

TATJANA MARKOVIĆ*

BELGRADE BUSINESS AND ARTS ACADEMY OF APPLIED STUDIES

SERBIA

 <https://orcid.org/0009-0007-8080-2757>

EXPLORING THE IMPACT OF SIMULATION IN ENGLISH FOR PROFESSIONAL PURPOSES: A CLASSROOM-BASED STUDY ON STUDENTS' PERCEPTIONS OF RELEVANCE, ENJOYABILITY, AND SKILL ACQUISITION

Abstract: This study set out to explore students' perceptions on the effectiveness of simulation, a game-based instructional method in teaching English for Professional Purposes. It describes the implementation and evaluation of the "Investor Pitch Simulation", a simulation game in which students assume the roles of investors and entrepreneurs in a defined scenario, completing tasks that mimic real-world professional tasks. Immersed in a collaborative classroom-created micro-world, students gain insight into key business principles and relationships. The results of the students' perceptions questionnaire have shown that the simulation game was seen as relevant, enjoyable, and useful. According to the respondents' opinions, it has also assisted participants in acquiring specific linguistic, social, and domain competencies and skills. This approach to teaching English for Professional Purposes offers a pathway to closing the gap between academia and industry and assisting students in developing 21st century work-related skills in a meaningful, integrated, and purposeful manner.

Keywords: simulation, English for professional purposes, game-based learning, 21st century skills

1. INTRODUCTION

This paper aims to test and explore the viability and effectiveness of using simulation as an instructional method for teaching English for professional purposes. It begins with an introduction that provides the motivation and broader context behind the project. Next, it presents the key theoretical and methodological principles of play- and game-based learning and simulation as a technique. The paper then describes the design and implementation of the

* tanja.markovic.bg@gmail.com

“Investor Pitch Simulation”, followed by a discussion of the research study results, the challenges of game-based learning, and concluding remarks.

The inspiration to experiment with game-based approaches arose from reflecting on ESP teaching practices within the evolving global learning landscape, which demands adapting educational methods to align with the “new rhythms of the 21st century” (Trilling and Fadel 2009, xxviii). Preparing students for professional communication in the future globalized, high-tech workplace—amid the complexities and disruptions of the 4th industrial revolution—requires fostering in them a complex web of hard and soft skills, competencies, attitudes, and beliefs across cognitive, affective, social, and ethical domains. Future graduates must be creative, resilient, passionate, resourceful, and digitally literate. They must also be self-starters, leaders, competent risk-takers, and lifelong learners (Gee and Hayes 2010).

The new protagonist of the 21st-century educational scene, the digital native of the “game generation” (Prensky 2001), has also been aptly named the Homo Zappiens (Veen 2007). Born with a mouse in their hand, the Homo Zappiens is a game player, experienced problem-solver, and skilled navigator of networked information. This self-directed learner has an exploratory and playful learning style, experiments with social roles in virtual worlds, and is an active role-switcher, creative content generator, and communicator (Prensky 2001; Veen 2007). The Homo Zappiens is also a high-speed thinker and multi-tasker who uses fantasy and exploration to construct meaningful knowledge from fragmented audio-visual and textual information (Veen 2007). These learners expect their learning environments to be interactive, personalized, creative, and innovative. They also want these environments to be authentic, relevant, meaningful, social, collaborative, co-creative, enjoyable, and entertaining (Prensky 2001; Trilling and Fadel 2009; Veen and Staaldin 2009). In terms of educational approaches and classroom practices, this means teachers must shift from being the “sage on the stage” to becoming architects of learning experiences, game designers, and game masters. They need to create pedagogically and theoretically sound yet enjoyable learning experiences within an imaginative and creative learning environment.

2. PLAY- AND GAME-BASED LEARNING – AN OVERVIEW

We have drawn inspiration for tackling the challenges of 21st-century teaching and learning by going back to the roots, to the world of play, leveraging its boundless potential and captivating power. Play is a universal and ancient phenomenon present in all human societies throughout history, regardless of economic or cultural development, age, gender, or social class. Besides its numerous biological, psychological, social and aesthetic roles, play has also long been a significant pedagogical tool as well, serving as a powerful mediator for learning and for passing down social heritage and traditions from generation to generation (Groos 1901).

