VIETNAM JOURNAL OF EDUCATION, 2023
Volume 7, Issue 3, 302-312
https://doi.org/10.52296/vje.2023.309

ORIGINAL ARTICLE

EFL Learners' Perception of Class Point Tool Application in Enhancing their Satisfaction and Active Learning in Classroom

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Article history
Received: 14 July, 2023
Accepted: 2 November, 2023
Published: 15 December, 2023

Keywords
Classroom response system (CRS), active learning (AL), Class Point, students' satisfaction

ABSTRACT
Attaching the Classroom Response System (CRS) to the teaching process has been a flowering trend recently thanks to its appeal to students' satisfaction and active learning. This paper set out simply to determine the learners' perception of the Class Point tool – a modern CRS that was launched in 2015 and has not yet been familiar to Vietnamese educators. After nine times applying the Class Point tool directly in the classrooms, the teachers, also the researchers, conducted an online survey and a semi-structured interview with over two hundred learners from four different EFL English classes at a private institution in Ho Chi Minh City. Far from the expectation, the result of this study proved that participants not only experienced pleasure with the tool but also felt effectively engaged in interactive activities. Furthermore, its modernized features seem to maximize the dominance and minimize the hardship that other CRSs still entail. The finding of this study will enable teachers to further apply the tool in their classroom with a certain view of its benefits.

1. INTRODUCTION

Since the early days, countless studies have proved the effectiveness of Active Learning (AL) in improving students' outcomes such as being practical, engaging, and improving confidence (Emaliana, 2017). In the Vietnamese context, educators have recently ascertained the benefits of AL and attempted to push it into classrooms. However, there is an obstacle named "*silent in-class behavior*" among Asian students that can make it difficult for teachers to bring students into discussion activities (Yusuke & Evan, 2017, p. 85). In addition, traditional large classrooms with fixed tables and chairs often prevent teachers from interacting with students (Ahmad et al., 2018). Dealing with the scope, Class Point, a modern type of Classroom Response System (CRS) introduced by Inknoe- a Singapore education technology company, can be employed in classrooms to solve these difficulties. This teaching tool not only highlights prior CRS tools' advantages such as allowing teachers to create various interactive quizzes but also diminishes the existing drawbacks such as time-consuming preparation, limited access, or complicated installation. However, because of its novelty, Class Point is still unfamiliar to Vietnamese teachers. Therefore, this is the gap to bridge by providing more comprehensive proof from research digging into applying the Class Point tool in AL spaces, especially in large classroom contexts. With the purpose of figuring out how the Class Point tool satisfies students during classroom time as well as benefits them in active learning, the study focuses on two questions (1) To what extent does Class Point satisfy students during their classroom time? (2) Does Class Point contribute to enhancing students' learning in the active learning environment? By conducting this study, the researchers hope to gain detailed perspectives of learners; thereby convincing Vietnamese teachers to confidently exploit this effective tool in their active classrooms.

2. LITERATURE REVIEW

2.1. Active Learning (AL)

Generally, AL is defined by two main factors, including student-centered and inquiry-based learning (National Academies of Sciences, Engineering, and Medicine, 2018). Although the definition of AL has been around for decades, this approach commonly aims at regular participation, formative assessment, and self-exploration during teaching and learning processes (Aflah & Fajar, 2022; Beaudry, 2022; Indriani, 2020).

Collaboration is the first feature when AL is discussed since it helps learners develop critical thinking and the ability to understand deeply (Jones, 2014). It is necessary for an AL class where the purpose of tasks is for students to acquire knowledge through self-exploration (De Gagne, 2011), and the teacher's duty should be a facilitator or counselor (Boyd, 2012). Moreover, AL barely happens if students are not engaged within a supportive environment (Dary et al., 2016). In fact, there are always some low-participation students who are hesitant to raise their voices because they are uncertain about their answers and the needed thing is to give these anonymous learners an encouraging space to study. In addition, regular assessment and feedback are also mentioned in the AL. Formative assessment is a potential component for checking and rebuilding teaching and learning (Bayark & Yurdugul, 2016). The more up-in-time teachers give feedback to students, the better they develop in learning (Hewitt, 2016).

