

## Some techniques for teaching business English vocabulary

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### **Abstract**

*The paper focuses on some traditional techniques for vocabulary teaching in the untraditional context of English for specific purposes – business English vocabulary teaching. Those techniques are based on the selection and presentation of collocations, synonyms, antonyms and paronyms, of words whose specialized meaning differs from their general English one, as well as of specialized words with some similarity in meaning, but also with a significant difference. Moreover, attention should be paid to their translation equivalents because learners' general professional competence is based on the correct use of the respective specialized vocabulary both in the foreign language and the mother tongue.*

**Keywords:** *English for specific purposes (ESP), business English, vocabulary teaching and acquisition*

### **Introduction**

Teaching English for specific purposes (ESP) is directed towards learners' immediate professional and practical needs in accordance with their specialization. Its main goal is the development of specialized communicative competence in the respective field and its integration into learners' general professional competence, which is based on the correct use of the respective specialized vocabulary both in the foreign language and the mother tongue. Hence the necessity for a combination of some techniques for increasing the efficiency of its teaching and acquisition.

The object of this analysis is the economic vocabulary in business English teaching and the techniques for increasing the efficiency of its teaching and acquisition. The main goal of the paper is to present a combination of techniques for increasing the efficiency of economic vocabulary teaching and acquisition. For the achievement of that goal, the following tasks are set: making a brief overview of the differences between teaching ESP and teaching general English; paying attention to students' insufficient specialized vocabulary knowledge at the beginning of their business English courses at university; justifying the need for a combination of different techniques for specialized vocabulary teaching, examining each and every one of them separately; outlining the role of term extractors. The most suitable approach to teaching in the particular situation can be a combination of elements of different methods and/or personal decisions of the lecturer himself/herself in the particular environment of the particular workplace in accordance with the particular learners' needs (Dimitrova-Gyuzeleva 2015: 553). Hence the necessity for a combination of suitable approaches to teaching business English vocabulary in an academic context.

Most of the presented techniques are used mainly in general English vocabulary teaching and acquisition, but so far they have very rarely been applied to specialized (economic) vocabulary. The aim of the paper is to make an attempt at compensating for exactly this deficit in the theory and practice of teaching ESP. The desired effect of their cumulative application to economic vocabulary is expected to be as synergistic as it is when it comes to general English vocabulary.

### **Theoretical background**

#### ***Differences between teaching ESP and teaching general English***

Teaching ESP differs from teaching English for general purposes in that the former is directed primarily towards learners' immediate professional or academic needs. For that reason, the language

used and taught for specific purposes is more real than abstract. Emphasis is laid mainly on communicative language skills, rather than on language forms. Teaching ESP includes teaching English for professional purposes, whose goal is to facilitate a professional's communication in an international context (Garcia Laborda & Litzler 2015).

One of the different varieties of ESP is Business English. Business English lecturers realize that it is a challenge to follow and explain the new business vocabulary. Nowadays it is expected of them to develop students of economics' "soft" skills necessary for performing tasks such as participation in business communication, negotiations, meetings, giving presentations, etc. Svetlana Dimitrova-Gyuzeleva lays emphasis on the contemporary necessity for developing life skills in the process of foreign language teaching. To the fulfillment of that task contribute the following activities: preparing a CV or conducting a job interview in the foreign language, conducting a discussion on a topical issue or intended to solve a problem, role games and simulations, delivering presentations showing the results of an individual or a group project, critical reading of a text and expressing an opinion on a controversial issue, etc. (Dimitrova-Gyuzeleva 2018: 62).

### ***Students' specialized vocabulary knowledge***

Konstantakis pays attention to the fact that before starting studying economic disciplines at university, students usually have no or insufficient knowledge of business English as well as of English for academic purposes (Konstantakis 2007). Before starting studying economic disciplines at the University of National and World Economy – Sofia, Bulgaria, the newly-enrolled students of Economics and Management Taught in English usually have no or insufficient knowledge of business English as well as of English for academic purposes although they have already passed an entrance exam in general English at level B2 in accordance with the *Common European Framework of Reference for Languages*. Judging by these and other similar observations, it can be concluded that lexical knowledge is the main factor in understanding a specialized text as well as in successful communication in a professional environment.

