BEV-K
(BUSINESS ENGLISH VOCABULARY USING KAHOOT!)

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ABSTRACT

The use of technology is making a big wave in many areas of pedagogy. The application of technology has created a positive impact in language teaching and learning. As such, this study experimented with an application called Kahoot! to present an interactive learning platform for studying English language terminology for business purposes. The findings showed that Business English Vocabulary Using Kahoot! (BEV-K) stimulates students' focus and is effective in teaching and learning business English terminology. It can be concluded that the use of this application increased students' motivation and is highly recommended as a pedagogical tool to promote an effective and fun learning environment

Keywords: e-learning, online learning, ESL, business English, Kahoot

1. INTRODUCTION

Various fields of studies have adapted technology in facilitating the delivery of course content; enhancing students' understanding, providing real-time interaction with instructors irrespective of time and place and enabling learners to learn at their own pace. Previous studies embarked in developing blended learning tools to assist students in learning Business English terminology [1,3]. Nursyuhada'Ab Wahab and Yunus [2] looked into various online platforms used by students in their blended learning for their English for Specific Purpose (ESP) course. Nevertheless, this study zooms into the usage of the specific platform known as *Kahoot!* to encourage undergraduates to learn English language terminology for business purposes.

Kahoot! is a game-based student response system (GSRS) launched by the instructor in a web-browser on a laptop connected to a large screen. *Kahoot!* provides a tool for creating quizzes including adding pictures and YouTube videos to the questions. It also makes it possible to publish and share your own quizzes, and edit quizzes made by others.

When playing *Kahoot!*, the students log into the system using a gamepin (a number) and a nickname. The goal for the students is to answer the correct answer as fast as possible to get as many points as possible. Figure 1 shows how *Kahoot!* is played. A question is shown on the large screen along with four or less alternative answers shown in different colors with associated graphical symbols. The students give their answers by choosing the color and symbol she or he believes corresponds to the correct answer.

Figure 1: *Kahoot!* instructor and user interface

2. METHODOLOGY

In this study, the ADDIE Model (Analyse, Design, Develop, Implement, Evaluate Instructional Design) was applied to develop the content of BEV-K.

ANALYSE- A needs analysis was conducted among 150 business students namely from two campuses, UiTM Kelantan and Kolej Poly Tech MARA Kuantan. From the need analysis, it was found that students have difficulty in comprehending business terminologies in the subject related to their business courses.

DESIGN- The research team designed the content related to business terminologies and decided to use the *Kahoot!* platform to facilitate students' learning

IMPLEMENTATION – The learning platform Business English Vocabulary Using *Kahoot!* (BEV-K was implemented to the targeted group namely 200 users from both UiTM Kelantan and Kolej PolyTech MARA Kuantan.

EVALUATION – The feedback from instructors and users of BEV-K were gathered as part of the evaluation process.

3. RESULTS & DISCUSSION

The study found that most students (78.5 %) deemed *Kahoot!* as a fun learning tool. This is due to the nature of the game itself which promotes students to actively be involved in answering questions. It has also boosted confidence in students to participate especially among those who are less active and are shy in class. It was found that the respondents believe they can learn and understand business terminologies easily by participating in games like *Kahoot!* In addition, 82.3% of the respondents concluded that difficult terminologies can easily be understood as they are learnt while playing games and 75.5% perceived to have positive feelings about using this application as it is a stress free way to learn.

Due to the high percentage of positive feelings towards the application, 85.5% of the students responded that they highly recommend this application to be used in the next lessons.
Based on the findings, the researchers believe that this application has high potential to be applied not only in learning business terminologies but also in other lessons and subjects.
The findings proved that the use of this application is a novelty that can be applied by the instructors in teaching the English language. Indeed, BEV-K stimulates students' focus and is effective in teaching and learning business English terminologies.

The use of games and quizzes makes learning fun and creates healthy competition among the students.

This application is used and applied in Universiti Teknologi MARA (UiTM) Kelantan and Kolej PolyTech MARA , Kuantan as a part of teaching and learning business English terminologies, hence may be applied in local institutions with the same context.

4. CONCLUSION

It can be concluded that the use of this application has increased students' motivation and is highly recommended as a pedagogical tool to assist teahing Business English terminologies in an effective and fun learning environment.

5. ACKNOWLEDGEMENT

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6. REFERENCES

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