The advantage of AL is unclouded. In a review of studies on AL environments, Talbert and Mor-Avi (2018) conclude that there is a connection between AL methods and learners' study results. In fact, students in AL classes tend to get higher scores on their final exams than those who are taught in traditional classroom spaces because they are put in a positive learning environment and encouraged participation (Shaaruddin & Mohamad, 2017). Likewise, several studies such as Allsop et al., (2020), Howell (2021), and Huda et al., (2016) describe significant happiness and high pleasure among students when AL is employed. However, it is not easy to apply this method to real educational situations. One of the most difficult issues is the large classroom context, where Ahmad et al., (2018) and Bruff (2009) explain that teachers are usually stuck in crowd noise and find it hard to interact with every student. The silent culture is also determined as an obstacle in AL by O'Connor et al., (2017) and Yusuke & Evan (2017) because it prevents teachers from creating a real dynamic learning environment.

2.2. Classroom Response System (CRS)

Apart from the traditional teaching and learning environment, the appearance of digital tools in AL should be considered because they allow all students to be involved in activities easily (Scott-Webber et al., 2013). Those applications are known by several names such as Audience Response System (ARS), Classroom Feedback System (CFS), Learner Response System (LRS), and more commonly Classroom Response System (CRS). In short, it is a tool that helps to engage students in classroom activities (Bojinova & Oigara, 2013).

According to Achmad & Yusuf (2014), as the connection between teacher-student and student-student must appear during teaching-learning processes, CRSs are effective tools to help teachers accomplish this requirement. Countless researchers prove that CRS utilization positively influences students to get higher scores, improving critical thinking and supporting learning confidence (Anderson & Palm, 2017; Ghavifekr & Rosdy, 2015; Nicol et al., 2018). In terms of psychology, Cardoso (2010) states that these technical systems increase learners' happiness, motivation, and engagement in the classroom. However, educators also reveal many disadvantages of CRSs. For instance, Sianturi & Hung (2022) indicate that Kahoot also brings students negative interest because of its technical skill requirement. Likewise, Arif et al. (2020) identify the challenges when applying Padlet in ESL writing classes, mainly due to limited access to devices and internet connection. Furthermore, Pichardo et al. (2021) - a group of university educators prove that these platforms should be upgraded with more attractive functions since the current ones are insufficient.

2.3. Class Point Tool

2.3.1. Overview of Class Point

Class Point, introduced in 2015 by Inknoe - a Singapore education technology company, enables lecturers to develop their technological interaction during class time. In order to access the service, teachers can visit the browser http://classpoin.app. During the COVID-19 pandemic, this tool was highly recommended by researchers as it significantly improved students' online learning satisfaction compared to non-CRSs-integrated learning mode (Abdelrady & Akram, 2022). Especially, after successfully registering, the tool will be embedded right in Microsoft

PowerPoint so that it makes technical applications much simpler and accessible for even low-tech teachers. This all-in-one platform covers all the things that a lecturer needs for their dynamic lesson, divided into three main features: presentation, interactive quiz, and gamification. Moreover, the second version appearing at the beginning of 2023 continuously provides more powerful tools that empower teachers in their workplace.

Table 1. Functions applied in Class Point version 2

Main Features	Functions
Presentation	Annotations, Text Box, Shapes, Whiteboard Backgrounds, Draggable Object, Time and Stopwatch, Embedded Browser, Name Picker, Share PDF
Interactive Quiz	Multiple Choice, Word Cloud, Slide Drawing, Image Upload, Audi Record, Video Upload, Quick Poll, Short Answer, Fill in the Blanks, Quiz Mode
Gamification	My Class, Leaderboard, Award Stars

The huge number of magical functions is not the end of Class Point's story when it is announced to be updated in 2024 with the support of AI techniques. The upcoming Class Point version promises to facilitate educators in analyzing content in PowerPoint slides and creating quizzes in an instant.

2.3.2. Previous Studies

Abdelrady & Akram (2022) conducted research in Saudi Arabia among undergraduate female EFL learners. By making a comparison between Class Point-used and non-Class Point-used experimental groups during a month, the researchers conclude that Class Point has a significant role in increasing e-learning satisfaction for three main reasons (1) the motiving environment which helps students stay engaged during e-learning practices, (2) the interesting and entertaining aspect which enhancing students' learning, (3) the interactive game-based assessments which reduce students' boredom.

YuSi (2023) carried out a study in teaching business math and finally investigated the benefits of applying the Class Point tool in teaching among grade 11 ABM students. The participants included 29 ABM2 learners of Mataas Na Paaralang Neptali A. Gonzales during the academic year 2021-2022. The results from the pre-test and post-test indicated that using Class Point had a great effect on students' final exams.