The idea of using play in education dates back centuries. Plato, 25 centuries ago, suggested that early education should be entertaining, as “knowledge which is acquired under compulsion obtains no hold on the mind” (Plato and Jowett 1888, 218). However, misconceptions about play being frivolous or even sinful prevented this idea from being fully explored until the late 18th century. It was not until the works of Enlightenment philosophers Friedrich Schiller and Jean-Jacques Rousseau, and later the seminal works of Dewey, Jean Piaget and Lev Vygotsky that play started to be considered not only as a right of childhood but as an infinite reservoir for learning and a lifelong portal to growth for all generations, a developmental and epistemic imperative. In this sense, although games and simulations have been enjoyed for amusement and entertainment for thousands of years, their use for educational purposes was first recorded relatively late, in the 17th and 18th centuries, especially in military training (Wolfe and Crookall 1998).

The contemporary era of simulation and gaming began in the 1950s, when a variety of games and simulations started being incorporated into education and training across diverse disciplines such as management, healthcare, and political science (Gredler 2004; Klabbers 2009). Today, play and games are recognized as an endless source of learning and a lifelong gateway to development across all generations. Play has regained its legitimacy in education as an approach, mindset, method, and technique. Numerous studies (Connolly et al. 2012; Whitton and Baek 2013) have demonstrated the effectiveness of play- and game-based learning in developing cognitive and affective skills. In higher education, play- and game-based methods have been shown to effectively integrate content knowledge acquisition with the development of specific skills, such as collaboration, creative thinking, decision-making, problem-solving, and leadership—key competencies for the 21st century (Johnson et al. 2011).

Since the emergence of the communicative approach, games and simulations have been integrated into foreign language teaching as well, with numerous studies documenting their positive effects on enhancing student engagement, motivation, and achievement levels (Coleman 2002; Crookall and Oxford 1990; Dupuy 2006; García-Carbonell, Andreu-Andrés, and Watts 2014; Hyland 1993; Levine 2004; Miller and Hegelheimer 2006; Naidu 2007). Despite not being a recent trend or unfamiliar in the field of foreign language learning, they remain underutilized, especially in the area of English for Specific Purposes (ESP).

3. SIMULATIONS - THEORETICAL AND METHODOLOGICAL BACKGROUND

In the field of foreign language learning, simulations are associated with several educational approaches and methods, including experiential learning, task-based approaches, and socio-cultural theory. This paper focuses on experiential social simulation games and their benefits for learning and

development. In a simulation game, players are immersed in a micro-world designed to reflect and represent complex social, economic, political, or other organizational systems such as a conference, enterprise, hospital, or negotiation scenario (de Freitas 2006). Participants assume defined roles in a defined scenario and experience the emotions and concerns associated with those roles within a specific social context. They navigate and explore a complex web of interactions and transactions, completing tasks and solving problems, which deepens their understanding of this world and reveals its principles and relationships (Rieber 1996).

Simulation games occur within Huizinga's "magic circle" (Huizinga 1955), transforming the classroom into a playground—a virtual, safe, and sacred space dedicated to performance, where "people take risks and grow" (Heinrich 2017, xiii). What makes a simulation a powerful and transformative form of communication is the "as if" element – the make-believe aspect, where the primary attraction lies in the pleasure of playing a role, of acting as if one were someone or something else (Caillois 2001). In this setting, students can freely experiment with different competences and skills in an imaginary world that still operates with realistic functions (Jones 1982). Role play and character identification make the learning experience in immersive environments both effective and stimulating (de Freitas 2006). Exploration is encouraged, and fun is to be expected (Heinrich 2017). Imitation and deliberate illusion, a state of conscious self-deception, bring about pleasure, enjoyment, self-oblivion, and a sense of freedom (Groos 1901). The risk-free environment minimizes the cost of mistakes and failures, creating a relaxed atmosphere that reduces shyness and lowers the affective filter. Through role-play, students can freely experiment with different competences and skills in an imaginary yet realistic world (Jones 1982). This setting allows for reflection on new and unfamiliar situations and the practice of future events in a creative and stimulating ambiance.

Aligned with socio-cultural theory, which views learning as a social process that occurs in a socio-cultural context, simulation games promote mutual and reciprocal peer learning, support, scaffolding, collaborative dialogue, negotiation, and cooperation (Swain 2000). These emergent interactions create the zone of proximal development (Vygotsky 1978)—a space where progress, growth, and learning occur, bridging the gap between who we are and who we can become. This experiential approach encourages experimentation, self-discovery, and exploration, with play serving as the catalyst for "qualitative socio-cultural transformation" (Holzman 2009, 115).

