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### VOCABULARY ACQUISITION IN A BUSINESS ENGLISH CONTEXT

**Abstract.** The current study presents a comprehensive analysis of vocabulary acquisition in a Business English context. English is widely used in international business, students need to learn both general and specialized words to communicate effectively. There are several fields of business where special jargon is required such as finance, accounting, management and etc. Therefore vocabulary is a major part of foreign language learning. It involves understanding the contextual, functional, and cultural meaning in professional communication This research aims to explore the specific challenges and unresolved issues associated with learning business-related lexis, particularly focusing on the role of semi-technical vocabulary, learner strategies, instructional approaches, and digital tools. It tries to present helpful learning strategies, including using dictionaries, reading business texts, and practicing with digital tools. The study highlights how teachers can support learners by choosing the right materials and teaching methods. Based on the theoretical frameworks and comparative analysis, the study underlines the importance of contextualized input, learner autonomy, and strategic vocabulary learning methods. The analysis uses corpus-based data, classroom practices, and insights into the integration of technology, including mobile and virtual learning environments. It also emphasizes the teacher's role as a facilitator in developing effective vocabulary learning strategies. This includes selecting relevant



materials, encouraging the use of vocabulary learning strategies, providing feedback, and creating opportunities for using new terms. In conclusion, it has been revealed that vocabulary acquisition is a critical aspect of Business English learning. It requires targeted techniques including authentic materials, corpus-based instructions, digital tools, virtual reality, task-based learning and other memory, metacognitive strategies to be successful in professional environment.

**Keywords:** vocabulary acquisition, Business English, finance, business-related lexis, authentic materials, digital tools, learning strategies

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## ЗАСВОЄННЯ ЛЕКСИКИ В КОНТЕКСТІ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ

**Анотація.** У даному дослідженні представлено комплексний аналіз засвоєння лексики в контексті ділової англійської мови. Англійська мова широко використовується в міжнародному бізнесі, тому студентам необхідно вивчати як загальні, так і спеціалізовані слова для ефективного спілкування. Існує кілька сфер бізнесу, де потрібен спеціальний жаргон, наприклад, фінанси, бухгалтерський облік, менеджмент тощо, тому словниковий запас є важливою частиною вивчення іноземної мови, що передбачає розуміння контекстуального, функціонального та культурного значення у професійному спілкуванні. Дане дослідження має на меті проаналізувати специфічні виклики та невирішені питання, пов'язані з вивченням бізнес-лексики, зокрема, зосереджуючись на ролі напівтехнічної лексики, стратегіях навчання, підходах до викладання та цифрових інструментах. У ньому зроблено спробу представити корисні стратегії навчання, зокрема використання словників, читання бізнес-текстів та практику з цифровими інструментами. Дослідження висвітлює, як вчителі можуть підтримати учнів, обираючи правильні матеріали та методи викладання. Ґрунтуючись на теоретичних засадах і порівняльному аналізі, дослідження підкреслює важливість контекстуалізованої подачі матеріалу, автономії учнів і стратегічних методів вивчення лексики. В аналізі використовуються корпусні



дані, практика роботи в класі та ідеї щодо інтеграції технологій, зокрема мобільних і віртуальних навчальних середовищ. Він також підкреслює роль вчителя як фасилітатора у розробці ефективних стратегій вивчення лексики. Це включає вибір відповідних матеріалів, заохочення до використання стратегій вивчення лексики, забезпечення зворотного зв'язку та створення можливостей для використання нових термінів. У висновку висвітлено, що засвоєння лексики є важливим аспектом вивчення ділової англійської мови, який вимагає цілеспрямованих методів, включаючи автентичні матеріали, цифрові інструменти, віртуальну реальність, навчання, засноване за допомогою завдань, та інші стратегії розвитку пам'яті, а також метакогнітивні стратегії для досягнення успіху в професійному середовищі.

