

## PEER REVIEW

by Prof. Dimitar Vesselinov Dimitrov, DSc,  
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Faculty of Classical and Modern Philology

Department of Methodology of Foreign Language Teaching

Professional field 1.3. Pedagogy of education in...

of **Anatoli Vasilev Deshev's** thesis entitled

**"A Linguo-didactic Model of Plurilingual Teaching**

**(Based on the Lebanese Education and Language Policy)"**

with Scientific Supervisor Associate Professor Dr Milena Yordanova,  
submitted for the acquisition of the academic and scientific degree Doctor

in professional field: 1.3. Pedagogy of education in...

(Methodology of Foreign Language Teaching – English)

This Peer Review has been written on the basis of a decision of the Scientific Committee determined with Order No. ПД 38-590/11.10.2019 of the Rector of Sofia University "St. Kliment Ohridski" in connection with the defence (to be held at the Faculty of Classical and Modern Philology) of the thesis submitted by the doctoral student Anatoli Vasilev Deshev, entitled "A Linguo-Didactic Model of Plurilingual Teaching (Based on the Lebanese Education and Language Policy)". The examination of the submitted documents shows that they are in conformity with the legal requirements and hence the public defence procedure can be carried out.

The doctoral student Anatoli Deshev graduated with a major in Greek Philology (Master's Degree) from Vasil Levski University (Veliko Tarnovo) in 2002. Following his graduation, he continued his education at the Centre for Postgraduate Qualification at the University of National and World Economy (Sofia) where he studied Public Administration and International Law from 2003 to 2005. It should be noted that Anatoli Deshev continued to work on deepening his knowledge and from 2012 to 2013 he specialised at the College of Middle Eastern Studies in Sana'a (Yemen). His good academic background and his broad knowledge of the languages and education policies of Middle Eastern countries enabled him to enrol successfully in early 2018 as a doctoral student at the Department of Methodology of Foreign Language Teaching at the Faculty of Classical and Modern Philology at Sofia University "St. Kliment Ohridski". Associate Professor Dr Milena Yordanova was assigned as his Scientific Supervisor and managed the task successfully. The thesis has been developed within the framework of doctoral programme 1.3. Pedagogy of Education in (Methodology of Foreign Language Teaching – English) in collaboration between the Department of Methodology of Foreign Language Teaching and the Centre for Eastern Languages and Studies at Sofia University.

The thesis submitted for review is in the field of linguistic and educational political science, an area traditionally studied in various forms at the Department of Methodology of Foreign Language Teaching. The developed topic, "A Linguo-Didactic Model of Plurilingual Teaching (Based on the Lebanese Education and Language Policy)", is up-to-date and corresponds with the profile of the doctoral programme at the Department of Methodology of Foreign Language Teaching. The thesis is presented in a volume of 304 pages. Structurally, it includes an introduction, four chapters, a conclusion, contribution points and a bibliography. It also contains a complete list of the author's publications which fall within the framework of the topic of the thesis and

have been published in reputable academic publications and which cover the minimum national requirements, as well as the requirements of Sofia University.

In the introductory chapter of his thesis the doctoral student Anatoli Deshev presents the main elements of the general theoretical concept of the thesis. The choice of problems aimed at constructing a linguo-didactic model of plurilingual teaching on the basis of the Lebanese education and language policy is innovative. The topic lends itself to thesis development. The choice of the research location is well-grounded and promising in terms of the optimisation of Bulgarian-Lebanese relations in the field of educational and cultural management. The education of trilingual people is a priority challenge which has attracted the attention of a number of researchers in the field of foreign language teaching and education. What we have is a serious academic work with an indisputable theoretical and practical profile.

The goal of the research work in the thesis submitted by Anatoli Deshev is oriented toward the development of a linguo-didactic model of plurilingual teaching on the basis of the Lebanese education and language policy. The specificity of the individual tasks, the proper execution of which guarantees the achievement of the desired result, is determined accordingly. The object of the research is the study of the nature, specifics, functions and forms of multilingual education in general, while the subject of the research is oriented towards the study and shaping of the modern Lebanese model for multilingual learning. The hypothesis of the research is adequately formulated and clearly defined. It is based on the author's view that the analysis of the Lebanese educational and linguistic policies implemented over the past two decades enables the creation of an effective linguo-didactic model of plurilingual teaching which has the necessary potential for the successful transfer of good practices to other education systems. The research methodology is complex and combines the achievements of modern linguo-didactic reconstruction and pedagogical modelling with

the method of linguistic and educational profiling, as well as with the questionnaire method (applied systematically while conducting field research).

