

Using Educational Games to Facilitate Terminology Acquisition among EBE Learners

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Abstract

The acquisition of terminology is widely recognised as a critical aspect in the field of English for Specific Purposes 'ESP'. Practitioners of English for Specific Purposes 'ESP' find the use of educational games to facilitate the acquisition of specialised terminology to be a captivating strategy. This study seeks to analyse the influence of educational games on the acquisition of specialised terminology among Business English 'EBE' learners. To gather the needed data, interviews were carried out with ESP practitioners belonging to the Economics department at Mustapha Stambouli-Mascara University in Algeria. In addition, a questionnaire was employed. This latter was administered to students enrolled in their first year Masters at the same department. In order to investigate the impact of educational games on the acquisition of specialised terminology among EBE learners, pre- and post-tests were employed. The data gathered suggested that both students and practitioners have a positive perception of the incorporation of educational games. Instructional games are perceived by informants as contributing to the cultivation of a sociable environment that serves as a source of inspiration for them. This learning method enhances the process of memorising the specialised terminology that forms the foundation of this research work.

Keywords: Algerian Context, Business English, game-based learning, impact, language proficiency