2ND INTERNATIONAL EAP AND ESP CONFERENCE

Options, Practices and Possibilities of EAP and ESP Practitioners

Conference Proceedings

UNIVERSITY OF CRETE, 20-23 SEPTEMBER, 2019

Editor
Kiki Divini
University of Crete

1

Table of Contents

All three submitted papers were peer-reviewed and are presented here in alphabetical order according to the 1st author's last name.

Games and Engaging Activities in the ESP/EAP Classroom

Ivanka Ferčec *(ivanka.fercec@ferit.hr)*
Yvonne Liermann-Zeljak *(yvonne.liermann@ferit.hr)*
Dragana Božić Lenard *(dragana.bozic@ferit.hr)*
Josip Juraj Strossmayer University of Osijek
Faculty of Electrical Engineering, Computer Science and Information Technology
Osijek
Kneza Trpimira 2b
31000 Osijek
Croatia

Abstract

Both teaching and learning a foreign language requires hard work and a great deal of effort on both sides. The traditional chalk-and-talk approach to teaching and reviewing English grammar and vocabulary may be supplemented by other activities like (online) puzzles, crosswords, quizzes, games, experiments, QR codes, etc. The aim of this paper was twofold. We wanted to find out whether ESP teachers working at universities in the Republic of Croatia use such activities in their classes at all, and, if they do, how often, in which part of their classes, and which of these activities are most commonly used. For the purpose of this research, a total of 27 Croatian ESP teachers took part and filled out their surveys online. The results showed that all respondents use a wide array of games and other engaging activities that contribute to the acquisition of the content being taught and increase the effectiveness of language learning and teaching. Our research findings indicated that these engaging activities encourage creativity in ESP classes and support teachers' efforts to increase student motivation and engagement in class. Finally, the analysis of our results points to both the potential of games and other engaging game-like activities in ESP/EAP teaching and potential drawbacks.

Introduction

There are several factors teachers have to bear in mind and be careful about when selecting games or any similar (online) engaging activity, e.g., which game or activity should be used and when, how it could relate to the syllabus, textbook, topic, or context, and to what extent it is beneficial for students. These activities, when selected carefully and appropriately, contribute to the acquisition of the content being taught and increase the effectiveness of language learning and teaching. Although there are both advantages and shortcomings of using such activities in (ESP/EAP) teaching, generally speaking, they support teachers' efforts to increase student motivation and engagement in class. As there is an abundance of activities that can be used in ESP/EAP classes, it is important to stress that most of them, though sometimes (slightly) modified, can be used in ESP/EAP classes of any type and at any level.

There exists a wide array of definitions of a game (and an engaging game-like activity), and all of them share the three key words: rules, fun and outcome (for an overview of the existing definitions of game, see, e.g., Gruss, 2016: 84 and Frydrychova Klimova, 2015: 1158).

Classification of games is a rather broad and flexible area which focuses on some specific criteria referring to features and functions of a game. Toth (as cited in Gruss, 2016: 84) distinguishes between two kinds of games, i.e., competitive and cooperative games. Likewise, Hadfiled (1998, as cited in Frydrychova Klimova, 2015:1158) divides language games into linguistic and communicative games. Another dichotomy is provided by Lewis and Bedson (1999, as cited in Frydrychova Klimova, 2015:1158), who classify games into movement games and task-based games, but they also add computer games as a very popular type of games. On the other hand, Hadfiled also gives a second classification that divides games into more categories and includes both linguistic and communicative aspects (for more details, see Frydrychova Klimova, 2015:1158). According to Lewis and Bedson (1999, as cited in Gruss, 2016:87--8), games are, *inter alia*, classified on the basis of the tools and various physical materials used for playing as follows: board games, card games, drawing games, guessing games, role-play games, and movement games (for an overview of diverse classifications of games, see Gruss, 2016: 84--8). If games are focused on a particular language skill, we may divide them into listening and speaking games (i.e., receptive and productive games), which may also involve some reading and writing, respectively. A more detailed classification of games into sorting, ordering or arranging games, information gap games, guessing games, searching games, matching games, labelling games, exchanging games, board games and role playing games was provided by Jacobs (n.d., as cited in Wang, Shang and Briody, 2011).

Moustakas and Tsakiris (2018: 646) argue that a game is an activity that can achieve its goal either virtually or experientially and that such activities share the following features: they are non-typical and free, dynamic and flexible, they stimulate one's imagination, they are based on flexible rules and they contribute to the development of communication skills. Generally speaking, games have a lot of features in common that can be modified so as to meet the needs of learners and serve their purpose as effectively as possible. Most researchers agree that special emphasis should be placed on how games and engaging activities are to be tailored to specific language learning contexts and students' needs or adapted to suit the content of the curriculum, complementing at the same time regular classroom activities, enhancing the existing lesson materials, enriching paper-based activities, boosting learner autonomy, and adding an element of surprise (see, e.g., Moustakas and Tsakiris, 2018; Kolar-Šuper, Sadrić, Kolar-Begović and Abičić, 2017; Al-Azawi, Al-Faliti and Al-Blushi, 2016; Ghasemi, Hashemi and Bardine, 2011; Sigurðardóttir, 2010). In addition to games and game-like activities that have been extensively used in the language classroom for years, new engaging activities like employing experiments or quick response (QR) codes in language teaching are gaining popularity due to their ease of use, versatility and flexibility (see, e.g., Cruse and Brereton, 2018; Liermann-Zeljak, Ferčec and Božić Lenard, 2017).

