

PAPER

Use of Games in ESP Classes: Perceptions from Students and Teachers

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ABSTRACT

Games are a powerful tool that can generate students' interest and add variety to the traditional process of English for Specific Purposes (ESP) instruction. Therefore, our aim was to explore their motivational and didactic potential in ESP classes at the university, particularly, to analyze teachers' and students' attitudes toward the use of games and to examine the effect of games on learning vocabulary and grammar. To achieve this, we used a mixed methods research design collecting qualitative and quantitative data through surveys and tests from both teachers and students. The survey results showed that both ESP teachers and students had positive attitudes toward the use of games in the learning process due to the motivational power of games, their ability to make learning enjoyable, involve and stimulate students to active enquiry, and create a relaxed environment. We observed statistically higher results in the post-test for ESP vocabulary and grammar in the experimental groups where games were incorporated, signifying the effectiveness of this method. The study contributes to our understanding of the motivational potential of games and their possibilities for teaching ESP. In future research, the assessment of gamified activities could be explored to further enrich our knowledge in this area.

KEYWORDS

game method, English for Specific Purposes (ESP), vocabulary teaching, grammar teaching, motivation, university students

1 INTRODUCTION

Teaching students successfully and creating a pleasant learning experience require the incorporating interactive instructional techniques in the mix of didactic methods. One such techniques is gamification, a growing phenomenon that adds fun elements and attractiveness to the learning process of students. Among the spheres of learning that can particularly benefit from using games is English for Specific Purposes (ESP) instruction. In ESP, the range of topics, learning content, and materials are limited to professional needs, making it challenging for teachers to

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maintain students' enthusiasm and motivation to learn. In this context, the use of games becomes valuable as it promotes students' interest and positive emotions that add variety to the traditional ESP instruction and stimulates students' higher academic achievement. In view of this, the purposes of our study are:

- 1) To analyze and compare technical university students' and teachers' attitudes towards using games in ESP instruction concerning its motivational and didactic potential.
- 2) To explore the effect of games on student's learning of vocabulary and grammar by students.

2 LITERATURE REVIEW

The concept of using games in education is not new, but the term “gamification” emerged only in 2010 and has since become a viable trend [9]. Gamification is commonly understood as “the use of game design elements in non-game contexts” [8]. Researchers [9, 15] explain its growing popularity by its potential to foster motivation, behavioral changes, and friendly competition, as well as to support the acquisition of 21st-century skills. While engaging in game-based activities, students acquire new knowledge and develop their creativity, critical thinking, collaboration, and communication skills due to the creation of multiple learning routes that lead to the successful achievement of specific academic goals. It is also important that “the students are given an opportunity to apply the newly acquired competencies and skills in practice” [31].

The basic characteristics of games that make them particularly appealing for educational purposes are the so-called “five freedoms of play,” which were defined by Klopfer, Osterweil, and Salen [16] as:

- “the freedom to fail (one does not actually fail at play per se, but one is free to do things at play that would look like a failure in other contexts),
- the freedom to experiment (within the play space the player has some room to maneuver and invent new approaches to whatever task is at hand),
- the freedom to fashion identities (at play, students are not simply examining the nature of the physical and social worlds but are also exploring their identity in those worlds),
- the freedom of effort (students regularly exhibit the pattern of alternating between intense and relaxed play),
- the freedom of interpretation (the individual, social, and cultural motivations of any player affect what is experienced through play, and no two players ever experience the “same” game)”.

The potential of games to motivate students is given particular attention in the literature and has been explored from different perspectives and in different contexts since motivation is one of the major predictors of students' academic achievement, which impacts their engagement in learning. Thus, Linehan, Kirman, Lawson, and Chan [18] studied the possibilities of the medium of computer games for motivating students through the individualization of learning and found out that it offers “the ability to teach in a one-to-one manner, to adapt to the performance of each individual player, to deliver timely and specific feedback to players in a controlled manner, and to motivate players of a wide range of knowledge or skill levels.” Bend [3] explored the feasibility of the use of the gamification method in the corporate environment

and presented a framework for creating gamified on-the-job training. In doing so, she analyzed the factors that impact employee motivation in workplace learning and the extent to which game mechanics can be used to increase motivation and expected learning outcomes [p. 4].

