

## PREFACE

The third issue of volume 13 of *Studies in Linguistics, Culture, and FLT* for 2025 includes articles related to three main fields: FLT, translation studies, literature and metadiscourse studies.

Five of the papers discuss various aspects of the processes of teaching or learning English as a foreign language.

The study “Students’ perceptions of AI-supported language learning and digital literacy: A Thai university case study” by Atipat Boonmoh uses mixed methods to analyse the responses of 79 students from a Thai university to the integration of AI-driven tools in their English learning. The tools tested were ChatGPT, Google Translate, and Reddit and the analysis of the conducted semi-structured interviews and student artefacts shows that using these contemporary tools students felt more confident in their learning. In addition, it became evident that such tools, especially when combined with interest-based tasks proved beneficial to low-proficiency users.

A group of Indonesian authors, i.e. Berlinda Mandasari, Tommy Hastomo, Bambang Yudi Cahyono, Yazid Basthomi, Utami Widiati make their contribution to the topic, however, this time analysing the integration of technology on behalf of English language teachers. In their paper “TPACK Level and Professional Development Strategies among Novice and Experienced EFL University Teachers: Insights from Indonesia” they use combined questionnaire and semi-structured interviews to analyse university teachers’ opinions on the integration of technology in their teaching and comment on the similarities and differences observed when comparing data from novice and experienced lecturers. The conclusion the scholars reach is that what should be provided by universities is differentiated professional development for novice lecturers and innovation-oriented training for experienced ones.

The focus of Samia A. Abu El-Haj, Hala Abu El Haj, and Hala Mohammad Hashem Al-Khalidi in “Assessing the impact of games and videos on ESL learning in Jordanian universities” is again on innovative teaching methods. The findings of the study show that although such innovative approaches to teaching reduce the tension they do not always lead to better performance, therefore a balance between traditional and innovative methods is suggested in order to report better student engagement paired with higher achievement.

Fatma Şeyma Koç and Simla Course provide the Turkish perspective in the stimuli English language learners can be provided with in order to achieve more. In “An analysis of negotiation sequences in a higher education EFL context” the scholars adopt a descriptive approach and study the negotiation sequences of 77 undergraduate English students. The researchers find that the interactions

fostered a calm learning environment and assisted learners in showing more confidence in their ability to communicate in English.

The last paper in the section on FLT is again with focus on the use of technology, this time in Bangladesh. Rakib Al Hasan and Md. Jony Miah's findings in "Problems and prospects of technology-assisted language learning among undergraduate students in selected Bangladeshi universities" come as a result of a semi-structured survey among 100 undergraduate students from public and private universities in Bangladesh. This study shows again a preference on behalf of students to new technologies and technology-assisted language learning and despite some challenges they gladly resort to such innovative methods of learning even on their own.

The two papers on translation focus on two different aspects. Daiana Abdulsamad, Raed Al-Ramahi and Mohammad AlQudah analyse the way cultural elements in subtitles of *The Simpson Series* have been translated into Arabic. The findings presented in "Subtitling in the Context of Technology: Translating Cultural Elements in *The Simpsons Series* into Arabic" reveal that subtitling strategies, including transfer, expansion, dislocation, deletion, and imitation, have been extensively and effectively employed in conveying culture-bound terms to Arabic-speaking audiences as they managed to convey the analysed terms in such a way that they did not interfere with Islamic cultural norms and traditions.

The second paper on translation "Natural vs artificial intelligence and neural machine translation in specialised translation: A comparative study" by Irina Stoyanova-Georgieva focuses on the differences between human and hybrid translation based on a number of translation projects conducted with BA students in a Bulgarian university. The findings suggest that even with the help of technology translators who lack experience might produce unacceptable translations. It has also been proven that factors that influence quality in translation are the translator's fluency in the target language and understanding of the subject matter.

Kuğu Tekin and Zeynep Rana Turgut in "Revisiting John Donne's metaphorical language in 'Meditation 17': A hermeneutic reading" draw the readers' attention to the never-ending appeal John Donne's metaphors have even today. As the two authors conclude "Donne's multi-layered metaphors moving from the individual to the communal and conveying the universal themes of life and death and the shared human experience surpass temporal and cultural boundaries".

The issue finishes with a paper on metadiscourse which provides a more theoretical approach to the topic. In "From markers to moves: A paradigm shift in understanding interactional metadiscourse across cultures and disciplines", Ghada Ali AlGhamdi provides an overview of the marker and move approaches

in metadiscourse studies and thus contributes to an aspect of metadiscourse which is under researched. On the basis of 90 research articles, the author develops a taxonomy of metadiscursive functions through a critical synthesis of existing MD taxonomies and theoretical frameworks, shifting the focus from surface markers to rhetorical moves. The findings have implications for EAP/ESP instruction, especially in cross-cultural and disciplinary contexts.