

REVIEW

by Prof. Antonia Velkova-Gaydarzhieva, PhD, member of the Scientific Jury for the competition for the academic position of PROFESSOR in field of higher education 2. Humanities, professional field 2.1. Philology (English for Medical Purposes),

announced by the Medical University "Prof. Dr. Paraskev Stoyanov" – Varna, Department of Western and Classical Languages, Department of Foreign Language Training, Communication and Sports,

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1. Information on the Competition.

In the announced competition for one academic position of PROFESSOR in the Department of Foreign Language Training, Communication and Sports at the Medical University – Varna, Department of Western and Classical Languages, documents have been submitted by a single candidate, Assoc. Prof. Ilina Tsvetanova Doykova, PhD, a lecturer in the same department. All documents required under the legislation governing academic degrees and positions and the Regulations for the Development of the Academic Staff of the Medical University – Varna, taking into account the Rector's supplementary provision applicable to this particular case whereby the requirement under Article 137(1)(6) of the Regulations for the Development of the Academic Staff of the Medical University – Varna is not to be applied, were submitted within the prescribed deadline. No procedural irregularities have been identified.

2. Information on the Candidate.

From 1994 to the present, Ilina Doykova has pursued an academic career as a professional philologist – translator, editor and educator – and as a university lecturer in English for Specific Purposes, working at a range of educational institutions in Bulgaria and abroad: from the College of Tourism at the University of Economics – Varna, through the University of Applied Sciences in Hamburg, Germany, and the Technical University of Varna, to the Medical University – Varna, where she has worked since 2015. Over the years, Ilina Doykova has successively held the academic positions of Assistant Lecturer and Senior Lecturer. In 2016, she was awarded the educational and scientific degree of Doctor (PhD) in Germanic Languages (Modern English) by Konstantin Preslavsky University of Shumen, having defended a dissertation entitled "Adjectival Complementation with BE in English and Its Bulgarian Translation Equivalents". Since 2018, she has held the academic position of Associate Professor.

Her two monographs, more than 80 scholarly publications, participation in five collective monographic studies, and authorship of a number of textbooks and teaching materials related to the teaching of English and Bulgarian as a foreign language establish her as a serious and committed researcher not only in English for Specific Purposes but also in Bulgarian language studies, particularly in view of her work as Head and teacher at the Bulgarian Sunday School in Hamburg. This is indicative of her dedicated efforts to promote and preserve the Bulgarian language and culture abroad.

Equally impressive is Assoc. Prof. Doykova's extensive expert activity, which presents her in a variety of academic and pedagogical roles. These include licensed examiner for the ECL Consortium (European Consortium for the Certificate of Attainment in Modern Languages) in English, German and Bulgarian, Pécs, Hungary; Head of the Centre for Medical Pedagogy and Communication within the Career Development Division of the Medical University – Varna; editor and reviewer of scholarly literature; and many others.

I should also emphasise the candidate's sustained commitment to professional development, reflected in the dozens of specialisations and additional qualifications acquired at reputable Bulgarian and international educational centres, including Sofia University, the University of Athens, and a number of universities in Austria, Ireland, Switzerland and the United States.

Assoc. Prof. Doykova's active engagement in project work should likewise be noted: during the period under review, she participated in two national and one international research and educational projects.

Also noteworthy is her authorship and co-authorship of five textbooks within the period considered here. This testifies not only to the candidate's teaching competence and experience but also to the academic standing of the Medical University – Varna. The impressive range of courses she teaches at the University presents Assoc. Prof. Doykova as a broadly accomplished philologist who invests effort not only in teaching English for Specific Purposes but also in teaching Bulgarian as a foreign language.

Approximately 20 citations have been reported for the period under consideration, reflecting the candidate's scholarly activity. I am convinced that the academic "currency" of particular scholarly works is demonstrated not so much by numerical indicators as by the standing of the authors who cite them and by the quality of those authors' own work. The submitted citation record clearly shows that Ilina Doykova's observations, findings and concepts are drawn upon by a broad circle of specialists.

Her participation in more than 70 national and international scholarly forums, her translation and editorial work, reviewing of scholarly monographs and edited volumes, as well as her long-standing service as Head of the Department of Western and Classical Languages and Director of the Department of Foreign Language Training, Communication and Sports at the Medical University – Varna, together with her sustained efforts to enhance the standing of both the Department and the University, testify to her perseverance and consistency throughout her academic career.

