

REVIEW

by Prof. Dimitar Vesselinov, Ph.D., D.Sc.

of a dissertation entitled “Increasing the Efficiency of Terminological Vocabulary Acquisition in Teaching English for Specific Purposes by Bulgarian Students of Economics”

for obtaining the educational and scientific degree “Doctor of Philosophy” in professional field: *1.3. Pedagogy of teaching of...; scientific specialty: Modern language (English language) teaching methodology,*

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Scientific supervisor: Assoc. Prof. Svetlana Georgieva Dimitrova-Gyuzeleva, Ph.D.

I. General assessment of the dissertation

The dissertation reviewed treats a topical issue for Bulgarian practice. I congratulate the scientific supervisor Assoc. Prof. Svetlana Dimitrova-Gyuzeleva on the precision and wording of the topic. In the dissertation are researched the principles and methods for increasing the efficiency in terminological vocabulary acquisition in English language teaching, which are used in the field of Bulgarian education.

The object of the research is the terminological vocabulary competence of Bulgarian students of economics, studying business English as part of their professional preparation. The subject of this dissertation are the possibilities for increasing the efficiency in developing terminological vocabulary competence among Bulgarian students of economics, studying business English as part of their professional preparation, through applying a specifically developed methodological model of a combination of teaching techniques and a series of teaching activities.

The Ph.D. student sets his dissertation aim as developing and testing a methodological model representing a combination of teaching techniques and a series of teaching activities for developing terminological vocabulary competence in business English, which should lead to improving the specialized language skills of the target group of learners (Bulgarian students of economics, studying business English as part of their professional preparation).

The scientific analysis of the chosen subject matter is carried out on the basis of Bulgarian and foreign literary sources. The fluency in English has made it possible for the Ph.D. student to refer to and to use the views of different authors in this field. He formulates his own inferences on issues of discussion regarding increasing the efficiency in terminological vocabulary acquisition in English language teaching. The literary sources are used creatively and the reference to the cited authors is correct and conscientious. In his work, the Ph.D. student uses information which he has systematized and processed in plenty of tables and figures, part of which are author's developments.

The research innovation is based on the following three aspects, which are made explicit in the dissertation:

1. The dissertation enriches the research in increasing the efficiency in terminological vocabulary acquisition in English language teaching.
2. Developed is a model of teaching techniques and a set of teaching activities, which should facilitate and improve the acquisition of knowledge and skills by students of economics, studying English for specific purposes in the "Business English" discipline. The focus is on specialized vocabulary acquisition.
3. The results of the research carried out are very well illustrated in tables and graphs. In terms of content, there is dissertation originality.

II. Assessment of the structure, content and inferences of the dissertation

The dissertation has a total volume of 292 standard typewritten pages (541 pages including the appendixes). The Ph.D. student has developed his research into an introduction, three chapters, a conclusion and appendixes. In accordance with the subject and the main aim of the research are formulated the scientific tasks of the dissertation: on the basis of a critical theoretical overview of the methodological literature on the topic should be defined the concept "terminological vocabulary competence" as a variation of vocabulary competence, which is part of communicative language competence; mainly in comparative terms with teaching general English should be presented the peculiarities of teaching English for specific purposes (ESP) and of its variation – teaching business English (BE).

In view of solving these tasks, the dissertation is structured – developing the theoretical foundation of the research on increasing the efficiency in terminological vocabulary acquisition in English language teaching, and in the next two chapters the author presents his own model for carrying out this activity and applies it in specific empirical research.

In the first chapter of the dissertation, attention is paid to the concept “terminological vocabulary competence”. It is examined and defined as a variation of vocabulary competence, which is part of communicative language competence. Mainly in comparative terms with teaching general English are presented the peculiarities of teaching English for specific purposes (ESP) and of its variation – teaching business English (BE), with regard to their essence, development, teachers, learners, syllabuses, materials and activities (reading, listening, speaking, writing, grammar, vocabulary, as well as cultural awareness and intercultural communication).

Main emphasis is laid on teaching vocabulary – determining the scope of specialized vocabulary, its introduction and acquisition, as well as the role of translation in this process. Attention is also paid to (the role of) corpora, term banks, dictionaries and digital technologies in teaching a foreign language for specific purposes.

