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INVESTIGATING VOCABULARY LEARNING STRATEGIES IN THE BUSINESS ENGLISH COURSE: A CASE STUDY

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Abstract: *This paper examines Business English vocabulary learning strategies among undergraduate students enrolled at The Faculty of Economic Sciences, “Constantin Brâncuși” University of Târgu Jiu, with a particular focus on identifying the learning strategies perceived by learners as most effective for vocabulary acquisition and practical use. In the context of an increasingly globalized business environment, proficiency in specialized English terminology has become essential for effective professional communication, including negotiation, presentations, and written correspondence. As a result, understanding how students acquire and retain Business English vocabulary, represents a key concern within English for Specific Purposes (ESP) research.*

Adopting a quantitative research design, the study employs a structured questionnaire given to a sample of 70 undergraduate students. The instrument explores learners’ engagement with a range of vocabulary learning strategies, including exposure to authentic business materials, use of digital platforms and mobile applications, as well as spoken and written practice in academic and simulated professional contexts.

The results reveal that regular interaction with real-world business content, such as authentic texts and professional communication scenarios, combined with the active and contextualized use of vocabulary, significantly enhances learners’ lexical knowledge and confidence.

Digital resources are also viewed positively, especially when they support autonomous learning and reinforce classroom instruction. Overall, the findings underscore the value of a blended learning approach that integrates technology-enhanced learning with traditional, instructor-led classroom activities. By highlighting learners’ strategic preferences, this study contributes to ongoing ESP research on vocabulary learning strategies in Business English and offers pedagogical implications for curriculum design in economics-related study programs.

Keywords: *Business English; Vocabulary Acquisition, Language Learning Strategies, Undergraduate Students, digital platforms;*

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1. INTRODUCTION

1.1 Background of the Study

In today's global economy, Business English plays a vital role being the primary language of international communication and the global lingua franca in business. As future business professionals, students in the field of management, finance and banking, tourism, marketing, informatic economics and accounting have to communicate effectively when engaged with international partners, understand global markets and participate in economic decision-making processes, however many students of The Faculty of Economic Sciences, "Constantin Brancusi" University of Targu Jiu, where the study was conducted, find it difficult to acquire and retain business vocabulary, as it differs from General English in both structure and usage.

Recent studies highlight vocabulary acquisition can be enhanced through exposure to authentic materials such as business journals, financial news, and professional communication platforms. Moreover, the rise of digital resources provides learners with opportunities to observe real-world business discourse. This study explores the learning strategies students use for the acquisition of their Business English vocabulary focusing on both traditional and modern approaches and aims to identify which strategies are most effective from students' perspectives.

1.2 Statement of the Problem

Although an English course is included in the first year of study, many of the students from The Faculty of Economic Sciences continue to struggle with understanding and using specialized business vocabulary accurately. Traditional teaching methods used in High Schools often emphasize memorization rather than contextual learning, which can limit retention and practical application. This study therefore seeks to fill this gap by identifying preferred strategies and examining how exposure to authentic business content, professional communication, and interactive activities contribute to vocabulary development.

1.3 Hypothesis of the Study

This study hypothesizes that students who regularly engage with authentic business materials, such as magazines, online articles, podcasts, and professional networks, demonstrate better vocabulary acquisition and usage in both spoken and written contexts than those relying solely on classroom instruction.

1.4 Research Questions

The study aims to answer the following questions:

1. What are the most common methods students use to learn their Business English vocabulary?
2. Which methods do students perceive as most effective for learning and retaining new business terms?

2. LITERATURE REVIEW

Vocabulary knowledge is a central component of communicative competence in English for Specific Purposes (ESP), as it enables learners to function effectively within discipline-specific professional contexts. In Business English, lexical competence allows students to interpret financial terminology,

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management discourse, and marketing language, and to engage meaningfully in professional communication. As Flowerdew and Peacock (2001) emphasize, mastering specialized vocabulary is essential for avoiding misunderstandings in professional environments such as economic transactions which can lead to costly errors. Manli (2019) argues Business English represents a deep integration of linguistic competence and professional business knowledge, encompassing fields such as economics, finance, accounting, management, and business law. Consequently, effective Business English instruction requires approaches that address both language use and disciplinary content.

Recent research has increasingly shifted its focus from general language learning strategies to more specific vocabulary learning strategies, reflecting the central role of lexis in second and foreign language acquisition. A substantial body of literature has proposed taxonomies of vocabulary learning strategies (Fan, 2003; Gu, 2003; Nation, 2001; Schmitt, 1997; Schmitt & Schmitt, 1993). Early work by Schmitt and Schmitt (1993) distinguished between strategies used for learning new lexical items and those employed for retaining previously acquired vocabulary**.** Building on this distinction, Gu (2003) categorised vocabulary learning strategies into metacognitive, cognitive, memory, and activation strategies**,** emphasizing their role in second language development. Similarly, Schmitt (1997), drawing on Oxford's (1990) framework, expanded vocabulary strategy classifications to include metacognitive, social, cognitive, and memory strategies**,** with particular attention to the processes involved in vocabulary retention. More recently, Fan (2003) further refined Gu's (2003) model by proposing a dual classification comprising primary strategies, such as guessing and dictionary use, and remembering strategies**,** including analysis, repetition, grouping, use of known words, and associative techniques.

