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ENHANCING BUSINESS ENGLISH SPECIALISED TERMINOLOGY LEARNING THROUGH GAME- -BASED INSTRUCTION

Learning new terminology is often regarded as the cornerstone of ESP. Its acquisition is vital for ESP practitioners and learners to facilitate communication in different target situations. The practitioners ' prime concern is searching for an adequate way to facilitate this task for ESP learners. At this level, the use of educational games belongs to the strategies that are challenging and beneficial for the teacher, and engaging and captivating for the students. Therefore, the present study aims to test the impact of educational games on acquiring specialised terminology among Business English students at Mustapha Stambouli – Mascara University, Algeria. A semi-structured interview, a questionnaire, and a pre-and post-test under the umbrella of the mixed methods approach were used as research tools to gather the required data. The results revealed that teachers and students acknowledge the positive impact of the game-based approach on their ability to acquire and memorise specialised Business English terminology. Also, educational games are essential in creating a friendly, competitive, and authentic environment in which they wish to be involved. For them, this approach enhances their language proficiency and the required communication skills to function adequately in their target settings. These findings suggest that incorporating educational games can be perceived as an essential element that should be further consolidated in different ESP contexts, including the business one.

Keywords: Business English; educational games; game-based learning; specialised terminology

INTRODUCTION

English for Specific Purposes (ESP) is mainly developed to meet the needs of ESP learners. Those latter tend to use English either for their academic or professional careers. ESP courses are lectures that are primarily designed to respond positively not only to those needs but also to the learners' expectations. Another essential factor in ESP teaching and learning is the context particularities, i.e., every single context has its characteristics that should be seriously considered while designing and delivering the ESP courses.

In this paper, we will primarily focus on the Business English (BE) context, exploring its specific features and the needs of learners who aim to communicate effectively in a business setting. A key objective for most ESP learners is the acquisition of specialised terminology. Scholars emphasise the importance of mastering specialised terminology to enhance learners' ability to communicate effectively in their target context and contribute to their overall language proficiency.

In the BE context, learners need to be equipped with the terminology related to economics, business, and entrepreneurship to effectively engage in discussions, presentations, and written assignments. By focusing on the acquisition of specialised terminology, alongside other parameters, ESP classes can provide learners with the tools they need to succeed in their current and future careers.

Therefore, the primary goal of this paper is to investigate the impact of adopting a game-based learning approach on the acquisition of specialised terminology among BE learners. Specifically, the study seeks to answer the following two questions: Is the game-based approach effective in teaching Business English? How does the use of educational games enhance BE students' acquisition of specialised terminology?

At this level, it is assumed that the game-based approach is potentially the most acceptable to our students because it adequately facilitates the learning of Business English. Using educational games may enhance BE students' acquisition and memorisation of specialised terminology in different ways, including establishing a friendly environment, selecting motivating and challenging tasks, etc.

GAME-BASED LEARNING AND BE SPECIALISED TERMINOLOGY ACQUISITION

As mentioned above, BE learners must acquire a high level of specialised terminology to effectively understand and communicate complex economic and business concepts. In this line of considerations, mastering terminology in their field of study facilitates

their understanding of authentic materials and contributes to their career growth. Additionally, developing a certain level and command of specialised terminology equips BE learners with the self-confidence and ability to participate actively in professional settings, such as conferences or job interviews.

In this study, we aim to show that effective acquisition of specialised terminology can be accomplished through the adequate use of educational games. This could be achieved through selecting the appropriate educational games that aim to fully engage learners in acquiring those terms in a fun and interactive way. By integrating the games into an ESP teaching/learning process, such as quizzes and puzzles, BE learners could develop their communication skills to better cope with different situations. The selected games help provide a motivating setting where learners can practice and reinforce their understanding and retention of specialised concepts that can be used in various situations.