Constantinescu (2012, as cited in Gozcu and Caganaga, 2016: 129) claims that when choosing language games, the following issues must be considered by language teachers:
- games should have an aim;
- games should focus on the use of language;
- the content should be appropriate, i.e., it should fit the curriculum and be correct from all points of view;

- games should be technically easy to use in the classroom;
- games should be in accordance with students' age and level of knowledge;
- games should keep all of the students interested and engaged; and
- short games should be used, otherwise students may lose their interest.

There exists a large body of literature devoted to investigating game-based learning and various engaging activities that are occasionally used in class. Research has confirmed that they are likely to improve learning motivation and concentration of students, increase their interest in subject matter, cause their attention and active participation, and eventually contribute to innovation and creativity in the classroom. As pointed out by Maley (2015: 6, 9), creativity can and should be integrated into all aspects of our classroom practice and at all levels of our students' experience. In relation to the learning context, creativity is found to stimulate, engage and motivate, but also to improve student self-esteem, confidence and self-awareness.

In contrast to the majority of methods applied in traditional teaching and learning processes, games and other engaging activities are mostly well accepted by students around the world and usually found interesting, motivating and entertaining. Furthermore, as most students of the so-called Generation Z, i.e., persons born from 1995-2010 who are often referred to as digital natives, started to use the Internet, digital technology and social media at an early age and own mobile phones, laptops, and/or tablet computers, it has become quite common to use these in educational contexts as well. In terms of (foreign or second) language teaching and learning, these phenomena have given rise first to computer-assisted language learning (CALL) and then, more specifically, to mobile-assisted language learning (MALL). On the other hand, with the rise of the Internet, various language learning alternatives to CALL have emerged, like Technology Enhanced Language Learning (TELL), Web-enhanced Language Learning (WELL), or Network-based Language Learning (NBLL). But, the idea that all of them have in common are students working on a desktop or laptop computer consciously practising or learning a language (Jarvis and Achilleos, 2003:2). Unlike CALL, which refers to the application of the computer and computer technologies in language teaching and learning, MALL employs a range of devices like mobile phones, MP3/MP4 players, PDAs, palmtop computers and other handheld devices (for an overview of the application of technology and multimedia in language teaching and learning, see, e.g., Çelik and Yavuz, 2018; Cruse and Brereton, 2018; Liermann-Zeljak, Ferčec and Božić Lenard, 2017; Czerska-Andrzejewska, 2016; Kulkuska-Hulme and Shield, 2008).

Research has shown that in the Republic of Croatia games and other engaging activities are used as a great tool for improving motivation in the classroom in many fields, such as the Croatian language (e.g., Aladrović Slovaček, Žurić, Idrizi and Perić, 2019), mathematics (e.g., Kolar-Šuper et al., 2017), biology (e.g., Sambolić, 2011), history (e.g., Kalinić, 2012), Technical English (Liermann-Zeljak, Ferčec and Božić Lenard, 2017), to name a few. Lee (1995, as cited in Gozcu and Caganaga, 2016: 127) claims that games are educationally valuable and very important in terms of motivation and challenges they offer in foreign language teaching and learning. They can be planned so as to introduce a new lesson, apply what was learnt in the last lesson, practice vocabulary or grammatical structures or encourage students to communicate in a foreign language.

Games and Engaging Activities in Language Teaching

An educational game is a game designed and used for the purposes of teaching and learning. In educational games, we combine the elements of fun and educational concepts (also referred to as edutainment or education through entertainment) to increase student motivation and engagement, promote problem-solving ability, and achieve better learning results (Al-Azawi, Al-Faliti and Al-Blushi, 2016: 132). By outlining a wide range of advantages and disadvantages of using games in the language teaching and learning process, Gozcu and Caganaga (2016: 127--9) believe that games as well as other engaging activities play an important role in language learning in spite of the fact that most teachers are not aware of the fact that they can be considered a learning strategy. According to Hornjak (2013), the importance of play in the learning process was recognised in the 1970s and it can contribute to practicing particular linguistic aspects without students even being aware of a specific goal of teaching. In order to be able to carry out such activity successfully, it is necessary for the teacher to know his/her students and take several factors into account, such as the age of his/her students, their interests, the level of their language proficiency, the number of participants in the group, the characteristics of the group as a whole, the ability to meet the technical requirements, the need for additional material that needs to be prepared in advance, the time that can be devoted to the activity in question, etc.