Mazlan et al. (2023) conducted a study on ESL young learners in order to find out how Class Point encourages students to learn. The sample of the study was thirty-five third graders. The researchers used a questionnaire, observation, and semi-structured interviews to collect data and then analyzed it with descriptive statistics and thematic analysis. The findings proved that one of the most negative reasons impacting students on learning English is the lack of motivation, so the Class Point platform helps to increase students' participation and motivation to learn English.

2.4. Research Gap

As discussed above, AL is an up-to-date teaching approach, and CRSs are suggested to be employed in order to maximize the benefits. Although previous studies proved that Class Point successfully deals with existing obstacles from other CRSs, the amount of research on this teaching tool is still limited in higher education and offline learning contexts. Following the three latest studies stated above, in this study, the authors hope to add more evidence of the impact of Class Point on learners' satisfaction and enhance AL from learners' perceptions in a university in which physical classrooms are usually set up around fifty students. The result of this study could be a recommendation for other lecturers to employ one more CRS tool, Class Point, to empower their active learning environment.

3. MATERIALS AND METHODS

3.1. Research Design

In order to achieve the research objectives, a survey and a short interview were employed. At the beginning of the course, the teachers introduced and guided students on how to use Class Point to make sure that all participants were acquainted with the tool. From there, Class Point was employed in every lesson through leading activities, discussing tasks, drilling exercises, and formative assessments in four different classes including a Speaking class, an Effective Listening class, and two Academic Writing classes with 208 students in total.

After nine meeting lessons of the course, a survey was administered. The questions in the survey were self-designed by the researchers. First, the questionnaire was carefully designed and piloted to 10 participants in certain classes to ensure there was not any confusion in responding. Secondly, the researchers used the final revised questionnaire, which was mostly unchanged compared to the piloted one, to collect data. Next, an insight interview was carried out with ten selected participants who were representatives of different demographic groups. Each interview session took from 1 to 2 minutes and contained only one open-ended question in which the interviewee described how they viewed the Class Point tool as different from other CRSs.

Finally, the statistical system SPSS version 25 was utilized to analyze the collected data. The researchers also examined the responses from the interviewees for further understanding of the issue.

3.2. Participants

The research was conducted with the involvement of 208 EFL students, including 77 males and 131 females at an independent university in Vietnam. Those participants were in different academic years and experienced Class Point in different classes, including 45 freshmen in a Speaking class, 55 second-year students in an Effective Listening class, and 108 third-year students in two Academic Writing classes. They also varied in experience with the Class Point Tool and other types of CRS, technical self-efficacy, and personality self-concept. With the hope to assert the effectiveness of Class Point in different educational situations, the researchers tried to collect data from various students' backgrounds, and with different subjects. Furthermore, ten participants with different demographics were invited to the interview session as described in Table 2.

Table 2. Interview Participants' Profiles

No	Academic Year	Subject Areas	Personality Self-Concept	Technical Self-Efficacy	Class Point Experience Before	Other CRSs Use Before
F1	1st year	Speaking	Extrovert	Hi-tech	No	Yes
F2	1st year	Speaking	Ambivert	Moderate	No	Yes
M3	1st year	Speaking	Ambivert	Hi-tech	No	Yes
F4	2nd year	Listening	Introvert	Low-tech	Yes	Yes
F5	2nd year	Listening	Introvert	Moderate	No	Yes
F6	2nd year	Listening	Extrovert	Low-tech	No	Yes
F7	3rd year	Writing	Ambivert	Hi-tech	Yes	Yes
F8	3rd year	Writing	Extrovert	Moderate	Yes	Yes
M9	3rd year	Writing	Ambivert	Hi-tech	Yes	Yes
M10	3rd year	Writing	Introvert	Low-tech	No	Yes

Note: F= Female; M= Male

3.3. Research Instruments

3.3.1. Questionnaire

The questionnaire consists of 28 items in total which are divided into three main parts: demographic information, satisfaction, and active learning responses when experiencing Class Point. For demographic information, questions 1-4 aim to inquire participants about their genders, academic year, personality self-evaluation, and self-rated technical skills. Meanwhile, questions 5-6 concern whether those participants experienced Class Point before and what other types of CRS they used in other classes. Next, question items 7-28 were designed with a 5-point Likert scale (strongly disagree- disagree- neutral- agree- strongly agree) to collect data about students' satisfaction regarding the ease of use (questions 7-11), joyfulness (questions 12-15), motivation (questions 16-19), and achievement (questions 20-23) in learning. Finally, questions 24-28 seek to gather evidence about the students' active learning behavior when they were allowed to exploit Class Point in their classes.

