

REVIEW

by Prof. Dr. Habil. Ivanka Todorova Mavrodieva-Georgieva
Sofia University “St. Kliment Ohridski”, Faculty of Philosophy
Member of the Scientific Jury appointed by Order No. P-109-278/30.07.2026

Re: Competition for the academic position of Professor at the Medical University “Prof. Dr. Paraskev Stoyanov” – Varna (MU-Varna)

The competition was announced in the *State Gazette*, Issue No. 50 of 2 June 2026, for the appointment to the academic position of Professor in the scientific specialty “English for Medical Purposes”, within Higher Education Area 2. Humanities, Professional Field 2.1. Philology, at the Department of Western and Classical Languages, Department of Foreign Language Education, Communication and Sport, Medical University “Prof. Dr. Paraskev Stoyanov” – Varna.

At the inaugural meeting of the Scientific Jury, held on 7 August 2026 (the Jury having been constituted pursuant to a decision of the Academic Council, Minutes No. 42 of 29 June 2026), I was appointed to prepare the present review.

There is one candidate in the present competition: Assoc. Prof. Dr. Ilina Tsvetanova Doykova.

Assoc. Prof. Dr. Ilina Tsvetanova Doykova has submitted all documents required for participation in the competition, in accordance with the Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its implementation, and the Regulations on the Development of the Academic Staff at the Medical University of Varna. Below, I present a substantial part of the information contained in the submitted documentation as evidence of the candidate’s compliance with the applicable requirements, as well as of the proper observance of the established procedures by the administration and academic leadership of the Medical University of Varna.

- ✓ The Statement of Scientific Contributions has been prepared accurately, comprehensively, and in considerable detail.
- ✓ A Similarity Report has been provided.
- ✓ The Statement of Teaching Load forms an integral part of the documentation submitted for the competition.
- ✓ A Certificate of Professional Experience has been duly provided.
- ✓ The remaining required documents have likewise been submitted in accordance with the applicable regulatory requirements.

Biographical Data, Academic Career, and Professional Development

Assoc. Prof. Dr. Ilina Tsvetanova Doykova is a faculty member at the Medical University “Prof. Dr. Paraskev Stoyanov” – Varna (MU-Varna), within the Department of Foreign Language Education, Communication and Sport, and is a member of the Department of Western and Classical Languages.

In 1992, she graduated from Veliko Tarnovo University “St. Cyril and St. Methodius”, having completed a degree in Bulgarian and English Language Studies, with professional qualification as a teacher of English and Bulgarian. In 2026, she successfully defended her doctoral dissertation in the scientific field of Germanic Languages (Modern English) at Shumen University “Bishop Konstantin Preslavski”, thereby obtaining the educational and scientific degree of Doctor (PhD).

Since 2018, she has held the academic position of Associate Professor at the Medical University of Varna.

General Overview of the Candidate’s Research and Applied Scholarly Activities

Assoc. Prof. Ilina Doykova has provided information on a total of 81 scientific publications, of which 39 publications have been selected for the present competition for the academic position of Professor.

Description of the Scientific Works Submitted

- ✓ Habilitation work – monograph: 1;
- ✓ Publications in refereed scholarly journals and editions: 4;
- ✓ Publications in non-refereed scholarly journals and editions: 26;
- ✓ Contributions to co-authored monographs: 2;
- ✓ Published university textbooks: 5.

The scientific publications have been submitted both in their full-text form and as abstracts, and they fall within the thematic and scientific scope of the competition for the academic position of Professor. Particular emphasis is placed on those publications addressing areas within my own field of scholarly expertise.

The submitted works encompass several major thematic strands, including English language education for medical students; the effective use of academic genres in teaching; the organization of the educational process and teaching in the contemporary medical academic environment; small-group instruction; and the development, within the university setting, of communicative competencies enabling students to interact effectively with patients in authentic professional situations.