Research in ESP has increasingly emphasized the role of learner engagement, relevance, and agency in language learning. Rubić and Dević (2026) demonstrate that student agency, particularly self-efficacy and task value, significantly influences engagement in ESP learning contexts. These findings suggest that learners' perceptions of usefulness and relevance are closely linked to their strategic behavior, especially in vocabulary acquisition for professional purposes.

Alqahtani (2015) found that learners who engage with authentic reading and listening materials beyond the classroom demonstrate higher retention rates than those relying solely on formal instruction. More recent studies underscore the growing impact of digital environments on vocabulary learning. Lee and Choi (2022) show that strategies combining repetition and feedback enhance vocabulary development, while Syairofi, Suherdi, and Purnawarman (2023) report that digital platforms and messaging applications facilitate sustained exposure to new lexical items.

Questionnaire-based investigations have further contributed to understanding learners' strategy use in ESP contexts. Sahbazian (2004) reported that university learners relied primarily on memory-based and simple cognitive strategies, such as bilingual dictionary use and memorization, while deeper cognitive strategies were less frequently employed. Similar patterns were observed in discipline-specific contexts by Yang (2005), who reported that nursing students learning medical terminology favored repetition and dictionary use, with more proficient learners employing a wider range of

strategies. Differences in strategy use across proficiency levels have also been documented by Komol (2011) and Pitukwong (2012), both of whom found that learners with higher proficiency or larger vocabulary size reported more frequent and varied strategy use.

More recent ESP-focused studies have addressed Business English vocabulary learning directly. Martins and Ferro (2021) found that accounting students employed a combination of determination and metacognitive strategies, particularly when working with discipline-specific texts. Similarly, Guerid (2025) reported that management students perceived authentic materials, digital resources, and communicative practice as the most effective strategies for Business English vocabulary acquisition.

The increasing integration of digital tools in ESP instruction has also been highlighted in the literature. It is noteworthy to mention Kohnke and Zou (2021) who demonstrated that mobile applications and multimedia resources support vocabulary development through learner autonomy, repetition, and contextualization. Professional networking platforms such as LinkedIn additionally expose learners to authentic business discourse, enabling observation of real-world language use and pragmatic conventions. Despite the growing body of ESP research on vocabulary learning strategies, relatively few studies have focused specifically on Business English vocabulary acquisition among students of economic sciences. Moreover, learners' own perceptions of strategy effectiveness remain underexplored. Addressing this gap, the present study investigates Business English vocabulary learning strategies among undergraduate students at the Faculty of Economic Sciences, with particular attention to their engagement with authentic materials and digital resources.

In order to explore students' Business English vocabulary learning strategies and their perceptions of effectiveness in a systematic and empirically grounded manner, the present study adopts a quantitative research approach. Given the exploratory nature of the research questions and the emphasis on learners' reported practices, a questionnaire-based design was considered the most appropriate method for collecting data from a relatively large student population. The following section outlines the research design, participants, research instrument, and data collection procedures employed in this study.

3. METHODOLOGY

3.1 Research Design

This study examined the use of vocabulary learning strategies by undergraduate students who were first-year students in the course Business English.
The study adopted a quantitative descriptive research design. A structured questionnaire was developed to collect data on students' preferred strategies for acquiring Business English vocabulary and their perceptions of the effectiveness of these strategies. The purpose was to guarantee that the questionnaire covered the strategies related to learning Business English vocabulary and that the students could understand the questionnaire completely. The researcher was present at the research site to explain the goal of the study. Students were told that their participation in the research is voluntary, were assured of the privacy of their answers, and that their responses would not influence their course scores.

3.2 Participants and Setting

The participants were 70 undergraduate students from the Faculty of Economic Sciences, "Constantin Brancusi" University of Targu Jiu, enrolled in their first academic year. All first-year students were required to take a compulsory English course. Both male (24.3%) and female (75.7%) students participated voluntarily in the study. They all had previously studied English, most of them started in kindergarten and a smaller number in secondary school.

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3.3 Research Instrument

Data were collected using 15-item Likert scale questionnaire (a self-developed questionnaire) ranging from *Strongly Agree (5)* to *Strongly Disagree (1)*, along with one open-ended question focusing on students' preferred instructional resources. The full questionnaire is provided in Appendix 1.

The questionnaire focused on strategies commonly used to develop Business English vocabulary, including:

1. Regular reading of business magazines, newspapers, and websites.
2. Following business leaders and companies on professional networking platforms (e.g., LinkedIn, Twitter).
3. Watching business news, interviews, and podcasts to learn vocabulary in context Instead of memorizing words in isolation
4. Practicing spoken communication with classmates or colleagues.
5. Writing business emails or short reports using newly learned vocabulary.
6. Using "Word of the Day" resources or mobile applications.
7. Playing vocabulary-related games or quizzes providing structured opportunities for practice and review.
8. Setting personal goals for vocabulary learning.
9. Practicing conversation with peers or professionals in business-related contexts.
10. Using newly learned vocabulary in writing tasks (e.g., essays, reports, summaries).
11. Regularly reviewing and revising newly learned business terms.
12. Using business vocabulary in daily conversations to reinforce retention.
13. Discussing business news in English with peers to practice terminology in context.
14. Setting weekly vocabulary goals and monitoring progress.
15. Maintaining a "mini-dictionary" or glossary to record new words, their definitions in English.

