

## EDITORS' MESSAGE



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### May the New Year inspire your ambitions to reach ever higher!

As we conclude 2025, we offer our heartfelt holiday greetings and warmest wishes for the year ahead. *English Studies at NBU* celebrates its eleventh year, and we are deeply grateful to our authors, reviewers, and readers, whose sustained contributions have enabled the journal to flourish as a space for meaningful scholarly exchange.

In recent developments, The Russian Centre of Scientific Information (RCSI) has included ESNBU on its Unified State List of Scientific Publications known as the [White List](#), a tool for evaluating the publication activity and effectiveness of scholarly research. A reassuring mark of recognition.

A pleasant surprise came on Dec. 9 when Boris Naimushin was awarded a Special Unifier of Cultures Distinction by the Association of Spanish-speaking Journalists in Bulgaria for his research in the history of diplomatic interpreting in Bulgaria that shed light on the early relations between the Bulgarian Telegraph Agency and Prensa Latina in 1960 and the role of Ms. Stela Avishai, a Bulgarian journalist, in the process.

Diligence has marked this year—guiding our focus on adhering closely to our scope, advancing steadily, and making small yet meaningful steps toward growth. We continue working hard, without adding to the noise on social media, concentrating instead on initiatives that strengthen the journal and serve our scholarly community.

Behind the scenes, we have been creating HTML versions of our articles with the assistance of an intern from NBU's Web Design and Development programme. These efforts aim to enhance the visibility and discoverability of our authors' work through machine-readable structured metadata in multiple formats.

With all this in motion, we head into 2026 hopeful, steady, and curious about what the new year will bring.

Wishing you a joyful New Year.

Here's to 2026 and to many more years of shared success.

Boris and Stan

### In this issue:

We begin in the field of Translation studies. **Fatemeh Parham** offers the first scientometric analysis of translation history research in Iran, examining 370 journal articles (1971–2021). Using VOSviewer, it maps trends in publication patterns, institutions, themes, and theories. The results show rapid growth after 2010, with research concentrated in Tehran and Mashhad. The most common foci are linguistic features, bibliographical studies, and translation movements, often analysed through Polysystem Theory. Literary and religious texts dominate, revealing both scholarly progress and the need for broader theoretical and institutional diversity.

**Ayşe Saki Demirel** introduces *translatorhandling* as a framework to examine the deliberate strategies feminist translators use across textual, peritextual, and epitextual levels. It positions feminist translators as both amplifiers of marginalised women's voices and assertive agents claiming creative and professional visibility. Using Etaf Rum's *A Woman is No Man* and its Turkish translation *Kadının Sesi Yok* by Arzu Altınanıt as a case study, the researcher analyses Altınanıt's blog and X posts to show how *translatorhandling* functions as dual resistance: promoting women's voices and challenging translator invisibility. The study highlights *translatorhandling* as a feminist intervention that transforms public discourse by asserting the translator's interpretive and co-creative role.

**Kornelia Slavova** examines how the Anglo-American feminist concept "gender" was introduced into Bulgarian through translation and subsequently distorted in public, academic, and political discourse. It finds that inconsistent and inaccurate translations—especially in EU and institutional documents—contributed to confusion and the politicisation of the term during the 2018 debates over the Istanbul Convention. The paper argues that conservative forces exploited these linguistic ambiguities to fuel anti-gender campaigns, framing "gender" as foreign and threatening. The paper concludes that retranslation, education, and collaboration among scholars, translators, and activists are needed to reclaim and clarify the concept within Bulgarian society.

In the area of teaching, **Caner Çetiner** reports how teaching translation project management (TPM) through scenario-based activities can enhance translator education. Using surveys and interviews with Turkish translation students, the study finds that realistic project scenarios improve problem-solving, teamwork, and understanding of industry workflows. Students valued these practical tasks and highlighted the need for dedicated computer labs and better technological infrastructure to support such instruction.

**Ailyn Jariany Garnica-Rey and Cristian Edgardo Navarro-Arana** explored the relationship between Emotional Intelligence (EI) and English proficiency among 30 Colombian public-school students aged 11–12. Using the Schutte EI Test and the Cambridge A1 Movers exam, researchers found a weak to moderate positive correlation between EI and overall English proficiency ( $r = 0.38$ ) and a moderate correlation with listening skills ( $r = 0.49$ ). EI explained 14.7% of overall proficiency and 24.3% of listening performance variance. No significant correlation appeared for reading, writing, or speaking.

In the field of Linguistics, **Juan Gabriel Vázquez-González** analyses how Old English verbs expressing "throwing" functioned in ditransitive (double object) constructions. Using data from the Dictionary of Old English Web Corpus, he identifies 14 verb types and 51 instances showing transfer meaning ("throw to/from"). The study finds that these verbs often included a fourth argument (directional), indicating a less fixed structure than in Modern English and a lower degree of grammatical constructionalization.

**Ángela Alameda Hernández and Rocío Jiménez-Briones** review how Systemic Functional Linguistics (SFL) has been applied within Critical Discourse Analysis (CDA) research. Using PRISMA 2020 and the SALSA framework, they analysed 78 peer-reviewed papers (2001–2024) from four major databases. Findings show that lexical choice and evaluative lexis are the most frequent features at the lexico-semantic level, while types of process and participants dominate the grammatical level. The Transitivity, Modality, and Appraisal systems are most used, whereas the Theme system is notably underutilised, revealing inconsistencies in how CDA researchers systematically apply SFL.

We close our Articles section with an exploration of communicative development in children with autism. **Mihaela Barokova and Elena Andonova** examined vocabulary composition and noun bias in Bulgarian children with Autism Spectrum Disorder (ASD) compared to a normative sample. Using parental reports from the Bulgarian CDI-2, the researchers analysed four word categories: nouns, predicates, closed-class words, and social words. Findings show no significant differences between ASD and typically developing children in word category ratios. Both groups displayed a noun bias and a high proportion of social words, suggesting similar lexical organisation patterns despite ASD-related communication challenges.

Finally, we close this issue with two book reviews of recent contributions to ESP and Translation Studies: **Huu-Chanh Nguyen** examines *English for IT Communication*, while **Anthony Hoyte-West** explores *A Propaedeutics of Translation Studies*.

Happy reading!

As always, your feedback and suggestions are invaluable to us.

Stay tuned for more exciting updates and insightful articles in the forthcoming issues.