

## **REVIEW**

by

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professional field 1.3. Pedagogy of teaching...

of a **doctoral thesis**

submitted in fulfillment of the requirements for the award of a PhD degree

PhD Programme:

area of higher education: *1. Education Sciences*

professional field: Pedagogy of teaching ...

scientific specialty: Methodology of foreign language teaching - Spanish

PhD candidate: Mihal Valeriev Pavlov

topic of thesis: Linguodidactic problems of Spanish ichthyological terminology

thesis supervisor: Prof. Milena Yordanova, PhD

This review has been written in accordance with the requirements of the article 4 of existing Law on the Development of the Academic Staff, the Regulations for its Application and Faculty Council decision made at Classical and New Philology Faculty’ meeting held on 6<sup>th</sup> of June 2023.

### **1. Scientific and applied significance of the research.**

Doctoral thesis of PhD student Michal Valeriev Pavlov submitted for assessment is composed of an introduction, four chapters, five appendices containing a ichthyological lexemes glossary, an ichthyological synonym glossary, an alphabetical culinary-recipes corpus, Spanish and Bulgarian alphabetical indexes, a Bulgarian and Spanish language bibliography, searched dictionaries and online sources, as well as five scientific publications on the topic of PhD student’ dissertational thesis.

Modern foreign language teaching trends’ analysis is based on educational policies of the European Union as well as on European language teaching’ policy. It was stated that necessities have been evolving for development and expansion of terminological foreign language glossaries in order to implement successful communication in everyday situations related to mastering of specialized vocabulary used by professionals. The PhD thesis submitted for assessment is original linguistic and didactic project for creation of a specific linguistic corpus composed of names of fifty main types of fish offered in ten Spanish-speaking countries, as well as of lexical units characterizing Spanish ichthyological discourse. The doctoral thesis of PhD student Michal Pavlov has had significant practical-applied contributions to the methodology of foreign language teaching, as it was intended for students studying Spanish, as six types of language exercises and

communicative activities have been developed and described according to the levels for mastering a foreign language (A1, A2, B1, B2, C1 and C2), provided with the relevant linguodidactological guidelines for teaching.

The purpose of the research in the submitted doctoral thesis has been formulated clearly and precisely and has been based on modern linguistic and didactic analysis, carried out by PhD student Mihal Pavlov, of bilingual lexicographic sources, as well as incorrectly translated lexemes that can lead to confusion of readers and learners. The inaccuracies in the translation equivalents have been explained by PhD student Mihal Pavlov, given the poorly taught Spanish language for specific purposes in the field of ichthyology. Otherwise the lexemes (ichthyological didactemes), which in the past were not known in our latitudes due to their remote habitat, but the appropriate lexemes have become embedded in the Bulgarian language with the development of various species. The linguistic and didactologic analysis and the identified lacks of appropriate lexemes have led PhD student to the development of this project, namely the need to enrich and improve existing glossaries and to create new ones containing the largest possible number of lexemes as well as better and more accurate definitions and translation equivalents. The wide spread use of digital information resources and the digitization of existing ones have given rise to the necessity of enriching linguistic information and creating new terminological glossaries to help both professionals and translators from Spanish.

In this regard, tasks of the research have been formulated in accordance with set goal and hypothesis, which have been based on a comparative study of linguistic and didactic issues related to mastering basic Spanish ichthyological vocabulary. The data obtained by PhD student and their corresponding linguistic and didactic interpretation and lexicographic modeling have been a prerequisite for successful Spanish language teaching, as well as for compilation of an ichthyological lexical minimum, accompanied by exercises and communicative activities corpus aimed at gradual language mastery in order to include linguistic and cultural characteristics of different Spanish-speaking countries.

The linguistic didactic review of three ichthyological classifications examined by PhD student Mihal Pavlov has shown the necessity of extracting concrete information with practical application. The method of global simulations has been a contribution of particular impact in the present study.

