

## PREFACE

The present collection of papers focuses mostly on studies in the field of foreign language teaching, adult education and wider scope of linguistics.

One of the papers “Insights into Teaching Poetry Translation: A Pleasurable Task” deals with the problems of teaching students the basics of poetry translation. The paper offers “an integrated approach to the teaching of poetry translation” (Aksoy, 2018) employing Philip Larkin’s poem “Mr Bleaney” to the purpose. The approach applied brings together some general considerations about poetry combined with “theoretical notions of poetical translation” (Aksoy, 2018).

Another paper in the field of special education deals with the impact of classroom activities on the improvement of reading skills in students with Attention Hyperactivity Disorder (ADHD). Its author Doğuş Aydın discusses some metacognitive, cognitive and social-affective strategies that are applied to such students. As a result, ADHD students improve their reading skills and achieve higher success in reading comprehension questions.

“Teachers’ Perceptions of the Role of Pragmatics in the EFL Classroom” is with a focus on a frequently overlooked phenomenon, such as the pragmatic domain and its impact on teachers’ attitudes, as well as on the “approaches to developing the pragmatic component of communicative competence” (Ivanova, 2018).

The current issue of *Studies in Linguistics, Culture and FLT* features yet another paper in the field of foreign language teaching, i.e. “Frame Semantics and Verbs of Motion. The Case of *Enter* and *Go Into*. A Corpus-Based Study” has as its focal point two verbal structures which can be considered synonymous. The study applies the Frame Semantics approach and constructs a theoretically and empirically coherent approach to technical corpus data. The goal at hand is through the investigation of its specificities to help students acquire English constructions and use them efficiently and effortlessly in written and spoken communication (see Nedelcheva, Todorova, 2018).

The other two papers focus on different linguistic problems which, however, can very easily be applied in foreign language teaching as they deal with specific structures that can be used in both spoken and written discourse.

The first one “On the Interpretation of Speech Acts of Negation in English and Bulgarian Spoken Discourse” has set the goal to provide “a more in-depth explanation of the syntactic, semantic and pragmatic aspects of a particular

performative verb in English language and its translation equivalents in Bulgarian with regard to its relevance to negation and negative illocutionary attitude” (Peneva, 2018). The paper pays special attention to the use of internal and external negation markers, propositional and illocutionary characteristic features, as well as polemic and descriptive aspects of negation.

The paper “Bridging English and Bulgarian Intensifiers and Adjectives” analyses the uses of collocations of intensifiers and adjectives in both Bulgarian and English on a comparative basis. The focus is on the constraints that govern these collocations which as stated by the author are “predictable and lie in conceptualisations of both constituents” (Stoyanova-Georgieva, 2018). Furthermore, the study applies the same criteria that govern the classification of English intensifiers to their Bulgarian translation equivalents.

Thus, the current issue continues the goal set by the journal to publish not only purely theoretical studies but also more pragmatically oriented research which can easily be put into practice.