It is also believed that educational games make learning specialised terminology more enjoyable and engaging for BE learners. Using game-based learning can help ESP practitioners enhance their learners' motivation, assess their achievements and progress, and identify areas of improvement. Furthermore, implementing this latter can help raise student cooperation and competition, resulting in a dynamic learning experience that promotes individual and group participation. Overall, using educational games in terminology acquisition can enhance learners' language proficiency, contributing to personal, academic and professional growth.

Before reviewing the set of studies that tackled educational games and specialised terminology, several key concepts need to be defined, including notably, games, educational games, game-based learning and specialised terminology. According to Kim et al. (2017: 4), a game is "an action or a set of actions that includes one or more people, objects or animals, usually in a competition with others, that follow a specific set of rules, to achieve a goal." In ther words, a game, as perceived by Kupelia (2019), is a set of "activities that have a specific purpose, which has been set up to achieve the goal in accordance with the rules determined before or at the moment". Educational games, on the other hand, are already games that are designed for teaching and learning purposes. They are designed to reach an educational purpose. They are often perceived as a technique or a tool that facilitates the teaching/ learning process besides strengthening existing or acquired knowledge. They are also used to improve personal development. Game-based learning can be seen as "the act of learning information or skills via the use of a game" (Zirawaga et al. 2017: 55). It is acquiring knowledge through practical and needed activities. It can also be perceived as "a type of gameplay with defined learning outcomes" (ibid. 55). Regarding specialised ter-

minology, it can be stated that it is a set of terms used in a specific context that cannot be shared with other contexts in the case of purely technical terms. Semi-technical terms, however, are found in different contexts, yet they can convey a different meaning depending on the context in which the term is used.

The literature revealed that using educational games has a positive impact on enhancing learners' vocabulary acquisition. As mentioned above, these educational games efficiently promote learners' engagement through enjoyable and interactive experiences, facilitating enhanced retention and comprehension of specialised terminology. Moreover, using a game-based learning approach enables learners to engage in practical exercises that involve the application of subject-specific terminology in diverse contexts. This latter consolidates their understanding and application of these terms. In turn, it promotes their lexical repertoire and specialised knowledge.

Furthermore, researchers such as Selvi and Çoşan (2018) and Ma and Yodkamlue (2019) argued that using educational games as a teaching approach increases learners' ability to memorise and recall terms whenever needed. Using educational games is vital to enhance learners' terminology acquisition. In this vein, Hoa and Trang (2020) believe that the role of educational games is to develop learners' understanding and contextualise these acquired terms. Also, Hashemi (2021) assumed that learners who resorted to educational games to learn new terms achieved better memorisation scores than those who resorted to traditional methods of learning vocabulary.

The benefit of using educational games is revealed in the learners' achievements. Learners who struggle with learning terminology and score lower using traditional approaches often score higher marks while using educational games. This latter is an essential motive for integrating educational games while learning terminology. However, several studies stressed the need to research the long-term application and impact of this teaching/learning approach on terminology acquisition. In this line of considerations, this research examines the effects of game-based learning on the BE learners' ability to acquire specialised terminology.

Consequently, examining the impact and the effectiveness of educational games on Business English learners' acquisition and retention of specialised terminology can be regarded as a positive path towards improving BE learners' language proficiency. Valuable insights are also believed to be gathered from this research. In this vein, the availability of different types of educational games may help researchers and ESP teachers determine which type is the most effective and which game elements should be focused on while designing or adapting games for an adequate acquisition of BE terminology and, hence, specialised knowledge.

3. METHODS

This study used mixed-methods research to investigate the impact of educational games on acquiring specialised terminology among Business English learners. The participants comprised 40 students enrolled in their first year Masters at the Economics department of Mustapha Stambouli - Mascara University in Algeria. The respondents were non-randomly selected. Qualitative and quantitative data were collected through pre and post-tests, questionnaires and interviews. Semi-structured interviews were conducted with ESP practitioners from the Economics department of Mustapha Stambouli – Mascara University in Algeria to gather insights into BE learners' current situation, their need for specialised terminology, and the extent to which this terminology is focused on in their courses. The pre-test was used to assess the learners' initial specialised knowledge. i.e., specialised terminology before any experiment takes place. This was primarily used as a baseline measurement to compare their progress against. After the pre-test, learners were required to attend several courses in training sessions. A significant portion of the training sessions focused on acquiring specialised terminology through a series of educational games designed to improve terminology retention.