Games and other engaging activities are learner-centred activities that can be used at any stage of our classes, be it to warm up the class before it begins, to give students a break or to keep them engaged or interested during the lesson, or as a recap exercise at the end of class. Since it is always absolutely important for students to be familiar with the activity they are about to do, the teacher must explain the rules in detail, write instructions on the board or even simulate the activity. It is also of utmost importance that students are familiar with the grammatical structures or vocabulary used/practiced in a particular game or engaging activity, as well as that they fully understand what is expected of them and what steps must be taken. Every activity should have a clearly defined beginning and end, with goals and expected outcome set in advance. Regardless of the type of the activity planned to be carried out (as whole class work, group work, pair work or individual work), the teacher should try to enable all students to participate equally. Lam (2013: 96) argues that gamification can increase student motivation, engagement, and cognitive development, and consequently improve student attitudes towards language learning and enhance learning. An issue teachers teaching 19-year-old students and older may encounter is that some of them may believe that games are too childish for their age and hence do not want to participate in such activities. But, after explaining the purpose and/or demonstrating the game or game-like activity, these students may change their opinion or become interested in modifying or even creating games themselves. The teacher can use the standard form of the game or activity or change it by adapting it to the students (Hornjak, 2013: 412--3); however, creating new or modifying games and game-like activities already known to both the teacher and (most) students may require significant time and resources. What might also happen is that a certain game or engaging activity which works perfectly well with one group does not work well or at all with another group. When teaching large and mixed-ability or heterogeneous classes, teachers might be reluctant to make use of games and game-like activities in their classes, generally because it is extremely difficult to organise and carry out pair, group work and whole-class activities in such a classroom setting successfully since

some noise can be generated which can be found annoying and disturbing by both (some) students and the teacher.

Numerous studies have shown that most games and engaging game-like activities used in foreign language teaching and learning target young learners (cf. Supuran and Sturza, 2017: 460). On the other hand, as there are quite a lot of differences between General English and e.g. Technical English syllabi in terms of grammar and vocabulary, most of these activities must be modified to meet the needs of a specific group of students (for some advice on this topic, see: How to Teach English for Engineers, https://www.usingenglish.com/articles/how-to-teach-english-for-engineers.html). However, since such activities help learners actively recycle and revise grammar and vocabulary they have learned, improve their communicative skills and bring energy into classes, it is well worth the effort. In addition, as mentioned by Frydrychova Klimova (2015: 1159), the organisation of such activities places great demands upon teachers who must prepare the content of the game and materials needed for its completion, explain the rules of the game to students clearly and in detail and set the time.

Research Aims and Methodology
The aim of this paper is to investigate the use of games and other engaging game-like activities such as (online) puzzles, crosswords, quizzes, games, experiments, QR codes, etc. in the ESP/EAP classroom in the Republic of Croatia. Bearing that in mind, a questionnaire was created in Google Docs and an email with the questionnaire link was sent out to ESP teachers teaching at the largest universities in Croatia inviting them to complete the survey. The questionnaire was divided into two parts, i.e., demographic information and engaging activities in ESP classes, and it consisted of 22 questions ranging from yes/no (2 questions), single-select (6) and multiple-choice (8) to rating scales (3) and open-ended questions (3). The survey took no more than 10 minutes to complete. In order to describe the basic features of ESP teachers' responses, descriptive statistics were used in the analysis. Participation in the survey was completely voluntary and anonymous.

The gender composition of participants revealed that from a sample of a total of 27 Croatian ESP teachers who took part and filled out their surveys online, 92.6% were female and 7.4% were male. In terms of their age and period of service in higher education, the participants were heterogeneous and representative of all age groups and periods of service. The majority of the participants (55.6%) were within the 41-50 age group, followed by the 51-60 age group (25.9%) and the 31-40 age group (11.1%), while the lowest number of respondents belonged to the youngest and the oldest age group (3.7% each). The data referring to the period of service in higher education was also diverse, with the largest number of respondents (33.3%) who had been teaching ESP for 11-15 years, then 22.2% for 16-20 years, 18.5% for more than 20 years, 14.8% for 6-10 years, and 11.1% for 0-5 years. With respect to their education level, 11.1%, 44.4%, 40.7% and 3.7% of the participants held a Bachelor's degree in the English Language and Literature, a Master's degree in the English Language and Literature, a PhD degree in Linguistics or other subfield in the Humanities and some degree in ESP, respectively. The majority of our participants worked as senior lecturers (55.6%), then as assistant professors and lecturers (14.8% each), assistants (7.4%) and associate professors and senior assistants (3.7% each).

The participants taught a wide range of ESP courses. As English for Engineering refers to English for Electrical/Electronic/Computer/Mechanical/Civil Engineering, Geoengineering, etc., this umbrela field accounted for 40.7% of the aforementioned courses. It is interesting to note that despite the number of 27 participants in this survey, there were 40 responses to this question, which might imply that our participants either used to work at other higher education institutions and taught various ESP courses or that at the time of the survey completion they were teaching diverse ESP courses. A slight majority of the participants (59.3%) had had some ESP training and listed conferences, summer schools, workshops, teacher development courses, vocational English courses, and TEMPUS projects in specific fields. The average number of students in ESP groups taught by the participants ranged between less than 25 (22.2%), 25-40 (55.6%) and more than 40 students (22.2%).