Therefore, the newly-enrolled students of economics need adequate lexical knowledge in the respective field. At the University of National and World Economy – Sofia, Bulgaria, the students of Economics and Management Taught in English sit a practical final exam in business English at level C1 after they have finished their second year of studies, i.e. for the two years of studying business English, they are expected to gradually become acquainted with specialized vocabulary and relevant professional skills and to acquire the respective vocabulary both in the foreign (English) language and in the mother (mostly Bulgarian) tongue.

### **Methodology**

The recommended combination of techniques is based on the selection and presentation, both in isolation and in context, of specialized collocations, synonyms, antonyms and paronyms, of specialized and semi-specialized words, as well as words with some similarity in meaning, but also with a significant difference. Moreover, their translation equivalents should also be in the focus of attention.

The examples presented in the paper are excerpted from the periodical press – *The Economist*, *The Financial Times*, as well as from the following coursebooks in business English: *English for Business Studies*, *English for Economics in Higher Education Studies*, *Intelligent Business – Intermediate Business English*, *Intelligent Business – Upper Intermediate Business English*, *Market Leader – Upper Intermediate Business English*, *PASS Cambridge BEC Higher*, *Success with BEC Higher: The New Business English Certificates Course*. The electronic monolingual *Cambridge Dictionary*, which includes a business English section, is used.

## **Results and discussion**

### **CLIL**

The main goal of content and language integrated learning (CLIL) is to facilitate learners' acquisition of language, culture and cognitive skills, while they are gaining knowledge in the respective specialized field, through the meaningful and highly contextualized use of the language learned, which serves as a means of teaching and acquisition of the specialized content (Ersanlı 2019). Depending on whether emphasis is laid on language teaching or on specialized content teaching, the following two versions of CLIL exist – the hard or strong one and the soft or weak one. The choice is determined by the educational policy of the respective academic institution. Teaching ESP comes closer to the soft or weak version of CLIL, which provides a perfect environment for teaching and acquisition of specialized vocabulary in a natural context.

### ***Combinations of techniques or strategies for the introduction of unfamiliar words or phrases***

According to Pavlina Stefanova, the main combinations of techniques or strategies for the introduction of unfamiliar words or phrases in general are the following: 1) discussions involving visuals – objects, photos, pictures, drawings; 2) descriptions (of actions, processes, names, etc.), definitions, comments, enumerations; 3) the use of related words, antonyms, synonyms (attention should be paid to the fact that there are no totally overlapping synonyms; differences should be explained), a morphological and word building analysis; 4) context (in order to check the understanding); 5) translation; 6) using a dictionary (Stefanova 2015: 90).

It is recommendable that the unfamiliar words or phrases are presented in context through examples or demonstrations. Visual hint is most effective. The successful lesson should show and demonstrate. To the fulfillment of that task contribute body language, mimics, gestures, eye contact as well as common knowledge (Schleppegrell & Bowman 1986: 79).

One of the best strategies for vocabulary teaching is guessing the meaning of unfamiliar words from the context. The fulfillment of that task requires: first, the learners to determine what part of speech the respective unfamiliar word is; and second, to look around for hints in the context, which can help them to find out its meaning (Leonardi 2009).

In foreign language teaching, it is essential for learners to acquire the meaning of lexical units when there is not always a total overlap with the meaning of the respective lexical units in the mother tongue. This discrepancy often leads to mistakes in their use in the foreign language. It is necessary for learners to acquire the contextualized meaning of the new lexical unit, rather than all its dictionary meanings (Stefanova 2015: 88).

### ***Selection and presentation of specialized collocations***

Pavlina Stefanova points out that the development of the communicative skills of reading, listening, speaking and writing is impossible without certain lexical knowledge. She also emphasizes that memorizing isolated words is insufficient because learners need “to develop habits for automatic selection of lexical units during the speech act, for inclusion of those units into the syntagm and the phrase in accordance with the rules of concordance in the respective language” (Stefanova 2015: 87).

Lexical knowledge includes the acquisition of lexical units – words, expressions, collocations, phrases. The word as a fundamental lexical unit has a complex semantic and morphological structure. It comes into the structure of the sentence through the collocation, which reflects the lexico-semantic and grammatical links between words, realized by models typical of every single language. There is not a unanimous viewpoint in scientific literature about the level to which the collocation belongs because it combines categories of different levels – lexico-semantic, morphological and syntactic one (Stefanova 2015: 87, 88).