After the training sessions, a post-test was administered to evaluate the effectiveness of the educational games. The post-test assessed the BE learners' terminology knowledge after the training period, allowing for a comparison of progress. Additionally, the learners' feedback from the administered questionnaire was used to provide valuable insights into their experiences with the educational games and any perceived improvements in terminology retention, besides the challenges they faced during the training period. By comparing the post-test results and analysing the qualitative feedback, a comprehensive understanding of the impact of the training sessions on terminology acquisition can be obtained.

As mentioned above, pre-and post-tests provided quantitative data on the BE learners' terminology knowledge gain and retention. The pre-test was administered to evaluate the learners' preliminary level of specialised knowledge, namely their understanding of specialised terminology, before any experiment or instructional activities. The following five areas were covered in this pre-test: finance, marketing, human resources, supply chain management and entrepreneurship management. The purpose of the post-test, however, was to evaluate the terminology knowledge of the BE students following the training period. The same areas tackled in the pre-test were maintained for the test credibility. Pre and post-tests were adapted from different sources.

Additionally, the interview was conducted with the three language teachers to examine their awareness of the importance of specialised terminology in the BE context and whether they focus on it during their courses. In this vein, the semi-structured interview consisted of four rubrics. The first rubric addressed the teachers' profile, including their background, qualifications, and areas of expertise. The second rubric in this interview was reserved for specialised terminology, its importance in the business context, their awareness, and their learners' awareness. The third rubric intended to shed light on the different teaching methods and strategies they incorporate to teach specialised terminology in their classes and their impact on the learners' specialised knowledge and ability to communicate effectively. The last rubric addressed game-based learning as a possible approach to teaching specialised terminology, in addition to their expectations and plans to enhance learners' acquisition of specialised terminology and their language proficiency.

The questionnaire provided a deeper insight into the students' perceptions and experiences with the educational games. It consisted of four rubrics: the first was devoted to learners' age, area of specialism, and qualifications. The second rubric related to their attitudes, needs, and expectations before the training sessions started. The third rubric was reserved for the learners' experience during the training sessions. In this vein, questions related to their motivation, engagement, collaboration, understanding of specialised terms and the effectiveness of game-based learning as an approach were asked. The last rubric mainly addressed the learners' attitudes after the training sessions. Respondents were asked to compare game-based learning to the traditional teaching method and to provide their preferred follow-up activities besides the suggestions they deemed helpful in improving the game-based approach. Finally, it is essential to note that the questionnaire had a pilot phase, during which it was administered to a sample of ten participants who were part of the study. Following the completion of the piloting phase, several questions were simplified, while others were subject to modification.

The combination of these data collection methods was believed to offer a comprehensive analysis of the impact of the training sessions on the BE learners' terminology acquisition. The use of the post-test is motivated by the fact that it is a tool that helps assess respondents' understanding and memorisation of the acquired terms, which will help test the usefulness of educational games as an approach.

The questionnaire was administered online via Google Forms, and the interview was conducted face-to-face. In this regard, a face-to-face interview is deemed the most adequate to allow the researchers to explore teachers' beliefs while asking fur-

ther questions (Roller and Lavrakas 2015). However, using Google Forms for the questionnaire distribution is motivated by the fact that it facilitates data gathering and analysis. At this level, researchers acknowledge the importance of technology as it facilitates data access and retrieval (Sue & Ritter 2012).

