

OPINION

by Assoc. Prof. Mariya Todorova Neykova, PhD,
New Bulgarian University

on the doctoral thesis of Mihal Valeriev Pavlov,
thesis topic: "Linguodidactic problems of Spanish ichthyological terminology",
thesis supervisor: Prof. Milena Jordanova, PhD,
for the award of a doctoral degree
in professional field 1.3. Pedagogy of teaching in ... (Methodology of foreign language teaching
– Spanish language)

The dissertation presented for discussion comprises 451 pages and consists of introduction, four chapters, conclusion, appendices and bibliography. The contributions of the dissertation research and the publications on the topic of the dissertation are adequately indicated. The content is clearly structured and relevant to the topic.

In the Introduction Mihal Pavlov justifies the need for research aimed at mastering the necessary and sufficient minimum of Spanish terminological lexis for successful communication in situations involving the use of ichthyological lexis. For this purpose, he builds a linguodidactological corpus.

In Chapter I the author outlines the theoretical and methodological framework of the study. The significance of the research topic is determined by the need to enrich and modernise the existing Spanish-Bulgarian dictionaries and to create new dictionaries with a larger number of lexemes in the field of ichthyology, as well as with more accurate definitions and translation equivalents. The author sets himself the aim to compile an ichthyological lexical minimum in Spanish for specific educational purposes, on the basis of which he designs a system of exercises and communicative activities for mastering the basic ichthyological lexis according to the language levels A1, A2, B1, B2, C1 and C2, defined in the Common European Framework of Reference for Languages for communicatively oriented foreign language teaching (p. 10). This aim has been achieved, the presentation is multifaceted, systematised and well structured. According to the working hypothesis, through the establishment of a working basic ichthyological minimum the Spanish-Bulgarian picture of the world will be modernised and expanded in a regional and general language plan, and parallels will be drawn between the various synonymous, regional, dialectal and colloquial ichthyological names used in the different countries (p. 11). The selection of research methods fully complies with the topic, the aims and the objectives of the research.

In Chapter II the author presents an ichthyological Spanish-Bulgarian minimum. He offers a terminological ichthyological minimum, which is determined on the basis of a specific set of texts in the sphere of ichthyology, selected according to linguogeographical, situation-restaurant, recipe-content and geographical-culinary criteria. A special highlight is the frequency list compiled considering the use of ichthyological names appearing in the culinary names of dishes in restaurant menus in the countries covered by the study (p. 64-65). The presented model of the Spanish-Bulgarian ichthyological minimum and the etymological-empruntological analysis of the ichthyological lexis are of high scientific and practical value.

Chapter III is devoted to the linguistic didactological model, designed by Mihal Pavlov, for mastering the Spanish ichthyological lexis. He defines the characteristics of Spanish for specific purposes in comparison with specialised Spanish and general Spanish. Pavlov points out that the methodology of teaching Spanish for specific purposes does not differ drastically from that of teaching general Spanish or specialised Spanish (p. 199). An undisputed focus in the dissertation is the system of exercises and communicative activities for mastering ichthyological type of lexis. A gradual system of exercises and communicative activities for learning Spanish for specific purposes in the field of ichthyology has been designed, taking into account the leading role of the specific lexical material and adhering to the CEFR levels of foreign language proficiency. The accompanying classification of instructions to the exercises and communicative activities adds to the explicitness and successfully complements the system of exercises.

In Chapter IV the author formulates linguodidactological guidelines for working with the system of exercises and communicative activities. He outlines basic theoretical assumptions on which the proposed set of exercises and activities is built. Special attention is paid to the Global Simulations method in the process of learning Spanish for specific purposes. Mihal Pavlov stresses upon the advantages and benefits of the implementation of Global Simulations in teaching Spanish for specific purposes in the field of ichthyology as a method that allows the practice of knowledge and skills, as well as the gaining of experience in a near real-life context (p. 335). The methodological guidelines for working with the system of exercises and communicative activities for mastering ichthyological lexical competence would contribute to the successful implementation of the Linguodidactological model for mastering the Spanish ichthyological lexis in practice.

In the Conclusion the author emphasises in a synthesised form the main points of the thesis.

The Appendices comprise a Spanish alphabetical index, a Bulgarian alphabetical index, an ichthyological lexis glossary, an ichthyological synonym glossary and an alphabetical culinary-recipe corpus.

The Bibliography covers a wide range of sources on the scientific problem under consideration and gives an idea of the doctoral student's aspiration to study the main relevant literature on the research topic.

The Contributions of the dissertation research are correctly formulated in the attached reference.

On the topic of the dissertation, Pavlov presents five single-authored Publications, from the period 2021-2023. Their number is sufficient for the purposes of the procedure.

The Abstract corresponds to the structure and content of the dissertation.

The qualities of the presented dissertation and its author, assistant professor Mihal Valeriev Pavlov, are unquestionable. The designed system of didactic exercises and communicative activities for mastering ichthyological lexical competence, accompanied by detailed methodological guidelines, is a valuable contribution to the teaching of Spanish for specific purposes. The thesis proves in an indisputable way the in-depth theoretical knowledge of the doctoral student in the field of foreign language teaching methodology and his capacity to conduct independent scientific research.

In conclusion, I would like to give my positive assessment regarding the merits of the dissertation and the theses advocated by the author. Based on the analysis of the doctoral student's achievements, I confidently recommend the distinguished scientific jury to award assistant professor Mihal Valeriev Pavlov a doctoral degree in professional field 1.3. Pedagogy of teaching in ... (Methodology of foreign language teaching – Spanish language).

Sofia,

12 July 2023


/Assoc. Prof. Mariya Neykova, PhD/