In *Languages for Professional Purposes*, simulation games provide opportunities to create communicative situations and tasks that replicate real-world scenarios, tasks, or problems. These experiences can be transferred to future professional environments, effectively preparing students for their careers (Sturtridge 1981). Simulation games offer a rich blend of linguistic and domain-

specific input, output, and interactions, promoting inter-curricular integration and enabling students to acquire both linguistic skills and specialist knowledge. These simulations feature interactional authenticity and relevance to the workplace, with tasks that are contextualized, meaningful, and purposeful. They mirror real-life communicative challenges and incorporate elements of genuine discourse.

4. THE “INVESTOR PITCH SIMULATION” – DESIGN AND IMPLEMENTATION

The “Investor Pitch simulation”, designed for second-year students in the Information Systems and Technologies Study programme, was modelled after reality television shows like “Shark Tank” and “Dragons’ Den”. In these shows, entrepreneurs pitch their ideas to a panel of successful business investors to secure funding for their ventures. This framework was chosen for the English II course at the Belgrade Business and Arts Academy of Applied Studies because it includes tasks relevant to IT students, who are increasingly encouraged to pursue entrepreneurial ventures and startups.

The simulation spans three missions over four weeks, as detailed in Table 1. It focuses on establishing companies, developing product or service ideas, preparing business plans, researching the market, and pitching ideas to a panel of “investors.” Students, working individually or in teams, come up with innovative yet feasible product or service ideas that require funding. They create a concise business vision and mission, a unique selling proposition, and brief marketing, sales, and financial plans, including start-up costs, overheads, forecasts, loan amounts requested, security offered, financial risks, and competition analysis. This involves conducting a SWOT analysis and market research, either through market analysis or online surveys. Finally, students prepare a brief, persuasive presentation (the elevator/investor pitch) to present to a panel of investors composed of their classmates, explaining why they deserve funding and how they plan to use it.

TABLE 1. The Structure of the “Investor Pitch simulation”

Missions	Project tasks	Project sub-tasks	Organization
Mission 1	Building a Company Profile	A Setting up a company B Deciding on a business idea	Small groups
Mission 2	Mini Business Plan	A SWOT analysis B Market research	Small-group & individual work
Mission 3	Investor Pitch	Presentation	Whole group work

After the pitch, investors critically question the presenters to identify flaws in their proposal or gather more information relevant to the investment. Students alternate roles between entrepreneurs and investors, requiring them to prepare questions about target customers, competition, marketing strategy, equity offered in return for investment, contingency plans, financial risks, business growth potential, and return on investment (ROI). They must anticipate two or three arguments the investors might pose and prepare counterarguments.

The tasks are varied, involving individual, small-group, and whole-group work, and activating all four language macro-skills (reading, writing, listening, and speaking) in an integrated manner. These tasks have tangible outcomes and clear, meaningful purposes that promote communication, information gathering and exchange, decision-making, knowledge sharing, negotiating meaning, and problem-solving. Students engage in various spoken and written interactions related to business activities. They are free to experiment with imaginary professional identities and behaviours, which fosters a relaxed and enthusiastic classroom atmosphere.

Throughout the simulation, second-year students enhance their communicative competencies and skills—linguistic, sociolinguistic, and pragmatic—by exploring topics related to entrepreneurship, management, marketing, and various aspects of IT. There is a proactive focus on strategies for preparing business plan executive summaries and delivering presentations. This includes organizing presentations, clarifying and adding new information, comparing and contrasting, argumentation, negotiation, persuasive language, identifying trends, and ensuring discourse cohesion.

Rich, authentic, and professional written and video materials are used as input, with natural and relevant language, to raise students' awareness of different verbal and nonverbal aspects of business communication. Video materials serve as a basis for discussion and tasks (video viewing), a source for modelling target skills and behaviours (video modelling), and a form of training (video coaching) (Masats and Dooly 2011).

In addition to meeting students' linguistic and professional needs, the simulation encourages independent discovery, helps develop effective learning and communication strategies, increases independence and autonomy, fosters cooperative negotiation skills, and provides a challenging experience.