In the second chapter, the Ph.D. student pays the necessary attention to teaching a foreign language for specific purposes to the students of economics at the University of National and World Economy – Sofia, Bulgaria. The syllabus in “English as a first foreign language” for the students of subfield “Economics (and management) taught in English” at the University of National and World Economy – Sofia, Bulgaria, is analyzed. In it are examined the topics and subtopics of the teaching content, the recommended methodological approaches and techniques of teaching, the assessment of learners’ achievements, the components of the practical state (final) exam in business English, the objectives of teaching, as well as the recommended sources for preparation. After that, in more detail are outlined the advantages and disadvantages of the most commonly used business English teaching sets of textbooks, workbooks and teacher’s books at the University of National and World Economy – Sofia, Bulgaria.

Justified is the need for compiling an English-Bulgarian thematic learner’s dictionary of economics with definitions in English, designed mainly for the purposes of teaching a foreign language for specific purposes. The stages of the process of its compiling are followed. Presented are computer tools for terminological vocabulary processing of two types – the computer tools for extracting terms from specialized texts *TermoStat Web* and *Sketch Engine*, as well as the bilingual online dictionaries *Glosbe* and *Linguee* presenting terms and their different translation equivalents in context. Described is a methodological model of a combination of teaching techniques and a series of activities for developing terminological vocabulary competence among Bulgarian students of economics, studying English for specific purposes as part of their professional preparation.

In the third and last chapter, attention is paid to the results of the testing of the described in the previous chapter two methodological model for developing terminological vocabulary competence among Bulgarian students of economics, studying English for specific purposes (business English) as part of their professional preparation.

The overall research is presented. In comparative terms are examined both the results of the three surveys carried out – with students on entering the university, on completing their first year of studies, and with business English lecturers, and the results of the students' entrance test and of their final test by exercises. The results of the three midterm control works carried out in the course of business English teaching in the first year are also presented – firstly, the results of the midterm test questions are examined by exercises, then in comparative terms the results of the summary (of a specialized [economic] text) and of the business letter are examined by criteria, and finally, the main mistakes made in the summary and letter writing are analyzed.

The specific results of the research carried out can be summarized as follows:

1. The concept “terminological vocabulary competence” is defined – as a variation of vocabulary competence, which is part of communicative language competence.
2. The peculiarities of teaching English for specific purposes (ESP) and of its variation – teaching business English (BE), are presented.
3. The role of corpora, term banks, dictionaries and digital technologies in teaching a foreign language for specific purposes is analyzed in depth.
4. The syllabus in “English as a first foreign language” for the students of subfield “Economics (and management) taught in English” at the University of National and World Economy – Sofia, Bulgaria, is analyzed.
5. An English-Bulgarian thematic learner's dictionary of economics with definitions in English, designed mainly (but not only) for the purposes of teaching a foreign language for specific purposes, is compiled and the stages of the process of its compiling are followed.
6. A methodological model of a combination of teaching techniques and a series of teaching activities for developing terminological vocabulary competence among Bulgarian students of economics, studying English for specific purposes (business English) as part of their professional preparation, is developed and tested.

III. Critical comments and questions on the presented dissertation

1. In the introduction, the research methodology is presented very briefly and incompletely. This leads to a repeated return to the clarification of methodological issues of the research process in the different parts of the exposition.

2. In some places, editing of the exposition and the scientific apparatus used (using foreign words, the Ph.D. student's role in the development of the tables and the figures, way of citing Internet sources) is necessary.

3. It is good for the dissertation to be discussed together with its abstract.

IV. Conclusion

In his work, the Ph.D. student demonstrates good knowledge of the issues related to the efficiency in terminological vocabulary acquisition in English language teaching. The developed dissertation on "Increasing the Efficiency of Terminological Vocabulary Acquisition in Teaching English for Specific Purposes by Bulgarian Students of Economics" by Dilyan Gatev complies with the established criteria for awarding the educational and scientific degree "Doctor of Philosophy" in Bulgaria. The comments pointed out do not undermine the Ph.D. student's efforts.

In view of the above, I give my positive assessment of the research carried out and presented by the above-reviewed dissertation, dissertation abstract, results achieved and contributions and propose for the esteemed scientific jury to award **the educational and scientific degree "Doctor of Philosophy"** to Senior Lecturer **Dilyan Petrov Gatev** in higher education field: *1. Pedagogical sciences*; professional field: *1.3. Pedagogy of teaching of...*; scientific specialty: *Modern language (English language) teaching methodology*.

Sofia, February 23, 2023

Reviewer:

(Prof. Dimitar Vesselinov, Ph.D., D.Sc.)