Buckley and Doyle [4] empirically investigated the impact of intrinsic and extrinsic motivation on the participation and performance of students in an online gamified learning intervention and found that such interventions had a positive impact on learning outcomes and the engagement of intrinsically motivated learners. In this case, “motivation ... is the internal engine of stimulating behavior for satisfying the needs and achieving the aims in the process of learning ESP” [23]. The learner’s interaction and collaboration with the teacher and peers are the major motivating factors, which are best realized through the use of interactive methods that most fully involve them in the learning process [22]. Lee and Hammer [17] showed that games, as one of such methods, had a positive influence on students’ motivation and engagement in learning by affecting the cognitive, emotional, and social aspects of the learning experience. Taspinar, Schmidt, and Schuhbauer [29] pointed out that “game-based approaches in combination with positive (motivational) effects of self-conducted learning are promising candidates to help with tackling demotivating factors like boring, overly theoretical (but necessary) learning content or unfavorable schedules for face-to-face classes.”

In language classes, the use of games is particularly advantageous. As argued by Chugai [6], games and competitions make it possible to transform a traditional ESP class into a democratic one by placing the student at the center of the educational model. Games promote the integrated teaching of different language skills. For example, a single game can develop all the basic language skills: listening, speaking, reading, writing, vocabulary, and grammar. In this process, productive and receptive skills are enhanced simultaneously [30, 11]. Lu and Chang [19] particularly emphasized the efficiency of games for ESP vocabulary acquisition by students. Palaniappan [24] investigated the effect of gamification on learners’ self-directed learning in an online gamification learning environment. Sajinčič, Sandak, and Istenič [26] explored the relationship between teachers’ personal characteristics and their intention to implement gamified teaching.

Games in ESP teaching are especially valuable because they create a meaningful context for language use. Upadhyay [30] points out that the students find their own ways to express themselves; ask questions to peers, and think creatively about using the target language to achieve the goal. They also communicate about the game before, during, and after playing. They promote the spontaneous use of language by students who are more focused on the meaning than on the form. When face-to-face communication is not possible, online games such as Quizlet enrich multifunctional educational spaces by providing a variety of ways to learn English [25].

3 METHOD

We used a mixed-methods research design to collect quantitative and qualitative data from students’ tests and students’ and teachers’ surveys conducted online with the use of Google Forms.

The participants of the study were 36 ESP teachers and 120 bachelor students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. The study was conducted in the autumn-winter semester (September and December) of the 2020–2021 academic year. The students had face-to-face classes

in September and October and online classes in November and December. Before the experiment, the teachers were surveyed about their attitudes toward the use of games in ESP teaching (see questions in Table 1), which allowed the authors to organize learning with consideration of their experience and expertise. The students gave voluntary consent to take part in the study and were divided into four groups: two experimental groups (EGs), $N = 60$, and two control groups (CGs), $N = 60$. The students' English proficiency level in all the groups was the same and ranged from B1 to B2 (CEFR). After the experimental learning, the students in the EGs voluntarily took part in the survey regarding the use of games in the ESP classes.

During the semester, gamification was implemented as a supplementary method of ESP vocabulary and grammar teaching to EGs students. In addition to the traditional learning activities, such as gap-filling, matching, multiple-choice, definitions, word formation, paraphrasing, etc., the students performed gamified activities. During the offline learning, they played simulation games, board games, and card games. During the online learning, they used the following game platforms: Quizlet, Kahoot, Quizziz, Jeopardy, Wordwall, Learningapps, Nearpod, and Active Teach (by Pearson Publishing House). The students in the CGs had traditional learning with limited elements of gamified activities.

At the beginning and end of the semester, the students took a pre-test and a post-test to check their vocabulary and grammar skills before and after the experimental learning. The tests were similar for the EGs and the CGs. Their results were analyzed and compared, and the statistical significance was calculated using the Fisher Criterion [10]. After the experiment, the students were asked to take a survey aimed at identifying their attitudes towards the use of games in the ESP course. For that purpose, a Likert scale questionnaire was created by the authors, consisting of seven questions with answers ranging from strongly disagree (SD) to strongly agree (SA), which allowed calculating the median (Mdn) and interquartile range (IQR) of each item.