Assoc. Prof. Ilina Doykova has progressively developed her research agenda in the fields of academic writing and academic communication, presenting the findings of her scholarly investigations in a substantial body of publications. The principal contributions of these studies may be summarized as follows:

- Identification, on the basis of empirical research findings, of opportunities for interdisciplinary research, together with the delineation of emerging research topics and the refinement and

expansion of the relevant conceptual and terminological framework. Thus, alongside the established concept of “academic communication”, the term “university pedagogy in medical higher education” is introduced.

- Demonstration of the effectiveness of contemporary research methodologies, including corpus-based genre analysis in the investigation of medical academic and professional communication. A further significant contribution is the development of an integrated methodological approach combining established methods from linguistics, paralinguistics, and grammar with approaches derived from rhetoric and pragmatics, all applied within the specific context of specialized medical communication.
- Updating and expanding the relevant terminology and conceptual apparatus through the introduction and elaboration of concepts such as “medical consultation”, which is examined as an autonomous communicative genre within the broader context of medical discourse. A noteworthy contribution to the refinement of terminology is the rigorous definition and conceptualization of such notions as “academic language competence”, “academic teaching of English”, “academic discourse”, “academic phraseology”, and “terminological precision”. Further scholarly contributions include the clarification of transformations in the meaning and scope of such concepts as “lecture”, “academic essay”, “research/scientific article”, and “argumentation in academic writing”, among others.

A second group of contributions is situated at the methodological and practical-applied levels, particularly in view of the series of publications entitled “Professional Communication in English”, which comprises textbooks designed for students in a broad range of professional fields, including *medicine*, *pharmacy*, *dental medicine*, *kinesitherapy*, *midwifery*, and others.

The overall conclusion is that Assoc. Prof. Doykova has developed a systematic and coherent framework for English language instruction, whose fundamental principles are adapted to the specific requirements of individual professional fields. This approach demonstrates an effective integration of theoretical, methodological, and pedagogical rigour, while considering the specificity and personalization that are increasingly essential both in medical communication within the academic environment and in the professional practices of *physicians*, *dental practitioners*, and *nurses*.

A particularly significant contribution lies in the establishment of a contemporary, coherent, and effective system for teaching English for Medical Purposes in Bulgarian higher education institutions, aimed at preparing healthcare professionals for effective professional realization through the acquisition and application of modern communicative techniques.

A third group of contributions is represented by *research articles presenting empirical findings that convincingly demonstrate the need for an integrated approach combining linguistic, pedagogical, institutional, and organizational models in medical education*, particularly in the context of educating medical students enrolled in English-medium programmes.

These studies provide not only a conceptual framework for the respective research problems, but also illustrative examples, methodological guidelines, and evidence-based conclusions. Furthermore, the author develops systematic classification frameworks and tabular representations with clearly articulated criteria for the proposed taxonomies, thereby enhancing the analytical precision, methodological consistency, and practical applicability of the research findings.

Assessment of the Monograph

Assoc. Prof. Doykova's monograph is entitled "**Academic Teaching of English: Language and Pedagogy in Medical Higher Education**". As a reviewer of the work, I would like to highlight several aspects of particular significance.

The title accurately reflects the content and scope of the monograph. Its formulation is divided into two complementary components, which, on the one hand, provides clear orientation within the subject matter and, on the other, represents a successful attempt to engage with several scholarly domains while preserving their conceptual and disciplinary distinctiveness. The author adopts an *interdisciplinary approach*, presenting current findings from research and analysis concerning the teaching of English in academic settings, as well as its specific application within medical higher education, viewed through the complementary perspectives of linguistics and pedagogy.

The structure of the monograph is logical and well-conceived, progressing from theoretical considerations to empirical research and subsequently to the formulation of conclusions and recommendations of a pedagogical and methodological nature. The work is organized into twelve chapters, supplemented by introductory remarks, a conclusion, and an appendix divided into five sections. Reviews are also included. The author demonstrates a high degree of scholarly awareness and competence in the fields of *English language studies, linguistics, sociolinguistics, pedagogy, and language teaching methodology*.

The teaching of English within the context of medical higher education is presented from a contemporary perspective. I particularly appreciate the author's ability to achieve conceptual synthesis through the use of tables and to formulate clear recommendations, particularly at the end of the individual chapters. The work contains well-structured summaries and appropriately selected and contextualized examples.