Here are some examples of specialized collocations:

**allocate resources/money** – “to give a particular amount of resources/money to someone or something, so that it can be used in a particular way”

**blow the whistle** – “to bring something to the attention of other people in order to stop something bad from happening”

**delegate responsibilities/responsibility** – “to give a particular responsibility to someone else so that they do it for you”

**fiddle the accounts/books/finances** – “to dishonestly change a company’s accounts or financial records”

**foot the bill** – “to pay a bill”

**go bankrupt** – “to become unable to pay what you owe, and to have control of your financial matters given, by a court of law, to a person who sells your property to pay your debts”

**pay money up front** – “If you give someone an amount of money up front, you pay them before they do something for you.”

**raise money/capital/funds** – “to manage to get money to invest in a business, project, property, etc.”

**run a business / a company** – “to be in control of or manage a business / a company”

**taking the minutes** – “writing down what is said at a meeting and by whom”

To increase the efficiency of specialized collocations acquisition, lecturers of business English should select from coursebooks and the periodical press and present to students pairs or sets of specialized words which usually go together. Attention should be paid to their meanings and translation equivalents.

### ***Selection and presentation of specialized synonyms***

Here are some examples:

**competitor or rival (noun)** – “a person, product, company, etc. that is trying to compete with others, for example, by trying to make bigger sales in a particular market; a person, company, product, etc. competing with others for the same thing or in the same area”

**cutting red tape (collocation) or reducing bureaucracy** – “reducing the number of official rules and processes that seem unnecessary and cause delays; reducing the quantity of complicated rules, processes, and written work that make it hard to get something done”

**deceit or fraud or scam (noun)** – “dishonest or illegal methods used by a person or organization in order to get something or to make people believe that something is true when it is not; the crime of getting money by tricking or deceiving people, or a crime of this type; an illegal way of making money, usually by tricking people”

**fringe benefits or perks (noun, plural)** – “extra things that are given to you by your employer in addition to your pay but are not in the form of money; advantages or extra things, such as money or goods, which you are given for doing your job”

**labour union or trade union (noun)** – “an organization that represents the people who work in a particular industry, protects their rights, and discusses their pay and working conditions with their employers”

**middleman (Pl middlemen) or intermediary (noun)** – “a person who communicates or makes arrangements between two people or groups who are unwilling or unable to meet or deal directly with each other; a person or organization that makes business or financial arrangements between companies or organizations that do not deal with each other directly”

**nominal value or face value or par value (noun)** – “the value of a share, bond, etc. when it is made available for sale for the first time; the value or price that is shown on something such as stamps, coins, or paper money”

**oil rig or oil platform** (*noun*) – “a large structure with equipment for getting oil from under the ground or the sea; a large structure that carries equipment that is used to get oil from under the sea”

**social security benefits or welfare benefits** (*noun, plural*) – “money paid by the government to people who are ill, poor, or have no job”

**tycoon or mogul** (*noun*) – “a very successful business person who is rich and powerful; an important person in business who is very rich or powerful”

To increase the efficiency of specialized synonyms acquisition, lecturers of business English should select from coursebooks and the periodical press and present to students specialized words with similar meanings. Attention should be paid to the meanings and to the translation equivalents.

### ***Selection and presentation of specialized antonyms***

Here are some examples:

**assets** (*noun, plural*) – “things that are owned by a person, company, or organization, such as money, property, or land” VS **liabilities** (*noun, plural*) – “the amount of money that a person or organization owes”

**be in the black** (*collocation*) – “If a bank account is in the black, it contains some money, and if a person or business is in the black, they have money in the bank and are not in debt.” VS **be in the red** (*collocation*) – “If you or your bank account are in the red, you owe money to the bank.”

**bull market** (*noun*) – “a period when the price of shares and other investments are higher than usual, and many people invest because they expect to earn large profits” VS **bear market** (*noun*) – “a period during which prices in a financial market are going down and a lot of people are selling shares”

**creditor** (*noun*) – “a person, organization, or government that is owed money” VS **debtor** (*noun*) – “a person, country, or organization that owes money”

**deposit money (into a bank account)** (*collocation*) – “to put money into a bank account, especially one that pays interest” VS **withdraw money (from a bank account)** (*collocation*) – “to take money out of an account”

**durable goods** (*noun, plural*) – “goods that can be used for a long time and that people do not buy very often, such as televisions and cars” VS **perishable goods or perishables** (*noun, plural*) – “food products that decay quickly”