4. FINDINGS AND DISCUSSIONS

This study investigated the impact of educational games on acquiring specialised terminology among BE learners. The findings reveal several significant insights. Data gathered from the teachers' interviews showed that the three language teachers working at the Economics department have different teaching qualifications and backgrounds; two have Master's degrees, one in English for Specific Purposes, and the other in Didactics, with three years of teaching experience at this department. The third teacher has a doctorate in British Civilisation and more than ten years of teaching experience in the same department. Results show that the first two teachers are novice while the last one is experienced. In this regard, novice teachers who may lack experience could be perceived as a hindrance for teachers and their learners. Another issue is related to their fields of specialism; only one teacher is regarded as an ESP practitioner depending on his background, i.e., a Master in ESP. Others are considered General English teachers working in an ESP context. This latter may have a set of negative impacts on their performance and their awareness of the importance of specialised terminology and specialised knowledge for BE learners, as they were unprepared for it.

The second rubric in this interview was reserved for specialised terminology, its importance in the business context, and teachers' awareness of its significance besides their learners' awareness. Results found that despite the teachers' different backgrounds, the three are fully aware of the importance of specialised terminology for BE learners. For them, it is crucial to be aware of the vital role played by terminology in this specific context. One of the respondents revealed his learners' request to include sessions where they want only to learn terminology they need in their future careers. This latter may reveal the learners' awareness of the importance of acquiring specialised terminology to facilitate communication in their target situation. Respondents also revealed that their learners often relate specialised terminology to better working careers. In other words, acquiring the required terms may help them apply for positions inside and outside Algeria.

Based on the previously mentioned findings, the respondents were asked about the different teaching methods and strategies they incorporate to teach specialised

terminology in their classes and their impact on the learners' specialised knowledge and communication ability. Though teachers admit the importance of incorporating specialised terms during their lectures, they, unfortunately, reveal that 'it is time-consuming' for them to redesign their courses and include this critical parameter. In this vein, being an ESP practitioner or a general language teacher does not make a difference, which does not go hand in hand with the researchers' expectation from an ESP practitioner. While trying to highlight possible methods and strategies to overcome the issue of 'being time-consuming' as revealed by the respondents, they have mentioned using dictionaries, mainly bilingual dictionaries, to teach a limited number of terms. The surprising element is that none of them mentioned the incorporation of educational games to teach specialised terminology.

Because none of the respondents mentioned game-based learning as a teaching approach, the researchers tried to explain the idea of the approach and its primary benefits besides its drawbacks. After getting a general idea of the approach, the respondents welcomed the idea of implementing it within their classrooms. They insist on being under the researchers' guidance and supervision to facilitate their task as language teachers unprepared to teach ESP classes using approaches different from their traditional teaching methods. They also aspired for a better teaching-learning experience to enhance their learners' language proficiency.

As mentioned before, before starting the training sessions, the pre-test administration aimed to assess the basic knowledge of BE learners, precisely their comprehension of specialised terminology. The pre-test encompassed five domains: finance, marketing, human resources, supply chain management, and entrepreneurship management. These five elements were carefully adapted from different sources to meet the learners' level of language proficiency. Forty respondents sit for the test. The time allotted for the test completion was two hours. The total score of the test was 20 points. After collecting students' answers, the median, mode, mean, range, variance, and standard deviation were calculated. Statistics gathered are displayed in the following table:

Table 1. Summary of the BE Learners' Pre-Test Scores

Central Tendency				Variation	
Mode	Mean	Median	Range	Variance	SD
8	7.025	7	13	12.28	3.50

As shown in Table 1, 8 was the most common score in this pre-test. 7 was the median, and (3.50) was the SD. This latter indicates the low performance of the ma-

jority of the learners. According to Norton (2009), if the results are below the central value, most respondents found the test challenging to solve, and it was positively drawn. This finding confirms that BE learners often lack a specialised knowledge of the basics of BE, which explains their low achievements. Results also show that the forty respondents escaped the last task, where they were asked to define key concepts using their own words. This may denote the respondents' difficulties conceptualising the required definition of key concepts in BE. It is possible that their lack of specialised knowledge in the subject area hindered their ability to define these concepts accurately. These findings highlight the need for a specific teaching approach that supports BE learners in improving their understanding and achievement.

Another possible interpretation for this might be the gap in their preparation. Learners unfamiliar with specific concepts and lacking basic knowledge of the field in English often achieve low grades in tests related to particular fields of specialism. This could explain the learners' need revealed in their questionnaire answers to learn English to increase their specialised knowledge and fulfil communication tasks.