Compilation of lexical minimums has always been a linguistic and didactic issue having wide theoretical-applied impact, as it has been related to modeling the learning content for specific (specialized and professional) purposes. It has also been related to establishing validated methodology for selecting and providing the relevant lexical material based on modern theoretical basis. Particularly important has been the selection of criteria for parameterization of the examined textual (written and oral) material, on the basis of which a working linguistic didactological corpus is constituted. Determining lexical teaching material included in the curriculum designed for different language levels of proficiency for specific purposes in the field of ichthyology according to the Common European Framework of Reference for Languages has always been very complex and complicated task that should have been examined and observed in detail. The lexical corpus has been assembled in three main groups: commonly used vocabulary, lexical units corresponding to

commonly used levels of proficiency of Spanish language which have not been changed in terms of their meaning; specific vocabulary related to different professional fields, for example: culinary, ichthyological, commercial, etc., which learners should master in the context of Spanish language course for specific purposes in the field of ichthyology. The specialized vocabulary has been derived from commonly used Spanish language acquiring a new meaning or meanings in individual specific fields of usage, i.e. terminological ambiguity.

Terminological selection has been made by using a comparative, frequency and linguodidactological analysis (the meaning and use of each lexeme in one of the languages has been compared to the meaning and use in the other one). In order to confirm a connection and to avoid terminological deficiencies, Latin names (*tertium comparationis*) of each fish species were used comparing the lexemes in Spanish and in Bulgarian language. The selection and compilation of texts comprising an ichthyological theme has been made respecting linguistic and geographic, situational (in concrete restaurants), content and culinary criteria. The terminological lexical glossary containing selected Spanish-Bulgarian ichthyological minimum has been compiled by PhD student Mihal Pavlov on the basis of most common fish, as well as by means of a statistical study made of menus of ten restaurants in each of studied Spanish-speaking countries, as well as in Bulgaria.

A frequency list of fish names usage has been created based on the use of ichthyological names appearing in culinary dishes names on restaurant menus in different countries. On the basis of the excerpted ichthyological lexemes, 50 linguistic and didactological lexicographic portraits have been represented, which contain necessary and sufficient information and describe each type of fish in detail. The relevant lexicographical portrait has represented the following lexicographical areas: an area for using official name of the relevant fish (*ichthyologema*); zone of synonyms, where different colloquial and dialectal lexical terms defining this type of fish have been indicated, and an area where Bulgarian equivalent of the corresponding ichthyological lexeme has been described.

## **2. Methodology of the research.**

Regarding the research methodology and its compliance with the set goal and tasks of doctoral thesis, it should be noted that a methodological model has been made, which has predefined a lexical ichthyological corpus corresponding to different levels of Spanish language proficiency in accordance with the requirements of the Common European Framework of Reference for Languages, and a variety of exercises and communicative activities have been created for teaching and learning. The research methodology has been based on a complex comparative, frequency, linguodidactological, etymological and empruntological analysis, which have been applied for the elaboration of a Spanish ichthyological basic lexical corpus. In order to improve specialized Spanish language teaching and learning a define set of Bulgarian equivalents have been determined by applying the same complex methodology. In this way, the meaning and usage of each term in Spanish language has been compared with the meaning and usage of this term in Bulgarian language. Based on normative extraction methodology, the selected texts containing information directly related to the research have been studied, and the main ichthyological lexemes naming fish species, the statistically relevant culinary and restaurant names of dishes and restaurant names, interpretive definitions,

etc. have been determined. The data extracted from various written sources has been arranged and analyzed using the method of informational accommodation and assimilation to determine a representative sample of linguistic and cultural facts characteristics of specific Spanish-speaking country, which have been subsequently compared with their Bulgarian factual analogues.

Examining the ichthyological variety of lexemes in Bulgarian and Spanish language by means of empruntology has helped illustrate the origin and reasons that influenced ethnolinguistic descriptions of the real world by respective lexical units used. The focus is on the study of Greek and Latin languages' influence on modern ichthyological lexical glossary in Bulgarian and Spanish, respectively representatives of Slavic and Roman language groups. The study also has been aimed at the rarer cases in which terminological glossary has had an origin other than Greco-Latin. In Bulgarian language, there have been used lexemes that have also been borrowed from Turkish, German, as well as through the use of English, Spanish and Portuguese languages' lexemes. The empruntological analysis, which had been carried out by PhD student, Mihal Pavlov showed a huge part of Bulgarian and Spanish lexical units in this area has had a Greek or Latin origin.

