

PREFACE

The first issue of volume 11 of *Studies in Linguistics, Culture, and FLT* for 2023 consists of seven papers dedicated to different aspects of English Studies and FLT.

The issue opens up with a research by Antony Hoyte-West on the very current topic of disaster management. In his study titled “Disaster management in a dystopian novel: A case study of JJ Amaworo Wilson’s *Damnificados*” the author reveals how relevant disaster management framework, i.e. the Prevention, Preparedness, Response, Recovery (PPRR) model, can be applied to literary texts to show how they can account for the responses of the literary characters, in this case the tenants inhabiting the skyscraper in *Damnificados*, when faced with a catastrophic flood that covers everything.

The next study is in the field of semantics and provides an analysis on the cases of terminological polysemy in marine engineering. In her study Nadezhda Hristova draws parallels between the types of polysemy observed in both Bulgarian and English marine terminologies. Some of the conclusions reached by the author are that “regular polysemy outnumber the cases of irregular polysemy in both the English and the Bulgarian terminological systems of marine engineering”; that “in both languages it is predominantly nouns and nominal deverbal forms whose meanings are extended to polysemous terms”, and last but not least, that “some of the instantiations of polysemy are not directly and overtly expressed but are only contextually identifiable” (Hristova, 2023).

The issue continues with five papers related to the field of FTL. The first one of them is on the use of some syntactical structures in L2 English. The authors Peace Yikiru and Bebwa Insignoma use previous research in order to present their new findings and thus refute some of the ideas held prior to the current study. The focus here is on Ugandan English and mainly on the use of ditransitive constructions in it. The authors use data from semi-structured interviews with Lugbarati L1 speakers and find out that the Prepositional Phrase Construction (PPC) built around goal verbs is preferred over the Double Object Construction (DOC) configuration, as well as the fact that “the particularities observed in ditransitive constructions in the variety are influenced by Bantu languages (where the DOC is the norm)”. The study has also shown that the idea held that Ugandans ubiquitously use the non-canonical PPC configuration for benefactive verbs has not been confirmed for L1 Lugbarati speakers of English mainly due to the fact that said configuration was not of convincing size in the analysed corpus.

Then we have a paper that focuses on the use of electronic educational resources and provides a categorization of some of the existing types, along with the possibilities for their application in the teaching/ learning process. Dana

Bartosh, Maria Kharlamova, Tatiana Pochinok, and Elena Stoyanova provide an overview of the existing scholarly research on the topic and based on their own experiment reach the conclusion that EERs have truly a significant potential for intensifying the educational process, but only if the conditions for their use are met.

The next paper “An investigation of the Saudi EFL teachers’ pragmatic awareness” by Abdullah Ahmed Zughaibi uses as a starting point an earlier research conducted on Bulgarian teachers by Irina Ivanova (2018). As the author himself stated “Saudi EFL teachers have a relatively high level of awareness in general, and teachers’ qualifications and gender have no significant effect on pragmatic awareness, with female teachers having slightly higher pragmatic awareness than male teachers, and master’s degree holders having slightly higher pragmatic awareness than bachelor’s degree holders” (Zughaibi, 2023). Thus, the study makes a valuable contribution to the investigation on teachers’ pragmatic awareness globally.

The study by Burcu Koç and Paşa Tevfik Cephe investigates the educational value of TED talks as assessed by English-language pre-service teachers. Some of the most frequently mentioned positive factors shown by pre-service teachers are that TED talks are varying, interesting, and have informative content. They also use various accents and assure listening and pronunciation practice outside the class, and embrace a positive mindset. Some of the negative factors encountered are associated primarily with the workload, time constraints, and the difficulty in finding a suitable video to watch. The authors also provided some ideas on how to better implement TED talks in the educational process.

“Aspects of teaching and learning verbs of perception” by Tsvetalina Aneva gives some advice on the ways problems with teaching/ learning verbs of perception could be overcome by presenting the distinction in their passive – active nature. Applying error analysis, the author has reached the conclusion that it is difficult for learners of English to distinguish between the three main types of perception verbs, namely such denoting actions, perceptions and properties and this accounts for the mistakes made by them in choosing a progressive vs. simple form. It is also suggested that the approach that should be undertaken when teaching such verbs should take into account the language in its actual use. As stated by Aneva, “students’ attention should be focused not only on the meanings conveyed by the verbs of perception, but also on the object of perception”.