



FOREWORD

The present collection brings together a wide range of studies situated at the intersection of linguistics, translation, pedagogy, and literary criticism. The thematic diversity of the contributions, authored by scholars from different institutional and national backgrounds, illustrates the vitality and plurality of contemporary research in the humanities and social sciences. At the same time, the volume demonstrates the interconnectedness of language-focused disciplines: linguistic analysis informs our understanding of political and social processes; translation studies bridge cultural and institutional histories; pedagogy provides the methodological grounding for the transmission of linguistic and cultural competence; and literary analysis engages with questions of representation, identity, and interpretation. Taken together, these studies exemplify the productive dialogue that can emerge when disciplinary boundaries are crossed, while also offering rich insights into the specialized debates of each field.

Language, discourse, and society form the unifying thread across the contributions in the first chapter, which addresses problems in linguistics. Elena Tarasheva's study of political metaphors in the discourse of parliamentary leaders continues a long-standing tradition of cognitive linguistics and critical discourse analysis, situating metaphor not merely as a stylistic ornament but as a constitutive feature of political reasoning. By examining the metaphorical structures that underlie parliamentary speech, the paper reveals the subtle yet powerful ways in which leaders construct political reality, frame contentious issues, and persuade audiences. Such analyses are especially timely in an era where political polarization and populist rhetoric dominate the public sphere, and where language plays a decisive role in shaping collective perceptions.

The subsequent contributions in this chapter illustrate the breadth of linguistic inquiry. Daniela Aleksandrova explores graphematic confusion in early colonial manuscripts, focusing on the interchange of the graphemes **-b-**, **-u-**, **-v-** in texts from the first wave of the Conquest. This philological study not only illuminates the orthograph-

ic practices of early modern Spanish but also provides valuable insights into the interaction between language, writing systems, and historical context. The work is emblematic of the enduring relevance of manuscript studies and historical linguistics for understanding processes of cultural contact and identity formation.

Desislava Davidova's contribution examines the semantic features of Bulgarian sentences of consequence and compares them with their Italian equivalents. Such contrastive analyses have long been central to applied linguistics, especially in contexts of bilingual education and translation training. By systematically identifying the similarities and divergences between the two languages, the study offers both theoretical insights into semantic structures and practical tools for teachers and translators working between Bulgarian and Italian.

A pedagogically oriented perspective is offered by Fjolla Kallaba, who investigates lecturers' perceptions of academic writing proficiency among students in Kosovo. The study identifies recurrent challenges — from insufficient critical thinking skills to difficulties with clarity and cohesion — and foregrounds strategies that can effectively improve writing instruction. The findings emphasize the importance of institutional support and the cultivation of a supportive classroom environment. Beyond its local context, this contribution resonates with broader debates in higher education regarding the role of writing across the curriculum and the need to foster academic literacy as a foundation for scholarly success.

Rossitsa Hristova's case study of Donald Trump's rhetoric adds a further sociopolitical dimension to the chapter. By analyzing the discursive construction of the "Us versus Them" dichotomy in *The New Yorker's* coverage of Trump, the study demonstrates how pronouns, metaphors, and analogies function as rhetorical tools for consolidating in-group solidarity while marginalizing out-groups. The analysis exemplifies the power of language in shaping political identities and mobilizing collective action. It also contributes to ongoing scholarly debates on populism, nationalism, and the linguistics of politi-

cal communication, underscoring the global relevance of such inquiries.

The chapter concludes with studies that return to issues of linguistic perception and translation: the investigation of foreign-language names of commercial establishments in urban spaces, and Maria Ladovinska's analysis of the Italian infinitive preceded by determiners and its rendering in Bulgarian. Both contributions remind us that language is always embedded in sociocultural contexts: the linguistic landscape of a city reflects attitudes towards globalization and identity, while grammatical structures raise complex interpretive challenges in translation.

