

Exploiting Advanced Information Technologies More Fully in Business English Courses

ZUZANA HRDLIČKOVÁ

University of Economics in Bratislava
Bratislava, Slovakia

Abstract: Advanced information technologies have increased the demand for highly skilled knowledge workers. Higher education is seen as the focal point for the knowledge economy. The purpose of a business English e-course in LMS Moodle is to provide undergraduates with concepts of business and economics from online articles of English-language newspapers and magazines, to develop their comprehension of business and economics texts, and to provide them with opportunities to express concepts both verbally and in writing. The paper is part of the KEGA Project 'Idioms in Business Communication' carried out at the Faculty of Applied Languages. It aims to demonstrate the challenging work of 20 students of the Faculty of Economic Informatics over one semester. A questionnaire about working in Moodle and both quantitative and qualitative analyses of texts will be applied. Via a quantitative analysis, individual corpuses of business texts will be built. Consequently, a qualitative analysis will reveal readers' preferences in chosen topics.

Keywords: text; vocabulary; reading skill; technology; literacy.

JEL Classification: A2: Education, Pedagogy, A220: Undergraduate Curriculum, Undergraduate Teaching

1 Introduction

The Department of English Language of the Faculty of Applied Languages provides courses in business English entitled 'Business English for Advanced Students I, II, III.' Irrespective of an acquired English language level – B1 (Intermediate English) or B2 (Upper-Intermediate English) or C1 (Advanced English) in concordance with CEFR (Common European Framework of Reference for Languages) – undergraduates have to follow *Market Leader Business English Course Book Upper Intermediate* [4]. During the semester, they study four units and at the end of the semester, they are examined on the semester's work via common departmental testing that focuses on vocabulary, grammar, reading comprehension, and writing a summary. On the basis of achieved results in testing, it can be stated that undergraduates put a lot of effort in written examinations. In order to help them attain a C1 English language level, as the undergraduate curriculum guarantees, the Department of English Language has launched the KEGA Project aimed at developing reading literacy in English and improving communication. So far, 395 students from different faculties of the university have participated in it and had to tackle challenging tasks.

In the summer semester of 2017/18 twenty first-year students from the Faculty of Economic Informatics (FHI) joined the project. It was a mixed group of students; 8 with a B1 English language level and 12 with a B2 English language level. Apart from the compulsory subject matter, mainly focused on management, they worked individually to accomplish a demanding task. They were asked to find an online English-language newspaper or magazine in order to read 12 texts of their interest, to get the main idea of each one, to focus on unknown words, and to find at least two idioms in each one. By means of authentic articles in the main sources – *MoneyWeek*, *Adweek*, and *Elite Business*, as well as others – *Forbes*, *The Independent*, and *The Guardian* – they improved their reading skills, extended their previous knowledge, and broadened their horizons.

The paper tries to show how undergraduates can become more knowledgeable by working with texts in LMS Moodle and getting immediate feedback from their lecturers. The purpose of a business English e-course was to supplement the traditional one. Although students faced difficulties and overcame obstacles, research findings revealed in a questionnaire prove that students were interested in working with online texts as well as acquiring economic concepts and idioms from them. Needless to say, they developed reading, media, information, financial, and cultural literacies at the same time.

2 Gaining knowledge from authentic articles

Everyone dealing with English for business studies needs to have wide, specialized vocabulary to communicate successfully in English. In a traditional business English course, learners acquire new vocabulary in vocabulary sections as well as by working with texts in reading sections in *Market Leader Business English Course Book* [4] that include interesting and relevant texts from *The Financial Times*, *Bloomberg Businessweek*, *The Telegraph*, *The Sunday Times*, *CBS*, and *The Corporate Knights*. However, business English is not only about acquiring new vocabulary, doing grammar exercises, reading articles, or writing summaries. It is, first and foremost, about skills.

Duttlinger, Fanizza-Scheiper and Linares i Zapater [9] describe many communication activities in which management, business and engineering students are involved, and duties they perform during their study, e.g. attending lectures, solving case studies, working in teams, giving presentations, writing academic papers, term papers, articles, summaries, or reports, working with textbooks, using the Internet, reading, understanding and following instructions, taking examinations, studying abroad within mobility, and having socio-cultural skills. To manage these activities and duties, more time should be devoted to developing skills within genres, such as attending lectures with discussions, giving presentations, reading several texts, writing analyses or syntheses, understanding official documents, writing letters, and having conversations.

To develop business skills, Donna [5] suggests practising activities such as talking to clients, telephoning, dealing with visitors, talking to colleagues, reporting to foreign managers, participating at meetings, negotiating, note-taking, giving presentations, writing e-mails, report-writing, and understanding the news. Taylor [15] provides tips for improving business English that are included in sections on networking, socialising, presentations, telephoning, negotiations, writing e-mails, meetings, reading business texts, listening, business vocabulary, and grammar.