3.4 Data Collection Procedure

The questionnaires were administered during the English lectures or breaks. Prior to data collection, students were informed about the objectives of the study, assured of the confidentiality and anonymity of their responses, and encouraged to provide honest answers. Completed questionnaires were collected and processed using descriptive statistical techniques, specifically frequency and percentage analysis.

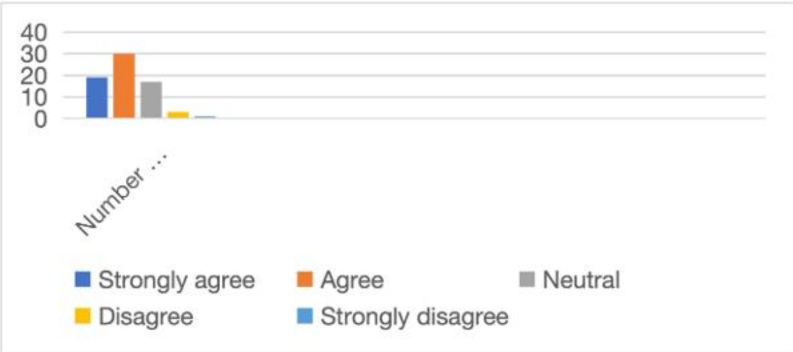
4. FINDINGS

This section presents the results of the questionnaire, focusing on students' reported use of Business English vocabulary learning strategies and their perceived effectiveness. The findings are presented through the distribution of responses across a five-point Likert scale, highlighting the most frequently used strategies as well as those perceived as most effective.

Question 1: Reading Business-Related Publications

The findings showed that 49 students (70%) agreed or strongly agreed that regularly reading business-related magazines, newspapers, and online articles supported business vocabulary learning. Additionally, 17 students (24.3%) were neutral, three of them (4.3%) disagreed and only one (1.4%) strongly disagreed. This suggests that reading business-related publications plays a significant role in expanding students vocabulary and enhancing their practical language use.

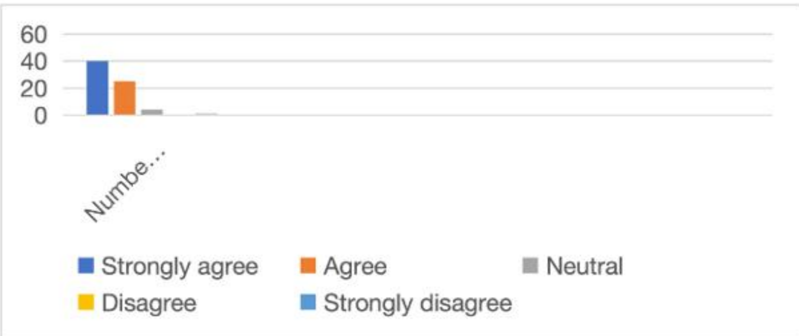
Figure 1. Distribution of responses for Question 1



Question 2: Use of Online Platforms

A total of 65 students (92.9%) agreed or strongly agreed that using online platforms such as LinkedIn, YouTube, and Coursera contributed to improving Business English vocabulary while four students (5.7%) were neutral and one student (1.4%) strongly disagreed. In summary, the results revealed that online platforms have a positive influence on vocabulary acquisition among students. This can be attributed to increased exposure to authentic Business English input, frequent interaction with domain-specific terminology, and opportunities for repeated practice in meaningful contexts. Online platforms also support autonomous learning by allowing students to control the pace, mode, and frequency of vocabulary engagement, thereby reinforcing retention and active use.

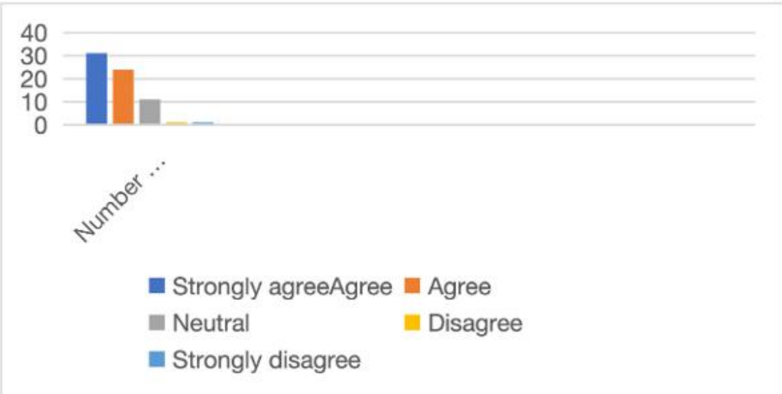
Figure 2. Distribution of responses for Question 2



Question 3: Business News and Podcasts

As Figure 3 shows, 55 students (78.6%) agreed or strongly agreed that following business news channels and podcasts helped improve their understanding of economic terminology. A smaller proportion of respondents, 11 students (15.7%), reported a neutral stance, while only four students (5.8%) expressed disagreement, including two students (2.9%) who disagreed and 2 students (2.9%) who strongly disagreed. These findings indicate a strong overall tendency toward positive perceptions of news and podcast-based exposure as an effective strategy for Business English vocabulary development.