Chapter-by-Chapter Assessment

Chapter One, "The Nature and Significance of Academic Teaching of English", is devoted to establishing the content and scope of the central concept and presents good practices from different countries and

Bulgarian universities. Assoc. Prof. Doykova demonstrates extensive knowledge of the subject matter, as well as awareness of international institutional frameworks supporting university teachers. She is familiar with the specific characteristics of educational management and administration in higher education institutions, as well as with the Bulgarian academic tradition.

The nature of the subject matter requires the ability to analyse documentation at both international and national levels and to identify and implement institutional policies. The depth of the author's expertise and these competencies become particularly evident in Chapter Two, "Terminological and Methodological Framework of English Language Teaching". The key concepts are defined clearly and precisely, including English-Medium Education (EME), English-Medium Instruction (EMI), Content-Based Language Teaching (CBLT), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Specific Purposes (ESP), and **Translanguaging**, understood as the use of learners' entire linguistic repertoire in the educational process.

The author provides a particularly valuable sociolinguistic interpretation of the concept of "translanguaging". I regard Table 1, "Main Models and Approaches to English Language Teaching", as especially well designed, as it synthesizes the concepts discussed according to clearly articulated criteria. The resulting taxonomy provides a high degree of conceptual clarity and facilitates the systematic overview of the respective models and approaches.

Chapter Three addresses more specific aspects of the subject matter. Assoc. Prof. Doykova examines the linguistic and personal challenges faced by English-medium instruction (EMI) teachers, identifies relevant constraints, and presents cultural differences in Table 2 and Figure 1, "Differences in Academic Culture – Bulgaria, Germany, United Kingdom", based on *The Culture Factor*. Particularly noteworthy is the author's demonstrated ability to construct corpora and conduct their analysis from a scholarly and, more specifically, a sociolinguistic perspective.

Chapter Four examines learning and teaching styles, both in general and specifically within higher education.

Chapter Five focuses on the organization of teaching and on teaching genres in the academic environment. Particular attention is devoted to the rhetorical structure of an academic lecture delivered in English. Examples are provided at both the linguistic and rhetorical levels, covering the introduction, main body, conclusion, and summary. I highly value the author's ability to achieve conceptual synthesis in Table 2, "Components of the Lecture Presentation (EMI)", without resorting to unnecessary detail or overly schematic taxonomic treatment.

Chapter Six focuses on the linguistic resources and rhetorical techniques employed in academic lectures delivered in English, including discourse markers and metadiscourse markers. Contemporary practices in academic teaching and academic communication are addressed in Section 6.5, "The Academic Video

Lecture”, as well as in the section devoted to challenges and strategies for engaging students in English-medium instruction. The chapter encompasses the principal elements of teaching organization and rhetoric, or academic communication, including speech rate, feedback from and to students, techniques for attracting and sustaining attention, and related aspects.

Chapter Seven is devoted to clinical education, thereby addressing the specific requirements of English-medium instruction within medical higher education and clinical training.

Chapter Eight, “The Language of Small-Group Teaching: Seminars and Practical Classes”, contains carefully selected examples and demonstrates a coherent organization and clear methodological orientation. The examples are situated within the context of teaching and its underlying cognitive framework. Attention is also devoted to academic presentations, with Table 9 providing an illustrative assessment scale for evaluating an academic presentation.

Chapter Nine focuses on assessment, given the central importance of evaluation in university education and, more specifically, in medical higher education. Particular emphasis is placed on the components of effective academic speech. The chapter contains examples and recommendations and addresses prominent speech, phonetic characteristics of intelligibility, and related aspects of oral academic communication. In accordance with the overall structural logic of the monograph, Assoc. Prof. Doykova provides examples of connected speech in Table 10.

Chapter Eleven, “Lexical and Grammatical Characteristics of Academic Style”, likewise contains examples situated within the specific context of medical education.

Chapter Twelve, “Professional Competence and Preparation of Teachers for Academic Teaching of English (ATE)”, contains a series of recommendations and is specifically related to teaching in medical universities, with a pronounced methodological orientation. The author substantiates her conclusions concerning the teacher’s role as a *facilitator* and *mediator*, particularly in fostering awareness of the importance of communication in the academic environment, with the aim of enhancing the quality of instruction and, more broadly, the educational process as a whole.

