

## OPINION

By Assoc. Prof. Dr. Boryana Tomova Rogozherova<sup>1</sup>

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Assoc. Prof. in the professional field of 2.1. Philology, scientific specialty of *Applied linguistics – English*

concerning the acquisition of the educational and scientific degree of *PhD* in the doctoral programme of *Methodology of modern languages teaching*, in the scientific area of 1. Pedagogical sciences, professional field of 1.3. Pedagogy of teaching ..., scientific specialty of *Methodology of modern languages teaching (English language)*, with applicant Dilyan Gatev

### **1. Significance of researched problem in terms of its scientific and scientific-applied characteristics**

The PhD thesis written by Dilyan Gatev and entitled *Increasing the Efficiency of Terminological Vocabulary Acquisition in Teaching English for Specific Purposes by Bulgarian Students of Economics* (in original „Повишаване на ефективността при усвояването на терминологичната лексика в обучението по английски език за специализирани цели от български студенти по икономика“) examines in detail a significant problem consisting, as it is apparent from the title, in terminological lexical competence enhancement<sup>2</sup> of Bulgarian students of economics. This matter value has been increasing due to communications intense development in all spheres of life, this fact laying down even more serious requirements towards the level and quality of future specialists' foreign language training, and, in particular, of English language communicative competence of economists acquiring their degrees in UNWE as well as in other higher schools in Bulgaria. Terminological lexis (terms and terminological collocations) mastering and skillful use represents an important component of learners' specialized language knowledge with respect to their language needs.

Thesis researched topic most essential facet in scientific perspective is related to the development of a methodological model for terminological lexis teaching, incorporating approaches and activities sequence, and aimed at learners' terminological lexical competence constructing and enhancing, whereas in scientific-applied perspective, studied matter most relevant

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<sup>1</sup> Boryana Rogozherova publishes her scientific works under the name Boryana Ruzhekova-Rogozherova.

<sup>2</sup> The term *terminological lexical competence* belongs to the thesis author.

aspect is associated with the creation of a methodological concept for pedagogical model approbation and this concept implementation.

## **2. Justification of thesis objectives and tasks**

Doctoral thesis main objective, namely, the creation of a pedagogical model for terminological lexis teaching and this model approbation, is achieved through numerous tasks fulfilment, among which, revealing the importance of students' terminological lexical competence within the framework of business English teaching, analyzing the features of English for specific purposes (ESP) in comparison with the specifics of English for general purposes training, presenting the implemented ESP course packs at UNWE, describing some digital instruments' abilities for terminological lexis detection and study, producing an English-Bulgarian thematic study dictionary to meet ESP teaching objectives, constructing a sequence of approaches and activities applied in the process of terminological lexis teaching, developing surveys and test materials for the purpose of methodological model approbation. The above mentioned objective and tasks are logically justified in the light of optimizing Bulgarian students' training in ESP at UNWE and other higher schools, prerequisite to the enhancement of students' specialized communicative competence in economics.

## **3. Congruence between chosen methodology, research methods and the thesis objective and tasks**

Doctoral thesis objective is achieved and corollary tasks are performed logically within the framework of the applied case study methodology by means of a carried out pedagogical experiment with the predominant participation of a group of newly enrolled university students. The experimental research comprises three stages designated by the author as *establishing*, *developing (constructing)* and *concluding* steps (as well as corresponding sub-stages), these stages being essentially intended at determining students' entrance level, training in compliance with developed pedagogical model and testing after teaching has been performed. Thus, the experiment provides the basis for results analysis and specifying students' achievements stemming from methodological model implementation.

Main research methodology is abundantly theoretically supported in terms of treating ESP features, ESP education process participants, pedagogical materials, lexis teaching approaches,

ESP teaching specifics at UNWE, corpora and electronic platforms role while working with terminology, study dictionary production stages.