5. RESEARCH STUDY - THE INVESTOR PITCH SIMULATION - EVALUATION

5.1. Research questions and method

As part of reflection on the pedagogic and linguistic effectiveness of the "Investor Pitch Simulation", a classroom-based study was conducted. The research questions focused on students' perceptions of the project's relevance,

its alignment with their needs and interests, and their views on the overall enjoyability and usefulness of the project. Additionally, the study examined perceptions of the simulation’s usefulness in acquiring specific linguistic, social, and professional skills.

RQ1: What are students’ perceptions of the alignment between the simulation’s content and their needs and interests?

RQ2: Did students find the simulation tasks interesting and motivating?

RQ3: Did students find the simulation tasks purposeful and relevant?

RQ4: What are students’ perceptions of the enjoyability of the learning experience using the simulation?

RQ5: What are students’ perceptions of the usefulness of the knowledge gained from the simulation for their future work?

RQ6: Did students find the simulation effective in enhancing their presentation skills?

RQ7: Did students find the simulation effective in enhancing their lexical skills?

RQ8: Did students find the simulation effective in enhancing their knowledge of business operations?

RQ9: Did students find the simulation effective in enhancing their teamwork skills?

To gather data on students’ learning experiences and attitudes, a perceptions questionnaire was used, with statements rated on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). Administered in the 2023/2024 academic year, a total of 48 participants completed the evaluation questionnaire. The data were analyzed using descriptive statistics.

5.2. Results and discussion

Mean scores of students’ perceptions on the relevance, enjoyability, and usefulness of the “Investor Pitch simulation”—both in general and in terms of acquiring specific linguistic, social, and professional skills—are presented in Table 2.

TABLE 2. Mean scores on the students’ perceptions questionnaire

Student Sample N=48 Academic year 2023/2024	
Statements	M (SD)
1. Simulation content is aligned with my needs & interests.	4.02 (0.81)
2. Tasks were interesting and motivating.	4.42 (0.83)

3. Tasks were purposeful and relevant.	4.29 (0.79)
4. Learning through simulation tasks was enjoyable.	4.25 (0.97)
5. The knowledge gained will be useful in my future work.	4.27 (0.86)
6. The simulation has been effective in enriching my:	
a. Presentation skills	4.20 (0.82)
b. Lexical skills	4.06 (0.99)
c. Knowledge on entrepreneurship	4.00 (0.98)
d. Teamwork skills	4.27 (0.96)

The results indicate a significant level of agreement with the given statements, with all statements having mean scores of 4 or higher. Perceptions of usefulness and enjoyability align closely. Purposefulness and relevance received a rating of 4.29, while interestingness and motivational aspects were rated at 4.27, both exceptionally high scores. The experience of learning through the simulation format was found to be enjoyable, with a rating of 4.35. The “Investor Pitch Simulation” was considered beneficial for future professional communication and highly effective in enhancing presentation, lexical, teamwork skills, and business-specific knowledge.

The findings of our study, which aimed to explore the effectiveness and viability of using simulations in teaching English for Professional Purposes, are promising and encouraging. They show that the instructional format was perceived as both enjoyable and relevant, supporting our primary purpose and motivation for implementing this project. The simulation format has fostered the creation of an exciting, collaborative, and immersive learning environment rich in opportunities for developing future work-related skills in a meaningful, integrated, and purposeful way.

Although our study focused solely on students’ perceptions of the simulation game’s relevance, effectiveness, and enjoyability, its findings corroborate empirical evidence of the impact of simulations on the acquisition of knowledge and skills, as well as student motivation and engagement. Naidu (2007) reported that the “GOLDEN RICE” simulation improved aural–oral proficiency, research skills, and motivation among EAP students in Malaysian classrooms. Zvarych et al. (2023) similarly found significant gains in speaking competence and motivation among foreign-language learners exposed to simulation activities. Research also indicates that simulations not only improve vocabulary acquisition (Miller & Hegelheimer 2006) and create immersive, context-rich settings that strengthen writing proficiency (Coleman 2002), but also integrate language learning with the development of professional competencies—such as teamwork, intercultural communication, ethical reasoning, negotiation, global awareness, and lifelong learning (García-Carbonell, Andreu-Andrés and Watts

2014). Angelini and García-Carbonell (2019) documented marked improvements in engineering students' vocabulary, pronunciation, expression, and grammar following both classroom and web-based simulations. Michelson and Dupuy (2014) found that Global Simulation in an intermediate French university course cultivated multiliteracies—expanding students' communicative versatility, genre awareness, and critical reflection, while Devos et al. (2021) showed that simulation-based methods significantly boosted university students' language proficiency, grammar accuracy, and motivation, suggesting their value for enhancing higher-education language programs. Even though this approach is not without challenges, collectively, these studies affirm that well-designed simulations create contextually relevant and interactive environments that foster authentic communication, deep engagement, and superior language outcomes in LSP classrooms.

