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Berlin, January 8th, 2018

REVIEW

Regarding the application of Dr. Diana Stantcheva for the academic position of Associate Professor at the American University in Bulgaria (AUBG)

This evaluation is based on the following documents submitted by the candidate:

1. Application for Habilitation as Associate Professor at AUBG according to the Bulgarian law
2. Summary of my Scholarly-theoretical Contributions and Results
3. List and Abstracts of Publications
4. Publications:
 - Ermittlung des Komponentenbestandes von Idiomen – Versuch eines Modells, 2004
 - The many faces of negation – German VP idioms with a negative component, 2006
 - Angaben zu phraseologischen Phänomenen im „Deutschen Wörterbuch“ von Jacob Grimm und Wilhelm Grimm, 2012
 - „beiwörter, ausdrücke, redensarten sollen nun der Reihe nach folgen“. Zur Benennung von phraseologischen Phänomenen im „Deutschen Wörterbuch“ von Jacob Grimm und Wilhelm Grimm, 2012
 - Phraseologische Terminologie im „Deutschen Wörterbuch“ der Brüder Grimm – die Erstausgabe (1854-1971) und die Neubearbeitung (1965-2013) im Vergleich, 2015
 - Geschlechtsspezifische Phraseologismen im Deutschen und Bulgarischen – Sprachgebrauch und lexikographische Kodifizierung, 2007
 - Zur lexikografischen Behandlung geschlechtsspezifischer Phraseologismen (Deutsch – Bulgarisch), 2014
 - Terminologie der Europäischen Union im Deutsch-als-Fremdsprache-Unterricht, 2008
 - Auf dem Weg zu einem vereinten Europa – das Thema „Europa“ in allgemeinen einsprachigen Wörterbüchern des Deutschen, 2014
 - EU-Terminologie in den einsprachigen Wörterbüchern des Deutschen, 2014

- EINS, EINEN, EINE und ETWAS in deutschen VP-Idiomen (with Christiane Fellbaum, Undine Kramer), 2004
 - A corpus-based Lexical resource of German Idioms (with G. Neumann, C. Fellbaum, A. Geyken et. alii), 2004
 - The Globally Connected Language Classroom: A Case Study of an International Project in Two Intermediate Level German Courses between Denison University and the American University in Bulgaria (with G. Dillmann), 2014
 - Zu Erweiterung der mündlichen Sprachkompetenz von DaF-Lernenden mit Hilfe digitaler Technologien (with G. Dillmann), 2016
 - Das Experiment „vernetztes Klassenzimmer“ – eine Zwischenbilanz des Projekts „Globally Connected Courses“ zwischen der Denison Universität in den USA und der Amerikanischen Universität in Bulgarien (with G. Dillmann), 2017
 - Bulgarian Lexicography, 2006
 - Review of the book „Die großen Fische fressen die kleinen“: Ein Sprichwort über die menschliche Natur in Literatur, Medien und Karikaturen, 2005
5. Citations of my Works till November 6, 2017 (127 citations)
 6. Curriculum Vitae
 7. Description of teaching
 8. Student evaluations of teaching
 9. Peer reviews teaching
 10. Last evaluations

In the review, I refer in particular to the publications in German by Dr. Stantcheva (in the following 'the author').

As early as 2002 her dissertation was already viewed by one of the reviewers, Prof. Dr. Wolfgang Mieder, University of Vermont, "as one of the best works in the field of lexicographical phraseology" "published in the last twenty-five years" ("Phraseology in monolingual German dictionaries from Adelung to the present", see Curriculum Vitae, published under the title "Phraseologism in German Dictionaries", Hamburg 2003).

In the following years she continued with the investigation of phraseology and in this context with the description of phraseological units in dictionaries, the phraseography, and made it the focus of her research work. In doing so, she takes up problem areas of linguistics that are still subject of lexicological, lexicographical and metalexigraphic discussions, and this is evidenced by the high level of the publications submitted for habilitation. In connection with

this, it should be emphasized that the author has always included the results of her linguistic studies in her teaching.

In the article "Ermittlung des Komponentenbestandes von Idiomen – Versuch eines Modells" (2004), the author presents a method for determining the components of German idioms to distinguish the components from idiom-external elements, and introduces a model for the internal organization of phraseological units which has implications for lexicography, theory of lexicography, and diachronic phraseology. She shows that monolingual dictionaries of German are inconsistent when determining the components of idioms, which is evident from the formulation of the canonical form of idioms in this dictionary type. She makes it clear that the component set of an idiom consists of *an idiomatic core, compulsory, and/or optional components*.