The reliability of the questionnaire was confirmed with the Cronbach Alpha with all figures in an acceptable range (from 7 to 9.5), which imply the reliability of a questionnaire.

Table 3. Reliability statistics

Categories	Cronbach's Alpha	No. of items
Class Point- Ease of use	0.889	5
Class Point - Joyfulness	0.887	4
Class Point- Motivation	0.889	4
Class Point- Achievement	0.923	4
Active Learning Responses	0.933	5

3.3.2. Interview

With the aim of seeking deep opinions and experiences in Class Point, 10 participants were chosen for a brief interview with only one open-ended question. Particularly, those interviewees were selected based on their questionnaire responses as representatives for different demographic groups (as shown in Table 2). This interview question centers around the respondents' determination of the tool compared to other types of CRS. The original question was "*To what extent do you think that Class Point is different from other CRSs you have used before?*" The researchers first listened to the interviewees carefully, then noted down relevant information and saved it for later analysis.

4. RESULTS AND DISCUSSION

4.1. Participants' Experience with CRSs and Class Point Tool

4.1.1. CRSs Experience

Answering the open-ended question "*Do your teachers use any type of CRSs in your class? If yes, what are they?*", 98% of participants responded "*yes*". Specifically, most respondents were suggested to use Quizizz, accounting for 78.5% of all responses, followed by Kahoot (58.4%). Blooket, Padlet, and Bamboozle with 20%,14.4%, and 9.1% of the responses respectively. A minority of participants also revealed that they were asked to use Google Form (8.2%), Zalo (8%), Facebook (6.3%), Live Worksheet (3.7%), and Mentimeter (1.5%).

Table 4. Uses of different CRSs in classrooms

Items	Quizizz	Kahoot	Blooket	Padlet	Bamboozle
Percentage	78.5	58.4	20	14.4	9.1
Items	Google Form	Zalo	Facebook	Live Worksheet	Mentimeter
Percentage	8.2	8.0	6.3	3.7	1.5

4.1.2. Class Point Experience

Nearly half of the students (44%) confirmed that the researchers were the first teachers to recommend using Class Point. It was apparent as a second-year student voiced in the interview "*I have never been introduced to this tool before. Surprisingly, I am really excited about the various games on it*" (F5). Meanwhile, only 56% of students in the survey had the privilege of experiencing this platform before. One male student in a writing class shared: "*I have studied many subjects with Ms. Tham* [one of the researchers' names] *so I have used Class Point many times and I am still interested in its amazing quizzes*" (M9).

4.2. Students' Perception of Satisfaction

In terms of satisfaction, the researchers refer to students' happiness with their learning which is known as the outcome of an effective teaching system. Therefore, this section focuses on the result of how participants expressed their pleasure while using Class Point based on four main factors: ease of use, joyfulness, learning motivation, and learning achievement.