**hard sell** (*noun*) – “a method of selling in which the person selling tries very hard to persuade the customer to buy something” VS **soft sell** (*noun*) – “a way of trying to sell something to someone by persuading them gently that they want or need it”

**retailer** (*noun*) – 1) “a company that sells goods to the public in stores and on the internet, rather than to stores, other businesses, etc.”; 2) “someone who owns or manages a store or website that sells goods to the public” VS **wholesaler** (*noun*) – “a person or company that sells goods to stores or other businesses, etc. rather than to the public”

**stock exchange (stock market)** (*noun*) – “a place where shares are bought and sold, and the people and organizations involved in this” VS **commodity exchange (commodity market)** (*noun*) – “a place where large quantities of substances or products such as oil, metals, grain, coffee, etc., are traded”

**stocks** (US) or **shares** (UK) or **equities** (*noun, plural*) – “the units that the ownership of a company, fund, etc. is divided into and which can be bought by members of the public” VS **bonds** (*noun, plural*) – “amounts of money that organizations or governments borrow and promise to pay back on agreed dates with agreed amounts of interest, or the documents that contain these agreements”

To increase the efficiency of specialized antonyms acquisition, lecturers of business English should select from coursebooks and the periodical press and present to students specialized words with opposite meanings. Attention should be paid to the difference in the meanings and to the translation equivalents.

### ***Selection and presentation of specialized paronyms***

Here are some examples:

**brain drain** (*noun*) – “a situation in which large numbers of educated and skilled people leave their own country or area to live and work in another one where they can earn more money or conditions are better” VS **brainwashing** (*noun*) – “the process of making someone believe something by repeatedly telling them that it is true and preventing any other information from reaching them”

**insure** (*verb*) – 1) “to protect yourself against risk by buying insurance from a company that will provide an agreed amount of money if a particular event happens, for example if you are killed or injured or if your possessions are damaged or stolen”; 2) “to provide insurance for someone or something” VS **ensure** (*verb*) – “to make something certain to happen”

**liabilities** (*noun, plural*) – “the amount of money that a person or organization owes” VS **liability** (*noun*) – “legal responsibility for something”

**owe** (*verb*) – “to need to pay or give something to someone because they have lent money to you” VS **own** (*verb*) – “to have something that legally belongs to you”

**stockholders** (US) or **shareholders** (UK) (*noun, plural*) – “people or organizations that own stocks/shares in a company” VS **stakeholders** (*noun, plural*) – “employees, investors, customers, etc. who are involved in or buy from a business and have an interest in its success”

**subsidiary** (*noun*) – “a company that is owned and controlled by a larger company” VS **subsidy** (*noun*) – “money given by a government or an organization to reduce the cost of producing food, a product, etc. and to help to keep prices low”

**unanimous** (*adjective*) – 1) “If a feeling, decision, action, etc. is unanimous, everyone in a group feels it or agrees to it.”; 2) “If a group of people is unanimous, everyone agrees to something.” VS **anonymous** (*adjective*) – “made or done by someone whose name is not known or not made public”

To increase the efficiency of specialized paronyms acquisition, lecturers of business English should select from coursebooks and the periodical press and present to students specialized words with similar pronunciations, but completely different meanings. Attention should be paid to the similarity of the pronunciations, to the difference in the meanings and to the translation equivalents.

### ***Selection and presentation of specialized and semi-specialized vocabulary***

According to some of the most prominent theoreticians (Robinson 1991, Hutchinson & Waters 1987, Dudley-Evans & St John 1998), the vocabulary of ESP can be divided into three categories:

1. *Specialized vocabulary*, in which words have one meaning and are used only in the respective specialized field;

2. *Semi-specialized vocabulary*, in which words have been taken from general English, but they have acquired a new or several new meanings in the respective specialized field. In this case, words have more than one meaning, retaining their initial one and simultaneously acquiring the new ones from the specialized field;

3. *General vocabulary with high frequency in the specialized field*, in which words come from general English and retain their meaning when used in the specialized field. They are not specialized terms, but are necessary for the overall understanding of the text.

One of the challenges in teaching ESP vocabulary is teaching semi-specialized words. The acquisition of their specialized meanings is hard for learners because they already know those words in a certain way – in their general meaning. For instance, in general English *minutes* means “some of the 60 parts that an hour is divided into, consisting of 60 seconds”, whereas in business English the meaning is completely different – “the written record of what was said at a meeting”. More examples of semi-specialized vocabulary are presented in **Table 1**.