At this level, the researchers must suggest implementing a game-based learning approach that aims to enhance BE learners' specialised knowledge and the acquisition of specialised terminology. It was, hence, useful to consider the impact of the selected educational games on the learners' performance, and the acquisition of the basic terminology of the field was the core of this study. Before launching the training sessions, a set of educational games was selected carefully to meet the learners' level of language proficiency and needs. The training sessions took the form of their regular courses, i.e., one hour and a half English course during the 12 weeks of the second semester.

The adapted educational games consisted of different types, including flashcards, word puzzles, quiz games, word association games, etc. Respondents were asked to work individually, in pairs, and groups depending on the type of the game. They were also asked to perform role-play games where specialised terminology was put within a stimulated/authentic context. Each of the selected games had a specific aim and objective, primarily improving terminology memorisation, enhancing other areas such as grammar and writing, and promoting communication skills. The preliminary results during this phase showed interesting improvements in all those areas. This latter may imply the idea that the adapted educational games were effective in achieving their pre-determined goals. Additionally, the role-play games provided a real-life context for applying the specialised terminology, thus enhancing the respondents' understanding and practice of Business English in authentic situations.

After the end of the training sessions, respondents were invited to sit for a post-test to measure their acquired BE terminology knowledge. As the pre-test, the same five areas were maintained: finance, marketing, human resources, supply chain management, and entrepreneurship management. The content of each element was carefully adapted from different sources to meet the learners' level of language proficiency, as previously stated. After gathering and scoring students' answers, the median, mode, mean, range, variance, and standard deviation were calculated below:

Table 2. Summary of the BE Learners' Post-Test Scores

Central Tendency				Variation	
Mode	Mean	Median	Range	Variance	SD
12	12.725	13	8	3.64	1.90

In this post-test, 12 was regarded as the most frequent score, and 13 was the median. (1.90) represents the SD, and (12.725) represents the mean. This latter signifies the high achievements of the majority of the respondents.

Implementing this post-test primarily aims to check whether respondents have acquired a basic BE knowledge of specialised terminology. This leads to checking the effectiveness of including game-based learning as a teaching approach. As shown in the table above, the results suggested that most scores were above the central value. This means that most participants found the test easy to solve. This confirms the effectiveness of the selected games. Statistics also show that after the end of these sessions, BE learners could answer all the questions, including the last task, where they were required to provide definitions of a set of concepts related to entrepreneurship management. The high scores indicate that the participants deeply understood the concepts taught during the training sessions. The fact that respondents manage to define several terms reveals their understanding and control of the acquired terms. This latter implies the positive impact of educational games on BE learners' memorisation and retrieval processes.

Also, findings gathered from respondents' tests revealed considerable growth in their achievements. In this vein, the respondent (R03) achieved (12) in the post-test compared to the pre-test where he scored (1). Similarly, respondent (R27) achieved (11) in the post-test and (3) in the pre-test. Integrating educational games has, therefore, a positive impact on BE learners' achievements and contributions in the BE context. This implies that incorporating this approach will help BE learners memorise, retrieve and practice the specialised terms in authentic situations whenever needed.

The integration of educational games is not only limited to enhancing language skills but goes beyond that to promote other skills required in business contexts, including negotiation, problem-solving, and critical thinking. At this level, it can be stated that the positive impact of educational games on language and knowledge is needed among learners who must develop both parameters simultaneously.

As mentioned earlier, the questionnaire was also used to gather the required data. Results revealed that all the respondents were adults aged between 21 and 30. All the participants belonged to the Economics and Business faculty and were enrolled in their first-year master's within the Economics department. This latter may mean that they are adults, share the same academic background, and are more or less aware of their needs.