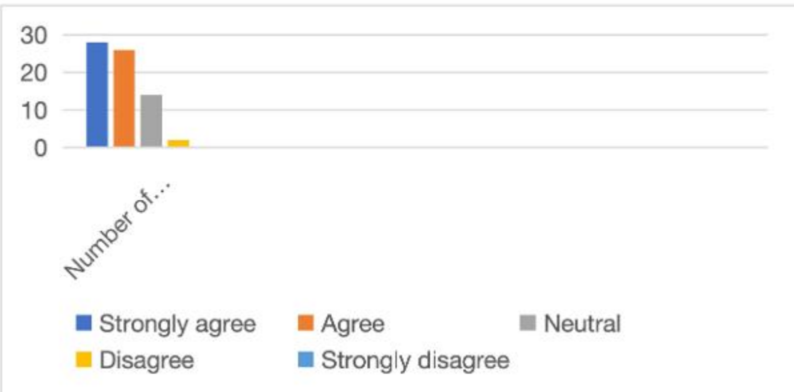
Figure 3. Distribution of responses for Question 3



Question 4: Practicing Dialogues and Presentations

A total of 54 students (77.1%) agreed or strongly agreed that practicing business-related dialogues or presentations contributed to improved vocabulary retention. 14 students (20.0%) remained neutral, whereas a very small proportion of respondents (2.9%) reported disagreement, and no students strongly disagreed. These results suggest that active oral production tasks are widely perceived as beneficial for reinforcing vocabulary learning in Business English contexts.

Figure 4. Distribution of responses for Question 4



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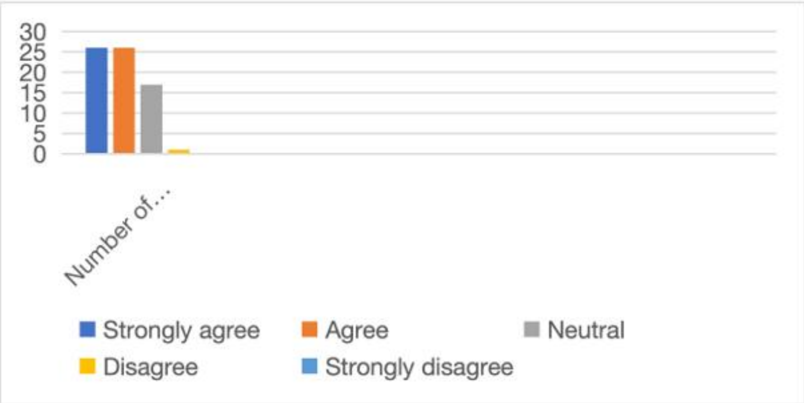
Question 5: Peer Communication in English

A number of 26 students (37.1%) strongly agreed and the same number, 26 students (37.1%) agreed that communicating in English with classmates about business-related topics contributes to vocabulary learning. Although nearly a quarter of respondents (24.3%) remained neutral and one student (1.4%) disagreed. The very low level of disagreement suggests that peer interaction is widely perceived as a beneficial learning practice.

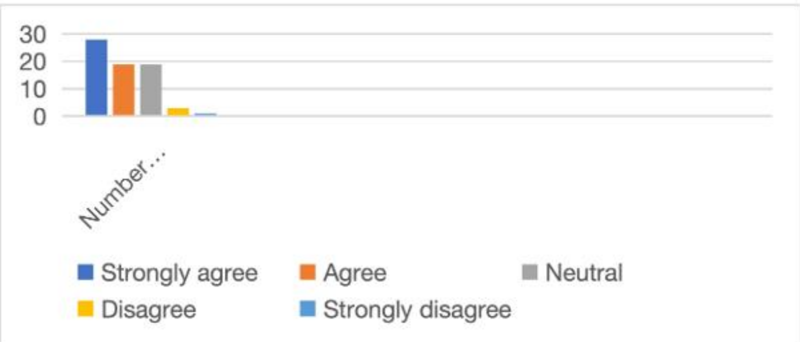
Figure 5. Distribution of responses for Question 5



Question 6: Writing Business E-mails or Summaries

A total of 28 students (40%) strongly agreed and 19 students (27.1%) agreed that writing business emails or summaries helps retain new vocabulary while 19 students (27.1%) remained neutral. Three students (4.3%) disagreed, and only one student (1.4%) strongly disagreed. This finding can be explained by the fact that writing tasks require deliberate and conscious processing of vocabulary, as learners must actively select, organize, and accurately use business-specific terminology.