Research Results and Discussion

By analysing the responses drawn from a sample of 27 ESP teachers in the Republic of Croatia, we wanted to find out what their opinions and attitudes were towards the following issues:

1. Do ESP teachers use and, if yes, how often and in which part of their classes do they use games and other engaging game-like activities such as (online) puzzles, crosswords, quizzes, games, experiments, QR codes, etc. in their classes, especially when teaching and revising grammar and vocabulary?

2. Which of these activities are most commonly used in ESP classes and when?

Surprisingly, all participants have used games and other engaging activities like (online) puzzles, crosswords, quizzes, games, experiments, etc. in their ESP classes, which did not allow us to detect reasons why a certain percentage of ESP teachers do not use or are reluctant to use such activities. The following figure illustrates a variety of games and engaging activities Croatian ESP teachers have used in their ESP classes.
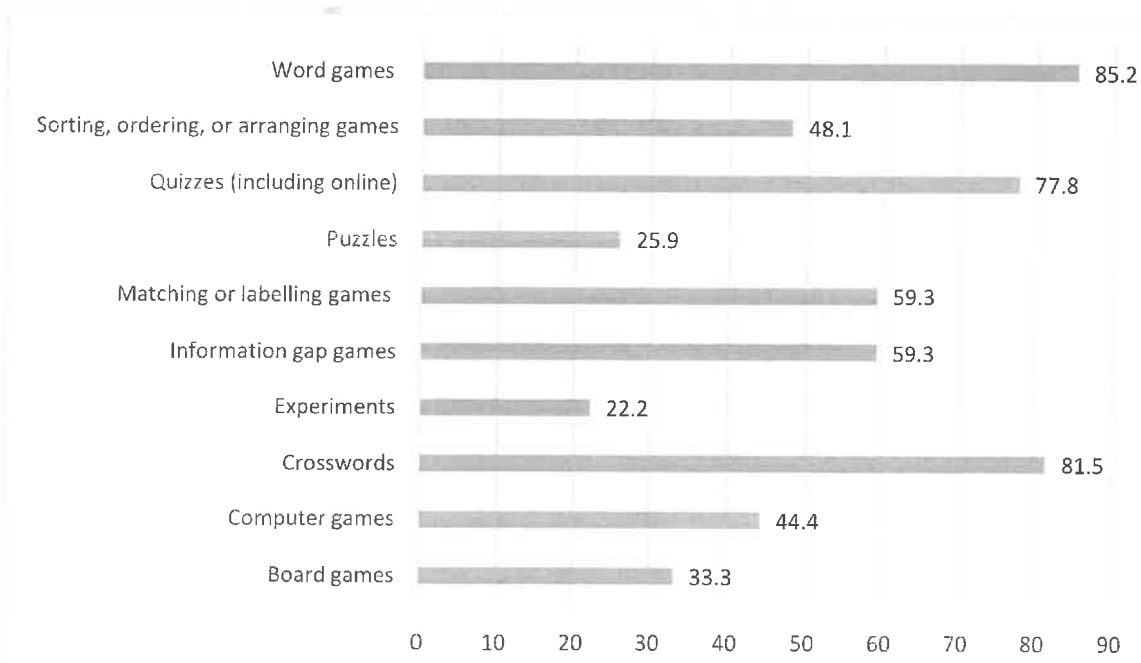

Figure 1 Distribution of games and engaging game-like activities used in ESP classes
in the Republic of Croatia

30

When asked how often they usually use games and other engaging activities in their ESP classes, the responses ranged from very often (18.5%) and whenever I have time (66.7%) to once a semester and rarely (7.4% each). An option *Before or after every lesson* was also offered, but it was not chosen by anybody.