**Table 1:** Different meanings of the same words in general English and in business English.

<b>Word</b>	<b>General English meaning</b>	<b>Business English meaning</b>
<b>appreciate</b> ( <i>verb</i> )	“to recognize how good someone or something is and to value him, her, or it”	“to increase in value”
<b>customs</b> ( <i>noun, plural</i> )	“ways of behaving or doing something which have existed for a long time and are considered as the usual ways”	1) “the place at an airport, port, or border where goods that people bring into a country are examined to make sure they are legal and whether any tax should be paid on them”; 2) “taxes that are paid on goods that are brought into a country”; 3) “the government department that deals with taxes on goods coming into and leaving a country”
<b>duty</b> ( <i>noun</i> )	1) “something that you have to do because it is part of your job”; 2) “a responsibility to do something because it is legally or morally right to do it”	“a tax paid on goods that are bought or imported”
<b>goodwill</b> ( <i>noun</i> )	“a friendly attitude in which you wish that good things happen to people”	1) “the value to a company or organization of things that cannot be directly measured, for example, its good reputation or its customers’ loyalty”; 2) “the difference between the value of a company’s assets and what profit it is expected to make in the future, which is included in the price paid when it is bought or sold”
<b>interest</b> ( <i>noun</i> )	1) “the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something”; 2) “an activity that you enjoy doing or a subject that you like to spend time learning about”; 3) “something that brings someone advantages or that affects someone or something”	1) “money that is charged by a bank or other financial organization for lending money”; 2) “money that you earn from keeping your money in an account in a bank or other financial organization”
<b>liquid</b> ( <i>adjective</i> )	“in the form of a liquid”	1) “in the form of money, rather than investments or property, or able to be changed into money easily”; 2) “If a market is liquid, it is easy to buy and sell in it, and a lot of buying and selling takes place.”
<b>maturity</b> ( <i>noun</i> )	“the quality of being older or an adult, and behaving in a reasonable way like an adult”	1) “the time when an investment or insurance product becomes ready to be paid”; 2) “a stage in the development of a market or industry when it is not new and is not likely to grow quickly in the future”

<b>principal</b> ( <i>noun</i> )	“the person in charge of a school”	1) “an amount of money lent or borrowed, rather than the interest paid on it”; 2) “a person who has legal responsibility for what a business or organization does”
<b>royalties</b> ( <i>noun, plural</i> )	“the people who belong to the family of a king and queen”	“payments made to writers, musicians, inventors, etc. every time something they have created or invented is bought or used by others”
<b>welfare</b> ( <i>noun</i> )	“the general state of health or degree of success of a person, business, country, etc.”	1) “help given, especially by the state or another organization, to people who need it, especially because they are poor”; 2) “a system of payments by the government to people who are ill, poor, or have no job”

To increase the efficiency of specialized and semi-specialized vocabulary acquisition, lecturers of business English should select from coursebooks and the periodical press and present to students words with one meaning, which are used only in the respective specialized field, as well as words whose specialized meaning differs from their general English one and which are used mainly in their specialized meaning. Attention should be paid to the difference in the meanings and to the translation equivalents.

***Selection and presentation of specialized words with some similarity in meaning, but also with a significant difference***

Here are some examples:

**customer** (*noun*) – “a person or an organization that buys a product or service” VS **client** (*noun*) – “someone who receives professional services from an organization”

**economic** (*adjective*) – 1) “relating to trade, industry, and money”; 2) “making a profit, or likely to make a profit”; 3) “not using a lot of money, fuel, etc.” VS **economical** (*adjective*) – “not using a lot of fuel, money, space, etc.”