Figure 6. Distribution of responses for Question 6



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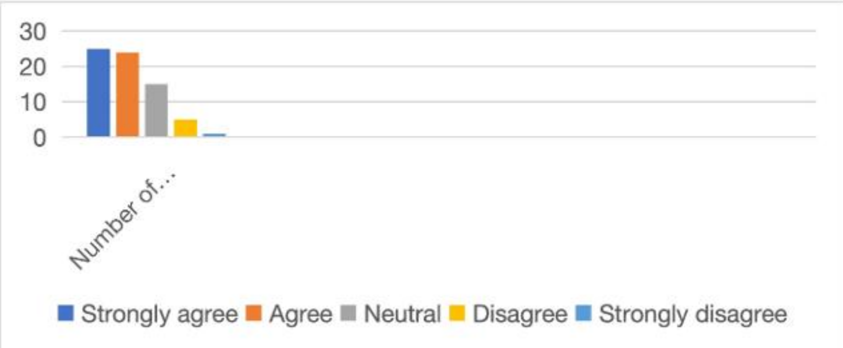
Question 7: Speaking Opportunities

49 students (70.0%) agreed or strongly agreed that having opportunities to speak English in academic or business discussions improves vocabulary acquisition. 15 students (21.4%) expressed a neutral position, five students (7.1%) disagreed, and one student (1.4%) strongly disagreed. The distribution of responses indicates a generally positive perception of spoken interaction as a vocabulary learning strategy.

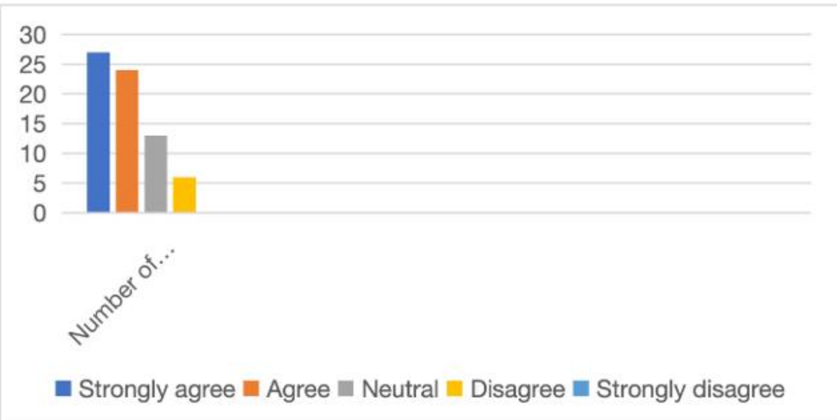
Figure 7. Distribution of responses for Question 7



Question 8: Vocabulary Notebooks or Digital Lists

The findings indicate a clearly positive perception of vocabulary record-keeping as a learning strategy among students. A total of 27 students (38.6%) strongly agreed and 24 students (34.3%) agreed that keeping a notebook or a digital list of new business vocabulary is an effective way to support vocabulary acquisition. 13 students (18.6%) expressed a neutral position, which may suggest that they are either uncertain about the effectiveness of the strategy or have limited experience using it. Only a small proportion of respondents (8.6%) disagreed and nobody strongly disagreed.

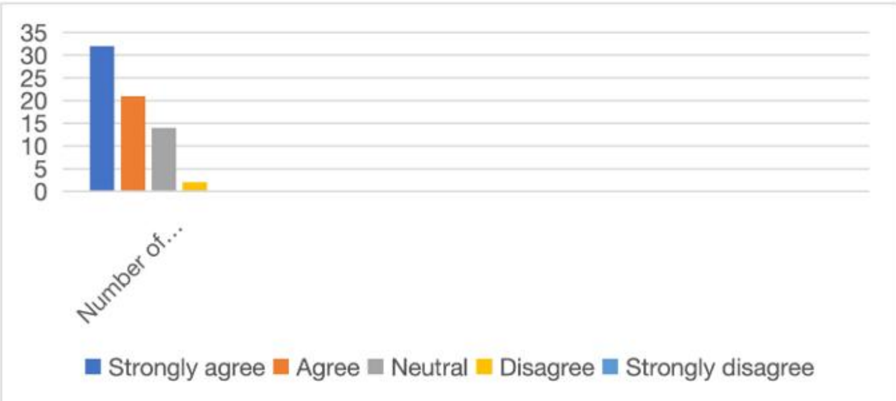
Figure 8. Distribution of responses for Question 8



Question 9: Reviewing and Revising Vocabulary

Figure 9 indicates a strong consensus among participants regarding the effectiveness of regular vocabulary review and revision for long-term retention. 32 respondents (45.7%) strongly agreed and 21 agreed (30.0%) that revisiting newly learned words on a regular basis significantly supports their ability to remember and use vocabulary over time. This suggests that systematic repetition and reinforcement play a crucial role in consolidating lexical knowledge. Meanwhile, 14 students (20.0%) were neutral, which may reflect variability in individual learning preferences or inconsistent use of revision strategies. Only a very small proportion of participants disagreed with this statement, with two students (2.9%) disagreeing and just one student (1.4%) strongly disagreeing.