6. CONCLUDING REMARKS

Play- and game-based learning present unique challenges. Striking a balance between enjoyment and educational purpose—finding the “correct balance between delightful play and fulfilling specified learning outcomes” (de Freitas 2006, 5)—is a complex task. Another major issue with playful learning formats is assessment and evaluation, as the visible effects on cognitive or social skills may not be immediate, with measurable improvements potentially taking months or even years (Bateson and Martin 2013). Empirical studies often yield inconclusive results, leaving learning through play as a “black box” that raises important questions about the nature of learning and how learning outcomes should be specified and measured in a valid and reliable manner.

The results of our study are favourable and inspiring. However, since they are based on students' subjective opinions, they should be considered tentative. Additionally, it was challenging to attribute the students' actual achievements solely to the effectiveness of the simulation, as more experimental control over the entire project would be needed. Nonetheless, the findings indicate that the instructional format was perceived as both enjoyable and relevant. It enabled us to create an engaging, collaborative, and immersive learning environment rich in opportunities for developing future work-related skills in a meaningful, integrated, and purposeful manner. This approach empowered students to take a more active role and gain control over their learning. From a language perspective, simulation as a deep-end strategy, with output as the starting point (Dudley-Evans and St. John 1998), is intended not only to consolidate existing competencies and skills but also to expand the verbal repertoire through maximum utilization of the zone of proximal development (Basturkmen 2006; Swain 2000).

Despite the need for further research to fine-tune instruments for measuring the direct influence of play- and game-based approaches on learning, we firmly

believe these methods deserve a prominent place in education. Combining language, content, and skill development in meaningful and purposeful simulations of target tasks using a game-based format offers several advantages: a) it creates a learning experience that aligns with the ways digital natives think and behave; and b) it integrates teaching and learning more closely with real-world professional experiences. Play fosters creativity and flexibility, preparing us to meet future challenges and discover new approaches for navigating the world (Bateson and Martin, 2013). Learning through play, though complex and sophisticated, produces outcomes that are broad, cross-disciplinary, deeper, longer-lasting, and more applicable to real-world experiences. In education, it is the royal road to an ecological, holistic, and humanistic approach to learning.

REFERENCES

- Angelini, M. Laura, and Amparo García-Carbonell. 2019. "Developing English Speaking Skills through Simulation-Based Instruction." *Teaching English with Technology* 19, no. 2: 3–20.
- Bateson, Patrick, and Paul Martin. 2013. *Play, Playfulness, Creativity, and Innovation*. New York: Cambridge University Press.
- Basturkmen, Helen. 2006. *Ideas and Options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Caillois, Roger. 2001. *Man, Play, and Games*. Urbana: University of Illinois Press.
- Coleman, W. Douglas. 2002. "On Foot in SIM CITY: Using SIM COPTER as the Basis for an ESL Writing Assignment." *Simulation & Gaming* 33, no. 2: 217–230.
- Connolly, Thomas, Elizabeth A. Boyle, Ewan Macarthur, Thomas Hainey, and James M. Boyle. 2012. "A Systematic Literature Review of Empirical Evidence on Computer Games and Serious Games." *Computers & Education* 59, no. 2: 661–686.
- Crookall, David, and Rebecca L. Oxford, eds. 1990. *Simulation, Gaming, and Language Learning*. New York: Newbury House.
- DeFreitas, Sara. 2006. *Learning in Immersive Worlds*. Joint Information Systems Committee. http://www.jisc.ac.uk/media/documents/programmes/elearninginnovation/gamingreport_v3.pdf.
- Devos, Anastasiia Oleksandrivna, Iryna Oleksiivna Torbenko, Tetiana Volodymyrivna Doroshenko, Viktoriia Volodymyrivna Revenko, and Andrii Volodymyrovych Shuhaiev. 2021. "The Application of the Simulation Method in Foreign Language Teaching in Higher Education Institutions, the Cognitive Linguistic Approach." *Journal of Educational and Social Research* 11, no. 4 (July 8):1–11. <https://doi.org/10.36941/jesr-2021-0072>.
- Dudley-Evans, Tony, and Maggie Jo St. John. 1998. *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Dupuy, Beatrice. 2006. "L'Immeuble: French Language and Culture Teaching and Learning through Projects in Global Simulation." In *Project-Based Second and Foreign Language Education: Past, Present and Future*, edited by Gary H. Beckett and Paul C. Miller, 195–214. Greenwich, CT: Information Age Publishing.