The monograph also includes worksheets and course outlines, while the research methodology and findings are presented in a clear and accessible manner.

Although the work is primarily intended for the context of medical higher education, it possesses substantial methodological and practical-applied value and is also relevant to university teachers who use English as a medium of instruction for students in other academic and professional fields. The monograph is of value to experienced university teachers, early-career academics, academic supervisors, and doctoral students alike.

Scholarly Contributions of the Monograph

The principal contributions of the monograph may be summarized as follows:

- Refinement and expansion of the conceptual and terminological framework in the field of academic communication, together with the identification of key components of effective academic rhetoric, including accurate articulation, phonetic competence, and the integration of intelligibility with the effective communication of scientific knowledge;
- Identification and systematization of the lexical, grammatical, stylistic, and text-linguistic characteristics of academic discourse in general, as well as their specific manifestations across different genres of *academic oral, written, virtual, and hybrid communication*;
- Development of methodological guidelines for small-group instruction (seminars and practical classes) in medical higher education, considering the specific context and the contemporary dynamics of teaching in the academic sphere;
- Development of competencies for the preparation and delivery of academic presentations in diverse communicative situations within the medical field, including the education of medical students and participation in scientific forums;
- Formulation of evidence-based recommendations, derived from the examples presented at the end of the individual chapters, which are directly applicable to the education of medical students not only in Bulgaria but also beyond the national context. Since the illustrative materials are presented in English, the contribution operates at a supranational and transferable level, extending beyond the specific Bulgarian educational context.

Assessment of Teaching and Academic Instructional Activities

The statement of teaching workload demonstrates that the candidate meets and satisfies the established quantitative requirements.

The courses taught by Assoc. Prof. Doykova at the Medical University “Prof. Dr. Paraskev Stoyanov” – Varna are focused on Bulgarian as a foreign language for students enrolled in English-medium programmes, as well as on specialized foreign-language instruction in English for students enrolled in Bulgarian-medium programmes. Assoc. Prof. Ilina Doykova has developed a particular specialization in the teaching of academic and scientific writing in English, with one of the courses she teaches entitled “Academic Language and Professional Communication.”

Her teaching profile demonstrates a clear focus on and in-depth engagement with specific and contemporary scholarly domains in linguistics, professional communication in medicine, and academic communication. Assoc. Prof. Doykova also teaches courses for doctoral students at the Medical University of Varna. She consistently invests in the enhancement of her professional qualifications in the fields in which she teaches. For example, in 2026 she undertook specialized training at Sofia University “St. Kliment Ohridski” focusing on the specific characteristics of academic teaching.

In 2026, she also completed specialized training programmes at foreign universities and academic institutions in the fields of teaching and learning in higher education, including:

- ✓ Medical Faculty Development – Contemporary Model of Medical Training and Education, School of Medicine, University of California, San Diego;
- ✓ Innovating Medical English Teaching with AI, EALTHY Switzerland;
- ✓ Didactic Course: English as a Medium of Instruction, Paracelsus Medical University, Salzburg, Austria.

I regard these qualifications and professional development activities as significant evidence of Assoc. Prof. Doykova's strong professional motivation, reflective approach to teaching, and commitment to continuous development and improvement in a rapidly evolving academic environment.

Assoc. Prof. Ilina Doykova's expertise is manifested across a range of academic units and professional activities both within and beyond the Medical University of Varna. Only a selection of relevant examples need be highlighted.

Since 2010, she has served as a licensed examiner for the ECL Consortium (European Consortium for the Certificate of Attainment in Modern Languages) in English, German, and Bulgarian, based in Pécs, Hungary.

She also develops assessment instruments and conducts competitive entrance examinations at the Medical University of Varna for prospective students, doctoral candidates, and academic assistants. These activities provide further evidence of her methodological expertise and practical-applied contribution to academic and educational activities.