4 RESULTS

Our research was aimed at finding out if the students' attitudes toward games correlated with those of the teachers' and if the use of the gamification method had any effect on the students' vocabulary and grammar acquisition. As can be seen from the results obtained from the questionnaire for teachers (see Table 1), the overwhelming majority of them (86.1%) liked using games in teaching ESP. Two-thirds of the respondents (66.7%) liked using both online and face-to-face games. Three-quarters of the teachers (75%) used the gamification method to make ESP learning enjoyable for students, and more than two-thirds of them (69.4%) used it to enhance students' motivation for ESP learning and to develop students' language skills. The majority of them believed in the developmental potential of games. In particular, almost nine out of ten teachers (88.9%) found them useful for promoting students' interpersonal skills. Almost the same percentage of them found them appropriate for the development of students' language skills: grammar and vocabulary (86.1%), speaking (88.9%), and listening (88.9%). A slightly smaller percentage (72.2%) thought that gamification was a useful tool for the development of reading skills, and approximately every second teacher (55.6%) found it helpful for promoting writing skills.

We were particularly interested in the teachers' considerations about the organization aspect of using games in ESP instruction. Most of the teachers used them purposefully to achieve the aims of the lesson (55.6%). However, teachers pointed out that the overuse of games can have certain negative effects and lead to the waste

of learning time (27.8%), the distraction of students from learning objectives (38.8%), and their inflated expectation that learning should always be entertainment (58.3%). The most important elements of game implementation, as perceived by the teachers, are outlining the rules of a game (38.9%), differentiating the content of games for different ESP learners (36.1%), and focusing on the development of particular skills (36.1%). It is important that a considerable number of the teachers (over half of the respondents (55.5%)) involved students in the creation of gamified learning content. When asked about the difficulties of using games in ESP learning, the biggest number of teachers mentioned large classes (58.3%) and mixed-ability classes (44.4%).

Table 1. Technical university teachers’ attitudes to the use of games in ESP classes

Attitudinal Aspect	
1. Do you like using games in the ESP teaching? a. Yes b. No c. Not sure	a. 31 (86.1%) b. 2 (5.6%) c. 3 (8.3%)
2. Do you prefer using games in the ESP teaching? a. online b. face-to-face c. both online and face-to-face	a. 5 (13.9%) b. 7 (19.4%) c. 24 (66.7%)
3. The main aim of gamification is to (You may choose several answers) a. enhance students’ motivation for ESP learning b. develop students’ foreign language skills c. monitor the progress of ESP learners d. make ESP learning enjoyable for students	a. 25 (69.4%) b. 25 (69.4%) c. 8 (22.2%) d. 27 (75%)
Skill Development Aspect	
4. Do you find games useful for promoting students’ interpersonal skills? a. Yes b. No c. Not sure	a. 32 (88.9%) b. 1 (2.8%) c. 3 (8.3%)
5. Do you find games useful for promoting students’ grammar and vocabulary skills? a. Yes b. No c. Not sure	a. 31 (86.1%) b. 2 (5.6%) c. 3 (8.3%)
6. Do you find games useful for promoting students’ speaking skills? a. Yes b. No c. Not sure	a. 32 (88.9%) b. 2 (5.6%) c. 2 (5.6%)
7. Do you find games useful for promoting students’ writing skills? a. Yes b. No c. Not sure	a. 20 (55.6%) b. 10 (27.8%) c. 6 (16.7%)
8. Do you find games useful for promoting students’ listening skills? a. Yes b. No c. Not sure	a. 32 (88.9%) b. 1 (2.8%) c. 3 (8.3%)
9. Do you find games useful for promoting students’ reading skills? a. Yes b. No c. Not sure	a. 26 (72.2%) b. 8 (22.2%) c. 2 (5.6%)

(Continued)

Table 1. Technical university teachers' attitudes to the use of games in ESP classes (*continued*)