Chapter One, devoted to the theoretical foundation of the study, discusses the essence, nature and organisation of complex plurilingual learning as an interdisciplinary object of study. A necessary and sufficient review of the current state and contemporary conceptions of different scholars is provided, arguing the author's point of view. The characteristics of the linguo-didactic category of trilingual training are also established. Current interpretations of the linguo-didactic categories <multilingualism / plurilingualism> and <multiculturalism / pluriculturalism> are successfully addressed, with due regard for the multiconfessional influence characteristic of Lebanon, as well as the role of trilingualism in the context of modern linguistic and educational policies.

Chapter Two presents and analyses Lebanon's language policy in historical terms. The doctoral student aptly points out that the new 21<sup>st</sup> century in Lebanon has been "marked by the development of a national trilingual Arab-Anglo-French educational model". He makes this statement on the basis of a systematic and thorough analysis of the new functions of the Arabic, English and French languages in the Lebanese Republic which have led to the emergence of the Lebanese trilingual educational national system in the early 21<sup>st</sup> century which today is being successfully developed and upgraded.

Chapter Three introduces the main points in the process of the development of a modern Lebanese educational policy. The research focuses on the issues surrounding the construction of a trilingual national system of education. Hence, the contemporary Lebanese educational policy in the field of preschool, primary, secondary, and tertiary education is analysed and critically presented on the basis of serious factual data.

Chapter Four deals with the specifics surrounding the construction of a working linguo-didactic model for organising and conducting multilingual teaching based on the

Lebanese language and education policy. The author has conceptualised and structured an original“ optimised trilingual educational model based on the principle of equality of competences in the three languages”. A reliable procedure for its validation and approbation is also presented, as well as the obtained final results which prove the vitality of the author’s model.

The Conclusion presents the main conclusions of the thesis. A substantiated list of the contributing elements of the work has also been provided. The bibliography contains 125 titles in Bulgarian, English, French, German and Russian.

The scientific and practical contributions listed by the doctoral student Anatoli Deshev reflect the actual results achieved in the thesis. All requirements for composing an abstract have been met. It adequately presents the main theoretical principles and the specific results of the thesis research. The author is familiar with the terminology and scientific concepts connected with the analysis of the topic he has explored. He has the necessary skills to present his views convincingly and to formulate them with precision.

It should be noted that the doctoral student Anatoli Deshev is the author of 3 publications on the topic of the thesis.

I have no critical remarks or specific recommendations with reference to the submitted thesis. I accept the contributions of Anatoli Deshev mentioned in the abstract.

### **Conclusion**

I consider that the doctoral student Anatoli Deshev has developed a serious and important thesis for the modern linguistic theory and practice. His work is a self-contained and in-depth scientific study in which, based on rich factual material, he has developed a model which is relevant to the modern methodology of foreign language teaching and has an indisputable contribution character.

I believe that the reviewed thesis meets the requirements for type and volume laid down in Art. 27, para. 2 of the Regulations for the Implementation of the Law for the Development of the Academic Staff in the Republic of Bulgaria and Art. 64, para. 2 of the Rules on the Terms and Conditions for Acquisition of Academic Degrees and Occupation of Academic Positions at Sofia University “St. Kliment Ohridski”. In my opinion, the submitted thesis adequately reflects the results of the doctoral student’s research, according to Art. 25 of the Regulations for the Implementation of the Law for the Development of the Academic Staff in the Republic of Bulgaria and clearly shows that Anatoli Deshev possesses thorough theoretical knowledge in the relevant scientific field and the ability to perform independent scientific research in accordance with Art. 27, para. 2 of the Regulations for the Implementation of the Law for the Development of the Academic Staff in the Republic of Bulgaria.

In consideration of the above, I give a positive assessment of the thesis submitted by Anatoli Deshev, entitled “A Linguo-Didactic Model of Plurilingual Teaching (Based on the Lebanese Education and Language Policy)”. As a member of the Scientific Committee, I give my positive vote “FOR” and confidently propose to the honourable members of the Scientific Committee to vote in favour of awarding Anatoli Vasilev Deshev the educational and scientific degree “Doctor” in professional field 1.3. Pedagogy of education in... (Methodology of Foreign Language Teaching – English).

09.12.2019

Prof. Dimitar Vesselinov, DSc.