

PREFACE

The second issue of volume 14 of *Studies in Linguistics, Culture, and FLT* for 2026 includes articles related to three very broadly defined fields, namely literary studies, discourse studies and FLT.

The issue opens up with Yana Rowland's analysis on Elizabeth Barrett Browning's Juvenilia. The study "Poetical lessons in self-subversion: Elizabeth Barrett Browning's juvenilia (ca. 1812–1814)" analyses eleven poems, the earliest works of Elizabeth Barrett Browning, dating back to 1812-1814. Yana Rowland argues that "the addressivity of the chosen poems could be seen to substantiate her chronic resistance against authorial exceptionalism, motivating narrative as the core of the child poet's empathically proactive imagination which sought an outlet for its agential potency and dialectical performativity". Going through the different topics covered in young Elizabeth Barrett Browning's writing, the author manages to prove her hypothesis and show how advanced and highly sensitive Browning was to everything and everyone that came close to her.

The next two analyses in this issue focus on matters related to discourse. In the small-scale study "The role of lexical and grammatical means of modality in realising intentionality of media discourse" S. Rajeswari uses mixed-methods corpus assisted discourse analysis and compares the devices extracted from 20 feature articles on climate change published by *The Los Angeles Times* and *The Times of India*. The author highlights the similarities and differences in the use of various ways of expressing modality and how they affect journalistic intentionality and concludes that modality is also used as a rhetorical tool by journalists.

Gaiane Muradian explores another phenomenon in discourse studies, i.e. political flaming. Using both the Framing Theory of Entman and the Appraisal Theory of Martin and White, the study "Political flaming in the 21st-century war discourse: A pragma-linguistic perspective" shows how political figures use different linguistic markers and evaluative strategies to inflame the tension in some of the recent conflicts such as Russia-Ukraine, Israel-Gaza and Israel-Iran.

"From sacred vessel to symbolic relic: The linguistic evolution of ark in maritime English" by Raycho Ivanov looks into the development of the term "ark" from a historical-linguistic perspective. The approach applied by the author is a mixed-methods, combining philological methods, etymological tracing, and componential analysis. The analysis is also diachronic starting with the use of the term in the King James Version of the Bible (1611), then in historical lexicographical sources, and last but not least, in the Standard Marine Communication Phrases (2001). The conclusion reached is that "ark" which used to be a significant nautical term with rich associations is currently marginalized in operational discourse which only confirms the observation that terms considered spiritual or mythical are not included in technical vocabularies.

The next paper is on the very popular topic of the use of AI in FLT. Three scholars from the Republic of Northern Macedonia have collaborated in the study titled “Artificial intelligence in L2 grammar learning: Perceptions and practices of Macedonian university foreign language learners”. Silvana Neshkovska, Milena Kasaposka-Chadlovskova and Lela Ivanovska explore the application of AI in grammar learning. They apply a mixed-methods design to explore Macedonian university students’ perceptions and experiences with AI as a feedback and correction tool in the context of L2 grammar mastery. The scholars conducted a three-stage experiment with language-oriented and non-language oriented students. The objective was to find out whether the two groups perform better individually or with AI assistance. The study concludes that there is a very strong potential in using AI as a complementary tool for grammar learning; however, it also confirmed the need for critical human oversight and further pedagogical innovation.

Still in the field of language learning, however, with focus on listening comprehension, Rabab Ahmad Mizher in his “The effectiveness of Zimmerman’s self-regulated learning model on listening comprehension: A quasi-experimental study with Jordanian EFL undergraduates” focuses on the application of Barry J. Zimmerman’s (2000) three phase model of self-regulated learning (SRL). The author used a pre-test post-test design to study the results of 34 first-year English majors involved in SRL. The results of the two months’ study showed that the students who engaged with SRL demonstrated noticeable gains in identifying a relationship between ideas and listening for specific information, which comes to prove that adopting SRL instruction can improve EFL listening performance.

The next paper in the field, “Inquiry-oriented augmented reality as a tool for boosting reading proficiency and motivation among secondary EFL students” by Manna Dey, presents a small-scale study on the application of inquiry-based augmented reality (AR) on an experimental and a control group of 10 secondary school students each. The progress was tested through pre- and post-tests. The results revealed better performance by the experimental group and thus implied the feasibility of the inquiry-based AR as a pedagogical tool in EFL.

“English writing performance in the 2025 Bulgarian Matura examination: Examiner observations and pedagogical implications” by Evgeni Stanchev provides the personal observations of the author as a blind examiner at the Bulgarian matriculation exam in English, which is elective and marks the final stage of high school education. The analysis is based on 506 anonymised scripts from the 2025 examination focusing on the part related to the open-ended reading-comprehension responses, formal email writing, and argumentative essays. The study highlights the correlation between high performance in essay and email writing and better results in open-ended reading-response production.

The findings could be applied in English language teaching and thus contribute to the better preparation of high school students for this important exam.

The issue finishes with a small-scale study conducted by a group of scholars from Indonesia. In “Exploring global experiences and perspectives on world Englishes: The voices from non-native English speakers” Retno Wulan, Urip Sulistiyo, Eddy Haryanto, Marsandi Manar and Muhammad Kristiawan conduct semi-structured interviews with non-native speakers of English in order to assess how individuals from diverse educational and professional backgrounds use world Englishes in real-life communication. The findings have implications for classroom practices as the scholars vouch for inclusion of global English diversity in ELT which in their opinion will foster better understanding among the communicative partners and thus contribute to overall communicative ease.