Organization Aspect	
10. How often do you use games in ESP classes? a. At each lesson b. From time to time c. It depends on the aims of the lesson	a. 5 (13.9%) b. 11 (30.6%) c. 20 (55.6%)
11. Do you think that the overuse of games can lead to You may choose several answers. a. distraction of students from learning objectives b. inflated expectation of students that learning should always be entertainment c. waste of learning time d. none of the above	a. 14 (38.8%) b. 21 (58.3%) c. 5 (13.9%) d. 10 (27.8%)
12. Do you involve students in gamified learning content creation? a. Yes b. No	a. 20 (55.5%) b. 16 (44.4%)
13. An important element of game implementation is ... You may choose several answers. a. outlining the rules of a game b. using additional points as a reward c. differentiating content of games for different ESP learners d. focusing on the development of particular skills e. allowing ESP learners to play several times with the aim of improving their results f. all the above	a. 14 (38.9%) b. 7 (19.4%) c. 13 (36.1%) d. 13 (36.1%) e. 4 (11.1%) f. 13 (36.1%)
14. The main difficulties for using games in ESP learning are: You may choose several answers. a. lack of teachers' ICT skills b. mixed-ability classes c. large classes d. lack of teachers' knowledge of the assessment of gamified activities	a. 12 (33.3%) b. 16 (44.4%) c. 21 (58.3%) d. 12 (33.3%)

Source: Compiled by authors.

We analyzed the CGs and the EGs students' pre-test and post-test grades in grammar and vocabulary (Table 2). The students who had high results (gave more than 70% of correct answers) were considered to have achieved the learning effect. The students who had low results (gave less than 70% of correct answers) were considered not to have achieved the learning effect.

Table 2. The results of the pre-testing and post-testing in the experimental learning

Group	Results	Vocabulary Learning		Grammar Learning	
		Learning Effect	No Learning Effect	Learning Effect	No Learning Effect
EG	Pre-test	65 (54.2%)	55 (45.8%)	67 (55.8%)	53 (44.2%)
	Post-test	110 (92%)	10 (8.3%)	98 (81.7%)	22 (18.3%)
CG	Pre-test	66 (55%)	54 (45%)	65 (54.2%)	55 (45.8%)
	Post-test	80 (67%)	40 (33%)	73 (60.8%)	47 (39.2%)

Source: Compiled by authors.

For defining which groups of students demonstrated a higher result in the development of ESP grammar and vocabulary skills, the Fisher Criterion was applied.

Two hypotheses were formulated:

H_0 : The percentage of students who have increased the level of ESP grammar and vocabulary skills developed in the experimental groups is not more significant than in the control groups.

H_1 : The percentage of students who have increased the level of ESP grammar and vocabulary skills developed in the experimental groups is more significant than in the control groups.

Using the formula

$$\varphi_{emp.}^* = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}} \tag{1}$$

suggested by Fisher (2018), we calculated $\varphi_{emp.}^*$, where:

$\varphi_1 = 92\%$ (2.568),

$\varphi_2 = 67\%$ (1.918) (Table 2),

$n_1 = 60$ (number of students in the experimental groups),

$n_2 = 60$ (number of students in the control groups).

$\varphi_{emp.}^* = (2.568 - 1.918) \cdot \sqrt{30} = 0.65 \cdot 5.5 = 3.57$ (for vocabulary learning).

$\varphi_1 = 81.7\%$ (2.258),

$\varphi_2 = 60.8\%$ (1.789) (Table 2),

$n_1 = 60$ (number of students in the experimental groups),

$n_2 = 60$ (number of students in the control groups).

$\varphi_{emp.}^* = (2.258 - 1.789) \cdot \sqrt{30} = 0.469 \cdot 5.5 = 2.57$ (for grammar learning).

The values of $\varphi_{emp.}^* = 3.57$ (for vocabulary learning) and $\varphi_{emp.}^* = 2.57$ (for grammar learning) are greater than 2.31. So, the results are in the significance zone. Thus, only hypothesis H1 is accepted. This means that the percentage of students who improved their ESP grammar and vocabulary skills in the experimental groups was significantly higher than in the control groups.

After the experimental learning, we suggested that the students fill out a questionnaire. The students' answers to a 7-item Likert scale questionnaire aimed at identifying their attitudes towards using games in an ESP course are presented in Table 3. They show that the majority of respondents (83%) liked playing games in ESP classes and firmly expressed their positive attitude towards using this method (Md = 2, IQR = 1).