The articles "'beiwörter, ausdrücke, redensarten sollen nun der reihe nach folgen' – Zur Benennung von phraseologischen Phänomenen im ‚Deutschen Wörterbuch‘ von Jacob Grimm und Wilhelm Grimm" (2012), "Angaben zu phraseologischen Phänomenen im ‚Deutschen Wörterbuch‘ von Jacob Grimm und Wilhelm Grimm" (2012), and "Phraseologische Terminologie im ‚Deutschen Wörterbuch‘ der Brüder Grimm – die Erstausgabe (1854-1971) und die Neubearbeitung (1965-2013) im Vergleich" (2015) show the profound insight of the author into the historical lexicography and the phraseography of the German language. Using numerous examples, the author gives an overview of the practice of labeling phraseological phenomena in the *German Dictionary* and convincingly demonstrates that in the "prescientific" phase of phraseology research the *German Dictionary* not only contains many phraseological units but also includes an abundance of diverse information about this area of the language, while it is also clearly pointed out that this dictionary is not a phraseological dictionary. She shows that the dictionary of the Brothers Grimm further records the existing variety of terms for phraseological phenomena in linguistics prior to the appearance of phraseology as a linguistic discipline and its terminology, a variety which in modern phraseology research and phraseography is noted to a lesser extent.

Gender-specific phraseological units are the subject of the following articles: "Geschlechtsspezifische Phraseologismen im Deutschen und Bulgarischen – Sprachgebrauch und lexikographische Kodifizierung" (2007) and "Zur lexikografischen Behandlung geschlechtsspezifischer Phraseologismen (Deutsch – Bulgarisch)" (2014). In an initial study, she is able to prove that there is a large difference between the vocabulary details, given in various dictionary types, and the actual language usage. The second bigger contrastive study of gender-specific phraseological units in German and Bulgarian had the following aims: 1.

Analysis of the respective phraseological stocks of both languages, 2. Examination of the existing practice in presenting these phraseological groups, 3. Comparison of the lexicographically codified language usage and that in text corpora, 4. Recording diachronic changes in gender-specific usage restrictions and preferences of phraseological units. With this analysis the author shows on the basis of phraseological examples such as *Hahn im Korbe sein* in German, *слагам рога на някого* in Bulgarian that the description of the gender specificity of idioms in the examined dictionaries, despite the different lexicographical traditions and dictionary scopes, is done with the same lexicographic instruments: explanation of meaning, labeling, gender-specific idiom-external sentence-related elements, illustrations, indications of origin, foreign-language equivalents. Because of the problems, identified in the codification of phraseological units in monolingual dictionaries, the author formulates proposals for optimizing future lexicographic presentation of gender-specific phraseological units which are worth to be considered. It is correctly emphasized for foreign language teaching that learners should be encouraged to consult several dictionaries at the same time and to be critical of what is written in them.

The so-called "phraseologisches Bewusstsein" (phraseological consciousness, H. Burger) brings the author to the fore in the corpus-based joint investigation with Ch. Fellbaum and U. Kramer "EINS, EINEN, EINE und ETWAS in deutschen VP-Idiomen" (2004), which deals with components of German idioms that have been rather neglected until recently but are frequent, namely the pronouns *eins*, *einen*, *eine*, and the indefinite noun *etwas*, for example: *sich eins lachen*, *eine/einen draufmachen*, *jmdm. eins/etwas husten*. This investigation, which is considered basic research, has implications specifically for lexicography (acquisition and appropriate representation in dictionaries) and teaching German as a foreign language (teaching of this linguistic phenomenon). In the article "The Many Faces of Negation – German VP Idioms with a Negative Component" (2006), the author demonstrates based on the corpus of the "Digital Dictionary of the German Language" (Digitales Wörterbuch der deutschen Sprache) the behavior of German idioms which contain a negative component in context: *jmd. nimmt kein Blatt vor den Mund*, *jmd. bringt es nicht übers Herz*, *jmd. hat nicht alle Tassen im Schrank*. In this context, a reference should be made to the joint article "A Corpus-Based Lexical Resource of German Idioms" within the framework of the project "Collocations in the German Language" (2004), to which the author contributed and which was presented at the 20th International Conference on Computational Linguistics. The publications presented show that the author is very familiar with specialized terminology, the development of phraseology, and dictionary research. In this regard, she points out that native

speakers have problems with phraseological units, listed in dictionaries, and makes suggestions for improving the codification of idioms in dictionaries.