According to Gozcu and Caganaga (2016: 129), teachers generally prefer to use games either as warm-up activities or at the end of the lesson if there is time for such activities. The following two multiple-choice questions revealed that the participants in our study employ games and other engaging activities not only as classroom icebreakers or warm-up activities at the beginning of class (59.3%), but also during (55.6%) and at the end of class (77.8%). Likewise, the responses referring to how Croatian ESP teachers usually implement their engaging activities in the classroom confirm that they are implemented as whole class work (55.6%), as group work (77.8%), as pair work (77.8%) and as individual work (22.2%). In the question regarding skills which games and engaging activities employed by Croatian ESP teachers are focused on, the participants were offered 7 skills and were allowed to opt for as many skills as they wanted (Figure 2).
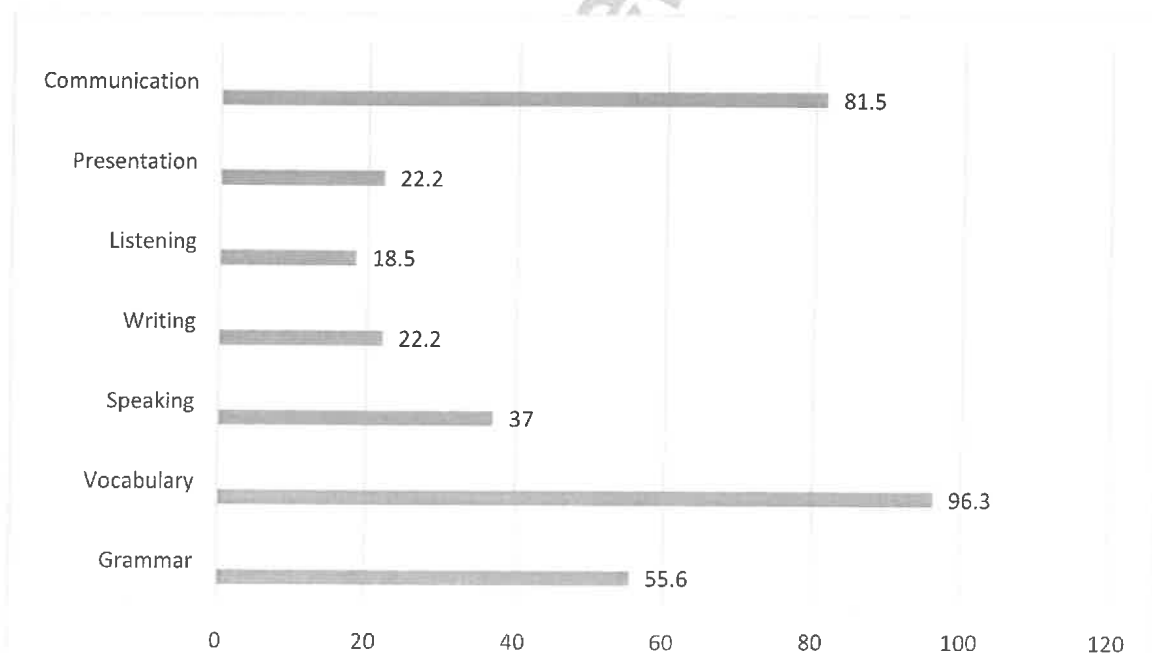

Figure 2 Skills games and engaging activities are usually focused on

In the next question, the participants were supposed to express for what purpose they use game and game-like engaging activities in their ESP classes. They were offered 7 statements and were allowed to opt for as many as they considered relevant. As shown in Table 1, the three most frequent purposes respondents use the said activities are to keep students engaged or interested (81.5%), and to warm up the class and to revise vocabulary/grammar (70.4% each). These results are in line with previous findings obtained in some earlier research (see, e.g., Savaş, 2016; Gruss, 2016, Akther, 2014; Mahmoud and Tanni 2014).

Table 1 The purpose of using engaging activities in your ESP classes

The purpose of using engaging activities in your ESP classes is ...	Percent
to warm up the class	70.4
to introduce a new topic	51.2
to keep students engaged or interested	81.5
to teach (new) vocabulary/grammar	28.6
to revise (new) vocabulary/grammar	70.4
to practice some patterns	40.7
as a recap exercise	66.7

In their responses to the next three questions, by using a five-point Likert scale, with 1 assigned for *strongly disagree*, 2 for *disagree*, 3 for *neither agree nor disagree*, 4 for *agree* and 5 for *strongly agree*, the participants were asked to rate the impact of using games and engaging activities on the effectiveness of foreign language teaching and learning, creativity of students and teachers and student motivation and engagement in class. Interestingly enough, 29.6% of participants agree and 70.4% strongly agree with the statement that, when selected carefully and appropriately, games and engaging activities contribute to the acquisition of the content being taught and increase the effectiveness of language learning and teaching, which is also in line with previous findings obtained in some earlier research (see, e.g., Perveen and Mehmood, 2016; Saha and Singh, 2016; Riahipour and Saba, 2012; Park, 1994). Likewise, a similar result was obtained in relation to the statement that such activities may also encourage creativity of both students and teachers in ESP classes. Namely, only 1 participant (i.e., 3.7%) neither agrees nor disagrees with that statement, whereas 29.6% and 66.7% of participants agree and strongly agree with the said statement, respectively. While 7.4% of participants neither agree nor disagree, 18.5% of participants agree and 74.1% strongly agree with the statement that, although there are both advantages and drawbacks of using such activities in ESP teaching, they support teachers' efforts to increase student motivation and engagement in class. Although these three questions touch on three different issues, we may deduce that the responses obtained are rather consistent, i.e., 100%, 93.3% and 92.6% of the participants believe that games and other engaging activities encourage the effectiveness, creativity and motivation of both students and teachers in ESP classes, respectively, which is also in line with previous findings obtained in some earlier research (see, e.g., Motlhaka, 2012; Yolageldili and Arikan, 2011).