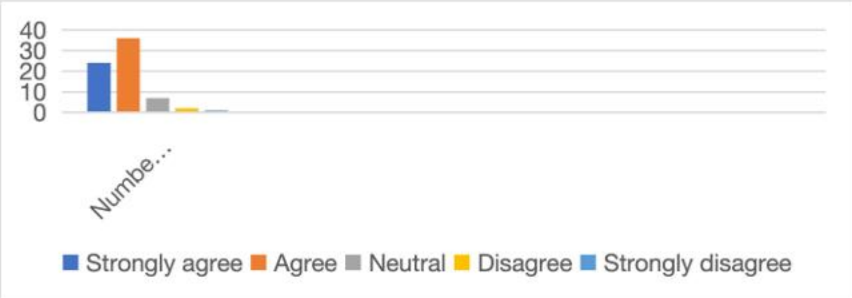
Figure 9. Distribution of responses for Question 9



Question 10: Using Vocabulary in Daily Conversations

Figure 10 demonstrates a very strong positive perception of the role of daily conversational use in developing Business English vocabulary. A majority of participants reported favorable views, with 24 students (34.3%) strongly agreeing and 36 students (51.4%) agreeing that frequently using business-related vocabulary in everyday conversations contributed significantly to improving their lexical competence. This high level of agreement suggests that active, communicative use of vocabulary enables learners to internalize terms more effectively and develop greater confidence in applying them in real-life business contexts. A smaller proportion of students, seven respondents (10.0%), remained neutral, possibly indicating limited opportunities to engage in business-related conversations outside the classroom or uncertainty about the direct impact of informal practice. Only a few participants expressed disagreement, with two students (2.9%) disagreeing and one student (1.4%) strongly disagreeing.

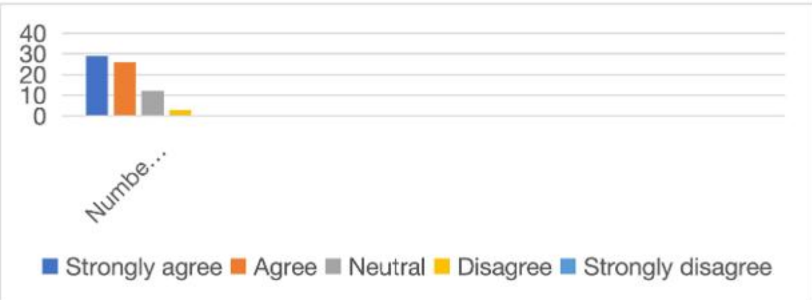
Figure 10. Distribution of responses for Question 10



Question 11: Using Vocabulary in Writing

The results in Figure 11 reveal a strong positive perception of writing as an effective strategy for developing Business English vocabulary. 29 respondents (41.4%) strongly agreed and 26 respondents (37.1%) agreed that incorporating newly learned vocabulary into written tasks contributed to improving their business-related lexical knowledge. This suggests that writing activities such as composing emails, reports, summaries, or case analyses provide learners with opportunities to process vocabulary more deeply and to use it in structured, contextually meaningful ways. A smaller group of participants, 12 students (17.1%), expressed a neutral position, which may reflect differences in writing confidence, limited exposure to extended writing tasks, or a preference for oral rather than written practice. Only three students (4.3%) disagreed, and none of the respondents strongly disagreed, indicating an acceptance of writing as a beneficial vocabulary-learning tool.

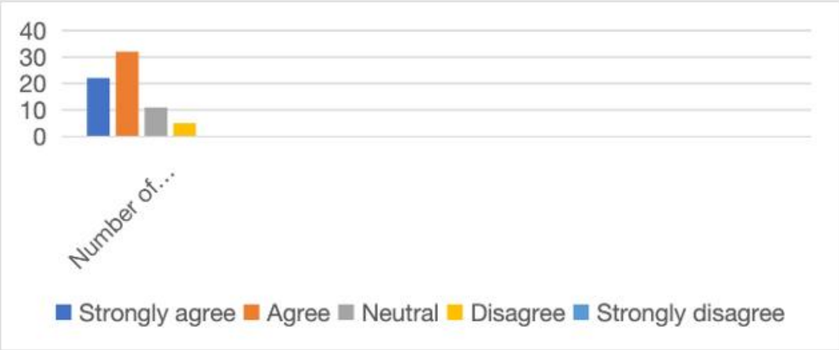
Figure 11. Distribution of responses for Question 11



Question 12: Setting Weekly Vocabulary Goals

As Figure 12 shows, 22 respondents (31.4%) strongly agreed and 32 respondents (45.7%) agreed with setting weekly vocabulary goals. This suggests that goal setting may help learners structure their study efforts, maintain motivation, and monitor their progress more effectively over time. 11 students (15.7%), reported a neutral position, which may indicate uncertainty about how to set realistic goals or inconsistency in applying this strategy independently. Additionally, five students (7.1%) disagreed with the statement, possibly reflecting challenges such as time constraints, cognitive overload, or a preference for more flexible learning approaches and no respondents strongly disagreed.