Table 3. Students' attitudes to the use of games in ESP classes (%)

N	Statements	SA	A	N	D	SD	Md	IQR
1	I liked playing games in ESP classes	26 (43.3%)	24 (40%)	9 (15%)	1 (1.7%)	0 (0%)	2	1
2	I liked playing online games more than face-to-face games	9 (15%)	13 (21.7%)	23 (38.3%)	12 (20%)	3 (5%)	3	1.25
3	I was not afraid to fail because I could play several times and improve my results	13 (21.7%)	32 (53.3)	9 (15%)	4 (6.7%)	2 (3.3%)	2	0.25
4	Games made learning English more interesting	19 (31.7%)	30 (50%)	9 (15%)	2 (3.3%)	0 (0%)	2	1
5	Games helped me to connect and socialize with each other	14 (23.3%)	26 (43.3%)	18 (30%)	1 (1.7%)	1 (1.7%)	2	1
6	Games helped me to learn vocabulary	9 (15%)	43 (71.7%)	5 (8.3%)	2 (3.3%)	1 (1.7%)	2	0
7	Games helped me to learn grammar	6 (10%)	19 (31.7%)	16 (26.7%)	17 (28.3)	2 (3.3%)	3	2

Source: Compiled by authors.

As can be seen from Table 3, more than 80% of the respondents liked playing games in ESP classes, and less than 2% of them disliked it. More students preferred online games to face-to-face games (36.7% vs. 25%, respectively). At the same time, almost four out of ten respondents had neutral attitudes, which indicates that students liked games in different formats, irrespective of the use of technology (Md = 3, IQR = 1.25). An aspect of games that was positively estimated by three-quarters (75%) of the students was the possibility to play several times and improve their results, which prevented them from being afraid of failing (Md = 2, IQR = 0.25). An absolute majority of the participants (81.7%) agreed that games make language learning more interesting, and more than two thirds of the students (66.6%) believed that games helped them communicate and socialize with each other. The results showed that the students found games helpful for both vocabulary and grammar learning. However, the number of those who found games useful for learning vocabulary was considerably bigger (86.7%) than the number of those who found them useful for learning grammar (41.7%).

In the survey, the respondents had the opportunity to provide additional comments on using games to learn English. They wrote about their positive attitudes towards games, using adjectives like “good,” “very good,” “cool,” “fun,” “helpful,” “effective,” “positive,” and “emotional.” Some mentioned that “games are better than real life” and that they are “the best way to improve English.” Some comments were about face-to-face games, which, as stated by the respondents, provided additional practice in speaking English, helped to “interact with each other,” “learn new words,” and improved grammatical accuracy. For some respondents, the necessity to speak English, especially when it is the only possible language of communication in a game, was the reason to start learning this language more diligently. Playing games is motivational, as the players may set goals when they are inspired by the achievements of their peers. They said that being involved in a play is more interesting than just being a spectator. There was only one negative comment from a respondent that denied the learning effect of games at all and emphasized only the fun element as the most important one.

5 DISCUSSION

In our research, we analyzed and compared technical university students’ and teachers’ attitudes toward the use of games in ESP instruction and explored the effect of games on students learning of vocabulary and grammar. For that purpose, we used the mixed research method, which involved a survey of students and teachers and testing of students. The results of our study showed that the overwhelming majority of both teachers and students had a positive attitude toward the use of the gamification method. Teachers expressed a certain preference for face-to-face games, while students, though by a slender majority, were in favor of online games, which can be explained by the fact that students, due to their young age, are more adept at using technology than teachers. Moreover, students prefer technologies in learning because they permit a high degree of self-direction, interaction, and language use inside and outside the classroom and thus are very motivating for adult learners [20, 21, 2]. This is in line with the research by Supuran and Sturza [28], which revealed no significant preference among students for playing board games or digital games. However, digital games were slightly more popular with the students than board games (54.35% vs. 45.65%, respectively).

Both the teachers and the students were convinced of the motivational potential of games and their ability to make ESP learning enjoyable. This is quite natural

because games make learning more interesting and lively, attract students' attention to the object of the study, involve them in the learning process, and stimulate a more active study. We find the motivational power of games to be the most important feature of this method, which serves not only for didactic purposes, but also for developmental purposes as well as for the relaxation and emotional pleasure of learners. These findings add to previous research that also emphasized the importance of the motivational aspect of the gamification method. For example, Hashemi [14], based on his empirical study involving university students in an English department, found an increase in their motivation due to enjoyable activities provided by games. Smrutisikta, Jeyasakthi, and Velmurugan [27] found a close connection between human emotions and expressions in the language. Positive emotions such as happiness, suspense, surprise, and amusement strongly motivate and involve students in language learning.