3. Description of the Scholarly Works.

For the competition, the candidate has submitted one monographic work, "Academic Teaching through English: Language and Pedagogy in Higher Medical Education", together with 30 articles, four of which were published in refereed journals and 26 in non-refereed publications. These works reveal a broad thematic and problem-oriented range in the professional interests and research foci of the philologist and educator, as well as an interdisciplinary theoretical and methodological toolkit in her approach to teaching English to specialised professional audiences – ranging from the analysis of language education programmes, through an attempt to typologise communicative competence for academic teaching in English, to the validation of medical lexis, among other topics.

I am convinced that, before embarking on a habilitation procedure, a member of the academic community – particularly in the humanities – should already have established a recognisable public academic profile, above all through their publication record. The diversity of research perspectives, themes and problems addressed in Ilina Doykova's work, together with the depth of her analytical observations, presents her as a scholar who has earned her authority within the academic field. I would add parenthetically that it would have been desirable to see more than one monographic study submitted; this, however, is offset by the substantial number of publications presented for the competition.

4. Scholarly Contributions. Comments.

Understandably, the central focus of the present review is Ilina Doykova's "Academic Teaching through English: Language and Pedagogy in Higher Medical Education", the first study of its kind in Bulgarian scholarship to construct a comprehensive, multidimensional profile of the university lecturer. More than that, from a distinctly contemporary perspective, it problematises the intellectual and spiritual relationship between the authority of the Lecturer and the University as a centre of research and broader intellectual culture. Although its immediate focus is English as a medium of instruction in higher medical education, the study is considerably broader in scope, since it addresses academic teaching as such. In this sense, it is relevant not only to medical universities but to Bulgarian higher education as a whole. The book may therefore be said to focus not solely on academic teaching in English but on teaching itself as a cultural-educational and intellectually reflective phenomenon – an organic unity of academic discourse and pedagogical approaches, of discipline-specific conceptualisation and communicative models responsive to contemporary challenges.

At the outset, I wish to emphasise that the linguistic perspective is only one dimension of the study's interdisciplinary portrayal of the university lecturer and its typological construction of the lecturer's "habitus" (in Pierre Bourdieu's sense)¹. What emerges from this work is the authoritative presence of the university lecturer: a figure defined by disciplinary specialisation yet also by broad cultural erudition; by accumulated professional and biographical experience as well as pedagogical skill; by heuristically organised academic content and by epistemological challenges posed to the student audience.

Not only the rich bibliography – although authoritative studies on the subject remain relatively scarce – but also the argument itself demonstrates that the analyses and generalisations advanced in the book are aligned with European and international practices related to academic teaching in English. The author offers a broad panorama of the "instrumentalisation" of English in university education in Bulgaria and abroad, prompted by a fundamentally transformed "world picture".

One of the contributions of the study lies in the fact that it not only investigates in depth the different levels of Bulgarian practice associated with academic teaching in English, but continuously sets the Bulgarian experience against international practice. It is therefore no coincidence that, as early as the introductory *first chapter*, Bulgarian higher education is situated within the broader intellectual landscape of Central and Eastern Europe, with all the residual consequences of the countries' former membership of the socialist bloc.

¹ Bourdieu, P. *Practical Reason*. Sofia: Critique and Humanism Publishing House, 1997, 199 pp.

The architecture of every scholarly work rests upon a carefully considered system of categories and concepts. Accordingly, in *Chapter Two* Ilina Doykova presents the terminological and methodological framework of her study. In concise form, she “annotates” the terms and concepts that recur most frequently throughout the work. Points of contact are highlighted alongside subtle distinctions between individual concepts, while semantic nuances in particular terminological usages are brought into focus. The researcher thus develops a relatively comprehensive and conceptually clear system comprising not only traditional terminology but also terms and formulations central to contemporary academic discourse and educational models. Through this framework, she outlines how the contemporary lecturer responds to the challenges of a multicultural classroom that extends beyond the boundaries of the nation-state.

Of particular interest are the “trajectories” followed by the university lecturer in the dialogue between English and the lecturer’s native language in order to communicate not only specialist knowledge with the conceptual clarity required by the discipline, but also broader ways of thinking about the world. For, among its other purposes, the contemporary University must educate its students and provide profound engagement with the full spectrum of humanistic disciplines. More importantly still, it must cultivate reflective capacity: the ability to think about “the most important things”, about the internal connections and affinities among human phenomena.