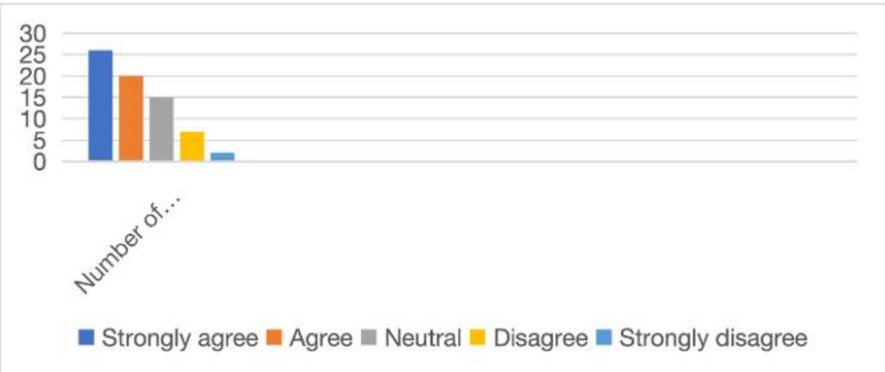
Figure 12. Distribution of responses for Question 12



Question 13: Vocabulary Learning Apps

The results in Figure 13 show a generally favorable perception of vocabulary learning apps as supportive tools for Business English vocabulary development. 26 respondents (37.1%) strongly agreed and 20 respondents (28.6%) agreed that mobile or digital vocabulary applications were useful for learning purposes. This indicates that such apps are valued for features such as accessibility, interactive practice, and opportunities for repeated exposure to vocabulary outside the classroom. However, 15 respondents (21.4%) remained neutral, which may suggest inconsistent use of these applications or uncertainty regarding their effectiveness compared to more traditional learning strategies. Seven students (10.0%) disagreed and two students (2.9%) strongly disagreed, pointing to potential limitations, such as lack of contextualized practice, over-reliance on memorization, or personal preferences for face-to-face or paper-based learning methods.

Figure 13. Distribution of responses for Question 13



Question 14: Word Games and Flashcards

As Figure 14 shows, a majority of participants reported positive perceptions, with 27 students (38.6%) strongly agreeing and 25 students (35.7%) agreeing that interactive games and flashcard activities facilitate engagement and reinforce memory through active recall. 16 respondents (22.9%)

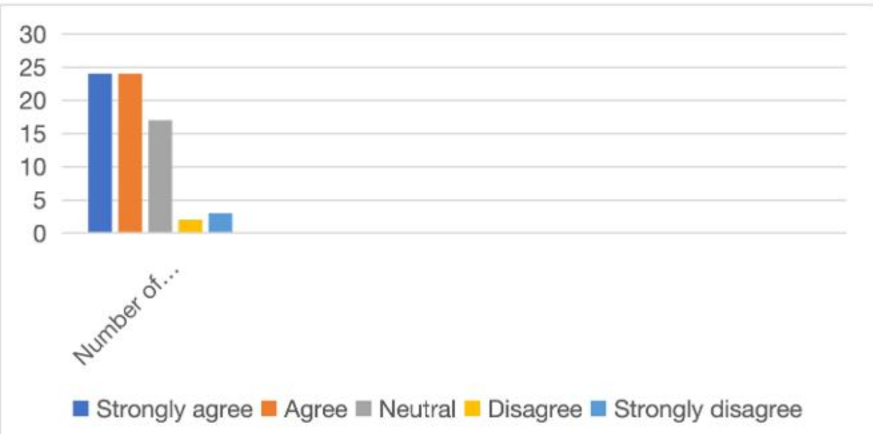
expressed a neutral position, which may reflect differences in learning styles or varying levels of exposure to such activities in formal instructional settings. Only two students (2.9%) disagreed, and none strongly disagreed.

Figure 14. Distribution of responses for Question 14

Question 15: Discussing Business News with Peers

Figure 15 suggests a generally positive perception of discussion-based activities, such as talking about business news with peers, as a means of developing Business English vocabulary. An equal proportion of students reported that engaging in such discussions was beneficial for vocabulary learning with 24 respondents (34.3%) strongly agreeing and 24 (34.3%) agreeing. This indicates that collaborative dialogue and exposure to current business topics can support contextualized vocabulary use and enhance learners' understanding of specialized terminology. At the same time, 17 students (24.3%) neither agreeing nor disagreeing. This neutrality may reflect limited confidence in spontaneous speaking, unequal participation in group discussions, or insufficient background knowledge of business news topics. A small number of respondents expressed negative views, with two students (2.9%) disagreeing and three students (4.3%) strongly disagreeing, suggesting that discussion-based practices may not be equally effective for all learners.

Figure 15. Distribution of responses for Question 15



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Question 16: Open-Ended Responses

Analysis of the open-ended responses revealed a strong preference for:

- Podcasts and audiobooks
- Videos and YouTube content
- Games and interactive activities
- Real-world business case studies
- Speaking, debating, and communication tasks
- Interactive Apps
- E-books, movies, newspapers
- Discussions with businessmen from the area
- Audiobooks, interactive exercises, online tests
- Business articles, case studies, real-world examples from Harvard, business magazines (Forbes, The Economist)
- Course syllabus
- Speaking, reading and listening activities
- Use of social platforms
- Writing activities such as business emails
- Discussion using business words
- Online tools, flashcards, business related podcasts
- Reading and speaking activities
- Business articles, short texts, easy vocabulary exercises
- Flashcards, songs, quizzes
- Online news, music, photos

4.Discussion

The present study aimed to find the preferences of business vocabulary learning strategies among undergraduate students of The Faculty of Economic Sciences. The results indicate that authentic exposure to real-world business language, digital resources, and active use of vocabulary are perceived by students as the most effective strategies for Business English vocabulary acquisition.

High levels of agreement for reading business texts, engaging with online platforms, and using vocabulary in spoken and written communication suggest that learners benefit most from contextualized and meaningful language use, consistent with findings in ESP research.