By analysing the participants' descriptive responses given at the end of the survey, we noticed that the challenges ESP teachers encounter in preparing and implementing games and engaging activities are primarily connected with students (*large and mixed-ability classes, different levels of students' proficiency and their willingness to communicate, not all students are fond of such activities, students' response is not always as expected or desired*), then with teachers (*time-consuming preparation, not enough time to use these activities more frequently, lack of resources*) and higher education institutions (*problems with equipment and inadequate classrooms*). Some of these challenges turn into drawbacks of using engaging activities in ESP classes that are discussed in the last question. Most participants cannot think of any drawback, but a few of them attach a condition like *as long as they meet some*

meaningful teaching/learning purpose, if selected and prepared well and in advance or if they are interactive and provide feedback for students. Other mention that *such activities are time-consuming, limited in skills they practice, it usually takes more time for the activity than foreseen,* then *not all students are engaged equally, the students sometimes do not get them serious enough and the atmosphere is too relaxed, they lack interest and motivation, it may become difficult to switch to a "less engaging" activity, groups are too large,* and finally *maybe problems with the internet access and cables.* To sum up, let us quote one of the participants who outlined both challenges and advantages and drawbacks of using games and game-like engaging activities in ESP classes: "*I spend more time using engaging activities and when teaching in large groups, that time cannot be compensated. Classes are more interesting for both students and teachers but research do not show any advantages regarding language acquisition. There is an abundance of online materials but they are usually EFL related so every ESP teacher needs to go to great lengths in trying to adapt EFL materials or design his/her own, both of which is very time-consuming.*"

Limitations of the Research

The data obtained in this survey provide some insight into the use of games and other engaging activities in ESP classes at higher education institutions in the Republic of Croatia from the perspective of ESP teachers. However, since our survey relies on a sample of participants made up of only 27 Croatian ESP teachers who participated in the survey, we are not able to make generalisations based upon the aforementioned findings, which in turn cannot be used as a fully reliable source of reference due to a small sample size.

Recommendations for Further Research

Further research can be conducted to examine the use of games and other engaging game-like activities such as (online) puzzles, crosswords, quizzes, games, experiments, QR codes, etc. in the ESP/EAP classroom in a few other EU and/or non-EU countries and compare the results obtained. We would also recommend examining students' opinions about the use and effectiveness of games and other engaging activities in foreign language learning.

Concluding Remarks

The results of this research show that all participants used a wide array of games and other engaging activities that contributed to the acquisition of the content being taught and increase the effectiveness of language learning and teaching. Additionally, these engaging activities also encouraged creativity of both students and teachers in ESP classes and supported teachers' efforts to increase student motivation and engagement in class. The participants in the survey were a group of 27 ESP teachers teaching at the largest universities in Croatia, all of whom employed these activities in various ways (as individual, pair, group or whole-class work) at the beginning, during and at the end of class.

Previous research into the potential of games and other engaging game-like activities in ESP/EAP teaching and our research findings show that, although they are aware of potential drawbacks of using such activities in their ESP classes, the majority of ESP teachers in the Republic of Croatia who took part in our survey react positively to the use of such activities.

References

Akther, A. (2014) *Role of Warm-up Activity in Language Classroom: a Tertiary Scenario.* Dhaka: Department of English and Humanities of BRAC University. (Master's thesis) Retrieved on 25 August 2019 from http://dspace.bracu.ac.bd/bitstream/handle/10361/3553/10303010.pdf?sequence=1

Aladrović Slovaček, K., Žurić, M., Idrizi, S. and Perić, M. (2019) Jezične igre kao poticaji u nastavi hrvatskoga jezika. In V. Majdenić, I. Trtanj and V. Živković Zebec (eds.) *Dijete i jezik danas - Razvoj pismenosti u materinskom i inom jeziku* 59--84. Osijek: Sveučilište Josipa Jurja Strossmayjera u Osijeku and Fakultet za odgojne i obrazovne znanosti.

Al-Azawi, R., Al-Faliti, F. and Al-Blushi, M. (2016) Educational Gamification vs. Game Based Learning: Comparative Study. *International Journal of Innovation, Management and Technology* vol. 7, no. 4: 132--136.

Çelik, Ö. and Yavuz, F. (2018) An Extensive Review of Literature on Teaching Vocabulary through Mobile Applications. *Bilecik Şeyh Edebali University Journal of Social Sciences Institute* vol. 3, no. 1: 56--91.

Czerska-Andrzejewska, D. (2016) Mobile assisted language learning. *Zeszyty Glottodydaktyczne* 6: 43--52.

Cruse, D. T. H. and Brereton, P. (2018) Integrating QR codes into ELT materials. In P. Clements, A. Krause and P. Bennett (eds.) *Language teaching in a global age: Shaping the classroom, shaping the world* 343--348. Tokyo: JALT.

Frydrychova Klimova, B. (2015) Games in the Teaching of English. *Procedia - Social and Behavioral Sciences* 191: 1157--1160.

Ghasemi, B., Hashemi, M. and Bardine, S. H. (2011) The capabilities of computers for language learning. *Procedia - Social and Behavioral Sciences* 28: 58--62.