This is not a matter of a flat encyclopaedic principle for organising knowledge, but of forming a *worldview* – of satisfying the educated person’s deep need for a coherent and intelligible world. In this way, irrespective of background, the student is immersed in a rich current of ideas until a coherent picture of the world begins to take shape.

Chapter Three sketches, in synthesised form, the “image” of the university lecturer as a combination of linguistic, pedagogical and professional competences. Ilina Doykova justifies the need for the present study by noting that, despite the pervasive presence of English in academic environments, at European level there is still no “unified mandatory framework for standardising teaching competences for academic teaching in English” (p. 10). The present study may be regarded as the first to outline the parameters of such a framework, defining the key competences of academic staff: from spontaneous communication without perceptible word-searching, through a rich lexical repertoire that permits nuanced expression, to sociolinguistic skills enabling lecturers to respond and adapt to a particular context. No less important, however, is the use of cultural references, ironic asides, implicit meanings, connotative layers of language, and so forth. Behind all of these lies not merely a high level of language proficiency – itself only the “primary filter” – but, above all, the lecturer’s professional expertise and broader intellectual depth.

One of the central emphases of the work is the inevitable transition “from transmissive to transformative teaching”. Taking as her point of departure the “international” character and fundamentally altered “profile” of the student audience, the author argues for a corresponding paradigm shift: the traditional model, dominated by lecture-based transmission, gives way to another manifestation of the lecturer’s role – that of facilitator of the learning process. The “image” of the *figure* of the lecturer is thereby transformed. The lecturer is now conceived as mediator, adviser and “designer of the learning environment”. In other words, from being the principal subject, the “demiurge” of knowledge, the lecturer becomes a multi-role figure who retains hierarchical authority while

at the same time placing the participants in the educational process on a more equal footing. Here I am reminded of the aphoristic observation of the distinguished Bulgarian humanist Svetlozar Igov: "People must be placed on an equal footing even in order to understand that they are not equal"².

For this purpose, however, a self-reflective dimension is required in the lecturer's independent work and preparation. Effort must be invested in experimenting with new methods, undertaking empirical research, and analysing the quality of the relationship established with students. The contemporary university lecturer's "academic day", one might say, requires a commitment to methodological pluralism, according to which no practice, approach or new avenue of inquiry is regarded as the final or supreme authority.

Another significant contribution of the monograph is the "dual lens" through which it constructs the profile of the university lecturer teaching in English: linguistic preparedness and pedagogical reflexivity, which proceed "hand in hand". The issue is not simply the transmission of knowledge in terminologically specialised language, but the "flexible use of languages".

Thus, as the researcher pointedly emphasises, what is needed is not merely a "set" of foreign-language skills, but the construction of foundational knowledge in the relevant academic field through clear conceptual language, together with the stimulation of thought processes – associative improvisation, comparative analysis aimed at constructing universal typological models, the creation of what might be called a scaffold of reference points, or the foundation of purposeful knowledge.

Ilina Doykova systematically presents not only the strengths of the university lecturer teaching in English, but also the "blind spots" and deficiencies that generate insecurity. I would emphasise, however, that the deviations from the norm identified here are relevant not only to lecturers teaching in English but to the university lecturer more generally, irrespective of disciplinary specialisation.

The lecturer is an *educator, a teacher*. Communication between lecturer and audience takes place on levels distinct both from everyday communication and from narrowly professional exchange. The lecturer is a lecturer because they are "on stage": they do not merely inhabit but constitute a different, elevated time-space in which one is obliged to "experience" knowledge. On this "stage", raised above the audience, clear articulation, emphasis on key words and core concepts, deliberate slowing of pace and purposeful semantic pauses all acquire significance. Put differently, during a lecture the university teacher speaks in different rhythms, opens different horizons and establishes different cadences of speech so that the "cognitive processing and integration of new information" may take place on the receiving side.

Drawing on existing empirical studies as well as research conducted "in progress" over a five-year period, the author defines, from a contemporary perspective, the qualities of the "effective lecturer".

² Velkova-Gaydarzhieva, A. *The Worlds of Literature. Conversations with Svetlozar Igov*. Veliko Tarnovo, 2017, p. 173.

Although attendance is voluntary, a student audience may be large and, in a sense, “mass”; yet the person standing before it must embody the full scope of what is meant by *figure* and *persona*. The lecturer is precisely such a chosen, distinctive figure. This special, “privileged”, hard-won status must be asserted anew on every occasion. For the University is itself an institution that privileges those who inhabit it, granting them time not only to learn and master established scientific truths, but also to mature alongside them and to gain insight into the foundations of existence.