**lay off** (*phrasal verb*) – “to stop employing a worker, esp. for reasons that have nothing to do with the worker’s performance” VS **dismiss or discharge** (*verb*) – “to remove someone from their job, especially because they have done something wrong”

**tax evasion** (*noun*) – “illegal methods used by people or companies to reduce the tax they pay, or a particular situation where this happens” VS **tax avoidance** (*noun*) – “a legal way of reducing the amount of tax a person or company would normally pay”

**taxes** (*noun, plural*) – “amounts paid to the government based on a person’s income, a company’s profits, the value of goods and services, etc., or this money considered together” VS **fees** (*noun, plural*) – “amounts of money paid for particular pieces of work or for particular rights or services”

**wages** (*noun, plural*) – “the money earned by an employee, esp. when paid for the hours worked” VS **salary** (*noun*) – “the total amount of money that an employee is paid every year to do their job, or one of the payments they receive each month as part of this”

**white-collar worker** (*noun*) – “A white-collar worker works in an office, doing work that needs mental rather than physical effort.” VS **blue-collar worker** (*noun*) – “A blue-collar worker does physical work rather than mental work, and usually does not work in an office.” VS **pink-collar worker** (*noun*) – “A pink-collar worker’s job is low-paying and is traditionally done by women.”

To increase the efficiency of the acquisition of specialized words with some similarity in meaning, but also with a significant difference, lecturers of business English should select such words from



coursebooks and the periodical press and present them to students. Attention should be paid to the difference in the meanings and to the translation equivalents.

### **Translation**

Not long ago, methodological literature recommended that foreign language teaching should be completely monolingual, i.e. learners' mother tongue should not be used in class, because it can hinder their immersion in natural foreign language environment (Hall & Cook 2012). Tang however considers that the moderate use of the mother tongue can contribute to foreign language teaching and acquisition (Tang 2002). Nevertheless, this issue remains controversial, but it can be concluded that mother tongue use should be accepted in foreign language teaching for it saves time, enhances understanding, decreases anxiety, makes the atmosphere in class positive and increases the efficiency of teaching and learning grammar and vocabulary. Research confirms that the monolingual approach is not so strongly recommended since 2000, as it was before (Sarıçoban, Tunaz & Muyan 2019). Moreover, the use of the mother tongue for the purposes of teaching ESP is even desirable nowadays.

According to Leonardi, owing to translation exercises learners can improve their skills of finding lexical equivalents in the target language. Translation exercises provide the opportunity for students to acquire vocabulary at two stages: first, they learn to make a connection between the meaning and the form of the word, and then they learn when it can be used, in what collocations, with what nuances of meaning, etc. (Leonardi 2009).

### **Term extractors**

There are computer instruments (e.g. *TermoStat Web*<sup>1</sup> and *Sketch Engine*<sup>2</sup>) for term extraction from specialized texts. Those tools can be useful to linguists, lexicographers, translators, as well as students and lecturers of ESP. The main disadvantage is that the process of automatic determination of key terms is entirely based on formal criteria. For that reason, the presented results can be perceived only as potential terms. Human judgement is inevitable in determining which ones are real terms. Potential terms are determined on the basis of their frequency of use in the respective text and on the basis of their form. It is assumed that high frequency words following the typical terminological word building models (e.g. *noun + adjective; noun + noun*) are potential terms ("TermoStat Web Tutorial, Level 1"<sup>3</sup>).

### **Conclusion**

In the paper, a brief overview of the differences between teaching ESP and teaching general English was made, attention was paid to students' insufficient specialized vocabulary knowledge at the beginning of their business English courses at university, the need for a combination of different techniques for specialized vocabulary teaching was justified, each and every one of them was examined separately, the role of term extractors was outlined. A combination of techniques for increasing the efficiency of economic vocabulary teaching and acquisition was presented.

In the focus of the suggested combination of techniques are not only the similarities and differences in the meanings of words (which often lead to students' mistakes), but also their translation equivalents because learners' general professional competence is based on the correct use of the respective specialized vocabulary both in the foreign language and the mother tongue. The desired effect of the cumulative application of the techniques for general English vocabulary teaching and acquisition, which so far have very rarely been applied to specialized vocabulary, is expected to be as synergistic when it comes to economic vocabulary as it is when it comes to general English vocabulary. A suitable object of

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<sup>1</sup> [http://termostat.ling.umontreal.ca/index.php?lang=en\\_CA](http://termostat.ling.umontreal.ca/index.php?lang=en_CA)

<sup>2</sup> <https://www.sketchengine.eu/>

<sup>3</sup> [https://linguistech.ca/TermoStat\\_E\\_TUTCERTT\\_I\\_PartI](https://linguistech.ca/TermoStat_E_TUTCERTT_I_PartI)

future research on the topic would be the testing of the suggested combination of techniques, whose aim will be to confirm or to reject its efficiency.

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