

## FOREWORD

This special issue of the *Journal of Contemporary Philology* contains selected articles presented at the ESIDRP 2022 conference, *English Studies at the Interface of Disciplines: Research and Practice*, organised by the Department of English Language and Literature, Ss. Cyril and Methodius University in Skopje. Around one hundred academics participated in the conference, whose main aim was to foreground the value of exploring issues in the discipline of English Studies from a variety of interdisciplinary perspectives.

Language, as a cognitive, social, and cultural entity, is closely intertwined and collaborates with other disciplines like psychology, sociology, economy, politics, and other sciences to enable wider perspectives in the exploration of complex issues that have significant implications in the everyday life. This cooperation among disciplines has especially proven to be necessary and has strengthened in the past few years when the whole humanity faced great challenges due to the Covid-19 pandemic. Researchers from different scientific areas, even from seemingly disparate areas, were inspired and encouraged to collaborate and break down disciplinary walls and open up a new space in which they can better understand the newly generated issues and problems in all areas of human life. Interdisciplinary research is not only necessary, but foundational to providing innovative solutions to complex problems – some of which we have tackled in our roles as teachers, researchers, scholars.

Seven articles, each focusing on a specific language issue and another discipline, were selected for publication in this special issue of the *Journal of Contemporary Philology*. The first one, “Insta-Girlhood: Selfies as Auto-Performative Responses to Sexism and Misogyny”, is authored by one of the plenary speakers, Dr. Silvia Schultermanl, and it deals with the affective aesthetic dimensions of feminist art projects which critically engage with the trope of the Insta-girl in an attempt to raise issues about the cultural constructions of girlhood on social media and in “real life.”

The second article, “Political Leadership and Gender During the Covid-19 Pandemic: On the Populist Features of Metaphor Use”, by Liudmila Arcimavičienė, analyses the different political leaders’ use of metaphor combined with the populist sentiment in their response to the COVID-19 pandemic, and it reveals specific differences in the male and female leadership style with regard to populism.

By combining the methods of critical discourse and pragmatic analysis in the article “Vaccine Mandates: Deepening the Rift Between Polarized Ideology on So-

cial Media”, Zorica Trajkova Strezovska and Silvana Neškovska investigate the main pro and con argumentation of social media users on mandatory vaccination, revealing that fear, triggered by threat as well as risk, is what supports and justifies both sides’ attitude and reasoning.

In the next article, “Pre-Service EFL Teachers as Reflective Practitioners: Student Portfolios as Evidence of Emerging Professional Identities”, Ljiljana Marković, Ema Živković, Tatjana Paunović attempt to get a better understanding of the reflection process of pre-service EFL teachers before entering the EFL classroom by employing an in-depth content analysis of the students’ reflective portfolios. Their findings shed light on the necessity of including reflective thinking in pre-service teacher education courses from the very beginning, and not only during the teaching practice.

Mira Bekar’s article, “Interculturality and Interdisciplinarity in Bachelor Thesis Writing: Mentors’ and Mentees’ Perceptions” explores some aspects of the Anglo-centred academic literacy promoted in a non-native English academic context. Through surveys and semi-structured interviews, she finds that students’ positioning in their BA theses is affected by the transcultural instruction and the local institutional requirements.

Milena Sazdovska-Pigulovska analyses the emotional consequences students experienced from the digital transformation of education during the pandemic in her article “The Effect of Distance Learning on Student Emotional and Social Well-Being in a Pandemic Context”. After analysing the results of the online survey she conducted, Sazdovska-Pigulovska concludes that a variety of emotional intelligence-related activities can be integrated in the teaching process to improve students’ generic competences such as self-awareness, self-management, motivation and empathy during online education.

Finally, in the article titled “Cardenio’s Various Fortunes”, Igor Popovski follows Stephen Greenblatt’s work on cultural poetics and cultural mobility, specifically focusing on issues of authorship, mobility of ideas and texts, the relationship between society and literature, to retrace the trajectory of Cervantes’ *Don Quixote* from Spain to England in the early XVII century and examine its reception among the writers of the time. In addition, he critically analyses a few texts in circulation, the most recent findings and conclusions on the Cardenio issue, as well as XXI century adaptations of the play around the world.

On the behalf of the Organising Committee of the ESIDRP conference (Mira Bekar, Rumena Bužarovska, Elena Ončevska Ager, Zorica Trajkova Strezovska, Milan Damjanoski, Kalina Maleska, Ivana Duckinoska-Mihajlovska, Maja Joševska-Petruševska, Aynur Kaso, Anastazija Kirkova-Naskova and Nataša Stojanovska-Ilievska) and the Editorial Board (Mira Bekar, Nataša Stojanovska-Ilievska and Maja Joševska-Petruševska), I would like to express our gratitude to the reviewers for their selfless professional work, as well as to the authors for their contributions.

Dr. Zorica Trajkova Strezovska  
Guest Editor