Further in the discussion, the author carefully identifies differences between teaching Bulgarian and international students: “In the lecture hall, gestures, jokes or local examples that might enliven a lecture for a Bulgarian audience do not always have the same effect on international students and may even cause confusion.” Observations of this kind are among the monograph’s valuable contributions to the practical craft of academic teaching more generally.

Another indisputable contribution of the book is the collected, systematised and classified corpus of academic lectures, MULEB, subjected to meticulous analytical scrutiny. Ilina Doykova identifies, comparatively, two typological models of teaching. On the one hand are lecturers who speak with clear articulation and at an even pace conducive to student note-taking. On the other are “lecturers who display greater intonational variability, more expressive gesturing and a higher degree of spontaneity”. In this respect, the tabular materials created by the author function as practical “guides” to lecturing in an international student environment.

It follows quite naturally that *Chapter Four* introduces the typological characteristics of different “teaching styles in higher education”, each with its own strengths and limitations. The discussion begins with the traditionally dominant “authoritarian style” in universities, to which I would also relate my own preferences. Here, the lecturer is the “priest in the temple”. The lecturer not only sets the rhythm and rules, but also offers visionary models grounded in professional experience and linguistic-communicative competence.

Contemporary educational approaches place greater emphasis on the so-called “democratic style”, which casts the lecturer in the role of facilitator. Of central importance here are the heuristic modelling of teaching, a disposition towards asking carefully considered questions, and the creation of an atmosphere conducive to discussion.

For a number of understandable reasons, medical education also focuses on the pragmatic style, based on problem-based learning, or so-called learning by doing. This mode of work corresponds closely to medical practice, although it remains rather distant from the model traditionally established in European higher education.

Within the “stylistic diversity” of academic education, the so-called “supportive style” and “reflective style” also stand out. The former is oriented primarily towards students from other cultures who rely on the lecturer’s mentorship, while the lecturer in turn creates the necessary microclimate of trust, understanding and support. The reflective style, by contrast, is by definition an essential component of academic education. It accompanies all the others because it is connected with cultivating a self-reflective impulse in both teachers and learners – the ability to reflect upon one’s own mental operations, behavioural patterns, degree of understanding, and so forth. The impulse towards self-analysis is a higher

intellectual activity, cultivated most organically in an academic environment. It is precisely this activity that forms part of the resistance to an increasingly standardised university education and to the increasingly widespread transformation of universities into “knowledge factories”³ producing legions of graduates who nevertheless become increasingly ignorant, knowing “a great deal about one thing and nothing about the roots of all things”⁴.

By contrast, the University is that voluntarily chosen place in which the “first exhilarating encounter with the great themes and great ideas”⁵ takes place – ideas that the young person will continue to develop throughout life. It is in the University that young people hungry for new worlds become inspired by the important themes and ideas that propel human existence. The University makes the “bag of learning”⁶ ever fuller, heavier and more indispensable.

Chapter Five classifies and problematises the “organisational forms of instruction”. First, it provides a concise typology of lecture types corresponding to different teaching styles. Ilina Doykova presents their specific characteristics and differences, as well as the respective advantages and disadvantages of the monologic, dialogic and interactive lecture.

The researcher establishes a structural and content-based matrix for the academic lecture which, in best practice, combines inductive, deductive and argumentative approaches. Quite deliberately, the author presents the meaning-generating “tools” available to the lecturer: “the inclusion of cases, analogies and storytelling”, supported by examples across the disciplinary spectrum – medical, engineering and humanities contexts.

I would emphasise once again that this is one of the major achievements of the study: to a considerable extent it transcends the “coordinate system” of academic teaching in English and outlines exemplary structural and rhetorical parameters of the academic lecture as such. This part may therefore be understood as a kind of invariant model for structuring the academic lecture in English, but not only in English – from the opening remarks, through the presentation of individual sections with their requisite repertoire of linguistic markers, to the substantive exposition directed towards the communication of knowledge by explaining theories, defining terms, describing processes, and so forth. To some extent, the work functions as a “guide” to structuring lecture material step by step, offering an impressive wealth of examples for formulating theses, paraphrasing, using metaphors and analogies, and signalling importance and contrast, among many other rhetorical functions.