#### **4. Thesis scientific and scientific-applied contributions (description and evaluation)**

Scientific contributions of Dilyan Gatev's doctoral thesis consist in:

- Methodological model development aimed at terminological lexis teaching within business ESP classes and hypothesis formulation as to the model educational usefulness;
- Development of model approbation methodology;
- Creating the terminological collocation of *terminological lexical competence*;
- Examining ESP features and more precisely, these ones of business ESP with emphasis on terminological lexis teaching;
- Constructing a sequence (it allows variations) of approaches and activities implementation in terminological lexis teaching;
- Implementing general lexis teaching approaches in ESP methodology;
- Emphasizing on translation relevance in the objective of bilingual specialized communicative competence construction and fighting native language negative transfer;
- Applying contemporary technologies in terminology teaching process;
- Producing an English-Bulgarian study thematic dictionary comprising two parts, Part I presenting terms English definitions, and Part II including terminological collocations; terms the value of which differs to some extent from general English meanings; terms-synonyms; terms-antonyms; terms possessing partial resemblance or difference in meaning; terms-paronyms.

Scientific-applied contributions of Dilyan Gatev's doctoral thesis consist in:

- Developing surveys and test materials to be implemented during model approbation three experimental stages;
- Materials processing and experimental findings analysis;
- Conclusion making to confirm thesis supposition.

#### **5. Evaluation of publications presented with the thesis: number, type of editions they were published in**

Dilyan Gatev has five individual publications treating his thesis matters, four materials having been published in conference proceedings and one article, having appeared in Educational Role of Language Journal, ERLA edition.

#### **6. References by other authors, scientific press opinions, etc.**

Citations of the applicant's publications (referred to in his thesis or treating different topics) have not been encountered so far, based on carried out search. However, this fact is not relevant in terms of Dilyan Gatev's thesis evaluation, other authors' references or opinions not being required for the acquisition of a PhD degree. A mentioning of Dilyan Gatev's paper *The Communicative Approach in Teaching English for Specific Purposes (Business English)* presented on a seminar of the Department of Foreign Languages and Applied Linguistics, UNWE was detected in Google Scholar.

#### **7. Opinions, recommendations and notes**

Dilyan Gatev has performed exceptionally serious theoretical and applied work in the process of developing a PhD thesis with significant contributions, the results of which can be applicable not only at UNWE, but also at other higher educational institutions. The applicant's research is abundantly supported in terms of specialized sources. Prepared study dictionary is in line with methodological model purpose to positively impact logically occurring native language negative transfer as well as to enhance learners' language awareness by means of acquainting them with terms-collocations, terms-synonyms, terms-antonyms and terms-paronyms. Performed work quality is testified through carried out dictionary expert evaluation by specialists in economics.

I would venture to express some disagreement with the statement in thesis general part as to ESP laying emphasis predominantly on language functions and to a lesser extent on grammar as language functions are achieved by means of corresponding lexis as well as through specific grammar categories use.

In my view likewise specialized text comprehension not only depends on lexical knowledge, but also, to a considerable degree, on grammar competence. Theory and practice have witnessed to the need of conscious use of categories, pertaining to all levels of language, in this process.

**8. Conclusion containing a clearly defined positive or negative thesis evaluation**

Dilyan Gatev's thesis entitled *Increasing the Efficiency of Terminological Vocabulary Acquisition in Teaching English for Specific Purposes by Bulgarian Students of Economics* (in original „Повишаване на ефективността при усвояването на терминологичната лексика в обучението по английски език за специализирани цели от български студенти по икономика“) is written in compliance with the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its application as well as of the Ordinance on the Development of the Academic Staff of NBU.

I declare with conviction my positive evaluation of the thesis and vote that Dilyan Gatev is awarded the educational and scientific degree of *PhD* in the professional field of 1.3. Pedagogy of teaching ..., scientific specialty of *Methodology of modern languages teaching (English language)*.

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Signature: .....

/Assoc. Prof. Dr. Boryana Rogozherova /