If learners want to keep their English up to date and practise their reading skills, they should read British or American newspapers occasionally. Newspapers use modern vocabulary and expressions aimed at native speakers. Learners should start by choosing one of the more serious papers, such as *The Times*, *The Guardian*, *The Washington Post*, or *The Sarasota Herald-Tribune*. Tabloid newspapers, such as *The Sun* are filled with idioms, slang, and national pop culture references, which often make them more difficult to understand. Learners should also try one of these papers later [15]. Joyce [13] believes that newspapers are a useful tool for improving reading skills in the ELT classroom. She encourages students to read newspapers outside the classroom because ongoing reading can help them discuss ideas more fluently as well as read and understand a whole variety of texts. In Budden's view [2], learners should read the news. The four main media sources – TV, the Internet,

newspapers/magazines and radio – give them opportunities to consider their advantages, to talk about the news and express their own opinions.

In agreement with the above-mentioned scholars, Hrdličková [12] focuses on reading texts and understanding the news – the basic skills business English students need to develop. She states that reading enables them to improve their reading skills and, with the help of a lecturer, to learn essential vocabulary. Additionally, it allows them to broaden their knowledge and keep up with national or international economic developments.

3 Knowledge, Management, and Knowledge Management

Businesspeople or students dealing with business English engage in various activities, such as management, marketing, operations, finance, accounting, and information technology. Students must be educated to acquire sound knowledge from the functional areas of business and economics. Moreover, since businesses run on internal and external communication, students and employees need to be trained to be effective communicators.

‘Knowledge’, as Lea et al. [14] state, can be understood as understanding of a subject that is gained through study, research or experience, or the state of knowing about a particular fact or situation. If economics students want to be knowledgeable about economic and business activities, they must read a lot of mandatory and optional literature as well as supplementary materials. They must be aware of the proverbial ‘knowledge is power’. The more one knows, the more one can control. Equipped with considerable knowledge from the university, they might set up and manage their own business, work as managers in small- or medium-sized businesses, or work in big international companies and multinationals.

To manage an organization or to lead a group of people, one needs to have basic knowledge of the field of management. Drucker in Cole and Kelly [3], who is often called ‘The Father of Modern Management’, states that ‘management’ is concerned with the systematic organization of economic resources and its task is to make these resources productive [3]. According to Lea et al. [14], ‘management’ is a description of a variety of activities carried out by those members of organizations whose role is that of a ‘manager’, i.e. a person who is in charge of running a business or a similar organization, or part of one, or a person who either has formal responsibility for the work of people in the organization or who is accountable for specialist advisory duties in support of key management activities. Well-known classification of the tasks of a manager comes from Drucker [7]. The work of a manager can be divided into five tasks: planning (setting objectives), organizing, integrating (motivating and communicating), measuring performance, and developing people. Bartol and Martin [1] discuss the activities such as planning and decision making, organising, leading, and controlling. Cole and Kelly [3] summarise the groupings of management activities as follows: planning, organising, motivating, and controlling.

Drucker [8] states that the most important contribution of management in the 20th century was an increase in the productivity of the manual worker in manufacturing. The most important contribution management needs to make in the 21st century is to increase the productivity of knowledge work and knowledge workers. The most valuable asset of a 20th-century company was its productive equipment. In contrast, the most valuable asset of a 21st-century institution will be its knowledge workers and their productivity.

Drucker [6] predicted that the major changes in society would be brought about by information. He argues that knowledge has become the central, key resource that knows no

geography. Drucker's definition of knowledge is as follows: *'The knowledge that we consider knowledge proves itself in action. What we now mean by knowledge is information in action, information focused on results.'* In his view, the largest working group will be 'knowledge workers', i.e. people whose job involves producing or processing information. Every knowledge worker in a modern organization is an 'executive' if, by virtue of his/her position or knowledge, he/she is responsible for a contribution that materially affects the capacity of the organization to perform and to obtain results [6]. He states that new industries will employ mainly knowledge workers rather than manual workers. The defining characteristic of these knowledge workers is the level of their formal education. Therefore, education, development, and training, will be the central concern of a knowledge society.

Drucker states that in developed countries, the main challenge is to make knowledge workers more productive. They have become the largest single group in the workforce of every developed country. It is on their productivity, first of all, that the future prosperity – and indeed the future survival – of the developed economies will increasingly depend.

Dealing with management, it is necessary to understand the term 'knowledge management' (KM), as well. For instance, Firestone [10] describes KM as human activity that is part of the 'knowledge management process' (KMP) of an agent or collective. The KMP is an ongoing, persistent, purposeful network of interactions among human-based agents, through which the participating agents aim at managing (handling, directing, governing, controlling, coordinating, planning, and organizing) other agents, components, and activities participating in the basic knowledge processes (knowledge production and knowledge integration) in order to produce a planned, directed, unified whole, producing, maintaining, enhancing, acquiring, and transmitting the enterprise's knowledge base. This definition is another way of stating the idea that KM is management of KLC and its outcomes.

In specifying KM further, it needs to be said that the KMP is a business process. Firestone [10] breaks it down further into three task clusters: interpersonal behaviour, knowledge processing behaviour, and decision making behaviour. Each cluster then must be further categorized into several clusters.

In brief, the nature of knowledge management is that it is a complex process that consists of the task clusters broken down into task patterns, executed by agents through decision cycles composed of planning, acting, monitoring, and evaluating activities. Further specification of KM, therefore, involves breaking down these task clusters [10].

Bruce Karney in Garfield [11] describes 'knowledge management' as the process of improving the job performance of knowledge workers by eliminating relevant ignorance and inability as quickly and inexpensively as possible and providing the proper environment, motivation and role models.