Gozcu, E. and Caganaga, C. K. (2016) The importance of using games in EFL classrooms. *Cypriot Journal of Educational Science* vol. 11, no. 3: 126--135.

Gruss, J. (2016) Games as a tool for teaching English vocabulary to young learners. *World Scientific News* vol. 53, no. 2, 67--109.

Hornjak, S. (2013) Igre kao didaktički materijali u nastavi stranih jezika. In J. Vučo and O. Durbaba (eds.) *Jezik i obrazovanje* 411--421. Beograd: Filološki fakultet.

Jarvis, H. and Achilleos, M. (2003) From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). *TESL-EJ* vol. 16, no. 4: 1--18.

Kalinić, K. (2012) *Upotreba igre u nastavi povijesti.* Osijek: Sveučilište J. J. Strossmayera u Osijeku, Filozofski fakultet (Master's thesis published in Croatian)

Kolar-Šuper, R., Sadrić, A., Kolar-Begović, Z. and Abičić, P. (2017) The presence of mathematical games in primary school. In Z. Kolar-Begović, R. Kolar-Šuper, R. and Lj. Jukić Matić (eds.) *Mathematics Education as a Science and a Profession* 295--307. Osijek: Element.

Kulkuska-Hulme, A. and Shield, L. (2008) An overview of mobile assisted language earning: From content delivery to supported collaboration and interaction. *ReCALL* vol. 20, no. 3: 271--289.

Lam, S. L. (2013) Use of Gamification in Vocabulary Learning: A Case Study in Macau. *CELC Symposium* 90--97. Retrieved on 25 August 2019 from http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/13).%20Sze%20Lui.pdf

Liermann-Zeljak, Y., Ferčec, I. and Božić Lenard, D. (2017) Employing Experiments and Interactive Materials in Teaching Technical English Vocabulary. In N. Stojković, M. Tošić and V. Nejković (eds.) *Synergies of English for Specific Purposes and Language Learning Technologies* 126--138. Newcastle upon Tyne: Cambridge Scholars Publishing.

Mahmoud, A. A. A. and Tanni, Z. A. (2014) Using Games to Promote Students' Motivation towards Learning English. *Al-Quds Open University Journal for Educational & Psychological Research & Studies* vol. 2, no. 5: 11--33.

Maley, A. (2015) Overview: Creativity – the what, the why and the how. In A. Maley and N. Peachey (eds.) *Creativity in the English language classroom* 6--13. London: British Council.

Moustakas, L. and Tsakiris I. (2018) Game as a Learning Tool in Environmental Education. *International Journal of Innovation and Research in Educational Sciences* vol. 5, no. 6: 645--649.

Motlhaka, H. A. (2012) Developing ESL Listening: Promoting Student Motivation. Theses and Dissertations (All). 1127 Retrieved on 25 August 2019 from https://pdfs.semanticscholar.org/df57/10ff84ef474fa0a59ee440cce5ab3ba8e54e.pdf

Park, A. S. Y. (1994) Incorporating interactive multimedia in an ESL classroom environment: Learners' interactions and learning strategies. *Iowa State University Capstones, Theses and dissertations*. Retrieved on 26 August 2019 from https://pdfs.semanticscholar.org/00b8/246997ab28ec13c7a6c69e9e762cbc0e4361.pdf

Perveen A., Asif, M. and Mehmood, S. (2016) Effectiveness of language games in second language vocabulary acquisition. *Sci. Int. (Lahore)* vol. 28, no. 1: 633--637. Retrieved on 26 August 2019 from https://www.researchgate.net/publication/299632007_EFFECTIVENESS_OF_LANGUAGE_GAMES_IN_SECOND_LANGUAGE_VOCABULARY_ACQUISITION

Riahipour, P. and Saba, Z. (2012) ESP Vocabulary Instruction: Investigating the Effect of Using a Game Oriented Teaching Method for Learners of English for Nursing. *Journal of Language Teaching and Research* vol. 3, no. 6: 1258--1266. Retrieved on 26 August 2019 from http://www.academypublication.com/issues/past/jltr/vol03/06/26.pdf

Saha, S. K. and Singh, S. (2016) Game Based Language Learning in ESL Classroom: A Theoretical Perspective. *ELT VIBES: International E-Journal for Research in ELT* vol. 2, no. 3: 20--34.

Sambolić. I. (2011) *Učenje kroz igru u nastavi biologije*. Zagreb: Sveučilište u Zagrebu, Prirodoslovno-matematički fakultet, Biološki odsjek (Master's thesis published in Croatian)

Savaş, H. (2016). Maintaining the efficacy of warm-up activities in EFL classrooms: An exploratory action research. *Eğitimde Nitel Araştırmalar Dergisi - Journal of Qualitative Research in Education* vol. 4, no. 2, 65--85.

