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### A VOLUME IN HONOR OF PROFESSOR VESELINOV

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*(Milena Yordanova (ed.), Linguodidactic Harbors. Sofia:  
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This volume is dedicated to Professor Dimitar Veselinov on his 60th birthday. He is one of the most outstanding experts in the field of modern foreign language teaching and didactics and a renowned linguist in Bulgaria. He also has a strong track record in the field of lexicology and language transfer (cf. Yordanova and Veselinov, 2019). Professor Veselinov has extensively researched the historical contacts between the French and Bulgarian languages and is also the author of numerous important studies, monographs, edited volumes, book reviews, and dictionaries.

The editor of this anniversary volume is the Turkologist and linguist Milena Yordanova. She has worked with Professor Veselinov for a long time, most recently on the comparative terminology of different languages (e.g., Veselinov and Yordanova, 2020). Her edited volume comprises more than 550 pages. The contributors are friends and colleagues from different countries who are researching various topics. For instance, there are perspectives from experts in Bulgaria, Germany, Russia, Kazakhstan, and Romania. There are three major chapters, namely in the field of *Linguistics* (pp. 33-174), *Literature and Culture* (pp. 175-306) and *Methodology* (pp. 307-551).

The focus of the contributions in this book is very broad and refers to different language families, such as Slavic, Germanic and Romance, and, mo-

reover, Greek and Turkic languages, to name but a few. In the following, we will only take up a few of the numerous papers, but we have to emphasize that we consider them all very relevant.

In the first block, Vasil Raynov from the Institute for Bulgarian Language at the Bulgarian Academy of Sciences describes how a new word inflection is created. He bases his work on the findings of general linguistics and describes his explanations using the example of the Bulgarian standard language (pp. 76-82). These questions are interesting because they have to reflect both the system of a language and social innovations. This is currently being strongly researched, say, in several South Slavic languages, for instance by our colleagues in Bosnia and Herzegovina, who are focusing on internet communication (e.g., Šehović, 2022). Current issues in Bulgarian language policy are addressed by Vladislav Milanov (pp. 102-109). The author lists a whole series of projects and challenges that should help to correctly secure the role of the Bulgarian language. Then, a paper by Martin Henzelmann is dedicated to the semiotic landscapes of the Vitosha Nature Park (pp. 154-164). This topic has so far been underexplored in Bulgaria. It is about the relationship between language, space and culture from a semiotic perspective with a focus on protected areas. The author has also worked on this issue in Montenegro and presented several case studies (cf. Henzelmann, 2022a, Henzelmann 2022 b, Vujović/Henzelmann 2025). It is also important to emphasize the cooperation with Kazakh partners, with whom Professor Veselinov has carried out numerous projects and who have acknowledged him with several papers. Thus, Merey Balabekova and Marzhan Baktybaeva show in a document article how English terminology is currently being adapted in Kazakhstan (pp. 165-169).

In the next thematic block on literature and culture, it is striking that numerous contributions highlight the connections between literature and language. There are a number of studies on this topic, for example examining the role of loan lexis in Bulgarian (cf. Hacı and Zafer, 2021), or evaluating more recent phenomena such as modern internet communication in this broad context (cf. Šehović, 2022). In this volume, we find texts that focus on the novels of Dimitar Dimov (see Yuliana Stoyanova, pp. 213-222) and illustrative descriptions of the National Library in Romania (see Elena Tîrziman, pp. 280-293), among others.

The third block presents studies that would fill a book of their own. It is not surprising that these are on methodology. Foreign language didactics, the design of teaching concepts, professional training, the preparation of target-oriented debates, quality standards and the integration of teaching vocabulary are the central foci of Professor Veselinov (cf. Yordanova and Veselinov, 2019). He has a strong reputation in these domains in Bulgaria and abroad,

especially in France, Morocco, Kazakhstan but also in many other countries. Against this background, Irena Kristeva addresses an essential aspect. It concerns the acquisition of French as a foreign language in a university context (pp. 318-325). Dimitar Veselinov continues to work intensively with this task. The same applies to the methodological analysis of pronunciation training. Valchan Valchanov shows how this linguistic didactic challenge can be implemented in the learning of French. He uses songs as a basis (pp. 453-459). Elena Savova portrays the criteria that come into question when teaching foreign languages in general. In her paper, she examines the role of artistic texts and provides empirical evidence (pp. 501-515). The didactic potential of this type of text can clearly be recognized by the fact that these texts very often integrate experimental and foreign language components (Hacı and Zafer, 2021). Finally, it is important to mention technical innovations that undoubtedly influence our language acquisition. For instance, the use of MS PowerPoint is currently a common tool for designing presentations and learning from them (see Nikolina Iskarova, pp. 540-551). Innovative didactic concepts can also benefit from this.

This volume is a successful piece of work. Academic results are presented in a consistent, targeted and user-oriented manner. The tribute to Professor Dimitar Veselinov has undoubtedly been excellently realized by the editor Milena Yordanova. We wish the book a wide reception in Bulgaria and elsewhere. In conclusion, *Linguodidactic Harbors* is not only a tribute to an esteemed scholar but also a valuable contribution to the field of linguodidactics and modern language education. Its broad thematic scope, international collaboration, and methodological diversity reflect both the academic legacy of Professor Veselinov and the evolving landscape of foreign language teaching. This volume will undoubtedly serve as an important reference for researchers, educators, and students alike, and stands as a testament to the enduring relevance of interdisciplinary scholarship in the humanities.

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