is clear and understandable.	4.23	0.71

Overall, the results indicate that students reported high levels of perceived usefulness of Nearpod interactive videos. The mean scores for the five PU items ranged from 4.17 to 4.26, suggesting that students generally agreed that Nearpod interactive videos were beneficial for their English listening practice. Among these items, the statement "Using Nearpod videos improves my ability to understand native English speakers" received the highest mean score (M = 4.26, SD = 0.63), indicating that students strongly perceived Nearpod as helpful in improving their comprehension of authentic spoken English. The other PU items also showed similarly high mean scores, including understanding listening content better (M = 4.21, SD = 0.66) and making listening practice more effective (M = 4.21, SD = 0.66). The relatively low standard deviation values (ranging from 0.63 to 0.67) suggest that students' responses were relatively consistent.

Similarly, students reported high levels of perceived ease of use of Nearpod interactive videos. The mean scores for the PEOU items ranged from 4.19 to 4.24, indicating that students generally found the platform easy to use and interact with. The items "Interacting with Nearpod videos is simple and easy to understand" and "I can easily follow the instructions when using Nearpod videos" both obtained the highest mean score (M = 4.24), with standard deviations of 0.67 and 0.69, respectively. These results suggest that students perceived Nearpod as a user-friendly platform for English listening practice.

Overall, the findings indicate that lower secondary school students demonstrated positive perceptions of both the usefulness and the ease of use of Nearpod interactive videos, supporting the applicability of the Technology Acceptance Model in understanding students' acceptance of digital learning tools in English listening practice.

V. Discussion

This study examined lower secondary school students' perceptions of using Nearpod interactive videos for English listening practice based on two constructs of the Technology Acceptance Model: perceived usefulness (PU) and perceived ease of use (PEOU). The findings provide insights into how students evaluate the effectiveness and usability of Nearpod interactive videos as a tool for supporting listening learning.

Regarding the first research question, the findings revealed that students perceived Nearpod interactive videos as highly useful for their English listening practice. The mean scores for all perceived usefulness items were above 4.00, indicating that students generally agreed that the platform contributed positively to their listening learning. In particular, the item related to improving students' ability to understand native English speakers received the highest mean score. This suggests that students believed that Nearpod interactive videos helped them better comprehend authentic spoken English and provided meaningful listening practice. These findings are consistent with previous studies that highlight the effectiveness of Nearpod interactive videos in enhancing students' learning experiences. For example, Anggoro and Khasanah (2025) reported that students showed positive perceptions of Nearpod interactive videos due to their ability to increase engagement and support independent learning. Similarly, Anggraeni et al. (2025) found that the interactive elements embedded in Nearpod videos, such as quizzes and multimedia content, helped improve students' comprehension and learning motivation. The present findings therefore support the idea that interactive video platforms can enhance students' engagement and facilitate more effective language learning. From the perspective of the Technology Acceptance Model, perceived usefulness refers to the extent to which users believe that a technology improves their performance. The high mean scores observed in this study indicate that students recognized the educational benefits of using Nearpod interactive videos, suggesting that the platform effectively supports English listening practice for lower secondary school learners.

With regard to the second research question, the findings also indicated that students perceived Nearpod interactive videos as easy to use. All perceived ease-of-use items obtained mean scores above 4.00, suggesting that students generally agreed that interacting with the platform was simple and understandable. Students reported that they could easily learn how to use Nearpod videos and follow the instructions provided during the listening activities. These findings are consistent with previous research highlighting the user-friendly design of Nearpod as an educational platform. Perez (2017) emphasized that Nearpod allows students to interact with multimedia content in a clear and accessible manner, supporting both synchronous and asynchronous learning environments. Similarly, Ketut et al. (2023) reported that students appreciated Nearpod's interactive features, which made learning more engaging and participatory. Within the framework of the Technology Acceptance Model, perceived ease of use plays an important role in influencing users' willingness to adopt a technology. When learners perceive a system as easy to use, they are more likely to engage with it and incorporate it into their learning activities. The findings of this study therefore suggest that Nearpod's simple interface and interactive features make it an appropriate digital learning tool for middle school students.

Taken together, the findings indicate that students perceive Nearpod interactive videos as both useful and easy to use, supporting the key assumptions of the Technology Acceptance Model. When students recognize both the learning benefits and the usability of a technology, they are more likely to accept and engage with it in their learning process. These results highlight the potential of interactive video platforms to enhance English listening instruction and promote more active learning experiences in secondary school contexts.

VI. Conclusion

Regarding the first research question, the findings indicated that students perceived Nearpod interactive videos as highly useful for their English listening practice. The results showed that students believed the platform helped them better understand listening content, improved their ability to comprehend native English speakers, and made their listening practice more effective and efficient. These findings suggest that students recognized the learning benefits of using interactive videos for developing their listening skills.

With respect to the second research question, the results revealed that students perceived Nearpod interactive videos as easy to use. Students generally reported that interacting with the platform was simple, the instructions were easy to follow, and the videos were clear and understandable. This indicates that the platform is user-friendly and suitable for middle school learners.

Overall, the findings suggest that students hold positive perceptions of both the usefulness and the ease of use of Nearpod interactive videos for English listening practice. These results support the applicability of the Technology Acceptance Model in understanding students' acceptance of educational technologies. The study

highlights the potential of Nearpod interactive videos as an effective tool for supporting English listening instruction in secondary school contexts.

Although this study provides valuable insights into lower secondary school students' perceptions of using Nearpod interactive videos for English listening practice, several limitations should be acknowledged. First, the study involved a relatively small sample size of 70 students from a single secondary school in northern Vietnam. This limited sample may restrict the generalizability of the findings to other schools, regions, or educational contexts. Second, the study employed a cross-sectional survey design, which captured students' perceptions at a single point in time after using Nearpod interactive videos. As a result, the study could not examine how students' perceptions of perceived usefulness and perceived ease of use might evolve over time with prolonged exposure to the technology. Finally, the study focused only on two constructs of the Technology Acceptance Model, namely perceived usefulness and perceived ease of use. Other potentially important factors, such as students' motivation, engagement, or digital literacy, were not examined in the present research.

Based on the findings and limitations of this study, several recommendations can be proposed for both future research and educational practice. For future research, studies should consider involving larger and more diverse samples from different schools and regions to improve the generalizability of the findings. Researchers may also employ mixed-methods approaches, combining quantitative surveys with qualitative data such as interviews or classroom observations to gain deeper insights into students' experiences when using interactive video technologies. Additionally, future research could examine the long-term effects of using Nearpod interactive videos on students' listening skill development and learning outcomes. Expanding the research framework to include other factors related to technology acceptance, such as students' motivation, engagement, and digital competence, may also provide a more comprehensive understanding of how technology supports language learning.

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