4.2.1. Ease of use

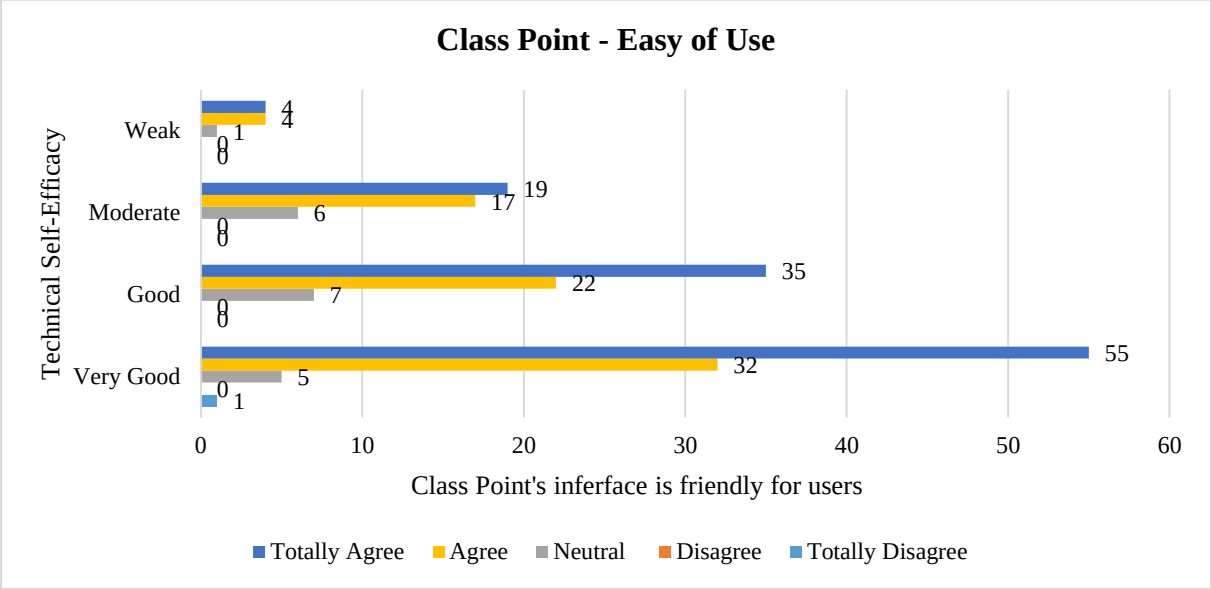

Figure 1. Easy of Use

Figure 1 shows how different technical self-efficacy participants responded to question 9 stating that Class Point delivers a friendly interface. Obviously, there was no difference in the answers of different technology-self-evaluated levels since both hi-tech and low-tech students expressed their universal agreement that Class Point is a friendly platform for users. Furthermore, up to 91.5 % of respondents totally agreed that Class Point is convenient because it allows them to join the class by using any internet-connected device. Likewise, 88% stated that they did not need to use paper or pens during the lesson. It led to the result that 86.6% of the students found the tool helpful in learning, while 12 % of students chose a neutral status. Similarly, in the interview, a third-year student who evaluated herself as a low-tech person stated her opinion: "*I like Class Point because it has everything. I do not need to access Quizizz to do multiple choice questions, then switch to Padlet for typing ideas, then turn to Google Drive to submit group work documents. The whole process really drives me crazy*" (F7). In terms of straightforward registration, there were only 2 negative responses and one of their comments was recorded in the interview: "*I don't think Class Point is different from other tools as all of them require the internet connection and I am usually kicked out*" (F4). However, the reason explained by the interviewee relates to the internet connection, which is out of this research scope.

4.2.2. Joyfulness

Table 5. Participants' Joyfulness

Questions	N	Mean	SD
12. Class Point's catchy melodies bring me a positive mood and energy while studying.	208	4.13	.863
13. Class Point delivers a name picker function which stimulates my excitement of waiting to be picked.	208	4.29	.842
14. Class Point involves a variety of quizzes that diminish boredom during my class time.	208	4.38	.745
15. Class Point makes my learning fun.	208	4.39	.734

From Table 5, boredom elimination and learning fun were two prominent upsides of Class Point impact (M=4.38, M=4.39). Particularly, although the data from question 11 has the lowest mean score (M=4.13, SD=0.836), it still indicates that the students appreciated the positive impact of music on their study inspiration. One interviewee in the speaking class affirmed that "*I like Class Point more than Google Form or Live Worksheet because of its music*"

(F1). Class Point also brought the respondents a feeling of excitement while waiting to be called (question 13, M=4.29). Moreover, data from questions 14, and 15 shared similar figures with mean scores ranging from 4.38 to 4.39 indicating a popular approval of the favorable effects of dullness cancellation and fun learning improvement.

4.2.3. Learning Motivation

Table 6. Participants' Learning Motivation

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16. The anonymous function stimulates answering questions freely.	0.5%	1.9%	16.3%	31.1%	49.8%
17. The Leading Board encourages learning attention to achieve top rankings.	0%	1.9%	13.4%	34.4%	49.8%
18. The Creative-production tool supports creative ability during learning time.	5%	1.4%	11.5%	35.9%	50.2%
19. The Assessments through Class Point cause less nervousness than paper-based forms.	0%	4.3%	12%	36.8%	46.4%

As illustrated in Table 6, the most motivating feature of Class Point was its various creative-production tools since over half of the participants expressed their total agreement (50.2%), followed by the acceptance of Class Point's hidden name function, making up 49.8% of all responses. To be specific, the researchers interviewed two students who evaluated themselves as introverted people "*With Class Point, I feel comfortable to share my personal view because no one knows who I am. Thus, I like this tool more than others.*" (M10) and "*I feel free to give my responses without worrying that others might laugh at my silly answer*." (F6). Data from question 17 also shared the same result, indicating the leading board's effect in Class Point. In reference to formative assessment, only 4.3% of students reported their negative opinions as one comment was recorded: "*The question test was difficult so I do not like it*" (M3) while 83.2% (46.4% strongly agree, 36.8% agree) confirmed that they felt less stressed when doing tests with Class Point compared with the paper-based forms.