What is particularly impressive here is the researcher’s ability to derive paradigmatic models from the “multitude” of concrete examples found in practice – in other words, to

³ Baker, Randall. “The Need for Liberal Education.” In: *Ideas for a New University*. Sofia: New Bulgarian University, 2021, p. 56.

⁴ Ortega y Gasset, J. “The Mission of the University.” In: José Ortega y Gasset, *Essays*, Vol. 2. Sofia: St Kliment Ohridski University Press, 1993, p. 67.

⁵ Ortega y Gasset, J. “The Intellectual and the Other.” In: José Ortega y Gasset, *Essays*, Vol. 2. Sofia: St Kliment Ohridski University Press, 1993, p. 187.

⁶ Ortega y Gasset, J. “The Intellectual and the Other.” In: José Ortega y Gasset, *Essays*, Vol. 2. Sofia: St Kliment Ohridski University Press, 1993, p. 187.

inventory, organise and define in synthesised form an exceptionally extensive body of empirical material.

Having undertaken the demanding task of constructing in detail a model of the academic lecture in English, in *Chapter Seven* the author does not merely enumerate but characterises with considerable precision the “linguistic strategies for sustaining learners’ attention”. These include techniques such as anecdotes, brief personal stories and examples from professional practice, which serve to attract attention, stimulate curiosity and build trust within the learning environment.

Given the central theme of the work, the section “Challenges and Strategies for Student Engagement in English-Medium Instruction” may be read as pivotal. I particularly welcome the emphasis placed on note-taking skills.

I believe that, however profoundly the environment of academic education in Bulgaria and worldwide may have changed for a range of cultural-historical, geopolitical and civilisational reasons, it retains a certain degree of conservatism in the sense of preserving exemplary practices; and so-called “note-taking” in the Academy remains a classical form of university academic practice. No audiovisual technique or other technological device can replace writing while listening as an intellectual process, a form of mental selection, and a procedure that enriches lexical and terminological competence.

The discussion subsequently addresses the foundational role played by a structured *system* of questions in mastering academic language. Within such a system there is a particular hierarchy of progression: once the basic facts have been established, the lecturer moves to “higher-order open questions” that invite students to analyse causal relationships, generate hypotheses and formulate alternative solutions. Yet questions play a key role not only in medical education but in academic education generally. Their purpose is not merely to test the audience’s level of preparation: they cultivate critical thinking and problematise established assumptions. They open pathways towards unexpected connections and associations.

To borrow the language of music, poco a poco we arrive at “Assessment” – an exceptionally responsible and carefully structured activity intended to produce generally valid assessment practices. As might be expected from the foregoing discussion, the author proposes an assessment model distinguished by conceptual clarity and analytical precision. In addition, drawing on both Bulgarian and international experience, she offers a scale for assessing academic presentations in Table 9.

The precision I have mentioned is characteristic of the researcher’s scholarly style. It extends quite literally to the phonetic features of intelligibility – from the clear articulation of consonants and contrasts between vowels to nuclear stress within the intonation unit, through which the lecturer marks new and important information and constructs a hierarchy of meaning. Yet whether working entirely in a native-language environment or in an English-medium setting, the authoritative lecturer creates a particular *dramaturgy* of academic speech, which becomes part of their university social style and individual signature. For the lecturer’s language must not only be rich in content; it must also exert influence and inspire.

Hence the importance of another factor: the lecturer’s *voice*. Its distinctive character is determined not only by rhetorical and stylistic markers, but also by tonal range, dynamic

amplitude and the interplay of pitch, loudness and timbre. Above all, however, it is defined by what the Voice is associated with – the words it addresses to its listeners. The lecturer's *voice* is not merely a natural physiological given; it is a structural and semantic, rhetorical and psychological phenomenon, a personal identifier. It should resonate through the university space and awaken reflection – and why not admiration? Lecturers exert influence through word and spirit, thought and gesture, the timbre of the voice and the contours of speech, the intonational palette of rhetorical “performance”.

Thus, in face-to-face classroom teaching, knowledge “matures” over many hours of lectures, discussions and independent work⁷.

Education is a long-term process, but it is also the profoundly important relationship between Teacher and Student, constructed along the long path from “mind” to “mind”. For “in live contact with the lecturer, students also receive their ‘aura’”⁸.

