

STATEMENT

Related to the dissertation for acquisition of an educational and scientific degree "doctor" in the field of higher education 1. 2. Pedagogy (Special Pedagogy)

Author of the dissertation: **Aikaterini Tsalokosta**, doctoral student at the Sofia University „St. Kliment Ohridski“

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Topic: „Model of Differentiated Learning in Greek Language and Literature for Secondary School Students with Dyslexia“

I. Assessment of the relevance and significance of the studied scientific problem

Aikaterini Tsalokosta's dissertation is devoted to the interrelationship between developmental dyslexia and the ability to master learning material in Greek language and literature - a topic of high scientific value, but insufficiently developed, which attracts research interest. The high prevalence of dyslexia and the influence that the syndrome exerts on the school achievements of the students' deficiencies determine the relevance and high social significance of the topic of the dissertation. The doctoral student's work not only examines and analyzes precisely the difficulties in mastering learning material that these students encounter, but also offers a model of differentiated learning in Greek language and literature, and this is its originality.

II. Evaluation according to formal indicators: volume, structure, layout and style of presentation

The dissertation is written on 180 standard pages, of which 153 are text and the rest are bibliography and appendices. 138 literary sources were used, correctly selected and directly related to the dissertation topic. The majority of the literature reviewed is contemporary, with a significant portion of it being from the last decade. The nature of the studied literature allows a comprehensive analysis of the developed problem in a theoretical aspect. About a third of the text contains a literature review, the rest is the doctoral student's own research. The parts of the dissertation are well separated and titled.

The volume, structure, layout of the work fully meets the requirements for scientific work for obtaining the educational and scientific degree "doctor". The presentation style is readable and accessible, which contributes to the comprehensibility of the text.

III. Evaluation of the content of the dissertation

1. Introduction and overview of the theory on the topic of the dissertation

The introduction provides insight into the motivation for considering the dissertation topic and its significance. In it, the doctoral student justifies the need to develop the topic of the dissertation and briefly presents the essence of the scientific research. The introduction convincingly emphasizes the relevance of the chosen topic and introduces the further exposition of the scientific matter.

The theoretical part of the dissertation is divided into three chapters, in the first of which the doctoral student discusses the issues surrounding developmental dyslexia, in the second she discusses differentiated learning, and in the third, which is most directly related to the topic of the dissertation, the intersection between dyslexia and differentiated learning in Greek language and literature. Written language disorders (dyslexia) are very well understood in terms of their essence, manifestations, severity and etiology. Questions are discussed, containing a wealth of scientific information, which is competently analyzed. In this part, the text of the dissertation contains an exposition of numerous author's opinions and scientific discussions, which the doctoral student presents successfully.

The theoretical review fully correlates with the topic of the dissertation work. Comprehensively, but without unnecessary theorizing, the author has explored and presented the entire conceptual basis of her own research. Literary data are considered objectively, with understanding and insight into them. The theoretical part of the dissertation shows the ability to extract useful information of a scientific nature, to compare, analyze and summarize literary material. The citation of the literary sources is also at a high level and testifies to adequate handling of the scientific literature.

2. Research program

The study design was well constructed. It is guided by one clearly defined goal: to create a model of differentiated learning in Greek language and literature for students with dyslexia. Eight detailed hypotheses and five research tasks are formulated. It is recommended that the tasks of the research be shaped after the purpose of the research (and not after the hypotheses) and represent the concretization, operationalization of the purpose step by step. The research was carried out with a questionnaire that collected quantitative data in seven parts, each correlating with a certain hypothesis. The data was collected from 109 teachers of both sexes of different ages, with different experience and different education. Qualitative data were recorded through interview in four sections. The pedagogic intervention that was implemented and whose goal is to enable the student with dyslexia to practice reading comprehension through differentiated teaching is described.

The instruments of the research are properly selected in view of its objectives and hypotheses, the number of respondents allows the accumulation of reliable information. The research methodology includes the necessary logical interrelationship between its individual components. The methodology of the research allows reaching full empirical material.

3. Analysis and presentation of research results

The author notes the highest achievements in the fifth chapter of the dissertation, in the analysis of the research results. They are presented in detail and constitute the most voluminous part of the dissertation, being discussed in the expected systematic sequence. The most important of the results are included in 36 tables, 6 author figures and a total of 16 diagrams, which creates clarity and illustrates the scientific facts well.

The data were subjected to a thorough statistical analysis with appropriate statistical methods and were commented on from the standpoint of their statistical validity and significance. Part of the results reveal the knowledge of the surveyed teachers about dyslexia, another part is focused on the implementation of differentiated learning in the classroom and the problems associated with this. In this territory, interesting facts have been established both from a scientific and from a practical-applied point of view.

From the way the material is presented in this part of the dissertation, it can be concluded that the doctoral student is very good at registering, tracking, analyzing empirical facts, comparing and summarizing them, extracting essential information. It shows that the own research was carried out in accordance with the regulations, and the obtained results were subjected to a precise quantitative and qualitative analysis. Credible facts and regularities have been established, which testify that the objectives of the study have been realized in the way laid down in the design of the study.

4. Conclusions and contributions of the study

A logically sustained final part emerges from the study. It contains the necessary components summarizing the research work. The hypotheses have been adequately discussed, logical conclusions have been formulated from the conducted research. It is positive that the doctoral student makes certain recommendations for practice based on the results of the research.

I have two remarks here:

1. In the Discussion section, one's own results should be more specifically compared with the results of other researchers who have conducted similar studies.
2. It would be better to present the contributions of the research in a concise form, clearly indicating which belong to theory and which to practice.

The research reveals details related to the education of students with dyslexia, which have a positive impact on both the scientific theory and the practice of teaching Greek language and literature. Based on the content of the work, it can be concluded that it is original in design, valuable in content, with a contributing character in relation to special pedagogy and related sciences.

IV. Evaluation of the abstract and publications

The abstract of the dissertation is 59 pages long and is structured according to the requirements in terms of structure, content and technical aspects. It presents the main components of the dissertation and the most important results of the research in a sufficiently comprehensive form. The summary adequately reflects the content of the dissertation and allows the scientific community to briefly familiarize themselves with the most important aspects of the work.

The PhD student has three publications related to the topic of the dissertation research. The titles and content of the publications show good skills in presenting scientific theses. This publication activity satisfies Aikaterini Tsalokosta's need for scholarly appearances and fulfills the requirements for a PhD education.

Conclusion

Aikaterini Tsalokosta's dissertation is a well-conceived, properly structured and adequately executed scientific work with scientific, practical and social significance. In it, she studies, verifies and summarizes important information for the theory and practice of special pedagogy. The qualities of the dissertation show that the doctoral student knows the methodology of scientific research, can conduct it independently and has a perspective for development in the scientific field.

Based on my overall positive assessment, I believe that the respected Specialized Scientific Jury can to award Aikaterini Tsalokosta the educational and scientific degree "Doctor" in the field of higher education 1. 4. Pedagogy (Special Pedagogy).

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Author: