

COMPILING AN ENGLISH-BULGARIAN THEMATIC LEARNER'S DICTIONARY OF ECONOMICS: PROCESS AND APPLICATIONS IN ESP

Dilyan Gatev¹

e-mail: d.p.gatev@unwe.bg

Abstract

The aim of this paper is to follow the stages of compiling an English-Bulgarian thematic learner's dictionary of economics with definitions in English, designed mainly for the purposes of teaching English for Specific Purposes (ESP). The paper also defines specialized/terminological vocabulary, focusing on teaching and acquiring it in ESP and the role of dictionaries in ESP. The newly-compiled dictionary can be beneficial to people interested in economic vocabulary and translators of economic texts. It can also serve as a teaching aid for the lecturer to prepare for introducing the respective terminological vocabulary and for learners to acquire it.

Keywords: specialized dictionary, economics, English for Specific Purposes, terminology, Bulgarian

JEL: A22, Y30, Y80

Introduction

Dictionaries can be beneficial for translation and teaching and learning foreign languages, since they can function as teaching aids for learners and lecturers. The object of this paper is dictionaries in English for Specific Purposes (ESP). The subject of the paper is compiling an English-Bulgarian thematic learner's dictionary of economics with definitions in English, designed mainly for the purposes of teaching ESP. The research tasks are the following: defining specialized/terminological vocabulary; focusing on teaching and acquiring specialized/terminological vocabulary in ESP; analyzing the role of dictionaries in ESP; following the stages of compiling the English-Bulgarian thematic learner's dictionary of economics with definitions in English.

For the fulfillment of the tasks set, the following research methods are used: theoretical analysis of the scientific literature on the topic of the paper; critical content analysis of the syllabus in English as a first foreign language for students

¹ Senior Lecturer, PhD, Department of Foreign Languages and Applied Linguistics, Faculty of International Economics and Politics, University of National and World Economy, Bulgaria, ORCID: 0000-0002-5878-451X

of subfield “Economics (and management) taught in English” at the University of National and World Economy (UNWE) – Sofia, Bulgaria; critical overview and evaluation of the teaching sets of business English textbooks, workbooks and teacher’s books most commonly used at UNWE; expert judgment of specialists in economics about the newly-compiled dictionary.

Specialized / Terminological vocabulary

Maria Popova emphasizes that the concept of *specific/specialized vocabulary* is usually defined in contrast to the concept of *general vocabulary*, “i.e. as vocabulary which is used in the specific fields of communication (scientific and professional) and its semantics does not coincide with the semantics of general vocabulary” (Попова, 2017, p. 23).

Terms are words or collocations which are used in a particular specialized field and signify certain concepts (Niska, 2002). Therefore, terminology can be defined as “a set of concepts with a particular structure, of a particular specialized field and their signification”, as well as the science focusing on their examination (Niska, 2002, p. 39).

Terminological vocabulary consists of terms, which are its essence, and language units paradigmatically and syntagmatically related to them. In other words, the concept of *terminological vocabulary* includes:

- terms;
- units paradigmatically related to them, i.e. their cognates and derivatives;
- units syntagmatically related to them, i.e. their constituent terminoelements (roots/stems, prefixes and suffixes) (Попова, 2017, pp. 29-30).

The concept whose meaning is more general is *specialized vocabulary* (*specialized dictionary*). It completely covers the meanings of the concepts of *terminological vocabulary* (*terminological dictionary*) and *professional vocabulary* (*professional dictionary*) (Попова, 2017, p. 41). Maria Popova points out that the concepts of *terminological* and *specialized* are usually used interchangeably, but when this is not the case, as a specialized dictionary can be defined one including not only terms (terminological vocabulary), but also additional units typical of scientific language (e.g. nomenclature symbols). In most cases, however, classifying dictionaries as terminological or specialized is entirely subjective (Попова, 2017, pp. 40-41).

According to some of the most eminent methodologists (Hutchinson and Waters, 1987; Robinson, 1991; Dudley-Evans and St John, 1998), ESP vocabulary can be divided into the following three categories:

1. *Specialized (Technical) vocabulary*, in which words are monosemous and are entirely used in the respective specialized field.

2. *Semi-specialized (Semi-technical) vocabulary*, in which words derive from general language, but have acquired one or several new meanings in the respective specialized field. In this case, words are polysemous, keeping their original meaning and simultaneously acquiring the new meanings from the specialized field.

3. *General vocabulary with high frequency in the specialized field*, in which words originate from general language and keep their meaning in their use in the specialized field. They are not terms, but are necessary for the overall understanding of a text.

Coxhead (Coxhead, 2013) points out that the use of specialized vocabulary is narrow and is within the respective field. People out of that field may have certain knowledge of it, but it is expected of people of that field to be able to understand and use it correctly. Some completely ordinary words of our daily lives can have strictly specific meanings in a particular context – for instance, the words *market* and *price* (Crawford Camiciottoli, 2007).

Teaching and acquiring specialized / terminological vocabulary in ESP

Woodward-Kron (Woodward-Kron, 2008) finds out that students' knowledge in a particular discipline is closely related to the jargon typical of that discipline. Besides, the use of the respective terminological vocabulary demonstrates that those students are part of a particular group of specialists, of which they become full members when/if they start work in the respective field.

Here comes the question of how large the recommended volume of acquired specialized vocabulary should be (Coxhead, 2013). Nation (Nation, 2008) claims that it should vary from about one thousand to about five thousand words depending on the respective field. This means that learners of ESP have to face an extremely long and hard-to-accomplish task in order to be able to develop to the required level their skills for understanding and using terminological vocabulary in an academic or working environment. If lecturers and compilers of teaching materials have a better idea of which specialized words and collocations are more likely to be used in learners' real academic or working environment, they would be able to more successfully help them acquire them (Hou, 2014, pp. 26-27).

According to Schmitt (Schmitt, 2010), one of the approaches to determining the scope of specialized vocabulary is consulting experts in the respective field. However, there are several difficulties in the application of that approach – it is very likely that different experts offer different lists of words depending on their level of proficiency in the respective discipline and how systematic their approach to performing that task is. Schmitt (Schmitt, 2010) assumes that terminological dictionaries are most likely compiled on the basis of that approach.

One of the difficulties in determining the scope of specialized vocabulary is what to do with words from general language whose meanings are different in specialized context. The acquisition of their specialized meaning is challenging for learners because they already know them in a particular way – in their main, general meaning. Another reason for the challenges in determining the scope of and acquiring specialized vocabulary is that it develops and renews constantly depending on the changing scientific/professional interests of experts in the respective field (Crawford Camiciottoli, 2007).

Dudley-Evans and St John (Dudley-Evans and St John, 1998, pp. 81-82) point out two main ways of introducing new terms in teaching ESP:

1. In some cases, the term is similar in pronunciation to its translation equivalent in learners' mother tongue and it is not difficult to understand and remember it. Therefore, it would be sufficient to translate it after providing a brief explanation of its meaning.

2. When the term is unfamiliar, it could be necessary to introduce, explain and translate it before it appears in a task.

Hoang and Mai (Hoang and Mai, 2016) recognize language lecturers' lack of specialized knowledge as one of the main factors hindering the successful teaching of ESP. Many general English lecturers admit that it is hard for them to teach ESP because they themselves do not fully understand its terminological vocabulary. Anthony (Anthony, 1997) concludes that ESP lecturers come from a background untypical of the respective specialized disciplines and usually cannot rely on their personal experience in the assessment and selection of teaching materials and determining the course objectives. At university level, they also cannot rely on students' opinion because learners do not have a clear idea of what English skills they would need for entering the profession for which they train. As a result, many ESP lecturers become highly dependent on the available textbooks and, worse than that, when there are no such ones, it is possible for them to resort to textbooks which can turn out to be highly inappropriate.

The most important question for ESP lecturers is whether they teach the lexical items most necessary for their learners (Shamsudin, Husin and Manan, 2013, p. 1278). The challenges which foreign language lecturers may face in their preparation for teaching specialized language courses are mainly related to their poor command of the terminological vocabulary they are expected to teach and meeting the specific needs of their learners. A major disadvantage of monolingual textbooks in specialized foreign languages is that they most often do not present translation equivalents of the used terminological vocabulary, but in many cases, there are glossaries with definitions of the most important terms (Medrea and Rus, 2012). According to Medrea and Rus (Medrea and Rus, 2012), although specialized foreign language lecturers may not be experts in the field

of their learners and may be afraid to teach specialists, they could overcome this inconvenience by resorting to the means used by every general language teacher – preliminary preparation and in-depth familiarization with in-class materials, as well as willingness to adopt the role of a learner.

Albena Stefanova (Стефанова, 2021) pays attention to the fact that in higher education, unlike specialized disciplines, for which lecturers compile textbooks and teaching aids complying with course syllabuses, in foreign language teaching, teaching sets of textbooks, workbooks and teacher's books are most often used, which are compiled mainly by foreign authors who are native speakers of the respective language. It is suggested that the wide variety of such textbooks and teaching aids sharply contrasts with the limited number of Bulgarian ones. The following reasons are listed:

- in most cases, lecturers are highly-qualified specialists with more of a practical, rather than theoretical orientation;
- institutions regard the educational production of Bulgarian authors and teams with suspicion;
- foreign textbooks and teaching aids are on the whole better-organized, especially in terms of the audiovisual component;
- lecturers' in-class workload is too high, which hinders their opportunities to compile textbooks and teaching aids (Стефанова, 2021, p. 66).

Much rarely does a lecturer or a team of lecturers at the same university compile textbooks or teaching aids entirely complying with the requirements of the particular higher education institution, and that, in most cases, seems to be the most successful option because it leads to course efficiency enhancement. The renewal of periodical articles used for discussions, translation and summary, whose relevance increases learners' interest, also contributes to that aim (Стефанова, 2021, pp. 67-68).

Dictionaries in ESP

Maria Popova states that “in most general terms, the metaterm *terminography* signifies the science and practice related to compiling terminological dictionaries”, and that the word “*terminography* is derived by content and form analogy from the word *lexicography*” (Попова, 2017, p. 17). In addition, terminography comprises the activity of compiling terminological/specialized dictionaries or encyclopedias. It not only studies their essence, but also prescribes how to compile them (Попова, 2017, p. 20).

It is necessary to point out the main differences between dictionaries and glossaries. A general dictionary, which can be monolingual, bilingual or multilingual, is a reference book containing general words mainly selected on the basis of their frequency of use. It includes only basic specialized vocabulary,

which makes it unsuitable for specialized texts. For that purpose, a specialized dictionary is necessary (Krajka, 2007, p. 5).

A glossary is another type of reference book containing the defined and alphabetically-ordered terms of a certain field. Depending on their number, like a dictionary, it can also be short or comprehensive. Its role is important for explaining the unfamiliar vocabulary of a particular unit (Krajka, 2007, p. 6). A major disadvantage of glossaries and specialized dictionaries is that they usually contain translation equivalents and / or definitions, but not a sufficient number of sample sentences demonstrating the use of the respective lexical units in context (Krajka, 2007, p. 14).

The main disadvantage of traditional dictionaries is that there is no possibility to update and adapt their content to the particular user's needs. That is also the main reason for the availability of so many glossaries in cyberspace (Krajka, 2007). Therefore, according to Krajka, the combination of a general module and a specialized glossary compiled by the user can be the direction of dictionary development in the future (Krajka, 2007, p. 8).

Based on an experimental observation of over one hundred randomly-selected terminological/specialized dictionaries, Maria Popova proves that every author specifies the main classification parameters in compliance with their aims and preferences, pointing out in the title those of them which they consider the most significant or the most typical of the respective dictionary type (Попова, 2017, p. 205).

In most cases, first-year students at universities simultaneously start studying both ESP and specialized disciplines, whose material is completely unfamiliar to them. In order to help them acquire terminological vocabulary, it is recommended for the ESP lecturer and the expert in the respective field to compile a learner's dictionary of terms, containing definitions and translation equivalents. For compiling a learner's dictionary, it would be sufficient to include only terms from teaching materials and most important sources (Попова, 2017, pp. 183-184). Fixed terminological phrases (collocations) are included in terminological/specialized dictionaries, especially in those of them which are learner's and designed for the purposes of foreign language teaching (Попова, 2017, p. 49).

When the dictionary compiler is a terminologist-linguist or a terminographer-linguist, there are two possibilities: the first one is for them to work in collaboration with experts in order for their knowledge and skills to complement each other, which would be a prerequisite for the highest quality reflection of the respective terminological vocabulary; the second possibility is for the linguist to work independently after acquainting themselves sufficiently with terminology, mainly through specific research or study (Попова, 2017, p. 178). On the whole, however, the consultation of experts would be beneficial at every stage of work, especially while enriching the material and correcting errors and omissions (Попова, 2017, p. 199).

Compiling an English-Bulgarian thematic learner's dictionary of economics, designed mainly for the purposes of teaching ESP

The syllabus in English as a first foreign language, last updated at the end of 2016, determines the academic discipline as compulsory for students of subfield "Economics (and management) taught in English" at UNWE – Sofia, Bulgaria, in the first two years (four semesters) of their studies in the Bachelor's degree programs in economics taught in English. The number of in-class academic hours consists of a total of two hundred and forty academic hours of seminars, i.e. one hundred and twenty per year (sixty per semester) or four per week. The same amount of academic hours is also planned for extracurricular activity. A total of sixteen credits (four per each of the four semesters) is awarded.

In the syllabus, mainly textbooks and teaching aids in business English at B2/C1 level are pointed out as main and additional recommended sources, in none of which attention is paid to the Bulgarian equivalents of the most common economic terms. Besides, in the syllabus section for recommended lexicographic sources, there are only (general and specialized) monolingual dictionaries in English. The recommended economic periodicals are also entirely in English.

In two of the four teaching sets of textbooks, workbooks and teacher's books most commonly used at UNWE, there is no list of new specialized words and phrases found in them. In the teacher's book of one of the other two teaching sets, there is a list of new specialized words and phrases found in every module, but there are no definitions and / or translation equivalents. At the end of the textbook of the other teaching set, there is a glossary of specialized key words and phrases found in every unit. Their meaning is explained and their collocations and synonyms are pointed out. Attention is also paid to the difference in use in British and American English, but there are no equivalents in Bulgarian.

The total lack of Bulgarian equivalence of basic economic terminology in all mentioned sources created a substantial teaching-methodological gap. An attempt was made to fill this gap through the compilation of an English-Bulgarian thematic learner's dictionary of economics with definitions in English, designed mainly for the purposes of teaching ESP.

Stages of compiling the dictionary

The process of compiling the dictionary went through a total of seven stages, which would be examined separately in chronological order.

First stage – determining the main target group of users, the dictionary format and the sources of the respective specialized vocabulary

The English-Bulgarian thematic learner's dictionary of economics with definitions in English is mainly but not exclusively designed for Bulgarian

students of economics, studying ESP as part of their professional training. Since they need to acquire both the meanings of the respective lexical items and their equivalents in Bulgarian, the most suitable dictionary format would be bilingual and learner's, with definitions in English. Specialized words and collocations were excerpted from established teaching sets of business English textbooks, workbooks and teacher's books and were classified in accordance with their belonging to a total of eight thematic subfields of economics. Therefore, the dictionary can also be labelled as thematic.

The following sources of specialized vocabulary were used:

Cotton, David, Falvey, David and Kent, Simon. (2011). *Market leader: Upper intermediate business English*. 3rd edn. Pearson Education Limited.

Dummett, Paul and Benn, Colin. (2020). *Success with business (formerly Success with BEC): Higher*. 2nd edn. National Geographic Learning, a Cengage Company.

MacKenzie, Ian. (2010). *English for business studies: A course for business studies and economics students*. 3rd edn. Cambridge University Press.

Roberts, Mark and Phillips, Terry. (2012). *English for economics in higher education studies*. Garnet Publishing Limited.

Trappe, Tonya and Tullis, Graham. (2018). *Intelligent business: Upper intermediate business English*. Pearson Education Limited.

Widdowson, Robin. (2017). *Market leader: Business law*. Pearson Education Limited.

Wood, Ian, Pile, Louise and Curtis, Sarah. (2013). *Pass Cambridge BEC: Higher*. 2nd edn. National Geographic Learning, a part of Cengage Learning.

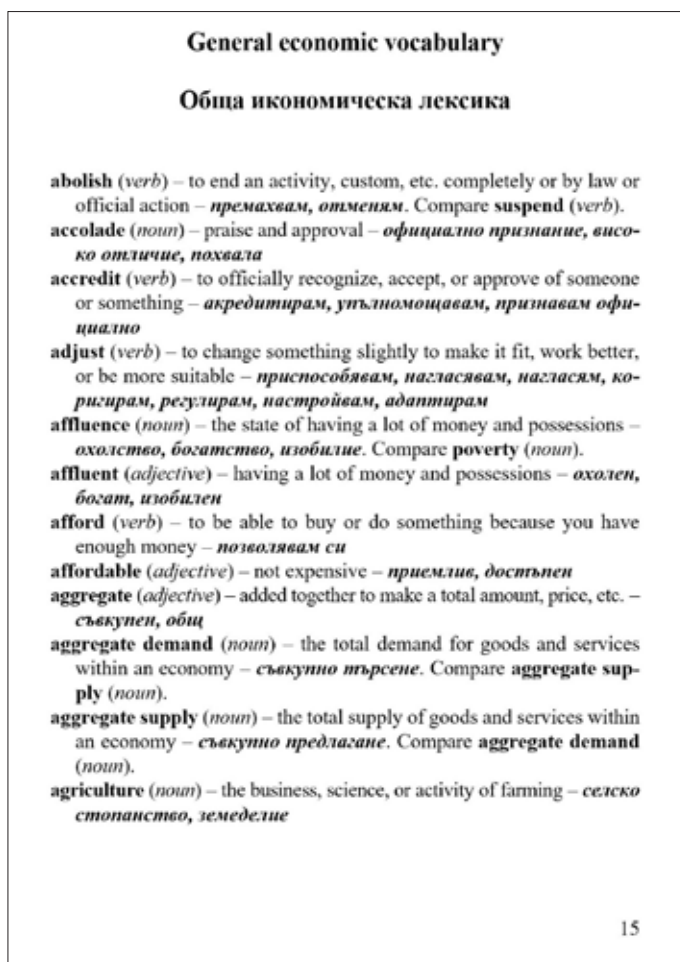
Second stage – determining the scope of the excerpted specialized vocabulary and the thematic subfields of economics, into which it can be classified

Since vocabulary from one and the same semantic field is easier to acquire, the dictionary is divided into eight fields, each of which represents a different economic subfield. The main criterion for determining the scope of the excerpted specialized vocabulary was the needs of the main target group of users (the learners) with regard to developing the terminological vocabulary competence necessary for their professional training. In this respect, the dictionary compiler's experience and intuition were essential. His judgement was of crucial importance for both selecting suitable lexical items and determining the thematic subfields of economics, into which they could be classified, namely:

1. General economic vocabulary;
2. Management and employment;
3. Markets, market structure and competition;
4. Finance and accounting;

5. Marketing and intellectual property;
6. Business law;
7. International trade and the role of government;
8. (Central) banking, money and taxation.

Most lexical items fell into the first subfield (general economic vocabulary) verging on general vocabulary (Figure 1). Their acquisition is expected to be easier for learners compared to the acquisition of lexical items from the other subfields because of the closer relation to learners' general English vocabulary knowledge.



Source: Presented in the References section of the paper

Figure 1: The first page of the first and broadest thematic subfield of economic vocabulary – general economic vocabulary

When specialized words or collocations could be attributed to more than one subfield, they found their place there, i.e. it was possible (though relatively rare) for one and the same lexical item to fall into more than one subfield. In case of polysemy, the meaning more typical of the respective subfield was brought to the fore.

Third stage – indicating the part of speech of the respective lexical items, as well as their synonyms, antonyms, paronyms and the words/ collocations with some similarity in meaning but also with a substantial difference

It was indicated in brackets to what part of speech the lexical items classified into the respective thematic subfields and ordered alphabetically belong. Their synonyms, antonyms, paronyms, as well as the words/ collocations with some similarity in meaning but also with a substantial difference, if any, were also pointed out. References were made to the respective synonyms, antonyms, paronyms, as well as to the respective words /collocations with some similarity in meaning but also with a substantial difference, if any.

Fourth stage – providing definitions in English

The established monolingual dictionary of the University of Cambridge *Cambridge Dictionary: Make Your Words Meaningful*, with business English section, was used as a main source of definitions in English. Unlike it, the meanings of polysemous words in the newly-compiled dictionary were ordered from the most specific for the particular thematic subfield of economics to the most general one.

Fifth stage – providing equivalents in Bulgarian

This stage seemed harder to accomplish than the previous one, because finding the right equivalents in Bulgarian required consulting at least three of the following four bilingual dictionaries:

- *Eurodict*;
- *Glosbe: Dictionary*;
- *Linguee: English-Bulgarian Dictionary*;
- *PONS Online Dictionary: Find the Right Translation Easily*.

While the first one and the fourth one are traditional bilingual online dictionaries, the second and the third ones are distinguished by the fact that they use parallel corpora for presenting terms and their translation variants in context, which allows for comparison of different translation variants in a different linguistic environment and for the most suitable choice.

In compiling the new dictionary, the aim was to reflect only translation equivalents found in at least three of the above-mentioned reference dictionaries. Translation variants with higher frequency of use were brought to the fore. *Glosbe* and *Linguee* contributed mainly to this aim, because they provide multiple authentic

examples of use of the respective term and its translation equivalents in context. Some of the translation variants presented in these two dictionaries even turned out to be incorrect or lacking (complementing the translation equivalents) in the other two, which are of a traditional type – *Eurodict* and *PONS*. Therefore, the compiler's judgment and intuition were of great importance.

Sixth stage – separating a second part of the dictionary containing only terminological collocations, synonyms, antonyms, paronyms, words with different meanings in general English and business English, as well as words /collocations with some similarity in meaning, but also with a substantial difference

Since it is easier to acquire vocabulary through its collocations, synonyms, antonyms, as well as through being aware of its different meanings, they were all separated into a second part of the dictionary. Its contents are presented in Figure 2 and Figure 3.

Contents	
Съдържание	
Preface.....	5
Предговор.....	9
PART ONE	
ПЪРВА ЧАСТ	13
General economic vocabulary	
Обща икономическа лексика.....	15
Management and employment	
Управление и заетост.....	77
Markets, market structure and competition	
Пазари, пазарна структура и конкуренция.....	104
Finance and accounting	
Финанси и счетоводство.....	108
Marketing and intellectual property	
Маркетинг и интелектуална собственост.....	141
Business law	
Бизнес право.....	151
International trade and the role of government	
Международна търговия и ролята на правителството.....	184
(Central) banking, money and taxation	
(Централно) банксиране, пари и данъчно облагане.....	188
PART TWO	
ВТОРА ЧАСТ	201
Collocations	
Словосъчетания.....	203
3	

Source: Presented in the References section of the paper

Figure 2: Dictionary contents (1 / 2)

Words with different meanings in general English and business English	
Думи с различни значения в общия английски език и бизнес английския език.....	210
Synonyms	
Синоними	222
Antonyms	
Антоними	232
Words/collocations with some similarity in meaning but also with a substantial difference	
Думи/словосъчетания с известно сходство в значението, но и със съществена разлика	249
Paronyms	
Пароними	258
Sources used	
Използвани източници.....	260
4	

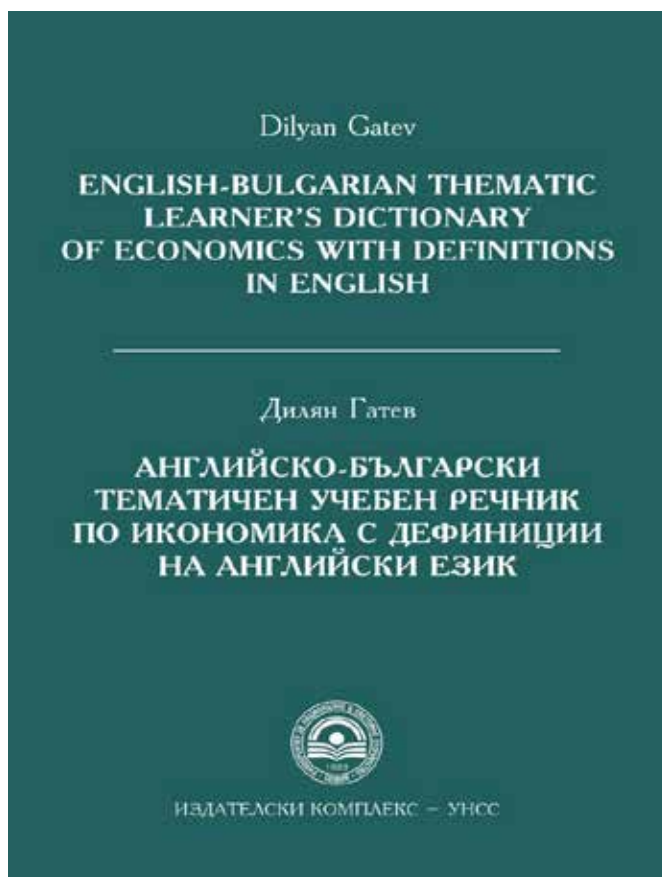
Source: Presented in the References section of the paper

Figure 3: Dictionary contents (2 / 2)

Seventh stage – subjecting the newly-compiled dictionary to the expert evaluation of specialists in economics and taking their recommendations into account

After the overall completion of the dictionary, it was subjected to the expert evaluation of specialists in economics. Their recommendations were mainly related to the correct distribution of some terms in the respective thematic subfields, as well as to the accuracy and order of particular translation variants of some lexical items. The compiler took the experts' opinion into account as much

as possible. The dictionary was published in February 2024. Its cover is shown in Figure 4.



Source: Presented in the References section of the paper

Figure 4: Dictionary cover

Conclusion

The newly-compiled dictionary can be beneficial to people interested in economic vocabulary, as well as to translators of economic texts. For the purposes of teaching ESP, it can serve as a teaching aid for the lecturer to prepare for introducing the respective terminological vocabulary because the dictionary includes not only specialized words and collocations, their definitions in English and equivalents in Bulgarian, but also their synonyms, antonyms, paronyms, as well as words/collocations with some similarity in meaning, but also with a

substantial difference, if any. The dictionary can also be beneficial to learners in acquiring the respective terminological vocabulary, because it provides them with an opportunity for reference and serves as a teaching aid for revision and consolidation of their knowledge.

The limitations of the dictionary are mainly related to the lack of example sentences demonstrating the usage of the respective terms in an authentic context, which would further facilitate the process of their acquisition. This could be taken into consideration in next editions. Other possible fields for development would be the digitalization of the dictionary and creating suitable tasks that would require its use.

References

- Попова, М. (2017) *Приложно терминология*. София: Издателство „Авангард Прима“. (Popova, M., 2017, Applied terminology. Sofia: Avangard Prima Publishing House).
- Стефанова, А. (2021). Академични издания по английски език за УНСС (1980 – 2020 г.). В Стефанова, А. и Ишпекова-Братанова, К. (отг. ред.). *100 години чуждоезиково обучение в УНСС: Сборник от юбилейна международна научна конференция – октомври 2020 г.*, София: Издателски комплекс – УНСС, с. 65-76. (Stefanova, A., 2021, Academic publications in English for UNWE (1980 – 2020). In Stefanova, A. and Ishpekova-Bratanova, K. (eds.). 100 years of foreign language teaching at UNWE: Conference proceedings: Jubilee international scientific conference – October 2020, Sofia: Publishing Complex – UNWE, pp. 65-76).
- Anthony, L. (1997). Defining English for specific purposes and the role of the ESP practitioner.
- Coxhead, A. (2013). Vocabulary and ESP. In Paltridge, B. and Starfield, S. (eds.). *The handbook of English for specific purposes*. Wiley-Blackwell (A John Wiley & Sons, Ltd., Publication), pp. 114-132.
- Crawford Camiciottoli, B. (2007). *The language of business studies lectures*. Amsterdam: John Benjamins.
- Dudley-Evans, T. and St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Hoa, N. T. T. and Mai, P. T. T. (2016). Difficulties in teaching English for specific purposes: Empirical study at Vietnam universities. *Higher Education Studies*, 6(2), pp. 154-161. doi: 10.5539/hes.v6n2p154
- Hou, H.-I. (2014). Teaching specialized vocabulary by integrating a corpus-based approach: Implications for ESP course design at the university level. *English Language Teaching*, 7(5), pp. 26-37. doi: 10.5539/elt.v7n5p26

- Hutchinson, T. and Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.
- Krajka, J. (2007). Online lexicological tools in ESP – towards an approach to strategy training. *Scripta Manent*, 3(1), pp. 3-19.
- Medrea, N. and Rus, D. (2012). Challenges in teaching ESP: Teaching resources and students' needs. *Procedia Economics and Finance*, 3, pp. 1165-1169.
- Nation, P. (2008). *Teaching vocabulary: Strategies and techniques*. Heinle Cengage.
- Niska, H. (2002). Introduction to terminology and terminological tools. In Garcés, C. V. and Barés, G. M. (eds.). *Community interpreting and translating: New needs for new realities*. Universidad de Alcalá: Servicio de Publicaciones, pp. 37-51.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Prentice Hall.
- Schmitt, N. (2010). *Researching vocabulary*. Basingstoke: Palgrave Macmillan.
- Shamsudin, S., Husin, N. and Manan, A. Abd. (2013). Exploring fundamental engineering word list for engineering students: A literature review. *Procedia – Social and Behavioral Sciences*, 70, pp. 1275-1281. doi: 10.1016/j.sbspro.2013.01.187
- Woodward-Kron, R. (2008). More than just jargon – the nature and roles of specialist knowledge in learning disciplinary knowledge. *Journal of English for Academic Purposes*, 7, pp. 234-249.
- Source of the figures: retrieved on 9 February 2025, from <https://books.unwe.bg/shop/чужди-езици/английско-български-тематичен-учебе>