

## PREFACE

The second issue of volume 10 of *Studies in Linguistics, Culture, and FLT* titled “Problems and Solutions in Linguistics and FLT” contains five papers focusing on various aspects of linguistics, discourse studies and methodology.

The issue starts with a paper by Bebwa Isingoma titled “Revisiting constraints on postverbal argument coding and linearization in English goal ditransitive constructions”. The scholar analyses the constraints at work in the syntax of goal ditransitive verbs, namely, the phonological (contrastive stress), morphophonemic (word class and lexical stressability), syntactic (heavy NP shift), etc., factors with focus on the pronominalized theme when placed after the goal. Some of the conclusions reached are that in such cases “the clash between the topical character of the pronoun ‘it’ and the focality associated with end position in English” as well as the ‘breach of the short-before-long principle’ cannot account for the infelicity of the sentences”. The findings are backed up with exemplary sentences that comment on the position of the pronoun ‘it’.

There are two papers related to FLT. The first one studies the way Iraqi students in English philology acquire and expand their vocabulary with English words with Latin and Greek roots by analyzing their root morphemes. Testing 30 subjects Ahmed Hamid Abdulrazzaq has established that: (1) advanced Iraqi EFL learners are not aware of the analyzability of this type of words, and (2) making these learners aware of this analyzability will enable them to expand their vocabulary considerably, (3) learners find guessing the meanings of words containing Greek roots easier than those of words containing Latin roots, and (4) learners find guessing the meanings of words whose roots have not undergone any linguistic changes easier than those words whose roots have undergone such changes.

The next article in the issue dwells on some of the new supplementary materials whose development was prompted by the pandemic and which the virtual classroom educators worldwide were forced to use. The article studies the use of Google forms as a material that proves helpful in the language classroom in terms of acquiring new vocabulary, the processes of its consolidation and revision, spelling and correct equivalence of specialized terminology between L1 and L2 as well as grammar. The paper concludes that Google forms are easy to use and access and can be utilized both as an online tool and as a learning material in a face-to-face learning environment.

The issue also features an article analyzing the idiomatic expressions in Kenyan political discourse. George Ouma Ogal, Eliud Kiruji Kirigia and Victor Ondara Ntabo have applied the Conceptual Integration Theory to describe the structural and lexical modification of idiomatic expressions as well as to interpret the modified forms using vital relations. They claim that in order to understand such

expressions recipients have to resort to socio-political background knowledge as well as understand said vital relations and pragmatic inferences.

The last paper in the issue written by Boryana Kostova analyses the potential of contrastive analysis in the study of discourse. The presented overview of literature related to contrastive analysis and the small scale research of publications on the topic provide an interesting and valuable information on theory put into practice and can be used as a guide for future research. The analysis shows that “contrastive analysis is a vibrant area of research with a potential for development at discourse level in particular and implications for intercultural understanding and tolerance”.