USING VOCABULARY GAMES IN ONLINE TEACHING ESP

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Introduction. Vocabulary is crucial when learning a language, whether it is your mother tongue or a foreign language. The four linguistic skills — listening, speaking, reading, and writing — should incorporate vocabulary. Students have to learn a great deal of words and know how to use them correctly in order to communicate effectively in a foreign language. The conventional approach to teaching vocabulary is rather monotonous. A teacher presents lexical units, asking students to record them in their notebooks, and ultimately learners have to memorize them before the following lesson. Besides, in terms of online learning, when students get tired of sitting in from of their monitors, some entertaining activities would definitely make the teaching-learning process more enjoyable for students.

Result of the research. There are several strategies and tactics for making English teaching and learning entertaining and engaging, playing games being one of them. A game may help university students learn and practise using new terminology in a non-stressful manner. Anxiety is lessened and speaking fluency is developed better in a game-based environment, resulting in communicative competence.

Since games are both entertaining and challenging, they are also encouraging and motivational. They incorporate a competitive aspect into language-building exercises. This provides a crucial impetus for deliberate language use. The competitive environment also males learners focus and think intensively during learning a language, which improves unconscious input acquisition. There are competitive games, in which players or teams compete to attain a goal first, and cooperative games, in which players or teams work together to achieve a common goal.

Despite the fact that games do not always work because of students' different learning styles and preferences, they are still worth using in the classroom, since they provide learners with a number of benefits. Thus, games often incorporate friendly rivalry and keep students engaged. These circumstances encourage youngsters to engage in and actively participate in learning activities. Moreover, games bring real-world context into the classroom and improve students' language proficiency level.

Games emphasise successful communication in learning ESP. However, a teacher should avoid competitiveness with some groups of students if the latter find such games stressful and overwhelming. Therefore, it is preferable to play games in which everyone wins.

A variety of games can be employed in the online classroom. The most popular one for vocabulary revision is *Hangman*, a game of guessing. One of the best online versions can be found on www.teachit.co.uk [1]. It is both simple and encouraging for

students, because if they fail to guess the word having 10 attempts, the balloons will burst and the man will crash. This tool is a perfect substitution of a whiteboard and is amazingly simple for teachers. It takes a couple of minutes only to make a list of words to be revised. In the lesson, a teacher shares the screen in MS Teams, and students get involved in an interactive activity.

Of great interest for students is the *Taboo* game, another word guessing game. The aim of the game is to explain given words without saying the "taboo" words listed below the word. [2] For example, someone may have to make his partners guess the word "advertising" without saying the words "commercial," "marketing," "promote" or "product." Normally, a students chooses a card, but in an online lesson it seems to be a challenge. One of the solutions to the problem may be sending cards to students in the MS Teams private chat.

Teachers can also use board games and puzzles in an online ESP lesson. For example, students should rearrange the letters in order to form a meaningful word. However, students with a low level of English proficiency might have great difficulty with this kind of activity. Teachers may assist students by including images. Therefore, students will get a picture-based puzzle. Using cue cards is an alternative strategy.

In online lesson, vocabulary games are very useful and helpful exercises for enhancing students' language abilities and competency. Due to time and curricular constraints, teachers must often assess the students' progress on a number of topics. It is clear that games are really valuable and may be utilised to enhance language acquisition and offer students with communication practise. Therefore, it is advised that teachers experiment with games that may be valuable to their students in order to boost students' competency and assist them in achieving their objectives, or at the very least to attempt new approaches to teaching. By playing well-designed games, students may practise ESP terminology. The playing and competition given by games increases the learners' motivation. Additionally, they alleviate tension in the classroom. During game play, the learners' focus is on the message, not the language. In a sense, students absorb language instinctively since their whole focus is on the action. Games offer suitable usages for longer communication practise. They stimulate interaction and communication among ESP learners. Students fit the discourse to the game's setting via such exercises. Therefore, these activities establish a context for language usage that is meaningful. Such exercises promote both collaboration and rivalry inside the classroom. Thus, prospective classroom ideas are generated and an effective, enjoyable, and passionate learning environment is created.

Conclusion. Learning technical vocabulary is the first and most essential phase in language acquisition. In an online classroom, when students are uncomfortable with ESP, a teacher should include relevant vocabulary games to make language learning dynamic and engaging. Games may motivate, amuse, instruct, and enhance fluency and communication abilities. Therefore, the importance of games in language acquisition cannot be disputed. However, in order to maximise the effectiveness of vocabulary games, a teacher must select appropriate games only. When conducting a game, it is important to consider the number of students, their competence level, the cultural context, the time, the learning subject, and the classroom environment. In conclusion, using games to acquire vocabulary is an effective and engaging method that can be used teaching ESP.

References:
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