

Linguistic Contribution of Games to Terminology Acquisition Student's Perspective

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Abstract

Undoubtedly, teaching and learning are two elements of the educational process that require continuous updates to keep alive and encourage students' attention, interest, involvement, and independence as much as possible. When it comes to learning a language, communication is the main means of achieving the goal. Considering that in a class there is a wide variety of student typologies, the task arises to select methodologies and techniques that ensure satisfactory activation of students and achievement of the main objectives of the teaching and learning process.

Coming up with techniques or activities that ensure inclusiveness is a challenge, but we can qualify games as a common denominator for a large part of students, bearing in mind that the most effective approach, especially in foreign language learning, is the *communicative approach*.

In the study undertaken at the Polytechnic University of Tirana, Faculty of Mechanical Engineering in the branch of Mechanical Engineering and the branch of Textile and Fashion Engineering, it was concluded that the games used throughout the semester had a very positive and fruitful result in the acquisition of terminology by students compared to classes where this technique was not implemented. In addition to the effectiveness in achieving the objectives of the learning process, overall students had a very positive approach towards games because according to them they experienced pleasure interacting with each other in a harmonious context, and on the other hand they learned about and from their colleagues whenever activities (games) were implemented in the classroom, they were motivated to express themselves a lot. However, it was noticed that games should not surpass a certain limit. While implementing "Role Play", students' interest throughout the semester vanished, which means that the implementation of certain games in the classroom should be balanced. In the main, *games'* contribution to ESP learning and terminology acquisition particularly was on *linguistic aspects*, however, it was noticed that it contributed to social aspects of students as well.

Keywords: ESP, Games, Linguistic, Terminology Acquisition