

## REVIEW

**By:** Prof. Dr. Dessislava Stoeva-Holm, Department Chair Department of Germanic Studies, Institute of Modern Languages, School of Linguistics, Upsala University of Sweden

**Regarding:** The application of the following candidate for the academic position of **ASSOCIATE PROFESSOR** according to the Bulgarian legislation at the American University in Bulgaria in Area of Higher Education 2. Humanities in Professional Field 2.1 Philology. The procedure has been announced in the State Gazette issue 73 dated 8 September 2017.

**Candidate:** Dr. Diana Stantcheva

I present the evaluation below in my capacity as a member of the Academic Jury for the procedure. This evaluation is based on the *Development of Academic Staff in the Republic of Bulgaria Act*, the Rules for its implementation, the internal AUBG rules, regulations, and policies, including the Habilitation Procedure and the advertisement on the AUBG website regarding the procedure.

### Evaluation of the Candidate

#### **I. Basis for Evaluation and general description of the publications and professional activities, submitted for consideration for this procedure.**

This evaluation is based on the following documents submitted by the candidate: Cover letter, CV, self-evaluation, publications, abstracts of publications, list of citations, teaching experience, student evaluations of teaching, peer reviews, AUBG institutional evaluations.

#### **II. Eligibility**

Based on the documents submitted by Dr. Stantcheva and upon their inspection, I believe that she is perfectly suitable for the position "Associate Professor" at AUBG and therefore strongly recommend her. This recommendation is based on my considerations, which can be found in the following sections.

#### **III. Areas of Scholarly Interests of the Candidate. Evaluation of the Contributions of the Candidate**

The records indicate that after her doctoral thesis Dr. Stantcheva has a sufficient extensive number of scholarly publications that do not repeat earlier publications, based on which she has obtained her Doctor's Degree. Thus, the **primary indicator** for the academic position "Associate Professor" is unquestionably taken into account.

At this point, I will also comment on the **additional indicators** for the academic position "Associate Professor", focusing specifically on the *quality and quantity of the scholarly work*, as well as other professional activities of the candidate.

I would like to state in advance that all publications, submitted by her, fully satisfy the established quantitative and qualitative criteria for the habilitation procedure. Dr. Stantcheva has submitted 18 publications reflecting her productive postdoctoral scholarly activity and also her active participation in the national and international scholarly discourse. The publications submitted, which have appeared in peer-reviewed journals, books, collective volumes and in a peer-reviewed encyclopaedia, bear witness to her lively publication activity. From 2003 to 2017, she has also presented and brought up for discussion her research at 27 conferences, scientific colloquia and workshops both in her home country and abroad, which is a clear indication of her active involvement in research and in communication of the respective research results.

As far as her scholarly work is concerned, it can be divided into three major topic areas: Phraseology, Lexicography, and Methodology of Teaching German as a Foreign Language. These areas are linked with each other in a very high-quality manner, so a greater value is added to the existing research within these disciplines, and clear synergy effects are at hand. This not only implies a strong scholarly specialization within a complex of questions, but also proves her vast scope of expertise. Thanks to her theoretical-methodological localization in phraseology research, she manages not only to present significant results in phraseology research, but also to provide important and internationally recognized contributions to lexicographical work, terminology research, and corpus linguistics. In this regard, I would particularly like to highlight her contributions „Ermittlung des Komponentenbestandes von Idiomen – Versuch eines Modells“ (2004), „The Many Faces of Negation – German VP Idioms with a Negative Component“ (2006), „Eins, einen und etwas in deutschen VP-Idiomen“ (2004).

Not only is the theoretical description of vocabulary and phraseology in her numerous works on semantics, morphology, syntax, lexicography, and corpus linguistics the goal of her research, but also the very implementation of the research results in practice. Her excellent implementation of theory in practice can be seen particularly well i. a. in her work „Terminologie der Europäischen Union im Deutsch-als-Fremdsprache-Unterricht“ (2008), which should be quoted as a representative example of her remarkable achievements in lexicography.

In her research on the content and design of dictionary entries, her excellent competence in the field of structure, function, meaning, etymology, pictoriality of idioms constitutes a unique starting point (cf. „Angaben zu phraseologischen Phänomenen im *Deutschen Wörterbuch* von Jacob Grimm und Wilhelm Grimm“, 2012). This solid scholarly competence about vocabulary in dictionary entries can be observed not only in works concerning historical dictionaries but also works concerning modern ones. I would like to refer to her contrastive investigations on the lexicographic representation of phraseological units with gender-specific semantics („Zur lexikografischen Behandlung geschlechtsspezifischer Phraseologismen (Deutsch-Bulgarisch)“, 2014). Over the last few years Dr. Stantcheva has increasingly devoted her interest to German-Bulgarian lexicography. As a germanist, she thus makes an important contribution to Slavic studies. Noteworthy in this area is her

contribution to Geo Milev's German-Bulgarian Dictionary ([1916] 1940) - a dictionary that is largely unexplored, and whose history of origin and edition she critically analyzes in a meritorious way.

Moreover, her teaching is also a starting point for her scholarly engagement along with lexicographic questions (cf. the paper „EU-Terminologie in einsprachigen Wörterbüchern des Deutschen“, 2014) and language teaching research. Based on her interest in language teaching research are her works on the methodology of teaching German as a foreign language, emphasizing not only the scholarly processing of traditional ways to impart vocabulary in classroom teaching, but also rather new forms of foreign language training, made possible through new media (synchronous and asynchronous digital pedagogy). Her project and contribution to the globally networked classroom („Zur Erweiterung der mündlichen Sprachkompetenz von DaF-Lernenden mit Hilfe digitaler Technologien“, forthcoming) can be seen as highly innovative. In addition, as evident from the documents related to her teaching, self-evaluation, and the peer reviews, this results in significant synergies between her research and her teaching. Last but not least, there are two current and very welcome research projects worth mentioning in this regard: the creation of a German-Bulgarian phraseological dictionary and the writing of an exercise book on German language phraseology.