If Chapter One demonstrates the multifaceted ways in which linguistic analysis illuminates both micro- and macro-level processes, **Chapter Two turns explicitly to translation studies**, a field that increasingly embraces interdisciplinarity while addressing both historical and contemporary challenges. Veneta Sirakova examines the teaching of audiovisual translation in Spain, a country whose pioneering practices in subtitling and dubbing have long attracted scholarly attention. Her study highlights pedagogical approaches that integrate technology and creativity, thus preparing students for the demands of a rapidly evolving translation market.

Boris Naymushin's historical exploration of diplomatic translation in Bulgaria, Romania, and Hungary during the 1950s and 1960s situates translation within the geopolitical realities of the Cold War. By examining the roles of diplomats, translators, and "diplomat-translators," the paper reveals how translation was not merely a technical act but also a strategic practice with profound political implications. This contribution exemplifies the value of historical translation studies for understanding how language mediates international relations.

Irina Dimitrova's work on the translation of legal vocabulary from the semantic field of property offers a contrastive analysis that speaks directly to the challenges of legal translation, where terminological precision and contextual sensitivity are paramount. Such studies are essential in light of globalization and European integration,

which necessitate the harmonization of legal concepts across languages and jurisdictions.

The chapter culminates with Ivanka Sakareva's comparative overview of machine translation tools — Google Translate, DeepL, and ChatGPT — in the context of specialized texts. By combining personal experience with critical evaluation, the study highlights both the potential and the limitations of machine translation for domains such as law, science, and technology. This contribution situates itself at the intersection of computational linguistics, translation studies, and applied practice, reminding us that technological tools, while increasingly sophisticated, require human expertise to ensure semantic accuracy and contextual adequacy.

Chapter Three addresses the methodology of foreign language teaching, foregrounding the pedagogical challenges and innovations that shape contemporary education. Yanka Koeva examines the specifics of training foreign language teachers, emphasizing the need for methodological adaptability in response to shifting student needs and globalized communication contexts. Irena Vassileva offers a detailed lesson plan on the use and functions of quotations in academic discourse, providing a model of how linguistic analysis can be translated into practical pedagogy.

Magdalena Karadzhunkova provides a historical overview of the role of literary works in foreign language teaching, tracing shifting methodological paradigms and illustrating the enduring value of literature as a pedagogical tool. Diana Yankova discusses internationalization and interdisciplinarity in higher education through the example of New Bulgarian University, situating local practices within global academic trends. Senad Jusufi's study of English teachers' attitudes towards intercultural communicative competence at Prizren University further emphasizes the importance of preparing students not only for linguistic proficiency but also for intercultural understanding — a key requirement in today's interconnected world.

The final chapter, **Chapter Four**, turns to **literary studies**, where Andrei Andreev analyzes Ruth Rendell's last novel *Dark Corners*. The study situates the work within Rendell's broader oeuvre, identifying thematic continuities and stylistic features that mark it as a fitting finale to her career. Beyond its specific focus, the paper exemplifies the critical methods of contemporary literary scholarship: attention to motifs, characters, and narrative structures; sensitivity to social and cultural contexts; and reflection on questions of genre and authorial legacy.

Taken as a whole, this volume demonstrates the vitality of interdisciplinary dialogue across linguistics, translation, pedagogy, and literary criticism. Each chapter makes a distinct contribution to its field, yet the collection as a whole reveals a shared concern with the power of language: its capacity to construct political and social realities, to mediate between cultures, to serve as a vehicle of teaching and learning, and to shape literary expression.

For the academic reader, the collection offers both empirical findings and theoretical reflections that can inform further research. It situates local and regional case studies within global debates, thereby contributing to the internationalization of scholarship. For educators and practitioners, the studies provide methodological insights and practical recommendations that can be directly applied in teaching, translation, and cultural analysis.

At a time when the humanities face both institutional challenges and opportunities for renewal, volumes such as this one reaffirm the relevance of language-centered scholarship. By engaging with questions of communication, identity, translation, and representation, the contributors remind us that the study of language and literature is inseparable from the study of society itself.

The editors and contributors are to be commended for bringing together such a rich and diverse set of perspectives. It is my hope that the volume will serve not only as a repository of scholarly insights but also as a catalyst for future research, dialogue, and collaboration across disciplines and borders.

Diana Yankova