- García-Carbonell, Amparo, Ma^a Andreu-Andrés, and Frances Watts. 2014. "Simulation and Gaming as the Future's Language of Language Learning and Acquisition of Professional Competences." In *Back to the Future of Gaming*, 214–227. Germany: WB Verlag.
- Gee, James Paul, and Elisabeth R. Hayes. 2011. *Language and Learning in the Digital Age*. London: Routledge.
- Gredler, Margaret E. 2004. "Games and Simulations and Their Relationships to Learning." In *Handbook of Research for Educational Communications and Technology*, 2nd ed., edited by David H. Jonassen, 571–581. Mahwah, NJ: Lawrence Erlbaum & Associates.
- Groos, Karl. 1901. *The Play of Man*. New York: Appleton.
- Heinrich, Paul. 2017. *When Role Play Comes Alive: A Theory and Practice*. Basingstoke: Palgrave Macmillan.
- Holzman, Lois. 2009. *Vygotsky at Work and Play*. New York: Routledge.
- Huizinga, Johan. 1955. *Homo Ludens: A Study of the Play-Element in Culture*. Boston, MA: The Beacon Press.
- Hyland, Ken. 1993. "Language Learning Simulations: A Practical Guide." *English Teaching Forum* 31, no. 4: 16–22.
- Johnson, Larry, Samantha Adams Becker, Victoria Estrada, and Alex Freeman. 2011. *The 2011 Horizon Report*. Austin, TX: The New Media Consortium. <http://net.educause.edu/ir/library/pdf/HR2011.pdf>.
- Jones, Ken. 1982. *Simulations in Language Teaching*. Cambridge: Cambridge University Press.
- Klabbers, Jan H. G. 2009. *The Magic Circle: Principles of Gaming and Simulation*. 3rd rev. ed. UK: Sense Publishers.
- Levine, Glenn. 2004. "Global Simulation: A Student-Centered Task-Based Format for Intermediate Foreign Language Courses." *Foreign Language Annals* 37, no. 1: 26–36.
- Masats, Dolors, and Melinda Dooly. 2011. "Rethinking the Use of Video in Teacher Education: A Holistic Approach." *Teaching and Teacher Education* 27, no. 7: 1151–1162.
- Michelson, Kristen, and Beatrice Dupuy. 2014. "Multi-Storied Lives: Global Simulation as an Approach to Developing Multiliteracies in an Intermediate French Course." *L2 Journal* 6, no. 1: 21–49.
- Miller, Megan, and Volker Hegelheimer. 2006. "The SIMs Meet ESL: Incorporating Authentic Computer Simulation Games into the Language Classroom." *International Journal of Interactive Technology and Smart Education* 3, no. 4: 311–328.
- Naidu, Shashi. 2007. "Transporting GOLDEN RICE to Malaysian Classrooms." *Simulation & Gaming* 38: 344–351.
- Plato, and Benjamin Jowett. 1988. *The Republic of Plato*. New York: Random House.
- Prensky, Marc. 2001. *Digital Game-Based Learning*. New York: McGraw-Hill.
- Rieber, Lloyd P. 1996. "Seriously Considering Play: Designing Interactive Learning Environments Based on the Blending of Microworlds, Simulations, and Games." *Educational Technology Research & Development* 44, no. 2: 43–58.
- Sturtridge, Gill. 1981. "Role Play and Simulations." In *Communication in the Classroom*, edited by Keith Johnson and Keith Morrow, 61–74. Harlow: Longman.
- Swain, Merrill. 2000. "The Output Hypothesis and Beyond: Mediating Acquisition through Collaborative Dialogue." In *Sociocultural Theory and Second Language Learning*, edited by James P. Lantolf, 97–114. Oxford: Oxford University Press.