4.2.4. Learning Achievements

Table 7. Participants' Learning Achievement

Questions	N	Mean	SD
20. The tool gives me feedback immediately so that I can self-assess my understanding and adjust my study effectively.	208	4.34	.764
21. The tool helps me summarize the lesson so that I can remember the main content logically and quickly.	208	4.34	.775
22. Lectures alternating with interactive tasks help me absorb knowledge better without being overwhelmed.	208	4.40	.695
23. The lively screens, accompanied by various attractive annotation tools keep me more focused on the lessons.	208	4.35	.759

Data collected in Table 7 revealed that Class Point supports students' learning achievement. Notably, most respondents reported that they absorbed the contents better when lecturing and interactive games were alternated during the lesson (question 22, M=4.40). Moreover, those participants also stated that they tended to focus more on the lessons because of the beautiful slideshows as well as the eye-catching annotation tools when their teachers used Class Point (question 23, M=4.35). Meanwhile, the results from question 20 [Class Point gives me feedback immediately so that I can self-assess my understanding and adjust my study effectively.] and question 21 [Class Point supports me summarizing the lesson so that I can remember the main content quickly right in the classroom] shared

the same mean score (M=4.34). The result resonates one interviewee's comment "*I can remember most of the key content right after the lesson thanks to the formative assessment after each lesson. Therefore, I like Class Point*" (F2).

4.3. Evidence of Active Learning

Table 8. Participants' Active Learning

Questions	N	Mean	SD
24. Joining in interactive activities during the lesson motivates me to come to classes regularly.	208	4.26	.812
25. Participating in interactive activities encourages me to think of the lesson actively.	208	4.32	.746
26. I am willing to participate in different tasks in class using Class Point.	208	4.34	.757
27. I feel more connected and feel like interacting with my classmates and teacher when Class Point is applied to the lesson.	208	4.31	.781
28. Class Point motivates me to share personal ideas and answer questions frequently.	208	4.33	.873

As shown in Table 8, the most significant gain in this field was promoting students to participate in classroom tasks actively (question 26, M=4.34) as a third-year student in a writing class commented in the interview "*I can do all requirements, from drawing mind maps, uploading evident images and video, to writing sentences. That is why I like Class Point more than Kahoot or Quizizz*" (F8), followed by their willingness to share personal views and answer questions (question 28, M=4.33). The other high attainments were the inspiration of active thinking (question 25, M=4.32) and the close communicative channel between student-student, and student-teacher (question 27, M=4.31). With regard to the fact that Class Point pushes students to attend classes regularly, although the received data showed the lowest mean score among five questionnaire items (question 24, M=4.26), it still indicates the dominant agreement from respondents.

5. CONCLUSION

Thanks to the university's recent investment in training courses innovation, traditional teaching methods have been completely replaced by the AL approach and technological skills are no longer a barrier for lecturers. However, the Class Point system is still alien to almost all teachers in the university because of its fledgling innovation compared with other long-standing CRSs. This finding is consistent with the result from another study at the same school conducted by the researcher's colleagues. Specifically, Pham & Nguyen (2021) revealed that the teachers mostly preferred to use Kahoot (63.8%), followed by Quizizz, Quizlet, Padlet, Mentimeter, Flipgrid, and Class Point wasn't even mentioned. Obviously, the teachers' capability of self-updating and willingness to try new teaching methods are still limited.