The simple definition comprises a very broad range of worthy activities, including: a) identifying internal or external proven practices and adopting them as standards, b) making sure that useful innovations move quickly throughout the organization, c) useful training efforts, d) internal communication and journalism, and e) managing, coaching and mentoring.

To sum up, knowledge management is simply management – of people and of processes – in any organization that is predominantly made up of knowledge workers. Because knowledge resides in people, knowledge management is people management – and must address the hearts, as well as the brains, of the workforce.

4 Research – material, methods, and participants

The research aims to demonstrate the challenging work of 20 first-year students from the Faculty of Economic Informatics participating in the KEGA Project. Apart from four units – *Job satisfaction*, *Risk*, *Management styles*, and *Team building* – in *Market Leader Business English Course Book* [4], they were asked to read articles related to the four units, or later of their individual interests, in online English-language newspapers or magazines. A majority of students read *Adweek*, *MoneyWeek*, and *Elite Business*. Since *Forbes*, *The Guardian*, and *The Independent* were read by other groups of students participating in the project, only four students read these sources. The ones chosen for the research are described briefly.

MoneyWeek is a weekly investment magazine that covers financial and economic news and provides commentaries and analyses across the UK and global markets. It is the UK's best-selling financial magazine.

Adweek is a weekly American advertising trade publication that covers creativity, client-agency relationships, global advertising, accounts in review, and new campaigns. It is the leading source of news and insight serving the brand marketing ecosystem and the second-largest advertising trade publication.

A quarterly *Elite Business* magazine catalogues ongoing business trends facing primarily UK businesses but with an eye towards international events. Each issue promises an on-hand look at start-ups and small- and medium-sized enterprises, their success and the challenges that they face in the modern business climate.

Forbes is an American business magazine featuring original articles on finance, industry, investing and marketing topics as well as reporting on related subjects like technology, communications, science, politics, and law.

On the basis of the above presented information, both quantitative and qualitative analyses of articles will be carried out. The main aim of a quantitative analysis is to build a corpus of articles read by individual students. Subsequently, a qualitative analysis will identify the functional areas of business and economics. A questionnaire will reveal whether students faced any problems and how they evaluate working in LMS Moodle.

5 Results and discussion

From the following research findings it is evident that the participants took this task seriously. Each student was supposed to read 12 texts in order to be able to summarise them, to get the main idea, and to investigate them for idioms. They worked individually, read different articles, and found lots of idioms. It can be seen that individual students built corpuses of different length. Two out of nineteen students did not join the project as they had serious problems with English. However, there were also two other students who did not pass a standardised written examination once or twice, and subsequently they did not complete this task in LMS Moodle.

Figure 1 shows the assignments in a business English e-course in MLS Moodle. As it can be seen, in the summer semester of 2017/18, students from the Faculty of National Economy, the faculty of Commerce, the Faculty of International Relations, and the Faculty of Informatics joined the project. Within Unit 8 *Team building*, students from the Faculty of Informatics submitted their work with Texts 10, 11, and 12 to Moodle in order to get feedback from their lecturer. Moreover, the same students had the possibility to improve their grammar.

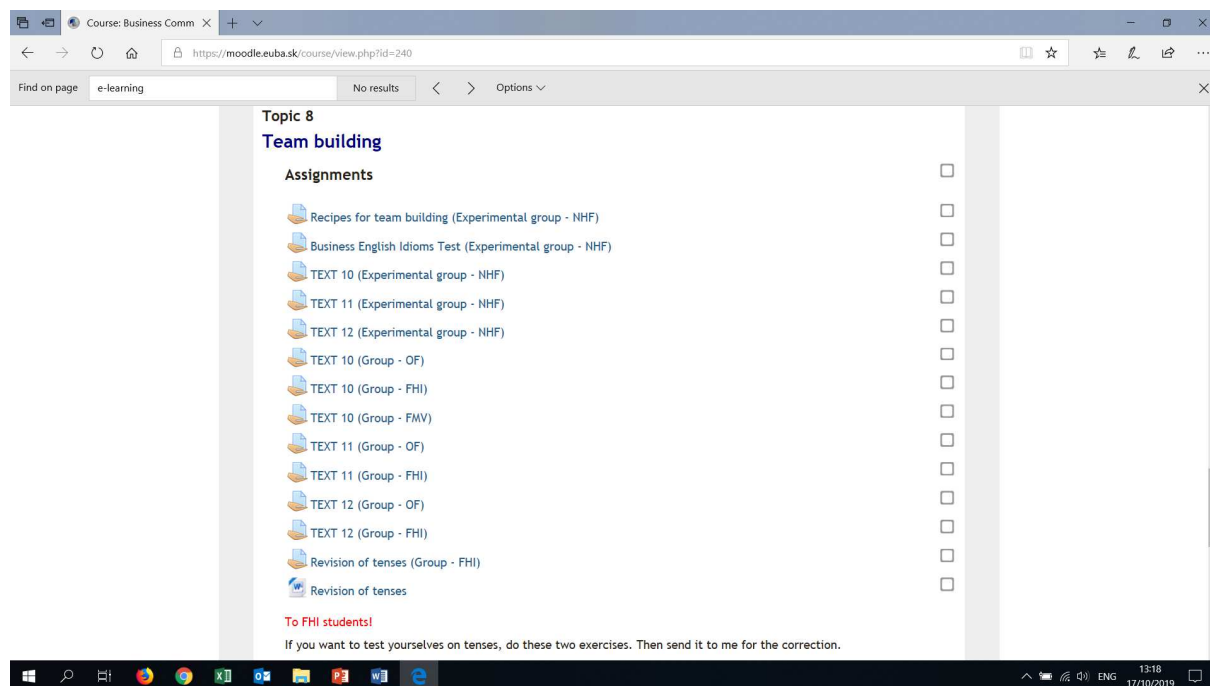


Fig. 1 Assignments in Unit 8 Team building

The following tables show the corpuses of texts read by individual students.