It can be seen from the 127 citations of her contributions that they are not only of a high scholarly standard and are recognized as innovative and significant in national and international scientific communities, but also that the research presented there is regarded as sustainable. Dr. Stantcheva's international collaborations with other researchers are also a clear criterion for the relevance and recognition of her academic achievements. Noteworthy in this regard are the project work at the Berlin-Brandenburg Academy of Sciences in the project "Kollokationen im Wörterbuch" ("Collocations in the German Language") under the direction of Prof. Dr. Fellbaum, the collaboration with Prof. Dr. Dillmann from the Denison University, USA, in the project „Globally Connected Courses“ as well as the collaboration with Prof. Dr. Klaus-Dieter Ludwig, Humboldt University, Germany, at a German-Bulgarian phraseological dictionary. Dr. Stantcheva's praiseworthy achievements in the respective projects can be clearly seen in the documents.

A distinctive characteristic of her works is that the scholarly publications appear in three languages – English, German, and Bulgarian. Not only does this support collegial scholarly exchange beyond linguistic and cultural boundaries and is a clear indication of the transparency of her research, but also contributes to the development of these scholarly meta-languages. This enables and promotes openness and diversity in the scholarly dialogue on issues concerning monolingual and multilingual lexicography, phraseology, corpus linguistics, German as a foreign language, and EU terminology.

As an expression of Dr. Stantcheva's strong network in scholarly communities, one can mention her membership in international as well as national scholarly organizations and associations such as EUROPHRAS, EURALEX, IVG, and the

Association of Germanists in Bulgaria. Her repeatedly praised translation work can be provided as an example for her public engagement and social commitment.

An important and measurable criterion for successful scientific activity is the allocation of external funds. Here, it can be clearly stated that Dr. Stantcheva has very successfully raised third-party funds. Sponsors were the German Academic Exchange Service (DAAD), the Friedrich Naumann Foundation, and the Great Lakes Colleges Association.

In summary, it can be stated that Dr. Stantcheva's work is characterized by innovation, topicality, and practical relevance, and that it meets the international criteria of scholarly work. Thus, her scholarly activities point to a stable anchoring within the national as well as the international academic community. As far as her research is concerned, all the quantitative and qualitative criteria for the academic position "Associate Professor" are to a great extent fulfilled.

#### **IV. Evaluation of the Candidate's teaching**

In the following section my considerations apply to the **additional indicator** *teaching*, which, however, cannot be done without looking at Dr. Stantcheva's research. This is therefore important to emphasize, since Dr. Stantcheva's teaching activity is in a constant and productive relationship with her scholarly activity. Her two fields of activity determine and influence each other and result in an impressive added value for her practical teaching. Dr. Stantcheva has taught both at the Humboldt University in Berlin and at the AUBG. In the following, I will go into detail about her employment at the AUBG.

The candidate has taught at the AUBG for 10 years and has been evaluated three times since her assignment at the AUBG: in 2008, 2011, and 2016. The teaching assignment completed in the ten years is impressive in terms of width and scope. She has teaching experience in: German as a foreign language (oral and written communication); cultural studies of the German-speaking countries; political terminology, legal terminology, business terminology, and EU terminology – German; terminology resources; comparative grammar (German-English, German-Bulgarian, German-Russian); German lexicology; German phraseology; Lexicography (monolingual and bilingual dictionaries; monolingual German corpora of written texts and parallel corpora of written texts with German); application of contemporary information and communication technologies in foreign language teaching and new forms of foreign language acquisition (synchronous and asynchronous digital pedagogy).

In these courses, she uses contemporary teaching methods, such as blended learning and digital technologies that represent new concepts for promoting language acquisition, as well as expressing flexibility and the search for the best possible pedagogical-didactic concepts for the optimal foreign language teaching associated with the biggest success in learning possible.

From the two peer reviews at the AUBG i. a. is it evident that Dr. Stantcheva has a student-centered working approach. The peer reviewers mention adaptation of the

timetable to the specific learning requirements of the students, promotion of student activities outside the classroom by means of net-based exercises, and dynamic course of the lesson hours, where knowledge transfer is achieved through practical exercises. The peer reviews are the evidence of the excellently prepared and conducted lessons.

Furthermore, the evaluations of the students depict Dr. Stantcheva as a much appreciated professor who offers excellent teaching. The student comments make it explicit that there are clear structures and representations, that an array of teaching materials is used, that cooperation and thinking are stimulated, discussions are encouraged, various forms of learning activities are used, and constructive feedback is provided. She is rated as an enthusiastic and inspiring professor.

In summary, it should be noted that Dr. Stantcheva meets all additional quantitative and qualitative requirements for habilitation regarding the teaching experience at recognized liberal arts higher education institutions and in a student-centered learning environment.

## **V. Conclusion**

After reviewing the documents available to me and assessing them according to the primary indicators and additional indicators, I would like to summarize hereby, that Dr. Diana Stantcheva's merit within research and teaching meets all the requirements of the present habilitation procedure at AUBG.

I would like to recommend Dr. Diana Stantcheva for the academic position "Associate Professor" at AUBG without restriction of any kind.

Signature and date: Dessislava Stoeva-Holm  
22.01.2018

By signing here I declare that writing this review does not represent conflict of interest.