Sigurðardóttir, S. D. (2010) The use of games in the language classroom. Retrieved on 1 September 2019 from http://skemman.is/bitstream/1946/6467/1/Sigridurdogg2010.pdf

Supuran, A. and Sturza, A. (2017) The opportunity of introducing serious games in teaching English for Specific Purposes - a study case on playing "Simplycycle" serious game. *Journal of Teaching English for Specific and Academic Purposes* vol. 5, no 3: 459--466.

Sweeney, J. (2012) BYOD in Education. *A report for Australia and New Zealand - Nine Conversations for Successful BYOD Decision Making* 1--28. Retrieved on 25 August 2019 from https://marketing.dell.com/Global/FileLib/BYOD_REPORT/Nine_Conversations_On_BYOD_-_IBRS_report_-_Dell.pdf

Wang, Y.-J., Shang, H.-F. and Briody, P. (2011) Investigating the Impact of Using Games in Teaching Children English. *International Journal of Learning & Development* vol.1, no. 1: 127--141.

Yolageldili, G. and Arikan, A. (2011) Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online* vol. 10, no. 1: 219--229.

APPENDIX

QUESTIONNAIRE

*Obligatory

Demographic information

Please select one of the offered options

Gender*
Male
Female

Age*
< 30 years
31 – 40 years
41 – 50 years
51 – 60 years
> 60 years

Period of service in higher education*
0 – 5 years
6 – 10 years
11 – 15 years
16 – 20 years
more than 20 years

Education level*
Bachelor of Arts in the English Language and Literature
Master of Arts in the English Language and Literature
Doctor of Science in Linguistics or other subfield in the Humanities
Any degree in ESP

Ranking*
Assistant
Senior Assistant
Lecturer
Senior Lecturer
Assistant Professor
Associate Professor
Full Professor

Which ESP do you teach?*
English for Science
English for Engineering (Electrical/Electronic/Computer/Mechanical/Civil
Engineering, Geoengineering, etc.)
English for Architecture
English for Medical Studies
English for Dental Medicine
English for Veterinary Medicine
English for Legal Purposes
English for Business, Management and Economics
English for Aviation and Aeronautics

English for Social Sciences
English for Sports
English for Teaching
English for Agriculture
English for Tourism and Hospitality
English for Food Technology
English for Journalism and Political Science
Naval, Maritime and Military English
English for Mining, Geology and Petroleum Engineering
English for Textile Technology

What is an average number of students in your ESP groups?*
less than 25 students
25 – 40 students
more than 40 students

Have you ever had any ESP training?*
Yes
No

If you responded "Yes" to the previous question, please specify what type of training you have had.

Engaging activities in ESP classes
Please select one or more (if applicable) of the offered options

Have you used any engaging activities like (online) puzzles, crosswords, quizzes, games, experiments, etc. in your ESP classes?*
Yes
No

If you responded "No" to the previous question, please specify the reason(s) why you do not use any of these activities.
I don't find these activities useful for my ESP classes.
I don't have time for such activities.
I can't incorporate such activities into my ESP classes.
Groups of students in my classes are too large.
My ESP students do not like such activities.
I find it difficult to prepare such activities and/or adapt them to my ESP classes.
I am not familiar with such activities and how to use them in my ESP classes.
I don't know much about advantages/drawbacks of using such activities in ESP classes.
I used them but did not find them useful.
Preparation is too time-consuming.

Which of the following games and activities have you used in your ESP classes?
Board games

Computer games
Crosswords
Experiments
Information gap games
Matching or labelling games
Puzzles
Quizzes (including the ones done by using applications like Kahoot or Socrative)
Sorting, ordering, or arranging games
Word games
Other - please specify which engaging activities you have used.

How often do you use engaging activities in your ESP classes?*
Very often
Whenever I have time
Before or after every lesson
Once a semester
Rarely

At which stage of your lessons do you usually use engaging activities?*
before the lesson begins
during the lesson
at the end of class

How do you usually implement your engaging activities in the classroom?*
as whole class work
as group work
as pair work
as individual work

What skills do your engaging activities usually focus on?*
Grammar
Vocabulary
Speaking
Writing
Listening
Presentation
Communication

What is the purpose of using engaging activities in your ESP classes?*
to warm up the class
to introduce a new topic
to keep students engaged or interested
to teach (new) vocabulary/grammar
to revise (new) vocabulary/grammar
to practice some patterns
as a recap exercise

When selected carefully and appropriately, engaging activities may contribute to the acquisition of the content being taught and increase the effectiveness of language learning and teaching.*
Strongly disagree 1 2 3 4 5 Strongly agree

Engaging activities may also encourage creativity of both students and teachers in ESP classes.*
Strongly disagree 1 2 3 4 5 Strongly agree

Although there are both advantages and drawbacks of using such activities in ESP teaching, generally speaking, they support teachers' efforts to increase student motivation and engagement in class.*
Strongly disagree 1 2 3 4 5 Strongly agree

What challenges have you encountered in preparing and implementing engaging activities?*

_____

_____

What do you think the drawbacks are of using engaging activities in ESP classes?*

_____

_____