Tab. 1 Student 1 (Forbes)

No.	Headline	Total
T1	Who Has More Free Time?	487
T2	Europe Aims to Fill 'Climate Diplomacy' Vacuum Left by U.S.	705
T3	Put the Risks on Health Insurers, Where It Belongs	741
T4	As Robots Threaten More Jobs, Human Skills Will Save Us	834
T5	The Theory of Everything: Remembering Stephen Hawking's Greatest Contribution	848
T6	Yes, AI Will Affect the Future of Life Insurance – Here's How	784
T7	Rise of Les Machines: France's Macron Pledges \$1.5 Billion to Boost AI	633
T8	Amazon New Roundup: Ad Revenue to Reach \$20B by 2020, and a Sales Tax Kerfuffle	800
T9	8 Steps to Consider after Getting Your Tax Refund	664
T10	Twenty Years and Nothing to Show for It: Italy's Broken Economic Model	665
T11	AI Is a Death Knell for Many Traditional IT Vendors	835
T12	If North Korea Opens Up, Rason Could Become North Korea's Shenzhen	808
---	Total	8,804

Student 1 read articles in *Forbes* and focused on the categories, such as Business – T1 (Policy), T2 (Energy), T8 (Retail), T10 (Manufacturing); Opinion – T3; Leadership – T4 (CMO Network); Innovation – T5 (Science), T6 (AI), T7 (AI), T11 (AI); Money – T9 (Personal Finance); and Asia – T12 (Its Role in the Global Political Economy).

Tab. 2 Student 2 (*MoneyWeek*)

No.	Headline	Total
T1	A Fairytale Day at an Unbelievable Price	916
T2	A Too-warm Welcome for New Fed Chief Jeome Powell	202
T3	The Golden Age of Central Banking Is Nearly Over. What happens Now?	906
T4	It's Time to Buy Silver (and Sell Gold)	1,101
T5	Trump Launches a Trade War	738
T6	Trump's Trade War Is the Perfect Excuse for a Market Sell-off	811
T7	Unilever Leaves Britain	478
T8	Forget Bitcoin – the Best Hedge Against Inflation Is Gold	397
T9	Hitting Russia Where It Hurts	483
T10	Macron's Medicine for France	636
T11	Searching For a Market Top? Keep an Eye Out for Mega-deals	854
T12	Put a Lid on the Minimum Wage	736
---	Total	8,258

Student 2 read articles in *MoneyWeek* and chose the following categories: Features – T1 (Spending it); Economics – T2, T3, T5, T6, T9, T10, and T12; Stock markets – T7; Investments, Commodities – T4 (Precious metals – Silver & other precious metals); T8 (Precious metals – Gold); Investments, Bonds – T11 (Corporate Bonds).

Tab. 3 Student 3 (*Adweek*)

No.	Headline	Total
T1	Inside McDonald's New 'Serial' – Style Podcast Telling Its Side of the Szechuan Sauce Story	626
T2	How to Create an Effective Digital Video Campaign That Actually Converts Customers	1,125
T3	BlackBerry Refuses to Give Up	599
T4	Snapchat's Ecommerce Strategy Hit a New High When It Sold Out the New Air Jordans in Minutes	603
T5	Lacoste's Iconic Crocodile Makes Room for 10 Endangered Species on Brand's Polo Shirts	344

T6	Can Traditional Beauty Companies Compete with Disruptors Dominating Instagram?	817
T7	Wendy's Super Bowl Ad Makes an Epic Burn about McDonald's	274
T8	Brands Need to Join the 21st Century and Tap Into Radio Advertising	946
T9	How Brands Can Wield Their Power to Inspire Unity Among Consumers	720
T10	5 Lessons Big Brands Can Learn from Startups	951
T11	How to Find the Corporate Partnership That Works Best with Your Brand	569
T12	Why FedEx's Transportation of \$1 Billion in Egyptian Artifacts Is Big for the Brand	698
---	Total	8,272

Adweek contains five categories: News, Events, Webinars, Connect, and Your Career. Student 3 read the articles from the following subcategories: Brand Marketing – T1; Digital transformation – T2; Mobile – T3; Mobile Video – T4; Ad of the Day – T5, Voice – T6, T8, T9, T10, and T11, the Big Game – T7, and Marketing Innovation – T12.

It is worth mentioning that some articles include short videos, e.g. T5: Lacoste x Save Our Species that can also be watched at <https://www.youtube.com/watch?v=qsbCoaUxnHl>. Thus, the student can develop his listening skills.

