

I.

LANGUAGE, DISCOURSE AND TRANSLATION

INTRODUCTION | PART I

Part I of this volume presents broad linguistic issues gathered around a few general thematic foci – translingual, transcultural and translation issues, pedagogical challenges in the era of globalization and multiple Englishes, suprasegmental phenomena and analyses of intonation, as well as novel outlets for innovative political genres.

In *Historical paradigms and the English translation of terms and names from medieval Bulgaria* **Zhivko Hristov** turns his attention to a pragmalinguistic assessment of alternative English translation equivalents for specific terms, titles and forms of address, including royal, aristocratic, and military titles, and ethnonyms related to Medieval Bulgaria.

In vein with problems of rendering in translation historically and culturally specific and distant lexical items, **Fernando Toda** argues in his *Historical linguistics in translation teaching: a view on tradition in transition* that issues such as language change and linguistic diversity should be included in the language classes and courses on literary and audiovisual translation. In parallel to the acquisition of notions of literary and cultural movements, trainees and students of translation should be sensitized to semantic change, forms of address or phonetic diversity and the consequences for word play.

The importance of words and all stages in the development of the lexicon of a language in accommodating a new lexeme is emphasised by **Nevena Alexieva** in *Cognitive stages of transition in the lexical integration of anglicisms*. Under review in the paper are the cognitive stages of transition in the lexical integration of two distinct types of anglicisms in Bulgarian. Type 1 encompasses lexical items copied from English into Bulgarian for the purpose of meeting the need for a designation of a new concept and type 2 result from the creation of metaphorically derived new meanings of anglicisms already entrenched in Bulgarian.

Pragmatic competence and intercultural communication by **Marija Kusevska** broadens the perspective of interlingual and intercultural interaction by focusing on individual agents in linguistic exchanges and focuses on the importance of intercultural and interlanguage pragmatic competence for successful communication without misunderstandings among people with different cultural and linguistic backgrounds. The author identifies those linguistic units that may cause breakdowns in communication so that they could be incorporated in language education and syllabus design.

The issue of designing effective methods and techniques for building and solidifying translingual competences is also at the centre of **Nelly Yakimova's** contribution, *Self-monitoring and self-correction in simultaneous interpreting*. The significance of the processes of self-monitoring and self-correction in simultaneous interpreting is brought to the fore in the paper and insights about enhancing the skills of self-reflection of trainees in interpreting are offered, as well as strategies of incorporating these in curriculum design.

The designing of courses and teaching materials that can meet the pedagogical challenges in the era of globalization informs the discussion in **Irena Dimova's** paper, *Teaching English as a global language: an example from a Bulgarian university context*. Besides the recurrent topic of the need for new pedagogical approaches, the paper promotes the idea that in the ever evolving educational frameworks, students should be encouraged to approach English in the plural, i.e. not as a single monolithic entity, but as a family of different varieties, with a prominent focus on the heterogeneous and dynamic character of contemporary English.

In a similar vein, in *Getting language learners lit-up: capitalising on literature in language classes*, **Svetlana Dimitrova-Gyuzeleva** argues that a reactive approach to teaching English through literature can help learners further improve their language command and intercultural communicative competence and also sensitize them to the uniqueness of different literary traditions.

As if picking up from this argument, in his paper *The case for case of intonation in Hamlet's "To be, or not to be ..."*, **Vladimir Phillipov** ties up fundamental issues of translation and the minute details of meaning making at all levels of language, especially in constantly re-interpreted literary texts, where intonational gestures tie up multiple possible interpretations. Applying Aekadiev's version of Case Grammar, the author arrives at the conclusion that the "To be, or not to be" line illustrates perfect semantic neutralization restricting the variation within languages to the neutral type of language, where the roles of Sole, Agent, and Patient are collapsed in

a non-distinguishable one, which is mirrored by the least phonetically marked of intonation patterns, the ‘flat hat’.

Delving further into the nature of prosody in English, in her contribution *Some prosodic characteristics of Bulgarian English* **Snezhina Dimitrova** analyses the stress, rhythm and intonation patterns used by tertiary-level Bulgarian students of English, comparing those to the ones used by native speakers.

Remaining within the realm of prosodic phenomena, in *From nuclear stress and communicative dynamism to focus projection: traditions, transitions, and future research*, **Georgi Dimitrov** reviews two established traditions of studying focus: the nuclear stress approach and the communicative dynamism approach and concludes that that the transition to focus projection is incomplete and further research is necessary, incorporating off-line and on-line experiments, single-language analysis and contrastive analysis, and studying the phenomenon in controlled experimental material and in corpora analysis.

In *The Facebook status update – a Bulgarian political discourse genre*, **Nelly Tincheva** investigates political discourse genres. By adopting a quantitative approach to genre analysis of political discourse, the author establishes that Bulgarian political audiences, whether consciously wary of fake news or simply distrustful of politicians and media, seek information from multiple sources and cross-check information not only across sources but also across genres. Her analysis reveals that the genre of the Facebook status has become a very prominent communicative tool in Bulgarian political discourse.

The last contribution by **Maria Pipeva**, *New voices for old heroes: Holden Caulfield in retranslation*, follows two Bulgarian translations of Salinger’s *The Catcher in the Rye* (1965; 2017) made in different socio-political environments in the light of retranslation theory. The Retranslation Hypothesis is used as a theoretical premise in a discussion grounded in the Bulgarian cultural context of the respective periods to construct retranslations and their agency as literary regenerators through their plurality and multivocality.

The multitude of papers offered in this section invite the reader to reflect on the changing frameworks and practices of analyzing linguistic and discursive phenomena in the context of globalization, on current translation practices, on designing and implementing new techniques and content in educational curricula, and raise awareness of the complexity of observing traditions and undergoing transitions.