

REVIEW

on PhD Dissertation

A lingua-didactic model for Multilanguage teaching (on the basis of Lebanese education and linguistic policies)

Scientific area **1.1. Pedagogy sciences**

Professional field **1.3. Pedagogy of education on ...**

(Methods of foreign language teaching – English language)

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Scientific advisor: Assoc. Prof. Milena Petrova Yordanova, PhD

Reviewer: Assoc. Prof. Vesela Kirilova Slavova, PhD, scientific area 1.1. Pedagogy sciences, Professional field 1.3. **Pedagogy of teaching on ...** (Methods of teaching on French and English for special purposes), Department of Language Teaching and Information Technologies at National Sports Academy „Vasil Levski“.

The review has been prepared in accordance with all requirements of the Law for Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its implementation and the Rules for the conditions and procedures for acquiring academic degrees and occupying academic positions at Sofia University “St. Kliment Ohriski” The examination’ review on the materials has been made according to an order of the Rector of Sofia University “St. Kliment Ohriski "for the appointment of Doctoral Dissertation Committee, No. RD 38 - 590 / 11.10.2019.

Anatoli Deshev has submitted all necessary documents required for examination within the doctoral dissertation examination and defense.

1. CANDIDATE DATA

Anatoli Deshev graduated Master's Degree at Higher School "Vasil Levski" in Veliko Turnovo in 2002 and Greek Philology as a main specialty. In 2005 he graduated as a specialist in Public Administration and International Law at the Centre for Postgraduate Qualification at University of National and World Economy. Since 2008 Anatoli Deshev has been working at the Ministry of Foreign Affairs. Fluent in English and Greek, the PhD student has a very good competence in Arabic and Russian.

2. GENERAL CHARACTERISTICS OF DOCTORAL DISSERTATION

The doctoral dissertation submitted for review has been written on 304 pages all together, including a literature review (31 sources in Cyrillic and 94 sources in Latin). The main text of the dissertation includes 18 figures and 73 tables. The author has studied appropriate number of bibliography sources used and quoted in the thesis. It is the evidence of the deep theoretical knowledge and very good orientation in the problem discussed in the thesis. The researched problem has been determined by the role and the development of linguistics, as well as the European educational policies in the field of promoting multilingualism and foreign language teaching and learning. The author has performed good orientation and wide knowledge of studying and analyzing Lebanese education and linguistic policy. The structure of dissertation conforms to principles and requirements of a scientific work, and consists of an introduction, four chapters and a conclusion. The first chapter presents a review of theoretical backgrounds for conducting the study. The second chapter traces historically the development of Lebanese linguistic policy by focusing on Lebanese multilingualism specific to the Middle East region. Chapter three describes features and stages of building a modern Lebanese education policy, focusing on innovative concept of creating a trilingual education national system. Chapter four introduces an innovative optimized trilingual model with an emphasis on conceptualizing and structuring it. The procedure for validation as well as validation of the newly created model has been

outlined. The final chapter summarizes the results achieved and formulates main points of contribution of this doctoral dissertation.

3. ASSESSMENT OF DISSERTATION CONTENTS

The goal of doctoral dissertation has been set by studying the Lebanese language practice of multilingualism and plurilingualism and by reconstructing its modeling in order to develop a lingua-didactic model for multilingual training aimed at systematic mastering of the respective foreign languages for daily and professional communication. In accordance with this purpose, specific tasks have been determined, related to different stages in the development, investigation and validation of a specific linguistic model. The subject of dissertation has been formulated as a study of the nature, specificity, functions and forms of multilingual education. The study has been focused on the contemporary Lebanese model for multilingual teaching and learning, considered within the 21st century. The hypothesis has been formulated appropriately by proving, through research and analysis, the effectiveness of contemporary Lebanese education and linguistic policies, and by elaborating an "effective lingua-didactic model for multilingual teaching and learning with the potential to be transferred as positive practices to other education systems". The detailed study of the lingua-didactic model of multilingual teaching and learning in Lebanon is a prerequisite for drawing up working concepts for optimizing foreign language learning in Bulgaria. A structured theoretical framework has been developed to allow the scientific examination of multilingualism in fulfilling the requirements for high quality teaching and the acquisition of professional competences, which meet the criteria of the European Union for education and professional development. The research method used in the dissertation is complex and includes lingua-didactic reconstruction and pedagogical modeling, combined with the method of linguistic and educational profiling, as well as the survey method used in conducting field studies. They cover "the necessary and sufficient number of leading public and private schools representative of the current Lebanese educational situation."

4. DATA ANALYSIS AND DISCUSSIONS

The results obtained have been presented and discussed on 200 pages and in 18 figures and 73 tables. Existing teaching methods in Lebanese secondary schools have been explored. Specific trends in the development of foreign language teaching in the Republic of Lebanon over the last decades have been analyzed. Theoretical statements, normative documents and author's concepts on foreign language teaching in secondary and higher education in Lebanon have been presented. The dissertation problem has been developed by a wide description and discussion of actual state of foreign language teaching in primary, secondary and higher education in the Republic of Lebanon. The basic state requirements for the education and qualification of teachers have been examined and discussed, as well as a huge amount of data related to the number of pupils in public and private schools, the hierarchy of the three languages studied, and the courses taught in these three languages. Based on the analysis, the positive practices of the Lebanese educational model have been outlined, as well as some limitations on building equal competences in three languages studied.

5. SIGNIFICANCE OF RESULTS AND EVALUATION OF DOCTORAL DISSERTATION CONTRIBUTIONS

Doctoral dissertation has presented a large overview of doctoral researched problem in studying multilingualism and determining the status of foreign languages in Lebanon, which are fundamental to the study of the Lebanese linguistic model. The Lebanon linguistic policies in education that require Arabic, French and English language learning have been reviewed, highlighting significant current trends in bilingualism and trilingualism. Emphasis has been put on defining a trilingual education model and its relative characteristics. A critical analysis of current state of foreign language teaching in primary, secondary and higher education in the Republic of Lebanon has been made, which has provided the opportunity to propose a model for transferring positive practices in educational system of the Republic of Bulgaria. In terms of contributions, the doctoral dissertation has presented responsible scientific and educational experience in order to improve the quality of foreign language teaching in Bulgaria. The creation of an author's

trilingual model is a scientific achievement not only in terms of improving foreign language teaching, but also in creating new opportunities for further developing of educational system of Bulgaria. The model's approval and validation has significant practical value in terms of both learning more than one foreign language and enhancing the motivation to learn languages. This dissertation has its originality in terms of the scientific research problem developed, since no similar study of multilingual education has been done in Bulgaria.

6. EVALUATION OF DISSERTATION-related PUBLICATIONS

The publications presented by doctoral candidate and related to the topic of doctoral dissertation have been written according to requirements for doctoral studies and publications and have been published in reputable Bulgarian and international editions.

7. CONFORMITY OF THE ABSTRACT TO DOCTORAL DISSERTATION

The 24-page abstract of doctoral dissertation has been composed according to requirements for this type of publications, where the content of the dissertation is clearly, accurately and well-structured. The abstract contains the main scientific contributions of the doctoral dissertation.

8. FINAL EVALUATION STATEMENT

The candidate for PhD degree has performed large amount of scientific work and obtained new original results, which broaden our conceptions and understanding of foreign language teaching and become a prerequisite of improvement of languages acquisition. The doctoral dissertation has been performed at a high scientific level. All-important results of the research problem have been published in peer-review journals. Evaluating the doctoral dissertation, the candidate Anatoli Deshev merits the PhD Degree.