**Ключові слова:** засвоєння лексики, ділова англійська мова, фінанси, бізнес-лексика, автентичні матеріали, цифрові інструменти, стратегії навчання

Nowadays, in this globalised economy, English has become an important language in the international business communication. Many professionals and students are increasingly involved in cross-border interactions, it is very important for them to use Business English appropriately and effectively. The acquisition of business-related vocabulary is a major component of Business English, which includes jargon, idiomatic expressions, collocations and various business-related dialogue patterns. Business English includes specific functions and pragmatics. Language learners have to understand how words are used in various business situations, such as meetings, presentations, emails and discussions. Learning business vocabulary is challenging for both learners and teachers, especially with the development of corporate jargon and the increasing use of metaphors and abstraction. Furthermore, there is a relationship between effective use of Business English vocabulary, and language learners' communication skills.

**Problem statement.** Proficiency in Business English has been an essential skill in international contexts. However vocabulary acquisition is a great challenge for learners because of the specialized context, which is necessary for effective communication in business. Although there are several programs for English for specific purposes, there are still many language learners who have difficulties to acquire business-related vocabulary that is both functional and relevant. This is a gap which may cause limited communicative competence, reduced confidence and inefficiency in business. There are various surveys which highlight the complexity of the vocabulary acquisition. Sometimes, traditional language learning materials are not effective enough to reflect the complexity the dynamic business vocabulary in real business environments, so it may occur that there is a confusion between classroom instruction and practical application. Therefore, it is necessary to investigate effective strategies and approaches which might enhance vocabulary acquisition in Business English. This includes examining the role of authentic materials, technology-related



tools, and other learner-centered techniques that provide vocabulary development in a Business English context.

**Analysis of recent research and publications.** Business English is a branch of English for Specific Purposes (ESP) [1, 9]. It helps learners with language skills directly applicable to business and financial environments [17]. In the 21st-century workplace, especially within sectors like banking, investment, insurance, and corporate strategy, fluency in specialized vocabulary might be the solution to professional success. There are several characteristics of Business English vocabulary. It uses specialized terminology for example ‘benchmarking’, or different collocations like ‘close to a deal’, or idioms such as ‘think outside the boxes’, or acronyms and abbreviations like ‘GDP’, or even politeness strategies and formal style ‘I would appreciate it if..’. This terminology might appear in the textbooks, articles, in various authentic materials, in meetings and discussions. Depending on this, there are explicit and implicit way of learning vocabulary. In the first case applying vocabulary books, digital flashcards, glossaries, definitions and focusing word formation are the most common types. In the second case using reports, business videos, e-mails, business articles and learning through interaction are the most popular techniques. [10, 11]. Nevertheless teaching business vocabulary is more complexed. What happens if some specific words are unknown in mothertongue and teachers are not familiar with this field? According to Budinčić this problem exists[4, 5]. The main difference between General English and ESP is lexis. Each lexem has its own meaning and various features of it, thus it makes teaching vocabulary a challenging task. Developing semi-technical vocabulary is has an another aspect of Business English learning. Accoridng to Chen [6] it is a neglected area in ESP instruction, new approaches are required for enhancing business English teaching for example designin corpus-based language pedagogy (CBLP) lesson. Virtual reality also has a great impact on language learning. According to De Vega [7] the traditional approaches might fail to simulate real-life situations where poreprofessional language skills are required, but virtual technology might be a solution.

Business English vocabulary is important for learners to participate effectively in international professional contexts. However, vocabulary acquisition in Business English remains a challenging area of language learning. There are several unresolved issues preventing language learners' progress. One of the problems is the lack of contextualized and authentic input in many Business English courses and lessons. Students receive artificial examples instead of real-life examples, thus they do not reflect the demands of professional communication. As a result, they have difficulties with transferring vocabulary knowledge from classroom learning to practical business contexts. There are also different learner variables which may affect the acquisition of business-specific vocabulary. For example, motivation or any other professional background may have a great impact on vocabulary acquisition. There is another unresolved issue, which is the inefficient use of digital tools and mobile-assisted language learning in vocabulary instruction. There are still a few empirical surveys





which reflect how these tools may be used for developing vocabulary acquisition in professional contexts. The last problematic point is the rapid evolution of business terminology, especially in the field of marketing or finance. There are still a lot of questions how to keep these instructional materials up to date.