A praiseworthy field of research of the author concerns questions about the terminology of the European Union (EU). In the article "Terminologie der Europäischen Union im Deutsch-als-Fremdsprache-Unterricht" (2008) as part of the thematic cluster "Language Communication and European Space" of the 5th International Conference "The Language – A Phenomenon without Frontiers", she focuses on this aspect of foreign language teaching for specific purposes. For the foreign language teaching for specific purposes at the American University in Bulgaria (AUBG), she presents a one-semester curriculum for the German course *EU-Terminology German* as part of the major in European Studies and introduces possibilities for didacticization of terminology knowledge in a study-accompanying language for specific purposes course on EU terminology. In this article, she already points out the importance of working with dictionaries, glossaries, terminology databases, and text corpora. In the articles "Auf dem Weg zu einem vereinten Europa – das Thema ‚Europa‘ in allgemeinen einsprachigen Wörterbüchern des Deutschen" (2014) and "EU-Terminologie in den einsprachigen Wörterbüchern des Deutschen" (2014), she presents the results of her research regarding how and to what extent EU-related terms are codified in 21 dictionaries within the word section *eu - ev*, characterized by a concentration of EU-related dictionary entries. She documents that the selected monolingual German dictionaries have gaps in the recorded words, meanings, and fixed expressions, contain factual inaccuracies in the semantic paraphrases and inconsistent information, and rightly makes it clear that for the study-related foreign language training none of the dictionaries examined can be recommended for the purpose of studying EU terminology. Instead, different dictionaries should be used at the same time, and most of all, text corpus data and specialist encyclopaedias of the German Bundeszentrale für politische Bildung (Federal Agency for Civic Education) and/or the European Union.

Dr. Stantcheva has worked on the important reference book *Encyclopedia of Language and Linguistics* (Oxford 2006) and has written for it the entry "Bulgarian Lexicography".

Great recognition deserve the extensive contributions written together with G. Dillmann which deal in the field of language didactics and language teaching in particular with the methodology of teaching German as a foreign language:

„The Globally Connected Classroom – A Case Study of an International Project in Two Intermediate Level German Courses between Denison University and the American

University in Bulgaria” (2014), “Zur Erweiterung der mündlichen Sprachkompetenz von DaF-Lernenden mit Hilfe digitaler Technologien (presented at the conference of the Asian Association for Germanic Studies 2016 in Seoul), „Das Experiment ‚Vernetztes Klassenzimmer‘ – eine Zwischenbilanz des Projekts ‚Globally Connected Courses‘ zwischen der Denison Universität in den USA und der Amerikanischen Universität in Bulgarien“ (presented at the 13th International Congress of the International Association for Germanic Studies 2015 in Shanghai).

This project demonstrates convincingly that digital technologies are currently providing excellent opportunities for intercultural communication and global learning. They make it possible to network internationally and thus to benefit from real communication about real topics and to combine language seminars that take place at different universities, despite the spatial distance. The project, which was extremely positively rated by the students of both universities, shows that through the cooperation the speaking time of the learners of German as a foreign language during the course increases several times and an expansion of the language competence, and especially, a clear improvement of the language skills compared to the traditional classroom can be demonstrated. One can only applaud and wish success to the project, which first had the task of equalizing timetables and textbooks on both sides, then bringing together the two courses more frequently synchronously during the semester and discussing and learning with each other as a group.

With her publications submitted for the habilitation procedure and with the other documents (List of citations, Description of teaching, Student evaluations of teaching, Peer reviews of teaching, Last evaluations) Dr. Diana Stantcheva has fully met the requirements for the academic position of Associate Professors in research and teaching. The results of her research on phraseology and phraseography as well as on foreign language teaching have been proven with outstanding articles and paper presentations at international congresses, which have been published in internationally renowned publication venues, anthologies, conference reports and specialized journals.

The candidate also fulfills the requirements for teaching. She has the best teaching experience at recognized liberal arts institutions of higher education.

I recommend Dr. Diana Stantcheva for the academic position of Associate Professor.

Signature and date: Prof. Emeritus Dr. Klaus-Dieter Ludwig

Berlin, January 8th, 2018