

PREFACE

The present collection of papers accentuates on and covers issues related to different branches of linguistics, culture and media discourse and foreign language teaching. In a number of them, the studies are treated from inter- and cross- disciplinary perspectives and are at the intersections of various disciplines. All of them provide food for additional thought thus encouraging readers to either firmly agree with what is presented or to take a stand different from the one expressed in the respective article.

One of the studies sheds light on white colour idiomatic expressions in English and Turkish seen within the framework of the Conceptual Metaphor Theory taking into account cultural, historical, religious, and customary aspects. It is oriented to questions of metaphor and metonymy from a stylistic and communicative point of view and to the way representatives of respective cultures conceptualise the world.

In the field of metaphor analysis, another paper applies Lakoff's STATE-AS-A-PERSON metaphor and Mussolf's family scenario on a comparative basis again, this time in British and Bulgarian media texts. It discusses different political events from a family relations' perspective in both types of text.

The metaphoric transfer of knowledge is the focus of a study of English advertising discourse based on two- and cross-domain mappings referring to cultural conceptualisations of the world. In this respect, the use of multimodal metaphors, especially in the non-verbal component, is supposed to trigger more emotions and feelings than the mere representation of the advertised items.

One of the papers in the field of corpus linguistics deals with the analysis of *press_mouth* collocations and valency constructions and targets foreign language learners whose own language differs greatly from English being the language of orientation.

In the direction of media and cultural studies, there are some interesting investigations, one of them being the case study of representing migrants in online news headlines and their treatment from two opposite perspectives with contradicting images. As the Internet abounds in rich material in a number of different ways and is a comparatively new field for investigation as for internet linguistics, it provokes a lot of researchers to approach it and apply their own interpretations to the object of analysis. Thus, it has also attracted the interest of another colleague of ours who has dealt with headline patterns and various approaches to creating them in viral web content from an English-Bulgarian comparative perspective.

Another paper puts an emphasis on the application of translation issues in literary translation classes. It discusses general approaches to assessment of

translation competence and touches upon the workings of different institutions in this respect by analysing and comparing them. It also provides suggestions for improvement in the field.

In the same strand, related to literature but from a feminist perspective, a Spanish colleague has elaborated on her experience of teaching Githa Hariharan's *The Remains of the Feast*, Arundhati Roy's *The God of Small Things* and Shobha Dé's *Strange Obsession*.

A rather challenging analysis is presented in a paper examining Oliver Parker's film production of Shakespeare's *Othello* (1995) in which 'anti-Black sentiment in the American society with a focus on black masculinity' is explored. The author has made interesting parallels between the film's representation of the issues discussed and O. J. Simpson's real life story.

On translation issues there is an article related to translation equivalents of intensifiers and adjectives in Letters to the Editor in the British and the Bulgarian media discourse, namely newspapers and magazines. The study contains informants' results which make it a reliable source of scholarly information.

The crossing borders between literature and foreign language teaching with the help of technology can help while analysing graphic novels and comics. This has to do with one of the latest developments in both areas having a lot in common with popular culture, on the one hand, and its representation in a more up-to-date form as a combination of visual and narrative forms, thus offering useful 'culture-edge technological tools' for reading and writing skills in foreign language education.

An interesting study related to the diversity and impact of national culture on undergraduate students' learning styles is presented in a paper in an era of multiculturalism meeting businesses with education. Specific patterns of cultural influence on individual learning preferences are pointed out, thus triggering some practical implications for teachers and trainers in a culturally diverse environment.

The interrelation of cultural studies and foreign language teacher education is touched upon once again in a paper on the situation in public universities in Brazil. Cultural and multifaceted identities are put to the fore for prospective teachers of foreign languages.

A paper treats the raising of students' awareness of pragmatic conventions in forming intercultural competence in the English as a foreign language classroom. It provides challenging insights as regards the implementation of pedagogy of pragmatics in foreign language instruction which 'facilitates the development of intercultural competence and activates the cross-cultural schemata of the learners'. All these suggestions can be implemented and integrated into the EFL curriculum via translation, literary studies and digital multimedia technology.

Intercultural awareness can also be raised through the media by drawing the readers' attention to stereotypes and prejudices towards the cultural Other presented in a paper through examples from the Bulgarian and the British media. In this case, the Others are refugees whose stereotypes and images as well as prejudices towards them can spoil the whole picture.

The emphasis on cultural items while reading texts in the English as a foreign language classroom is not disregarded either as in this way learners' attention is explicitly drawn not only to the language studied but on the context it appears in. The question raised is to what extent EFL course books exploit culture specific aspects so that students can realise the essentials of their own culture better.

Yet another article treats the problems of raising awareness, this time of teachers of the benefits of continuing professional development. CPD is an 'important prerequisite for high quality and sustainable development in education'. Although it is a small-scale research it provides insights about teachers' qualification, their status, nature, scope, perceptions and beliefs about CPD.

In connection to the study of language what is of importance is the non-linguistic component which helps the easier acquisition of linguistic items. The issue is approached in a paper presenting the interrelation between language skills and cognitive development, perception and thought as well as the influence of language on non-linguistic cognition.

Foreign language teaching is of interest and of significance to all scholars as their main concern is the teaching of students. Thus, a paper focuses on the performative speech act of the verb *agree* in relation to an illocutionary act which belongs to the group of commissives in comparison with its Bulgarian equivalents and is closely connected to the politeness implications it contains.

Verb choice in medical research articles is a corpus-based analysis of high frequency verbs used in research articles with the aim of establishing the lexical core, native and non-native researchers need for publishing in medicine. Although it targets students of medicine, the procedures described in the study can be applied to other areas of academic interest.

Finally, to sum up, we can say that whatever the approach to any of the texts and the issues raised, text receivers will be faced with different interpretations to a number of academic problems that have either been the concern of various researchers for quite some time or are now shedding a different light to the intricacies of language, culture and the like and the way they can be presented to fellow scholars and younger generation followers interested in the respective issues. So, there are quite a lot of bridges to cross either tentatively or daringly and wait with impatience for what is ahead of us as for new explorations, endeavours and academic temptations.