

OPINION

from Assoc. Prof. Dr. Gencho Vassilev Valchev

about a dissertation on a topic

"A MODEL OF DIFFERENTIATED TEACHING OF GREEK LANGUAGE AND LITERATURE FOR STUDENTS WITH DYSLEXIA IN SECONDARY SCHOOLS "

for awarding the educational and scientific degree "Doctor"

in the professional field 1.2. Pedagogy(Special pedagogy)

Doctoral student: Aikaterini Tsalokosta

Scientific supervisor: Assoc.prof. Anna Trosheva, phd

Administrative tags

By order No. RD 38-592 dated 24.10.2023 of the rector of SU "St. Kliment Ohridski" I have been designated as a member of the scientific jury and preparation of an opinion on the procedure for the defense of a dissertation work on the topic "Model of differentiated learning in Greek and literature for students with dyslexia in secondary schools", developed by Ekaterini Tsalokosta, full-time doctoral student in professional direction 1.2. Pedagogy (Special Pedagogy) with teaching in English, with academic supervisor Prof. Dr. Anna Konstantinova Trosheva - Asenova, for the awarding of the educational and scientific degree "Doctor".

The set of materials presented for evaluation and drafting of an opinion is in a format and with content corresponding to the RSASR and the Regulations on the terms and conditions for acquiring scientific degrees and occupying academic positions at SU "St. Kliment Ohridski". In addition to the dissertation work, 3 publications on the subject of the dissertation research and an Abstract are attached.

Actuality and dissertationability of the problem

The polyvalence of the needs of children with dyslexia, determined by the specifics and volume of their personal resources, places before the special educator a requirement for complexity of approaches and coordination of strategies for inclusion and adaptation of this group of children, not only as part of the educational system, but also as part of the resource of society in general. The application of differentiated instruction is of utmost importance in the learning process in all academic subjects (including the learning of language and literature).

In this context, the topicality of the topic and its dissertability are beyond doubt.

Knowing the problem

Doctoral student Ekaterini Kutra demonstrates good awareness and knowledge of the basic and current scientific issues already in the First and Second Chapters of the dissertation work. The three main directions on which the research concept is built are structured here:

1) Dyslexia and specifics in the development and behavior of children with dyslexia (with an emphasis on the clinic, diagnosis and accompanying problems.

2) Differentiated learning (with an emphasis on the essence and principles of differentiated learning and specifics of differentiated learning of students with dyslexia).

A good knowledge of Dyslexia as a complex disorder (clinical picture, diagnosis, symptoms) is linked to sufficient competencies in the field of specifics in the development of children with dyslexia, as well as the training and socialization of these children in a theoretical and practical aspect.

The approach to selection, systematization and analysis of scientific information shows knowledge of the specific issue, as well as formed skills for working with sources of scientific information.

Parameters of dissertation development

The dissertation has a classic structure. It consists of an introductory part (introduction to the problem), four main separate parts (chapters), conclusion, contributions, bibliography and appendix. The first and second chapters are of a theoretical nature, in the third the methodology of the research is presented, and in the third, following the logic of the design, the doctoral student presented the results of the research.

The dissertation contains a total of 179 pages (153 main text, 10 pages of literature, 16 pages of appendices). The information is visualized with 36 tables, 7 diagrams and 6 figures.

The list of literary sources is impressive. An appendix has been added to the dissertation, which includes materials related to the research procedure. Structurally, the dissertation is logically constructed and well balanced.

Research methodology and organization

The design of the research program is presented in Chapter Three of the dissertation development (Research Methodology). The subject-object area of the research is clearly defined. The purpose of the research is correctly formulated, according to the specifics of the topic and the subject-object area. The declared 5 research tasks are determined by the set goal and clearly outline the parameters of the research. The goals and tasks are logically argued, correspond to the two hypotheses presented and determine the emphasis of the research program. The approach of formulating and presenting 8 research questions through which the hypotheses are tested is interesting.

The research program is presented in detail. The group of researched persons was correctly selected, according to the purpose and tasks of the research.

The toolkit was developed in accordance with the main determinants of the research program (goal, tasks, hypothesis) and corresponds to the declared research methods. The toolkit is presented in detail and leaves no doubts about its effectiveness and adequacy to the topic of the study and the set goals and objectives.

The statistical software SPSS (version not specified) was used for the statistical processing of the data, using methods for effective presentation of the research data (descriptive analysis, inductive analysis, Pearson's correlation, T-test, ANOVA, etc.). For the purpose of qualitative analysis of the data obtained from the interviews, a thematic analysis was used.

The analysis of the research results is presented in the Fourth Chapter. The differentiation of the focus areas of the analysis is in accordance with the established hypotheses. The results of the data analysis are presented in tables and charts, which is an additional plus to the merits of the development. In the interpretation and differentiated analysis of the results in the direction of the hypotheses, generalizations with practical value for the pedagogical practice were derived.

Dissertation Contributions

I must point out that Aikaterini Tsalokosta is too modest in the wording of her contributions. In my opinion, they could have been refined and formulated in more detail in order to more fully present the significance of the study (especially in a practical-applied aspect).

I accept the validity of the contributions formulated by the Aikaterini Tsalokosta.

Publications on the subject of the dissertation

3 publications on the topic of the dissertation are presented. The content of the publications is consistent with the problem areas covered in the development. According to this indicator, the regulatory requirements are met.

Assessment of the Autoabstract

The Autoabstract is in a format and with content that meet the requirements of the RSARB and the Regulations of the SU. Its content accurately reflects the presented dissertation work.

Recommendations

I recommend the doctoral student to pay more attention to the style of expression and the accuracy of the wording (I attribute the shortcomings to the lack of sufficient experience in this genre), as well as to refine the translation of the abstract into Bulgarian (including contributions).

Conclusion

My assessment of the submitted dissertation work is based on the following criteria:

1. Compliance with the regulations of the Law on the Development of the Academic Staff in the Republic of Bulgaria (ZRASRB), the Regulations for the Implementation of the ZRASRB and the relevant Regulations of the SU. – The presented work and publications and abstract correspond to the normative requirements.

2. Contributions. - The scientific results achieved in the dissertation work are significant for special pedagogical theory and practice.

3. Design. – The structuring of the content and the layout have been carried out in accordance with the requirements for work of this nature.

Doctoral student Ekaterini Tsalokosta possesses the necessary theoretical knowledge and professional skills in the scientific specialty Special Pedagogy and demonstrates qualities and skills for independent conduct of scientific research. This gives me the reason to propose to the respected Scientific Jury to give a positive vote for awarding the educational and scientific degree "doctor" in Professional direction 1.2. Pedagogy (Special Pedagogy) of Ekaterini Panagiotis Tsalokosta.

03.01.2024

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Assoc. Prof. Dr. Gencho Vassilev Valchev