We found out that the teachers also paid considerable attention to the organization of games in the learning process. Almost three-quarters of them focus on the development of a particular skill or skills when planning a game; differentiate the content of the game depending on the language level of the ESP learners; and outline the rules of the game before they start it. This means that the teachers have quite a solid methodological background and take the game method seriously, which is in line with the recommendations of Constantinescu [7] [12] that games should: have clear rules and aims and be used to motivate students; focus on the use of language (by means of games students should learn, practice, or refresh language components); be appropriate to the students' age and level of knowledge. However, in spite of the positive attitudes of the teachers toward the use of games in ESP learning, the majority of them are aware of the negative effects that may result from the overuse of games: distraction of students from the learning objectives; inflated expectations of students that learning should always be entertainment; waste of learning time. Only one out of three teachers does not expect any negative effects from the overuse of games. The main problems that were perceived by the respondents were: lack of teachers' ICT skills; mixed-ability classes; large classes; and lack of teachers' knowledge of the assessment of gamified activities, which indicates that there are both theoretical and practical aspects of this method that are still to be mastered by teachers.

According to the results of our survey, both the teachers and the students were confident that games promote not only communication skills but also language skills, of which vocabulary and grammar were particularly in the focus of our study. The results of the post-testing showed statistically higher improvements in ESP grammar and vocabulary skills in the experimental groups compared to the control groups. These findings correlate with those reported by Hashemi [14], who, similarly to us, used pre- and post-testing and found that the use of games is effective and beneficial for teaching vocabulary. He noticed an improvement in the students' motivation for acquiring new vocabulary due to the attractiveness of educational games for students.

The results we received are also in line with those obtained by Alhajaji, Algmadi, and Metwally [1], who revealed the effectiveness of the use of games in teaching and learning English vocabulary, supported by the high scores of the students in the experimental group, and fixed that the incorporation of fun learning techniques into students' language practice increased the learners' proficiency and enhanced their ability to use the new vocabulary. Another similar study that studied the influence of games on university students' English vocabulary acquisition was carried out by Camacho Vásquez and Ovalle [5]. Based on the analysis of a vocabulary test and teachers' and students' journals, which evaluated the students' and teachers' attitudes toward the use of video games in language study, the authors found that the participants increased their vocabulary and felt more motivated to learn.

The data we received also supports the results of previous studies devoted to the effectiveness of games in teaching English grammar, for example, those of Hajji and Kim [13], who used similar instruments for data collection: a questionnaire for the purpose of finding out teachers' attitudes towards using games in grammar lessons and a post-test in grammar to measure the effectiveness of learning grammar through games. They found that EFL teachers had positive attitudes towards the use of games in teaching all language skills, particularly vocabulary and grammar; the students who studied English grammar using games had statistically significantly better results in the grammar test than the students who learned grammar without the use of games. We also support the conclusions of Smrutisikta, Jeyasakthi, and Velmurugan [27] that games are productive if used frequently in the language class for teaching grammar since they relax students' minds, energize them, and help them learn better and excel in every language skill.

Although the study provided a certain insight on the use of the gamification method in teaching ESP, it has a limitation that addresses the representativeness of the findings. Since the study involved only 36 ESP teachers and 120 bachelor students from only one university in Ukraine, the sample size was not large enough to permit generalizing the findings throughout the country. Further studies with the involvement of a larger number of participants from universities in different regions of Ukraine may be more representative.

6 CONCLUSIONS

Based on the results of our study, we can conclude that both ESP teachers and students have positive attitudes toward the use of games in the learning process, and games can be an effective tool for teaching and learning ESP vocabulary and grammar. It is notable that both online and face-to-face games are popular, with only a slight preference for online games expressed by the students and a slight preference for face-to-face games expressed by the teachers. This can be explained by the considerable motivational power of games and their ability to make learning interesting, lively, and enjoyable; involve and stimulate students to active inquiry; help them relax; and create an authentic atmosphere for language learning. We obtained statistically higher results of the post-test in ESP grammar and vocabulary in the experimental groups compared to the control groups, which can be attributed to the increase in the students' motivation for learning.

The study contributes to our understanding of the motivational potential of games and the possibilities of their use for teaching ESP vocabulary and grammar. Considering the challenges faced by our teachers while implementing this method, we think that further studies are necessary to explore the problems of the lack of teachers' ICT skills for using online games, mixed-ability classes, large classes, and the lack of teachers' knowledge of the assessment of gamified activities.

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