

PREFACE

The sixth issue of SILC “Viewpoints and perspectives in FLT” is comprised of seven papers, which reflect a wide variety of issues in the field of second language acquisition and teacher development and certification. It also offers a book review of a recent publication in the field of contemporary education.

In the opening paper of the issue, “An ecocritical reading of representations of nature in modern Turkish novel”, Berrin Aksoy pays special attention to the relationship between humans and nature as a main metaphor and motif in the novels *Kuyucaklı Yusuf* (*Yusuf from Kuyucak*) by Sabahattin Ali, and *Ortadirek* (*The wind from the plain*) by Yaşar Kemal. The author argues that both novels “manifest the strong argument of Turkish authors in their endeavor to reflect how they oppose the anthropocentric view which undermines nature’s singularity and which relegates it to an inferior place in the context of man’s superiority and wellbeing.” (Aksoy, 2019, p. 7).

Some of the papers present different aspects of teaching, learning and teacher development. In a paper entitled “An integrated approach to teaching/ studying postcolonial poetry” by N. Belgin Elbir the focus is on meeting students’ academic and occupational needs by applying an integrated approach which would foster their language and literary competence (see Elbir, 2019, p. 18) through the use of literary texts. The analysis is based on texts by two Caribbean poets: Grace Nichols and John Agard.

Another paper by Irina Ivanova entitled “Strengthening teacher identity and professionalism as a way to increase the appeal and status of teaching profession” is a state-of-the art review which presents several definitions of identity and its interpretations backed with the most recent findings in the field of identity studies. An aspect which is presented in detail is professionalism and its links to certification in the context of “the need for fairer and more rigorous assessment” (Ivanova, 2019, p. 33) of teaching professionals. The conclusion reached is that sponsored professionalism is linked to the recent call for measurable accountability in education worldwide and in Bulgarian higher education.

A group of academics provide a typology of e-learning tools for FLT. Dana Bartosh, Natalia Galskova, Maria Kharlamova and Elena Stoyanova claim that “The use of computer-aided learning tools in language education, taking into account their typological characteristics and in accordance with specific educational tasks, allows for a full realization of their specific linguistic and didactic functions” (Bartosh, Galskova, Kharlamova, & Stoyanova, 2019, p.

48). To this end they review various tools, classifying them according to two main criteria, i.e. function and specific nature. They claim that expertise along with the appropriate materials can ensure better integration of e-learning tools in the classroom which in its turn can improve foreign language teaching and learning.

“International students’ perceptions of communication challenges in English as a medium of instruction” by Nedka Dimitrova presents a corpus-based study on the communication challenges experienced by “international students of business management in the context of using English as a Medium of Instruction (EMI) in a non-English speaking country” (Dimitrova, 2019, p. 60). Some of her conclusions show difficulties resulting from self-awareness of the problem. The author argues that such issues are experienced to a greater extent by students from higher context cultures.

There is a paper which concerns teaching and learning grammar through the application of the cognitive approach as put forward by Jean Piaget. In her paper “Beyond L2 Grammar Instruction”, Miroslava Tsvetkova (2019, p. 79) reports the results of a case study conducted among BA students and concludes that this kind of approach helps teachers and facilitates more efficient and effective ways of presenting the material.

The issue is rounded off by a review on a contemporary writer that enjoyed the international premiere of her latest book on May 1, 2019. The review provided by Desislava Cheshmedzhieva-Stoycheva on Esther Wojcicki’s *How to raise successful people: Simple lessons for radical results* (2019) gives an insight into the teaching and parenting methods employed by a journalist in her family and in her classroom and the results obtained, i.e. creating empowered and independent individuals bound to success simply through the application of five principles abbreviated as TRICK (trust, responsibility, independence, cooperation, and kindness).