

EVALUATION

of a doctoral thesis titled *A Linguo-didactic Model of Multilingual Education*
(based on the Lebanese education and linguistic policy)
submitted by Anatoli Vasilev Deshev

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The doctoral thesis submitted by Anatoli Deshev has been completed under the auspices of the doctoral programme at the *Department of Methodology of Foreign Language Teaching* and in collaboration with the *Centre of Eastern Languages and Cultures* at the University of Sofia. This research endeavor is within the context of cognitive linguo-didactic archeology and modern pedagogy of languages. The dissertation has a volume of 304 pages and it has a standard structure. The list of references is an attestation of the author's in-depth knowledge of current publications in the sphere of the dissertation's subject matter. A. Deshev has selected quite well the sources needed for the outline of the general framework of his research. The cross-disciplinary character of this thesis presents considerable challenges to the author and he has dealt with them successfully by applying a complex research method integrating modern linguo-didactic reconstruction and pedagogical molding with the method of linguistic and educational profiling.

Chapter One of the dissertation tackles the specifics of trilingual education and its applicability to the preliminary, essential and higher stages of the educational system. The analysis of multilingualism in Lebanon focuses on the impact of English on the language situation in the country; modern views on multilingualism and multiculturalism have been presented along with an account of the typical Lebanese multid denominational influence and an interpretation of the specific role of bilingualism and trilingualism within the context of current language policies.

Chapter Two offers a historical outline of the development of Lebanese language policy with regard to Lebanese multilingualism as characteristic of the Middle East region as a whole. In this chapter the author has focused on the interaction between Arabic, English and French in Lebanon in the 1990s which has led to the emergence of the Lebanese national trilingual education system at the beginning of the 21st century.

Chapter Three deals with the peculiarities and stages of development of the current Lebanese education system with regard to the innovative concept of developing a trilingual national education system.

Chapter Four is a logical continuation of Chapter Three and in it the author puts forth an innovative linguo-didactic model of multilingual education based on the Lebanese language and education policy; the focus of research is on the conceptualization of a trilingual education model based on the principle of equality between the three linguistic competences.

The Conclusion outlines the research goals achieved in the dissertation and the essential merits and contributions attained in academic theory and practice.

The Abstract brochure has a volume of 24 pages and it represents in a straightforward manner the structure and essential methodological ideas contained in the dissertation. The author's self-evaluation of academic contributions is precise and adequately formulated. There are three printed articles in the subject area of the dissertation issued in reputable Bulgarian publications.

My conclusion is that Anatoli Deshev's dissertation corresponds to the standards of theoretical and practice-oriented research and presents original contributions to the methodology of foreign language teaching. I am convinced that the dissertation meets the requirements stipulated by the *Law on the Development of Academic Staff in the Republic of Bulgaria* and the *Rules of Procedure for Acquisition of Academic Degrees and Occupation of Academic Positions at "St Kliment Ohridski" University of Sofia*. I propose the scientific committee award Anatoli Vasilev Deshev the PhD degree in the academic domain 1. Pedagogical Sciences, professional field: 1.3. Pedagogy of training in... (Methodology of FLT – English).

21 Nov 2019
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