

Preface or foreword

The very fact that it is quite difficult to begin an introductory chapter by briefly presenting the contents of a comparatively new series of the English Studies Department in the Faculty of Humanities at Shumen University is already a challenge in a way as academics, dealing with the intricacies of a foreign language in comparison with their native language, which they think they know best, are never at peace with their own studies, research or findings. And they should not be, as linguistic phenomena are a never ending process constantly changing and undergoing various transformations.

The current volume, **CHALLENGES IN ENGLISH TEACHING AND RESEARCH**, which is the fifth one from the series **STUDIES IN LINGUISTICS, CULTURE AND FLT**, continues the tradition of outstanding and young professionals in the field, PhD students, as well as MA and BA students, to look for new ways in opening up already known horizons but from innovative perspectives and approaches. Every year the Department also invites researchers from Bulgaria and abroad to contribute to the series thus broadening and deepening the vast potential of contemporary studies. This fact enables us to compare and contrast explorations of colleagues coming from all sorts of different national, cultural and social backgrounds, with a lot of experience and expertise on the professional playground.

One of the thought-provoking studies is *Antonia Navarro's* who touches upon ecofeminism within the confines of ecological criticism while translating two poems by Mamang Dai, a poet from India. It causes a lot of speculations as it crosses borders and deals with hot global issues.

Berrin Aksoy's paper is on translation again, this time with an emphasis on literary translation issues based on theoretical and practical knowledge students should acquire about the very process and steps while translating a literary text.

Some of the other studies are grouped around the issues of linguistics proper: *Temenuzhka Seizova-Nankova's* 'Valency Constructions at Work: A Case Study' is a corpus-driven analysis of a body part, useful for learning a foreign language, apart from a new retrospection on the English language. *Svetlana Nedelcheva* discusses phrasal verbs in semantic networks from a cognitive perspective, thus enabling EL learners to remember them more easily and efficiently. *Irina Stoyanova-Georgieva* uses the British National Corpus in comparison with British and Bulgarian newspapers for the study of *absolutely* modifying adjectives thus presenting interesting data leading to even more

challenging results. *Aleksandra Aleksandrova*'s 'Name-based Neologisms' is provided with a lot of stable and unstable neologism examples from latest media materials, mostly from the field of politics.

Other studies, however, deal with predominantly ELT concerns. *Irina Ivanova* 'crosses borders' literally and figuratively by discussing teacher collaboration in CLIL contexts and providing some good practices based on lesson plan analysis and lesson observations conducted in four European countries under an Erasmus+ project. *Snezhana Obeyd* is preoccupied with the 'challenges in teaching the nominal substitute *same* and its Bulgarian projections' while *Radostina Iglíkova* is provoked by challenges again, this time related to employing reading comprehension strategies in training our brain for becoming better readers. *Deyana Peneva* dwells on the process of acquiring communicative competence by using three remedial apologetic patterns which FL teachers should be aware of when presenting speech acts and politeness strategies to their students. *Miroslava Tsvetkova* suggests a cognitive model for the easy comprehension and production of the difficult English present progressive construction by Bulgarian young learners. *Polina Mitkova* deals with the teaching of conversational implicatures to adult EFL learners. *Seven Reshadova* discusses students' and teachers' preferences in using different approaches and strategies in vocabulary teaching and learning in the EFL classroom.

There is yet another group of explorations whose findings are concentrated on interdisciplinary matters. Thus, *Desislava Cheshmedzhieva-Stoycheva*'s study adds to current research on metaphors as it compares and contrasts the thinking patterns exhibited by three different cultures through their media discourse in connection with the very controversial issue of using nuclear power for power generation purposes and as a weapon. *Rumyana Todorova* and *Zlatko Todorov*'s findings are in the field of advertising and culture and have some intersecting points with ELT through the application of anticipatory mechanisms and techniques of Bulgarian and British ads.

Most of the studies, however, take into consideration the discussed issues from a comparative perspective.

In most cases, the findings reflect each author's ideas on their current professional work and interests. All of them pose a lot of debatable questions and provoke thoughts for further explorations and possibilities for joint efforts and endeavours.

Editor-in-chief
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