Tab. 4 Student 4 (*Elite Business*)

No.	Headline	Total
T1	How Does Falling Real Wages Affect Startups?	579
T2	How Flux Is Revolutionising Receipts	1,555
T3	Two-thirds of Shoppers Would Not Buy from a Retailer Who Has Previously Ghosted Them	335
T4	How Africa Might Be Your Business Future	932
T5	74% of Brands Could Disappear and Consumers Wouldn't Care	399
T6	BME Tech Workers Earn Less Than Their White Peers	442
T7	Millennials Are Rejecting Job Opportunities in Ugly Offices	317
T8	LinkedIn Reveals Why These Companies Are Loved the Most By Their Employees	334
T9	UK Investment in Technologies Is outpaced by European Neighbours	427
T10	What You Can Learn from Companies with Improving and Declining Reputations	531
T11	Is Trust Just Nice to Have or Essential for Business?	745
T12	Number of Employees Working While Sick More Than Triple Since 2010	359
---	Total	6,955

Student 4 read articles in *Elite Business* and focused on the following categories and subcategories: Interviews – T2 (Scaling up); Finance – T4 (Growth); Sales & Marketing – T3 (Audience), T5 (Content), T10 (PR); People – T1, T7, and T8 (Talent), T11 and T12 (Wellbeing); Tech – T6 (Tech talent), and T9 (Innovation).

Figures 2 and 3 show the lecturer's immediate feedback on the individual student's work.