- Trilling, Bernie, and Charles Fadel. 2009. *21st Century Skills: Learning for Life in Our Times*. San Francisco, CA: John Wiley & Sons.
- Veen, Wim. 2007. "Homo Zappiens and the Need for New Education Systems." In *Proceedings of the First SOL Conference on Collective Intelligence*, 109-121. SOL France.
- Veen, Wim, and Ben V. Staalduin. 2009. "Homo Zappiens and Its Impact on Learning in Higher Education." Paper presented at the IADIS International Conference e-Learning.
- Vygotsky, Lev. 1978. "Interaction between Learning and Development." In *Mind and Society*, 79-91. Cambridge, MA: Harvard University Press.
- Whitton, Nicola, and Youngkyun Baek, eds. 2013. *Cases on Digital Game-Based Learning: Methods, Models, and Strategies*. Hershey, PA: IGI Global.
- Wolfe, Joseph, and David Crookall. "Developing a Scientific Knowledge of Simulation/Gaming." *Simulation & Gaming* 29, no. 1 (1998): 7-19.
- Zvarych, Iryna, Iryna Tonkonoh, Ihor Bopko, Serhii Melnychuk, Kateryna Mehela, and Tetiana Shymova. 2023. "The Effectiveness of Using Simulation in Learning a Foreign Language." *Forum for Linguistic Studies* 5, no. 3: 1916.

ДЕЛОТВОРНОСТ СИМУЛАЦИЈЕ КАО ТЕХНИКЕ У НАСТАВИ ЕНГЛЕСКОГ ЈЕЗИКА У ПРОФЕСИОНАЛНЕ СВРХЕ: ПЕРЦЕПЦИЈЕ СТУДЕНАТА О РЕЛЕВАНТНОСТИ, ЗАБАВНОСТИ И ЕФИКАСНОСТИ УЧЕЊА ПУТЕМ СИМУЛАЦИЈЕ У СТИЦАЊУ ВЕШТИНА

Резиме

Ово истраживање имало је за циљ да испита перцепције студената о ефикасности симулације као технике учења заснованог на играма у подучавању енглеског језика у професионалне сврхе. Фокусира се на имплементацију и евалуацију "Симулације презентације за инвеститоре", симулационе игре у којој студенти преузимају улоге инвеститора и предузетника у дефинисаном сценарију, обављајући задатке који опонашају реалне професионалне активности. Уроњени у микро-свет креиран у учионици који одражава реалне пословне контексте, студенти стичу увид у кључне пословне принципе и односе са могућношћу примене теоријског знања у практичним ситуацијама.

Резултати упитника о перцепцијама студената показали су да је симулациона игра оцењена као веома релевантна, забавна и корисна. Испитаници су навели да им је симулација помогла у стицању специфичних језичких, социјалних и стручних компетенција и вештина. Ово указује на то да су студенти не само уживали током извођења задатака у току симулације, већ су само искуство такође проценили као корисно за њихов будући професионални развој. Интерактивна природа симулације помогла је у усавршавању кључних вештина као што су комуникација, тимски рад и решавање проблема, које су од суштинског значаја у професионалном свету.

Овај приступ подучавању енглеског језика у професионалне сврхе премошћује јаз између академског и пословног света, пружајући студентима практично искуство које је директно применљиво у њиховим професионалним каријерама. Учешћем у овој симулацији, студенти су развили вештине 21. века на смислен, интегрисан и сврсисходан начин. Практично искуство и потреба за сналажењем у сложеним, реалним сценаријима омогућавају студентима дубље разумевање професионалног окружења са којим ће се сусрести након дипломирања.

У закључку, студија наглашава потенцијал симулационих игара као што је “Симулација презентације за инвеститоре” у унапређењу подучавања енглеског језика у професионалне сврхе. Такве технике не само да чине учење интерактивнијим и забавнијим, већ омогућавају бољу припрему студената за захтеве савременог радног места. Позитивне повратне информације студената истичу ефикасност овог иновативног приступа у развијању кључних професионалних вештина и компетенција.

Кључне речи: симулација, енглески језик у професионалне сврхе, учење засновано на игри, вештине 21. века