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ADDRESSING TERMINOLOGICAL CHALLENGES IN ENGLISH FOR ECONOMICS STUDENTS

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Abstract

Mastering subject-specific terminology in English is essential for students of economics; however, many learners face considerable challenges in acquiring such specialized vocabulary. This article explores the root causes of lexical difficulties, their impact on the learning process, and strategies for overcoming them. Particular attention is given to students' limited exposure to economic texts, lack of targeted exercises, and curricular gaps in language education. The author advocates for greater integration of language and subject content, proposing collaborative modules and practical tasks to improve students' lexical competence.

Keywords: specialized vocabulary, economic terminology, language proficiency, economics education, academic English

Introduction

Understanding and correctly using English terminology is of critical importance for students in the field of economics. Proficiency in economic vocabulary not only supports written academic performance but also facilitates effective verbal communication—especially in presentations, interviews, and discussions. Unfortunately, many students struggle with unfamiliar and complex terminology.

Challenges in Acquiring Economic Terminology Several factors contribute to students' difficulties in mastering English-language economic terms:

1. **Limited Exposure to Authentic Materials:** Students are often not provided with sufficient opportunities to engage with original academic articles, analytical reports, and statistical documents. This lack of exposure diminishes their sensitivity to terminological nuance and contextual usage.



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2. **Insufficient Practice:** There is often a lack of exercises specifically designed to strengthen vocabulary. Students rarely encounter glossaries, contextual vocabulary tasks, or applied terminology exercises, which inhibits their ability to actively use new terms.

3. **Methodological Gaps:** Many educators lack effective strategies for teaching subject-specific vocabulary. As a result, language instruction often focuses on general skills, with little emphasis on domain-specific terminology.

4. **Low General English Proficiency:** A weak foundation in English makes it difficult for students to understand terms even within basic contexts, hindering their ability to recall and correctly apply vocabulary in coherent speech or writing.

5. **Quality of Teaching Materials:** Many textbooks and manuals rely heavily on translated content, often of subpar linguistic quality. These translations can misrepresent meanings and discourage proper understanding and usage of terms.

Recommendations for Improvement To address these issues, collaboration between English language instructors and economics faculty is essential. Jointly designed modules should include:

- Vocabulary exercises and glossaries tailored to economics
- Interactive assignments and case studies
- Reading banks containing authentic economic texts
- Terminology dictionaries with definitions and examples

Such initiatives not only build vocabulary but also enhance students' analytical and interpretive skills when engaging with economic discourse.

Conclusion

Solving the problem of inadequate acquisition of English economic terminology requires more than increased classroom hours. It calls for a quality-centered, collaborative approach that promotes the active use of specialized vocabulary. By integrating real-world context into language instruction, students can improve both their general language literacy and professional readiness, enabling them to participate confidently in global economic dialogue.



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