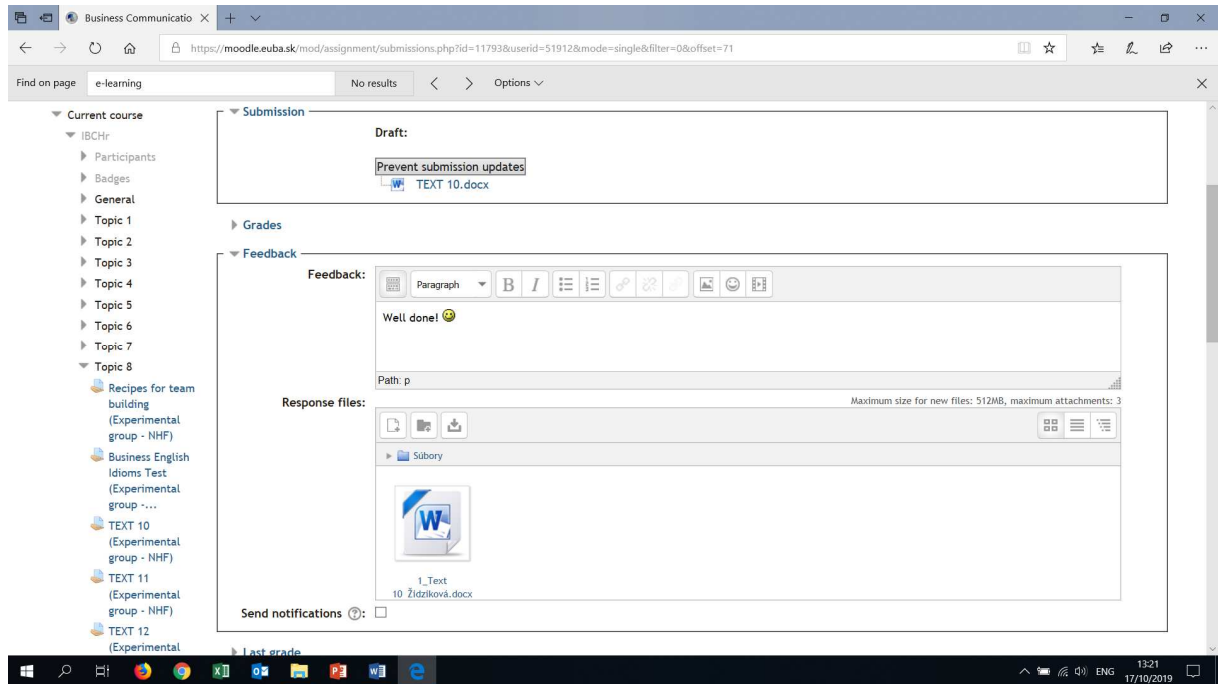


Fig. 2 A lecturer's feedback on Text 10

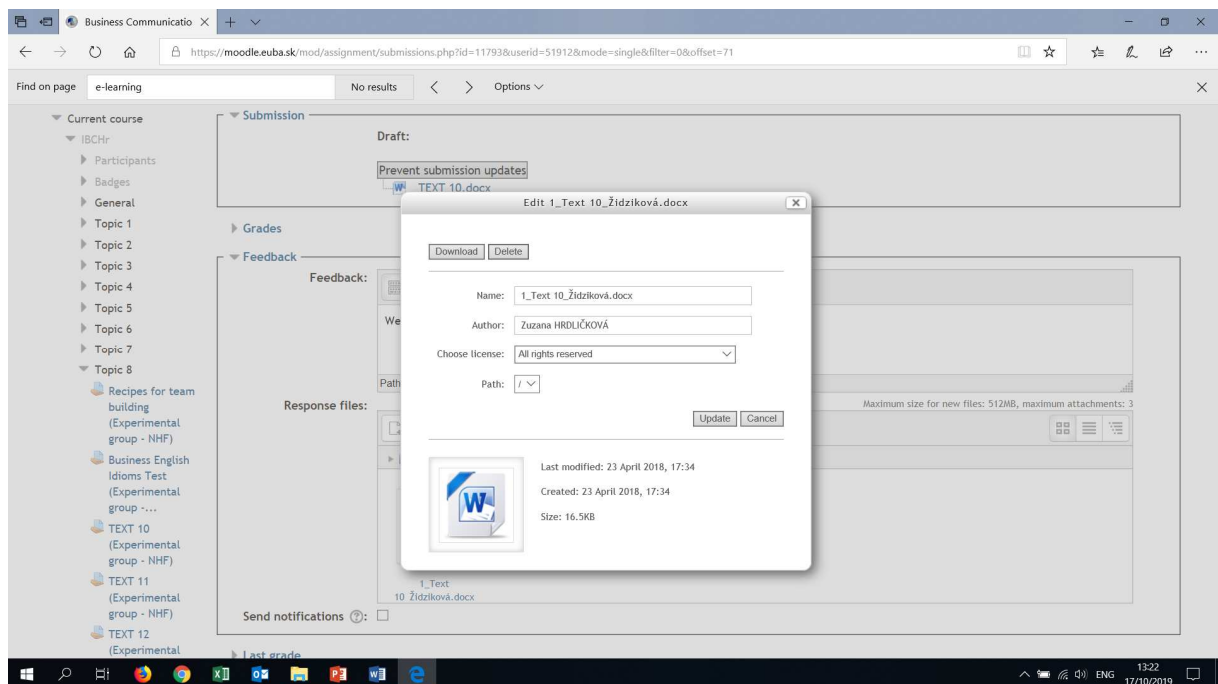


Fig. 3 A lecturer's feedback on Text 10

As it was mentioned, the students had the possibility of improving their English grammar by doing two exercises focused on tenses. Figure 4 shows the lecturer's feedback and some recommendations.

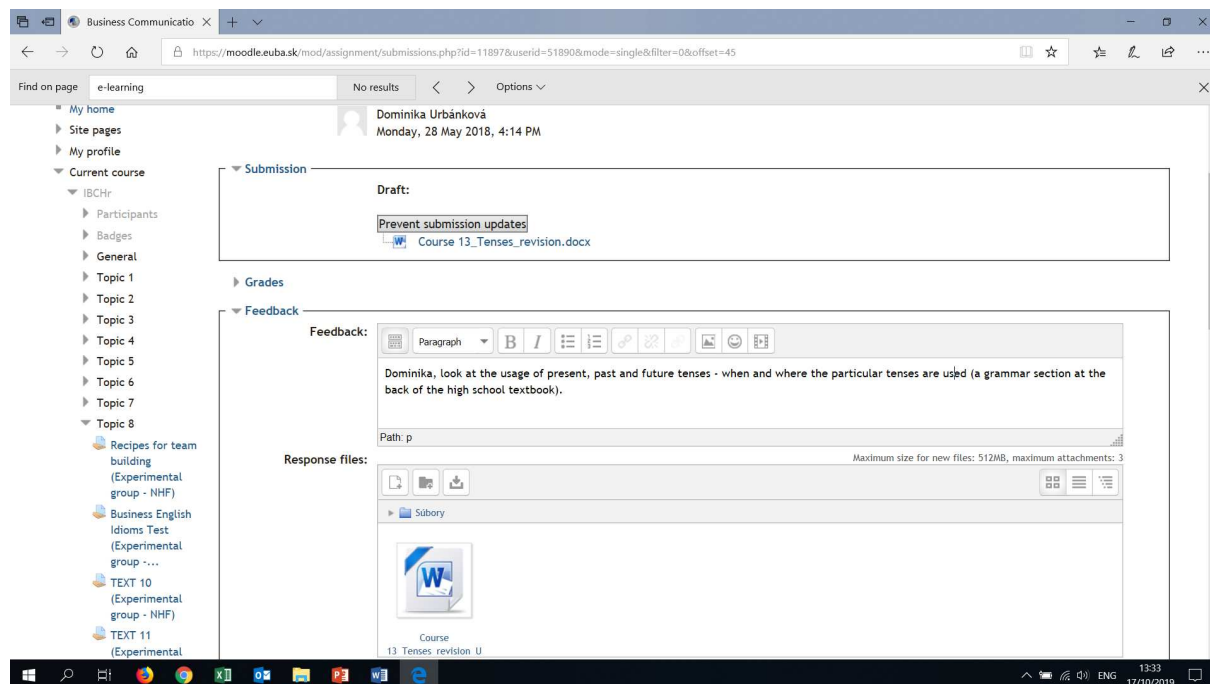


Fig. 4 Revision of tenses

Figure 5 shows the lecturer's marking of the exercise. Needless to say, it was the work of a student who achieved B1 English language level at high school. It clearly demonstrates that there is a big difference between the students with level B1, B2, or C1. This student was struggling with the exercise.