The second rubric was related to their attitudes, needs, lacks, and expectations before starting the training sessions. All the respondents agreed upon the following needs:

- To develop their listening skills mainly while attending conferences, meetings, etc.
- To develop their writing skill to fulfil different tasks, including writing and responding to emails.
- To develop their communication skills.
- To develop teamwork skills.
- To develop negotiation and literacy skills to better cope with future situations.
- To be aware of others' cultures when applying for positions abroad or within multinational corporations.
- To expand their specialised knowledge, mainly specialised terminology, they must communicate better and enhance their language proficiency.

As for their expectations, respondents stressed the need to learn within a meaningful context while using real, i.e., 'authentic' documents. They also expected that the focus of the course offered would be devoted to terminology. Moreover, learners expected that the content of the course would help them increase their self-confidence while using the English language within their academic and professional contexts. These latter could be explained by the fact that being adult learners may contribute to their awareness of their needs besides their prospects.

Learners' experience during the training sessions was addressed in the third rubric. Motivation, engagement, collaboration, understanding of specialised terms, and the effectiveness of the game-based learning as an approach were tackled. According to

the respondents' responses, the educational games were highly motivating and engaging. While playing the selected instructional games, they reported a greater sense of collaboration and teamwork and a greater comprehension of specialised terms and concepts. Positive responses from respondents demonstrated the efficacy of game-based learning as an instructional strategy. Overall, the results revealed the possibility of educational games to improve learning outcomes and create a positive learning environment for learners. The BE students actively engaged with the content and collaborated with their peers to manage and overcome obstacles while playing educational games. As a result, they improved their understanding of BE concepts and developed essential teamwork skills, one of the already highlighted needs of BE learners.

Data collected from the last rubric revealed that learners were satisfied with the content offered at the training sessions. While comparing game-based learning to traditional teaching methods, BE learners strongly desire to adopt game-based learning within their classes. One of the respondents revealed, "I wish that games were used in all other modules". This finding suggests that using a game-based learning approach effectively facilitated the acquisition of BE ideas and significantly enhanced student motivation and engagement. As previously stated, the participants preferred integrating further game-based learning elements into other modules, emphasising the favourable impact it generated on their learning experience. The results of this study indicate that integrating game-based learning in educational settings can enhance satisfaction and enthusiasm among learners in the field of BE.

Learners were also asked to provide their preferred follow-up activities and helpful suggestions for improving the game-based approach. Responding to this question, most respondents said they would like more collaborative activities incorporated into game-based learning. Working with their peers while using educational games contributed to their growth, including teamwork, communication skills, and, more importantly, specialised terminology understanding. Respondents also called for the integration of follow-up and assessment tasks to identify areas of improvement. This implies that the respondents need to adopt a reflective approach that aims to test the effectiveness of the game-based approach. Additionally, based on the respondents' insights and suggestions, it can be stated that the game-based approach positively impacts them.

Overall, the positive results gathered from the different research tools show that the game-based approach has enhanced the BE learners' understanding of specialised terminology and memorisation. Moreover, findings reveal that this approach estab-

lished a friendly environment, which promoted their interest, motivation, and achievements. These results support the established hypotheses that suggest a game-based approach is one of the most effective approaches for teaching Business English.Using educational games enhances BE students' acquisition and memorisation of specialised terminology in different ways, including establishing a friendly environment, selecting motivating and challenging tasks, etc.

The findings of this study align with Jabbar and Felicia (2015), who believe that the interactive nature of the selected games often increases students' engagement, participation, and retention of the studied terms. At this level, a game-based approach is advisable for those wishing to teach or learn Business English. For Putu Wulantari et al. (2023), in a friendly environment, the increased level of learners' involvement and enthusiasm often enhances their English language proficiency and confidence once involved in a real situation.

Also, the results suggest that implementing this approach in the context of English for Occupational Purposes (EOP) contributes to developing the language proficiency of those already working in different business settings, as it is often said that in those contexts, communication skills are required to foster one's current and future career.