The main aspect of modern foreign language teaching and of linguistic and didactic theory has been their communicative focus. Learner has been placed at the center of teaching and personal learner's choice in relation to specialized teaching has proved the increased motivation in mastering specialized Spanish compared to learning language for general usage. The reasons for this phenomenon have been the awareness of acquired knowledge impact, the desire to progress in specific professional field with clear set goals, have had their effect on the achievement of specific learning results. The theoretical foundations of the linguo-didactic model designed for mastering the Spanish terminological ichthyological corpus have been developed on the students' achievements realized by the application of the Common European Framework of Reference for Languages, combined with definite methodology and current state of theory and practice of teaching Spanish for specific purposes.

The integration of these two visions for the development of modern foreign language teaching has allowed a set of exercises and communicative activities to be designed according to European levels of foreign language proficiency (A1, A2, B1, B2, C1 and C2). The specificity of exercises and communicative activities for teaching Spanish for specific purposes in the field of ichthyology has been the elaboration of a specific lexical learning material. The exercises and communicative activities used has been oriented directly to the consistent perception and assimilation of the specific vocabulary distributed in six separate language levels of the Common European Framework of Reference for Languages. Using exercises and communicative activities, which have been adapted for learners' needs necessary knowledge, skills and experience have been acquired for various types of communicative situations they will afford when fulfilling their professional duties.

## **Contributions**

An analytical and systematic analysis of the main fish types in selected countries was made and the most common names of the recipes in which selected fish have been prepared in different countries were extracted.

The specificities of teaching methodology in Spanish for specific purposes in the field of ichthyology were highlighted.

Modern methods have been indicated in order to further development and enrichment of communication competence of Spanish language learners in the field of ichthyology.

Cumulative tables have been elaborated for each of the excerpted species of fish, which have been described in detail, the synonyms by which they have been known in different countries, the Bulgarian equivalents, the Latin names, the way they have been prepared and the fish recipes prepared in different restaurants have been indicated. The structure of fish body has been examined in order to describe taxonomy, classifications, signs of freshness, methods of cleaning and preparation, recommendations for consumption, the fishing sectors and fishing areas.

Communication exercises have been developed for each of different levels of teaching Spanish language for specific purposes in the field of EER ichthyology.

The PhD thesis summary has been structured and has complied with main points and contributions of thesis. It has clearly and precisely presented the main aspects and ideas of PhD thesis.

The PhD candidate Mihal Pavlov has submitted 5 publications, which have been written also on the topic of doctoral research and thesis.

## **Conclusion**

In conclusion, PhD candidate Michal Valeriev Pavlov has carried out an original scientific research, and its main results and contributions have been presented in his doctoral thesis. A corpus of thematic exercises have been elaborated, according to Common European Reference Framework for language levels, in order to create a new specialized vocabulary. A new ichthyological lexical glossary in Bulgarian and Spanish languages has been created as well as different specialized glossaries have been compiled, which would have been made for students and professionals. The main linguo-didactological issues that may arise during learning process for mastering the correct use of lexical units of basic ichthyological glossary for everyday communication have been outlined. The doctoral thesis submitted by Michal Valeriev Pavlov has presented necessary scientific and applied contributions. In conclusion, I give my positive assessment and strongly recommend to the Honorable members of the scientific jury to give their positive vote for awarding Michal Pavlov the PhD degree in professional field 1.3. Pedagogy of education in... , and the scientific specialty Methodology of Foreign Language Teaching - Spanish, Department "Methodology of Foreign Language Teaching" at the Faculty of Classical and New Philologies at the Sofia University "St. Kliment Ohridski".

Date: 14<sup>th</sup> of July 2023

Signature: .....

/Assoc. Prof. Vesela Slavova, PhD/