**The purpose of the study** is to explore the processes and strategies involved in vocabulary acquisition in business English learning. It also examines the role of context, teaching methods, and technological tools in the development of vocabulary and language skills.

**Presentation of the main material.** A number of scholars highlight the importance of the four language skills in Business English instructions. All of the language skills have to be improved especially through reading and listening tasks [4, 5]. The texts should be based on current news, online newspapers and Business English coursebooks. Some of the articles unfortunately become outdated in coursebooks, thus online resources could be more useful in this way. Budinčić emphasizes GraphWords as a tool for visualizing word associations, the use of games (e.g., crossword puzzles) and speaking tasks (e.g., role plays) as vocabulary activation tools. Digital technology is also relevant in foreign language learning [3], especially in expanding specialized vocabulary. Using mobile -assisted language learning applications for instance dictionaries, and modern multimedia teaching tools such as online video platforms may help students to learn on their own schedules and they have more access to the information [10, 12, 16]. Virtual reality may significantly improve language learning experience in ESP instruction, although there are adaption difficulties to technical issues. It also supports language learners' motivation learning business environment [7]. Corpus-based Language Pedagogy is an other method for enhancing vocabulary. It uses collocation analysis, semantic prosody, and Extended Unit of Meaning (EUM) model to uncover usage patterns of polysemous business words. It uses the COCA corpus to see how business vocabulary is used in various business context [6]. This type of approach enables students to move beyond dictionary definitions and understand how words function in real-world communication. Moreover, it supports inductive learning by encouraging learners to formulate hypotheses about word usage based on corpus evidence. Finally, it strengthens critical language awareness, allowing students to question and analyze how business discourse is constructed in authentic professional settings.

According to several researchers task-based approach is an effective way of teaching vocabulary in business English context. It allows language learners to understand that language is an instrument for solving problems in everyday life. Students received real business tasks and throughout performing they not only memorize the words but also focus on the communications as well [14]. According to Tarasova [15] there are three types of Business English materials for teaching and learning: framework materials, authentic materials and tailor-made materials. These materials enable learners to create language that is directly relevant to their own experiences and contexts. Although authentic materials are not designed for teaching



English as a foreign language, they are still valuable for providing a real experience with native speakers [15, 2]. Comparing traditional way of learning business English using textbooks [7] and authentic materials there are strengths, limitations, and pedagogical implications of each strategy. According to Ferro [8] memory, metacognitive, and determination strategies are key elements of developing vocabulary. They help learners to organize, monitor, and actively engage with new lexical items, thus facilitating deeper retention and more effective usage in specific professional contexts. These strategies not only enhance long-term recall but also support learners to become more confident by selecting appropriate learning techniques, evaluating their progress, and adapting their approach based on task demands and language goals. The findings highlight the importance of strategy awareness and training to learn business and financial English vocabulary. Developing learner autonomy help students reflect on which strategies work best for them. The role of the teachers are also relevant contributors in vocabulary acquisition. They help students to choose the most appropriate methods for enhancing their vocabulary knowledge. They demonstrate how to use dictionaries, corpora, note-taking techniques and other digital tools. Moreover, they play an important role in selecting texts financial documents, reports, news, videos. In addition to this, the monitor language learners' strategies, provide feedback or encourage them with new techniques.

**Conclusion.** Vocabulary acquisition is a complex process in Business English intrusion that requires more than learning to technical terms. It involves developing lexical competence within authentic communicative situations and understanding the pragmatic functions of language in professional settings. There is a demand of global business communication, thus instructional approaches are needed. Incorporating corpus data, digital technology, virtual reality and task-based learning can significantly enhance vocabulary acquisition outcomes. Future research should explore longitudinal studies of vocabulary development in real workplace settings and examine the impact of AI-assisted learning tools on lexical retention and performance.

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