5. CONCLUSION AND RECOMMENDATIONS

To sum up, the findings of the study confirm the idea that integrating educational games in Business English teaching and learning helps learners enhance their acquisition of specialised terminology and develop their level of language proficiency, which in turn helps them acquire the needed communication skills to function adequately in their target settings. In this line of consideration, this approach offers Business English learners a motivating and friendly environment that increases their motivation towards learning and memorising new terms. Given the potential benefits of technology in language learning, future research could explore its application in the context of Business English. Specifically, investigating the use of technology to facilitate feedback, design educational games tailored to learner needs, and enhance specific skills would be valuable.

Using technology, teachers can benefit from creating a situation similar to the authentic one. In those situations, learners will overcome the issue of being isolated, as the results reveal that learners often claim they do not have the opportunity to interact with native speakers. This experience offers learners significant opportunities to actively engage in language practice and enhance their ability to communicate effec-

tively in the target context. This approach can narrow the gap between theoretical classroom teaching and practical real-life usage, thus improving BE learners' entire language acquisition process.

While this study provides valuable insights into the impact of educational games on the acquisition of specialised terminology among BE learners, several limitations should be acknowledged:

- The study was conducted at a single university in Algeria, which may limit the generalisation of the findings. Future research should consider conducting similar studies in different contexts to determine if the results hold true across diverse populations.
- This study focused on the short-term effects of using educational games. Long-term studies are required to assess the acquired terminology durability and transferability to real-world communication.
- Exploring different implementation strategies and evaluating their effectiveness can provide valuable insights for teachers seeking to incorporate educational games into language learning.

Further extensive research is also required to properly explore the advantages of game-based learning and guarantee its successful incorporation into different ESP contexts. In addition, future studies should explore the impact of different game elements, such as interactivity and feedback, on improving terminology learning among these particular learners. Learners' styles and differences should also be seriously considered in future research. In general, these recommendations can guide future practice in educational game selection, and the ESP course design should be more effective and practical to meet ESP learners' needs and expectations. In conclusion, this study provides a foundation for further research in game-based learning and ESP teaching.

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EFIKASNOST UČENJA SPECIJALIZIRANE TERMINOLOGIJE POSLOVNOG ENGLESKOG KROZ PODUKU TEMELJENU NA IGRICAMA

Sažetak:

Usvajanje nove terminologije se često smatra kamenom temeljcem engleskog jezika u struci. To stjecanje novih riječi i fraza je ključno je za sve one koji se bave podučavanjem, ali isto tako i one koji su podučavani engleskim jezikom u struci jer se na taj način stječe jezično znanje korisno u različitim situacijama svakodnevnog sporazumijevanja. Zbog toga su nastavnici i praktičari engleskog jezika u struci uvijek u potrazi za olakšavanjem ovog zadatka. Na ovoj razini korištenje edukativnih igara spada u strategije koje su s jedne strane izazovne i korisne za nastavnika, a s druge privlačne i zadivljujuće za učenike. Iz tog razloga ova studija ima za cilj testirati utjecaj edukativnih igara na usvajanje specijalizirane terminologije među studentima poslovnog engleskog na Sveučilištu Mustapha Stambouli - Mascara, Alžir. Kao istraživački alati za prikupljanje potrebnih podataka korišteni su polustrukturirani intervju, upitnik i post-test pod okriljem pristupa mješovitih metoda. Rezultati su otkrili da nastavnici i učenici priznaju pozitivan učinak ovog pristupa temeljenog na igricama na njihovu sposobnost usvajanja i pamćenja specijalizirane terminologije poslovnog engleskog. Također, edukacijske igrice bitne su za stvaranje prijateljskog, natjecateljskog i autentičnog okruženja u koje studenti žele biti uključeni. Ovaj pristup poboljšava njihovu jezičnu stručnost i potrebne komunikacijske vještine kako bi adekvatno funkcionirali u različitim situacijama svakodnevnog sporazumijevanja. Rezultati ove studije sugeriraju da se uključivanje edukativnih igara može percipirati kao bitan element u različitim stručnim kontekstima, uključujući i poslovni.

Ključne riječi: poslovni engleski jezik; edukacijske igre; učenje temeljeno na igricama; specijalizirana terminologija

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