Results show that online platforms (e.g., LinkedIn, YouTube, Coursera, vocabulary-learning apps) are widely used by students to improve Business English vocabulary. Most students expressed positive attitudes toward digital learning tools, particularly those that combine visual input, repetition, and contextual usage. This strong endorsement of digital platforms and multimedia resources emphasizes the role of technology in vocabulary development, while the moderate neutrality observed for writing-based strategies suggests the need for structured pedagogical support. Practice-oriented strategies, such as: writing business emails or summaries, using newly learned vocabulary in class discussions, speaking English in academic or professional contexts received consistently positive evaluations. Students indicated that active use of vocabulary, both spoken and written, helped consolidate learning and improve retention.

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However, students could not agree for strategies requiring sustained effort (e.g., setting weekly vocabulary goals), indicating that motivation and time constraints may affect long-term strategy use.

Strategies such as: keeping vocabulary notebooks, regularly reviewing learned terms, using flashcards or word games received moderate to high levels of agreement. While students acknowledged their usefulness, these strategies were less frequently used compared to digital and exposure-based approaches. This suggests a shift away from traditional vocabulary-learning techniques toward more dynamic and context-driven methods.

Furthermore, the open-ended responses reinforce the value of interactive, multimodal, and professionally relevant instructional practices, supporting a blended approach to Business English instruction.

With regard to the first research question, the findings indicate that students most commonly rely on authentic reading materials and digital platforms to develop their Business English vocabulary. In response to the second research question, strategies involving active use, repetition, and contextualized exposure, particularly speaking, reviewing, and digital engagement were perceived as the most effective for vocabulary retention.

A further limitation of the study is that it neither differentiates learners according to proficiency level nor includes the instructors' perspective since vocabulary strategy effectiveness is frequently mediated by assessment practices, this absence restricts the interpretation of why certain strategies are perceived as valuable and others not.

5. Conclusions and recommendations

This study investigated the Business English vocabulary learning strategies used by the undergraduate students of the Faculty of Economic Sciences, with particular attention to learners' perceptions of strategy effectiveness. The findings indicate that students who regularly engage with authentic business materials, such as financial news, digital platforms, and professional networks, report higher levels of vocabulary development than those who rely primarily on textbook-based instruction.

Moreover, a combination of receptive and productive strategies, including reading, listening, speaking, and writing, supports both vocabulary retention and application in spoken and written communication. Strategies involving real-world language use and interaction were consistently perceived as more effective than isolated or purely memorization-based approaches.

From a pedagogical perspective, the findings highlight the importance of integrating authentic business content into Business English courses for students from the Faculty of Economic Sciences. Learning tasks that involve real business texts and communicative activities, such as real-world business case studies, discussing company news, or drafting professional emails, are needed to be designed by instructors in order to contextualize vocabulary learning.

At the institutional level, encouraging student participation in webinars, online professional communities, and digital learning platforms may further enhance vocabulary development of Business English. Such practices support a blended instructional approach that aligns academic instruction with the demands of real-world business environments.

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Appendix 1: Questionnaire on Business English Vocabulary Learning Strategies

Instruction: This questionnaire aims to explore students' strategies for developing Business English vocabulary. Please read each statement carefully and tick (✓) the box that best represents your response. Your responses will remain confidential and will be used for academic purposes only.

Gender: ☐ F ☐ M

Program of Study:

☐ Accounting and management informatics ☐ Finance and Banks

☐ Economic informatics ☐ Economy of commerce, tourism and services

☐ Management ☐ Economy and Economic Communication in Business

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Regularly reading business-related magazines, newspapers, and online articles (e.g., The Economist, Forbes, Financial Times).	☐	☐	☐	☐	☐
2	Using online platforms (LinkedIn, YouTube, Coursera) to access business-related English content.	☐	☐	☐	☐	☐
3	Following business news channels and podcasts to improve my understanding of economic terms.	☐	☐	☐	☐	☐
4	Practicing business-related dialogues or presentations in English.	☐	☐	☐	☐	☐
5	Using English when communicating with classmates about economic or business topics.	☐	☐	☐	☐	☐
6	Writing business emails or summaries to retain new vocabulary.	☐	☐	☐	☐	☐
7	Having opportunities	☐	☐	☐	☐	☐

	to speak English in business or academic discussions.					
8	Keeping a notebook or digital list of new business vocabulary.	☐	☐	☐	☐	☐
9	Regularly reviewing and revising new words to remember them.	☐	☐	☐	☐	☐
10	Using the business words learned in the English class in daily conversations.	☐	☐	☐	☐	☐
11	Using the business words learned in the English class in writing.	☐	☐	☐	☐	☐
12	Setting personal goals for learning a specific number of business words each week.	☐	☐	☐	☐	☐
13	Using vocabulary learning apps (e.g., Quizlet, Memrise, WordUp).	☐	☐	☐	☐	☐
14	Playing word games or using flashcards to memorize business terms.	☐	☐	☐	☐	☐
15	Discussing business news in English with friends or peers to practice.	☐	☐	☐	☐	☐
16	What type of resources would you like your teachers to provide to improve your business vocabulary?					