

# OPINION

From

**Prof. Dr. Tatyana Angelova,**

member of the scientific jury by order RD 38-291/ 9 June 2023

for the award of the educational and scientific degree of Doctor in the professional field

1.3. Pedagogy of Education ( Methodology of Foreign Language Teaching - Spanish )

**To the doctoral candidate Mihal Valeriev Pavlov**

**Theme of the dissertation:**

**"Linguodidactic problems of the Spanish Ichthyological system"**

## **1. Brief information about PhD –candidate**

The doctoral candidate works as an assistant professor at the Department of Methodology of Foreign Language Teaching at the Faculty of Classical and New Philologies of the Sofia University "St. Kl. Ohridski".

## **2. Relevance of the topic and appropriateness of the set goals and tasks**

The dissertation topic chosen for research is relevant and significant for the teaching of Spanish as a foreign language, because Spanish is one of the popular means of communication in the countries of the European Union, and not only there. The preferred topic is interdisciplinary in nature and is relevant to the study of Spanish in secondary and tertiary education as well as to the geography of tourism, the restaurant industry, and cultural contacts. The Spanish ichthyological system in particular has been understudied and this dissertation fills this gap. In the context of the use of artificial intelligence, there is an acute need for specialized dictionaries-classical and semantic-for the critical reading of texts, for reference on specialized subject areas, such as ichthyology.

The choice of topic is acceptable and corresponds to the cipher 1.3. Pedagogy of teaching in .. (Methodology of teaching a foreign language - Spanish). The aims and objectives set for the study are appropriate and serve the constructed research design.

### 3. Characteristics and evaluation of the dissertation

The dissertation research was carried out in the Department of Methodology of Foreign Language Teaching at the Faculty of Classical and New Philologies. The thesis contains 450 pages (corresponding to 470 standard typewritten pages). The bibliography lists 75 book sources and 52 online sources in Bulgarian, English, Spanish and Russian. Five appendices are included (Spanish alphabetical index of ichthyological units; Bulgarian alphabetical index of ichthyological units; glossary of ichthyological terms; synonymous ichthyological glossary; alphabetical culinary-recipe corpus).

The dissertant displays his/her independent research skills in constructing the dissertation design. The text is structured in four chapters.

**First chapter** convincingly justifies the theoretical and methodological framework of the study. M. Pavlov displays his heuristic skills to define the object, subject, aims and objectives of his research. The working hypothesis is precisely formulated, accompanied by a working definition of the key concept ichthyologema. The linguodidactological classification problems are specified, which allows to apply a correct scientific approach to the construction of the bilingual lexical minimum.

**The second chapter** presents this ichthyological minimum, justifying its linguodidacological foundations. For this purpose the following criteria are applied: the linguo-geographical, the situational-restorative, the recipe-content and the geographical-cooking criteria. A successful model of the Spanish-Bulgarian ichthyological minimum is made, and the regional distribution of ichthyological names is analysed.

Most significant is the contribution of **chapter third**, which explicates a linguodidactological model for the acquisition of Spanish ichthyological vocabulary. A particularly valuable feature of the model is its communicative orientation and its synchronization with the Common European Framework for the Teaching and Learning of Modern Languages. No less important are the addressee - non-philologists, the specific learning objectives, and the instructions to the system of communicative activities in the learning process.



**Chapter Fourth** is devoted to the linguodidactological guidelines for working with the model, which is why it has a distinctly practical-applied character not only for the teaching of Spanish but also for language teaching in general.

**The conclusion** follows logically from the analyses made for the purposes of the study.

#### **4. Contributions and relevance of the development of the research for science and practice**

The contributions of the dissertation make it possible to draw conclusions about the substantial relevance of the development to the theory and practice of Spanish language teaching and language learning in general.

They can be grouped into theoretical-methodological and practical-applied. **The theoretical-methodological contributions** include the construction of a linguodidactological model for a bilingual Spanish-Bulgarian ichthyological lexical minimum, which includes: a) in macrostructural terms, the necessary and sufficient number of ichthyologemes; and b) in microstructural terms, their decomposition into zones with ichthyological didactics.

No less important is the implementation of methodological ideas from etymology, emprunology, linguodidactics, allowing to apply a modern approach from science studies. To these contributions can be attributed the conceptual apparatus adequate to the objectives of the study, in which the key is the concept of the *ichtiologeme*, constructed according to the word-formation model ideologeme, mythologeme, etc.

**Practical-applied contributions** include the detailed comparative analysis of speech material extracted from a statistically relevant corpus of fish names and fish dishes, which is substantiated by linguodidactological, grammatical-structural and etymological-empruntological arguments.

Secondly, we can point to the lexicographic realization of the bilingual Bulgarian-Spanish model on: a. the basis of 50 ichthyologies (each of which is lexicographically portrayed by information completion of 7 ichthyological didactic zones) and b. the titrological basis of 1282 restaurant-culinary names of fish dishes. Methodological guidelines were

developed to accompany the six-step system of exercises and communicative activities for the acquisition of basic ichthyological Spanish vocabulary.

### **5. Abstracts and publications**

In relation to the topic of the dissertation, five publications have been realized in scientific collections with anonymous review. The abstract to the dissertation is formatted according to the requirements and reflects in a concise form the aims, objectives, methods used, results, conclusions and generalizations drawn, as well as the scientific contributions.

### **6. Recommendations for future use of the dissertation contributions and results**

In order to popularize the results of the research, I take the liberty to recommend to the PhD student the publication of a monographic work devoted to the considered problems. The results of the research may also find application in the development of research projects of doctoral students, students and teachers.

### **CONCLUSION**

The dissertation contains scientific and applied results that represent an original contribution to science and meets all the requirements of the Law for the Development of Academic Staff in the Republic of Bulgaria (LADASB), the Regulations for the Implementation of the LADASB and the relevant Regulations of Sofia University "St. Kliment Ohridski".

The dissertation work shows that doctoral student Mihal Pavlov possesses in-depth theoretical knowledge and professional skills in the scientific specialty "Methodology of foreign language teaching - Spanish" and demonstrates qualities and skills for independent scientific research.

Taking into account the distinguished merits of the dissertation, namely the topicality of the topic and its contributory character, I give my positive assessment and recommend the distinguished members of the Scientific Jury to vote positively for the award of the educational and scientific degree "Doctor" to Mihal Valeriev Pavlov in the field of higher education Pedagogy, professional field 1.3. Pedagogy of Education in (Methodology of Foreign Language Teaching - Spanish).

July 10<sup>th</sup> 2023

The opinion is written by:

