

PREFACE

The first issue of volume 14 of *Studies in Linguistics, Culture, and FLT* for 2026 includes articles related to three main fields: translation studies, discourse studies and FLT.

The issue opens up with a study on the translation techniques employed by the Bulgarian translators of the *Harry Potter* series in the rendition of clothes, appearance, adornments and decorations. In “Knickerbockers, nightshirts, robes, and a hat with a stuffed vulture on top: clothing and its translations in the *Harry Potter* series” Irina Stoyanova-Georgieva concludes that when translating non-magical clothing the most frequently used procedures are those related to substitution, i.e. limited universalization and naturalisation, while for the magical ones, translators resort to conservation procedures, i.e. linguistic (non-cultural) translation and extratextual gloss. The applied techniques foster the retainment of the appeal of the wizardly world for the Bulgarian audience and fill a gap in the existing research on the topic, primarily in terms of the rendition of the *HP* series into Bulgarian.

The next paper in the issue is again within the field of translation, however, the focus is on the transfer of UN sustainable development goals into Arabic. Amjad Mohammad Badah, Laura Esteban-Segura and Mohammad Thawabteh in their article “Bridging languages and cultures: The translation of UN sustainable development goals into Arabic” analyse the way “linguistic and cultural differences influence the interpretation of global sustainability agendas in Arab-speaking countries” and conclude that the Arabic translators primarily employed both direct and indirect translation methods in order to convey the meaning of the original English text effectively and appropriately into Arabic.

Maryna Bielova’s focus in “Stylistic functions of neologisms in English language chick lit” is on an underexplored phenomenon observed in popular women’s literature, namely the use of neologisms. The author uses qualitative textual analysis and shows that these neologisms are used as stylistic tools with strong social and expressive charge as they reflect the identity of the characters, contribute to the humorous tinge in the analysed books, and address phenomena such as consumerism and gender norms.

Cihat Atar addresses the gap that exists in research on the relationship between sociolinguistic attitudes and media literacy. The study “Focusing on sociolinguistic attitudes and media literacy: A correlational study on pre-service English language teachers” uses the feedback of 306 pre-service EFL teachers obtained through the Sociolinguistic Attitudes Test and Media Literacy Skills Scale which were preceded by audio recordings. The findings showed that digital literacies may not lend themselves to sociolinguistic phenomena directly,

which in itself implied the need for some further future research employing other variables.

The focus of Boryana Kostova is on the use of first and third person deixis in U.S. political discourse as a persuasive device and shows how the theoretical findings on this topic can be implemented in ESP instruction at tertiary level. "The use of person deixis in political persuasion: From analysis to pedagogical application" presents a task-based instructional framework aimed at raising learners' pragmatic awareness, rhetorical sensitivity, and intercultural communicative competence through a three-phase teaching model. The author suggests that the developed model can increase student's communicative competence and critical thinking in real world contexts.

Mirna Harwood analyses the pragmatic competence of Croatian business students with focus on their use of appropriate, polite and clear language in business communication. In order to reach her conclusions, the author uses a mixed method questionnaire which has been distributed to 37 participants. The findings show that students possess sound pragmatic awareness in requests and refusals, while they are not that good at expressing disagreement and soft directness. Further to that the analysis has shown that there is a mismatch between assumed and actually demonstrated skills in the tasks given. The general conclusion of the study is that including explicit instruction on pragmatics in Business English is of significance for the development of students' pragmatic awareness.

The next paper in this issue is again on ESP. Oleksandr Kapranov and Oksana Voloshyna's "Discourse markers in PowerPoint presentations by ESP students: An investigation of sustainable practices" analyses the use of discourse markers (DMs) by ESP students in their PP presentations. The study is conducted during both explicit and implicit instruction on discourse markers in order to be able to confirm or not the sustainability in the use of said devices by undergraduates. The study has proven that while there is sustainability in the use of some of the DMs, such as *and*, *as*, *but*, *however* and *so*, in both the explicit and the implicit mode of instruction on DMs, the remaining DMs have occurred only during the explicit mode of instruction, which leads the researchers to the conclusion that they have not been used sustainably and, therefore, there should be more focus on the teaching of these devices in class.

The emotions postgraduate students experience while doing their academic writing are the focus of attention in the study "Emotional geographies of learning to write: A case study in an Indonesian academic writing course" authored by a collective of Indonesian scholars. Anna Riana Suryanti Tambunan, Dewi Kurniawati, Fadhila Yonata, Dina Rachmawati, Sitti Nurfaidah and Suwarno attempt to fill in the void in said area of study. They use photovoice data from 12 students and a thematic phenomenological analysis to examine the students'

emotional responses. The analysis distinguishes between positive and negative emotions and concludes that although there is some feedback on the existence of negative emotions while writing, the latter eventually prompt the occurrence of positive ones and assist the writing process. Thus the collective of authors provides an insight into the emotional turmoil students go through – an area which has not been extensively explored.

The focus of the last paper is again on learners of English. Using a questionnaire with nine questions submitted to 420 secondary school students and conducting online interviews with 15 of them, Juang Rudianto Putra analyses students' attitude towards conformity to native English speakers' culture and the inclusion of more Indonesian culturally specific material in their English textbooks. Being aware of the detrimental impact of English as a global language on local culture, the students expressed ideas of balancing the foreign culture presented on the pages of their textbooks with culturally specific content that will help them preserve their identity and pride and prepare them as multicultural individuals acutely aware of both foreign and own cultural specificities. The author also makes some suggestions for future research that "should investigate textbook authors and policymakers' perspectives, identifying potential misalignments that might hinder the realization of effective and successful EFL education in Indonesia". The concerns raised are not only specific to the Indonesian context but could be considered applicable to all minority cultures all over the world.