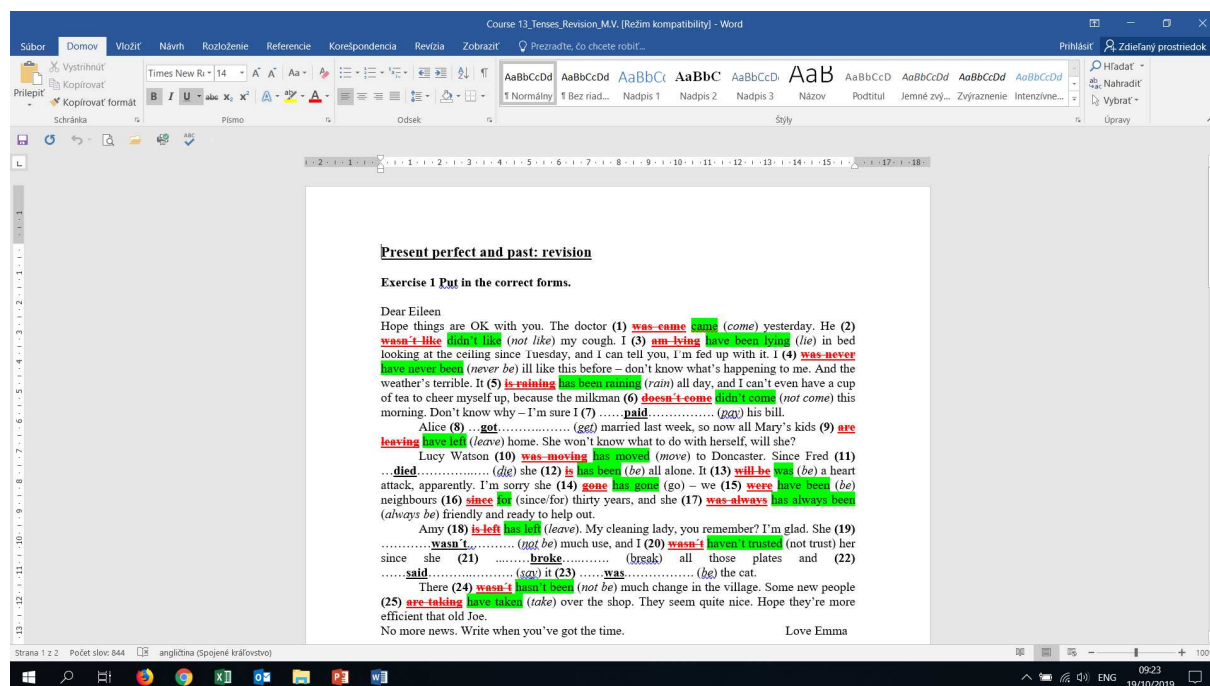


Fig. 5 Revision of tenses (Exercise 1)

The qualitative analysis revealed the students' preferences in choosing the topics. The same goes for the rest of the students. It is surprising that students did not choose more articles focused on information technology.

The questionnaire included 10 questions that were mostly focused on working with texts. For this research, we have chosen questions 4, 6, and 10.

Question 4: You submitted twelve texts to Moodle. Which of them was the most difficult and why?

S1: A majority of texts were difficult. The easiest text was T3 – *Put the Risks on Health Insurers, Where It Belongs*.

S2: T1 – *A Fairytale Day at an Unbelievable Price* and T2 – *A Too-warm Welcome for New Fed Chief Jeome Powell* were the most difficult texts. For me, also texts with some statistics or unknown vocabulary in the area of business English.

S3: T3 – *BlackBerry Refuses to Give Up* because it was not interesting for me. However, I did not have a big problem with it. T5 – *Lacoste's Iconic Crocodile Makes Room for 10 Endangered Species on Brand's Polo Shirts* – was the most interesting for me.

S4: T1 – *How Does Falling Real Wages Affect Startups?* – caused me the biggest problem without taking its content into consideration. Simply, for me, it was an unknown task and, in principle, I was not sure whether what I was doing, was right.

S5: T8 – *Ten Lies Entrepreneurs Tell Themselves* – because it explained a lot of terms.

Lecturer: In our view, this text is very useful since it deals with launching a company. It can be easy to kid oneself when he/she is an entrepreneur. But being able to be honest and confront the little fibs and fabrications one feeds him/herself can be the key to fending off failure.

S6: T6 – *A Trade War Would Be Bad, but Trump Does Have a Point* – because it contained many unknown words.

Lecturer: This text appeared in *The Guardian* and it was focused on economics. In general, many students had difficulties with texts about a trade war.

S7: T2 – *Home Ownership among Young Adults Has 'Collapsed', Study Finds* – because I did not understand many words in this article.

Lecturer: This text also appeared in *The Guardian* and it dealt with money, more exactly with property.

S8: I do not know exactly which text was the most difficult, but some of the latest ones because they were more difficult.

S9: T3 – *Bitcoin Price – Latest Updates: Cryptocurrency Value Continues Steady Recent Growth* – was the most difficult. I chose it because I wanted to know how Bitcoin works and therefore it was the most difficult for me.

Lecturer: This article appeared in *The Independent*. Articles like this are very difficult to understand.

S10: T12 – *BMW recalls 300,000 UK cars over safety issues* – because I did not have enough time to work with it. Its content was not difficult. I had to focus on the exam period.

S11: T4 – *Digital Banking’s Appeal Is High but Consumers Doubt Challenger Offerings* – was the most difficult. There were things I did not understand.

Lecturer: Usually, topics connected with money are difficult. But this is a bit surprising, as it was supposed that the students would like topics from the field of technology – applications and gadgets.

