Effectiveness of Clickers in a Second Language Classroom: Teacher and Learners’ Perceptions and Attitudes

Abstract

Teachers’ adoption and integration of interactive technology have caused dramatic changes in communication, and instructional process that occur in the face-to-face education. The purpose of this study was to evaluate the perceptions and the attitudes of the teacher and the pupils towards the effectiveness of clickers in English language classrooms. This paper reports the results of a survey from a primary school teacher and 41 pupils. Data collection involved interviews, video recording and responses to a questionnaire. Data were analysed using the frequency distribution while the qualitative data were descriptively analysed. The results suggest that the teacher had positive attitudes, yet reported a number of potential challenges to the integration of clickers in English as a second language (ESL) classroom. Although the pupils had mixed feelings, majority of them expressed positive attitudes and perceptions towards the use of clickers in the ESL classroom.