In *Chapter 11*, “Lexical and Grammatical Features of Academic Style”, I would single out the passages discussing the predominance of impersonal expression as a characteristic feature of academic discourse. Traditionally, impersonal discourse has indeed been associated with objectivity and the universal validity of knowledge. Yet if we return to the evocative power of the *Voice* as a substantive dimension in the teaching of academic subject matter – a voice capable of conveying credibility while also bringing the audience into intellectual and emotional contact with the issue under discussion – recent years, particularly in the humanities, have witnessed growing interest in “engaged” knowledge and first-person scholarship. These tendencies may be situated, in one way or another, within the epistemological field recently described as “beautiful science”.

The final part of the work addresses the “institutionalisation” of academic teaching in English and, more specifically, the role of foreign-language departments. These are academic and administrative units within the University whose work is closely connected with transformed educational realities and, above all, with the processes of globalisation and academic internationalisation, which in the 1990s still reverberated only as a distant echo through the university atmosphere. Today, however, they are an essential part of the environment in which we conduct our professional work. This is why the present study, modestly described by its author as a “review”, provides a necessary springboard for our daily self-development in the world of knowledge, where lecturers are protagonists who move the “plot” forward – the locomotive on the track of professional knowledge and, more broadly, of understanding the world. As early as 1930, in his lecture “The Mission of the University”, José Ortega y Gasset warned that the new barbarian “is the specialist – more learned than ever before, but more uncultured than ever before – the engineer, the physician, the lawyer, the scientist”⁹. And indeed, what could be more important than learning, during the formative intellectual and spiritual years of university life, to understand

⁷ Georgiev, L. “Generational Correspondence in Higher Education.” In: *Ideas for a New University*. Sofia: New Bulgarian University, 2021, p. 177.

⁸ Georgiev, L. “Generational Correspondence in Higher Education.” In: *Ideas for a New University*. Sofia: New Bulgarian University, 2021, p. 177.

⁹ Ortega y Gasset, J. “The Mission of the University.” In: José Ortega y Gasset, *Essays*, Vol. 2. Sofia: St Kliment Ohridski University Press, 1993, p. 65.

the world by reflecting on different perspectives on the “small” and the “great” things in life and on the place of the human being within it?

Before concluding, however, I wish to emphasise that Ilina Doykova’s work has a two-part structure. The “second” part consists of appendices containing worksheets for structuring lecture sessions, planning lectures, managing student behaviour, providing feedback, and so forth, together with an impressive range of practical models and examples.

I would argue that this second part is equal in importance to the first. It has a distinctly practice-oriented character, as it subjects specific lectures delivered at the Medical University – Varna to detailed linguistic and discourse analysis.

Most importantly, after all that has been said, academic teaching in English is conceptualised as an interdisciplinary professional practice combining “mastery of disciplinary content, the strategic use of language as a tool for constructing knowledge, and the application of interactive, student-centred pedagogical approaches”. It is at the intersection of linguistics, university pedagogy and institutionalised internationalisation policies that the model of academic teaching in English crystallises. Against the background of precise sociolinguistic and communicative-methodological analysis and a thorough, comprehensive examination of linguistic models, academic styles and educational approaches, there emerges the figure of the university lecturer – the Teacher, the Authority – who, through professional erudition and high culture, embodies “what the German word *Bildung* means – I build myself, I shape myself, I construct myself for such a culture”¹⁰. This is the person who fills the lecture hall with a distinctive intellectual and spiritual presence in order to lead, inspire and kindle commitment to the mission of knowledge and humanity through the power of language.

5. Teaching Activity.

The submitted documentation demonstrates not only the diverse range of courses taught by the candidate, but also the breadth of her theoretical and methodological preparation and the rich linguistic and pedagogical repertoire at her disposal. Her active work with both undergraduate and doctoral students has deservedly earned her a position of high standing at the Medical University – Varna.

6. CONCLUSION

On the basis of my examination and analysis of the materials and scholarly works submitted for the competition, and of my assessment of the scholarly, research-and-applied and practical contributions contained therein, I consider it fully justified to give my positive evaluation and to recommend that the Scientific Jury submit a proposal for the appointment of Ilina Tsvetanova Doykova to the academic position of “Professor” at the Medical University “Prof. Dr. Paraskev Stoyanov” – Varna, in field of higher education 2. Humanities, professional field 2.1. Philology (English for Medical Purposes).

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¹⁰ Yanakiev, K., T. Boyadzhiev, G. Kapriev, and V. Gradev. *Professorial Quartet*. Sofia, 2022, p. 337.

Reviewer: Prof. Antonia Velkova-Gaydarzhieva, PhD

(signature)

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