S12: T1 – *Latvia’s Chief Banker Arrested by Anti-corruption Officials* – was the most difficult text, because I did not know what to find and where to find it.

Lecturer: This student achieved B1 English language level at high school. She chose the source <https://www.euractiv.com>. Instead of choosing an article from the category ‘Digital’ or ‘Economics & Jobs’ she chose an article from ‘Politics – Justice & Home Affairs’, which was really difficult for her.

S13: T7 – *Charles Koch Derides Donald Trump’s Tariff Plan* – because the text was hard and my readability was poor.

Lecturer: This article appeared in *Newsweek* and it was focused on business. Usually, economics topics such as tariffs are also difficult to understand.

S14: I cannot determine which text was the most difficult.

S15: T11 – *Big Data Has a Big Value* – there were more expressions I did not understand.

Lecturer: Apparently, it pays to be informed – research shows a fifth of businesses place a financial value on their data. This article was also very useful. It appeared in the category ‘Tech – Enterprise’. It is possible that the student has heard the word ‘enterprise’ for the first time in her life. Students are often confused with terms ‘business’, ‘firm’, ‘company’, ‘corporation’, ‘enterprise’, ‘venture’, etc.

S16, 17, 18, 19, and 20 failed at a written examination, so they could not take an oral examination, as it was a combined examination. Thus, they did not fill in the questionnaire.

Question 6: You submitted the articles in Moodle. Were you satisfied with the teacher’s feedback?

S1: Yes, I was.

S2: Yes, I was. At the beginning I could not orientate myself, but later it was comfortable.

S3: I was very satisfied with the teacher’s feedback.

S4: I think it helped me to move forward.

S5: Yes, I was. I knew where I had made mistakes. After the third text, I knew how to work with them.

S6: Feedback was very useful, because I could see my mistakes.

S7: Yes, I was. Feedback was quick.

S8: Yes, I was very much satisfied with feedback. It was seen that you were very particular about it.

S9: Yes, I was satisfied. However, the work in Moodle was more demanding because some things did not work and I had to solve it for a long time.

S10: Yes, I was. Feedback was always on time.

S11: Yes, I was satisfied.

S12: Yes, I was very much satisfied with feedback was very helpful and comprehensible.

S13: Yes, it was very good. However, I tried to correct the text after it was submitted, but there was no chance.

S14: I was very satisfied with the teacher's feedback. She corrected our work visibly and consistently. Mistakes eventually explanations were highlighted comprehensibly. All in all, I evaluate it positively.

S15: Yes, I was satisfied. I always received nicely highlighted feedback.

Question 10: Did you like business English seminars supported by LMS Moodle?

S1: Yes, I did. It was different, wealthier in comparison with the previous semester.

S2: Yes, I did. It was something different. It was not like boring reading from the textbook without the interaction of students. Although it was challenging from the beginning, I definitely see the asset to my English.

S3: I liked the seminars. They were very good.

S4: Yes, I did. The seminars were more interesting.

S5: Yes, I did. It is an interactive and modern form that is suitable these days.

S6: Yes, I did. Seminars were more interesting and we had the possibility to learn interesting things.

S7: Yes, I did. Working in Moodle was interesting and for me a new experience. I hope it will bring me certain advantages.

S8: Yes, I liked it very much. It was something new.

S9: Yes, I did. For me, working in Moodle was a new experience that made the teaching and learning process more interesting.

S10: Yes, I did. First, I had problems to log in to Moodle, but then after it was solved, it was OK.

S11: Yes, I did.

S12: Yes, I did. It was an interesting way of working in seminars. Thank you.

S13: Yes, definitely. It is great for homework.

S14: Yes, seminars I liked seminars supported by an e-course in Moodle.

S15: Yes, I did. Seminars were enriched, we did not have a monotonous teaching and learning process.

6 Conclusion

Many approaches, methods, and techniques can be used in the teaching and learning process. It depends on the lecturer whether he/she will use advanced technologies in the process and what activities he/she will do to develop different types of literacies.

From the questionnaire, it is obvious that texts containing many unknown words, or unfamiliar or difficult topics about a trade war, money, cryptocurrencies, applications and

gadgets, politics – justice and home affairs, economic topics such as tariffs, enterprises, etc. cause problems for students.

On the other hand, it is worth mentioning texts that were very easy or interesting, e.g. T5 – *Lacoste's Iconic Crocodile Makes Room for 10 Endangered Species on Brand's Polo Shirts* – the one with a short video which was really riveting.

Regarding Question 6 – the teacher's feedback and Question 10 – working in Moodle, there were only positive responses. Extra work in Moodle enriched the students from the Faculty of Economic Informatics and it is hoped they will be better prepared for using other advanced technologies during their study.

To conclude, it is clear that students still need to learn a lot. Online platforms like LMS Moodle are ideal for students in higher education. By means of texts focused on economics, business, management and leadership, finance, marketing, technology, and the like, they can gain knowledge from these areas, and thus they can develop themselves. More experienced graduates will have better chances to get a good job when they enter the world of work.

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Contact:

PaedDr. Zuzana Hrdličková, Ph.D.

University of Economics in Bratislava

Dolnozemska cesta 1, 852 35 Bratislava, Slovakia

zuzana.hrdlickova@euba.sk