In terms of student satisfaction, first, the result from Figure 1 indicated that the learners were pleased with the Class Point tool because of its friendly usage. Thanks to its understandable display, the students could familiarize themselves with Class Point only after one time of using it with one-step registration and further use it with ease. The all-in-one interactive platform allows students to conduct not only verbal but also literal activities without books, papers, or pens. While the application of technology in education is getting more and more robust, resulting in effective outcomes, there is still a minority of students and teachers who find it hard to catch up with the trend. Therefore, it is necessary to make things simpler and friendlier as Class Point could do. Second, joyfulness was also highlighted as the main aspect of learners' satisfaction. As music appears in education to prepare the brain for better performance (Butzlaff, 2000) and reinforcement of social-emotional skills (Standly, 1996), the result presented in Table 5 obviously demonstrates that Class Point's melody brings students a hugely encouraged mood and interest in learning. Additionally, the integration of the name picker function stimulated the learners' curiosity leading to increased learning excitement. Not being limited by only multiple-choice questions, the variety of interactive tasks made Class Point a must-have tool for making learning fun and eliminating boredom. Third, the information from Table 6 interpreted that Class Point involves all the benefits that other CRSs have, such as encouraging learning

attention and reducing stress in assessment compared to traditional paper-based tests. Moreover, it even deals with difficult situations in a large classroom with mixed-level students. Based on the researchers' experience, in every educational context, the incompetent students usually avoid speaking up because of peer pressure, while other outstanding ones easily get bored if they are not invited. According to the result of this study, Class Point seems to effectively strengthen the connection between teachers and students since it allows every individual's voice to be heard without derision if the answer is incorrect. This foundation is particularly important for classroom discussion and positively impacts learning outcomes (Chien et al., 2016). Fourth, by delivering creative tools, immediate feedback, and attractive annotations, the platform brings learners more chances to maximize creativity, adjust understanding, and therefore successfully achieve in learning. This expected result was similar to what YuSi (2023) claimed in the previous study that applying Class Point helped students get higher scores on their final exams. With the combination of friendly usage, participants' happiness, learning encouragement, and learning accomplishment, it can be affirmed that Class Point certainly brought the examined students satisfaction in their learning.

Concerning learning actively, like other responding tools, Class Point enhances AL because it creates an intercommunication between teachers and students (Vetterick et al., 2014) in which students have an equal chance to raise their voices. In order to be ranked on the leading board, learners must be inspired to think actively and spend time on diverse classroom activities. As classroom time becomes inspiring and comfortable, the proportion of students who drop out of class also decreases significantly.

However, using ClassPoint as a platform for interactive quizzes still presents a few downsides. The versions of PowerPoint for MacOS and iOS are incompatible with ClassPoint; as a result, it cannot be integrated by instructors who use MacOS or iOS devices. The fact that ClassPoint is only compatible with Windows-using devices means that teachers who utilize other file formats, including PDF files, are unable to use it for their lessons. Additionally, Class Point lacks the capability to aggregate data. Although there is a feature to honor students by giving stars in response to the quizzes, the researchers noted that it might be difficult to evaluate students clearly and precisely without scoring.

Within the scope of this study, the researchers have come to the conclusion that:

(1) Implementing the Class Point tool in the EFL classroom significantly improves the students' satisfaction not only in online learning situations as Abdelrady & Akram (2022) stated in their previous study but also in offline large classroom contexts and therefore lead to a positive connection with academic achievement.
(2) Class Point supports teachers to maximize exposure for students to contribute to the lesson, self-evaluate understanding, and make efforts to develop communicative competence in a variety of subject areas. These things, all together, produce an active learning atmosphere.

These findings would recommend that educators implement the Class Point tool in several teaching contexts to promote effective teaching and learning.

The obtained results solely serve as a starting point for further research into how knowledge is acquired in CRS-integrated activities. Although the students who took part in the study acknowledged encouraging outcomes, more extensive and thorough investigations are needed to determine the viability of such educational innovations, especially in different education systems. As a particular case, the fact that the participants in the current study were in an independent university where English is given priority would have had an influence on the overall findings. Differences in learning settings, local cultures, educational levels, and individual participants can produce diverse research outcomes. It is advised that further research employs a similar research design to various student groups in other learning environments to validate the usage of CRS technology in a wide range of language instruction.

Conflict of Interest: No potential conflict of interest relevant to this article was reported.

Funding: This research was sponsored by Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam.

Acknowledgements: This article is the outcome of a scientific research project titled "The Impact of Class Point Toll Application in Enhancing EFL Students' Satisfaction and Active Learning in Classroom from Learners' Perspective" sponsored by Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam. The authors would like to thank Nguyen Tat Thanh University for its valuable support. The authors also wish to thank Prof. Hong Tran Thi for her excellent suggestion.

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