
ESL Undergraduates' Perceptions on Online Vocabulary Testing Practices

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Abstract

Vocabulary serves as one of the most necessary skills required by undergraduates in using English effectively. Utilizing online learning platforms to deliver and test vocabulary has been challenging given the shift of traditional classroom practices into virtual mode. Thus, the present study examined the effectiveness of online vocabulary testing practices in the undergraduate second language classroom based on the perceptions of forty voluntary participants studying in a local university. Three vocabulary testing approaches; quizzes, game based activities and tasks that require providing short answers were practiced over the period of ten lecture hours. Online tools that enable vocabulary testing such as Kahoot, Padlet and LMS were adopted. The students' perspectives towards the aforementioned learning methods and tools were examined through a questionnaire consisting of open and close-ended questions. Descriptive analysis method was used to evaluate the results accordingly. As per the findings, online vocabulary based games were identified as the most preferred source of vocabulary development of the participants whereas online tools that aided providing short answers to questions were found to be the most productive vocabulary testing method. Answering online quizzes was an effective source of memory retention and language revision in the students' point of view. This study only focused on utilizing three online tools which limited the testing of other forms of tools. The study recommends incorporating game based vocabulary activities as a must practice throughout the course of virtual language teaching as the students' responses revealed online vocabulary activities to be learner-friendly which can alleviate the monotony of learning whilst enhancing their interaction and participation.

Keywords: *Interaction, Kahoot, Online vocabulary testing, Virtual tools in ELT, Student motivation*

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