Assoc. Prof. Dr. Ilina Doykova also possesses substantial administrative and academic management experience, having served as Head of the Department of Western and Classical Languages and as Head of the Department of Foreign Language Education, Communication and Sport (DFLECS).

Participation in Scientific Forums

Assoc. Prof. Ilina Doykova has participated in a total of 73 scientific forums, including conferences, symposia, and other scholarly events organized by academic and research institutions at the national level, such as Veliko Tarnovo University, Shumen University, Plovdiv University, the Medical University of Varna, and others. She has also participated in scientific forums hosted by universities and academic institutions in Romania, the Czech Republic, Poland, Greece, Russia, Lithuania, Montenegro, and other countries.

Participation in Research Projects and Other Scholarly Activities

Assoc. Prof. Doykova has been actively involved in **research projects since 2010 to the present**, with the findings and outcomes of these projects disseminated through scientific forums and publications. The projects address topics closely related to her academic and teaching activities at the Medical University of Varna.

In 2022, she received an award for her participation in the international project “Healthcare Language Learning. Programme 2 – HELP 2.”

Membership in Scientific and Professional Organizations

Assoc. Prof. Doykova is a member of scientific and professional organizations in Bulgaria and abroad, including:

- ✓ Union of Scientists in Bulgaria, since 2019;
- ✓ BALEAP TED in EAP SIG (Teacher Education and Development in English for Academic Purposes), since 2022;
- ✓ BETA-IATEFL (Bulgarian English Teachers’ Association), since 2013.

Citations

According to the official certificate issued by the “St. St. Cyril and Methodius” National Library, Assoc. Prof. Dr. Ilina Doykova has 17 citations in scholarly publications indexed and verified *de visu* in Web of Science, Scopus, and Google Scholar.

Conclusion

The scientific works submitted by Assoc. Prof. Dr. Ilina Doykova, together with the meticulously prepared documentation and comprehensive statements, demonstrate that she fully meets the established criteria and scientometric requirements, as well as the provisions stipulated in the Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its implementation, and the Regulations on the Development of the Academic Staff at the Medical University of Varna.

The quantitative profile of Assoc. Prof. Doykova’s scholarly publications substantially exceeds the requirements for the acquisition of the academic position of Professor. The quality of her scientific publications, chapters in co-authored monographs, and teaching materials is of a consistently high academic standard. Her contributions are significant both methodologically and in terms of their practical applicability, encompassing innovative approaches to the organization of the educational process, teaching, and student assessment, particularly with regard to the use of scientific language and professional medical terminology.

I hereby express, both with respect to the individual works and to her scholarly output as a whole, my highly positive assessment of the scientific contributions submitted by Assoc. Prof. Doykova in the present academic competition.

Assoc. Prof. Doykova has a substantial teaching workload involving specialized courses delivered in both Bulgarian and English at various educational levels within the academic structure of the Medical University of Varna. She demonstrates sustained activity and demonstrable achievements in research projects and in scientific forums at both national and international levels. She is a highly motivated academic teacher who not only actively pursues scholarly challenges aimed at the continuous enhancement and refinement of the educational process, but also develops curricula and systematically updates their content in response to developments in the scientific field and, more specifically, in the domain of medicine.

In summary, taking into consideration the above-mentioned evidence concerning her research and applied scholarly contributions, teaching workload, participation in research projects and scientific conferences, as well as her scientometric achievements, I strongly and unequivocally recommend that the esteemed members of the Scientific Jury vote in favour of awarding Assoc. Prof. Dr. Ilina Doykova the academic position of Professor in the scientific specialty “English for Medical Purposes”, within Higher Education Area 2. Humanities, Professional Field 2.1. Philology, at the Department of Western and Classical Languages, Department of Foreign Language Education, Communication and Sport, Medical University “Prof. Dr. Paraskev Stoyanov” – Varna, pursuant to the announcement published in the *State Gazette*, Issue No. 50 of 2 June 2026.

Sofia

25 September 2026

Reviewer:

Заличено на основание чл. 5,
§1, б. „Б“ от Регламент (ЕС)
2016/679

Prof. Dr. Habil. Ivanka Mavrodieva-Georgieva