

Welcome to the first issue of “*Professional Discourse & Communication*” in 2022. By its Volume 4, the journal has become the platform that brings together researchers in different areas of inquiry with the focus on the language and speech of professional institutional interaction. *PDC* aims at facilitating knowledge exchange among specialists in functional linguistics, pragmatics, discourse studies, stylistics, rhetoric, sociolinguistics, cognitive linguistics, cultural studies, language teaching and learning as well as many other spheres that express scientific interest in multiple aspects of professional communication. We hope to promote the publication of thought-provoking high-quality papers, covering a wide range of topics with a broad appeal while giving a say to both new researchers and well-established scientists. The editorial team invites all our readers to consider submitting their work in the mentioned areas to *PDC* and to propose special issues in topic areas of emerging importance to the field.

Volume 4 Issue 1 of “*Professional Discourse & Communication*” presents a selection of articles by authors from China, Russia, the Philippines, Ukraine, Uzbekistan, covering topics in linguistics of professional communication and practices of teaching languages for specific purposes. The current issue comprises research papers and viewpoint essays on different kinds of professionally-oriented institutional discourse and communicative spheres, including the evolution of concepts in mass media discourse, the essence of communicative activity in the discourse of British and American newspapers, internet-based communication in social networks as a powerful tool in business, linguistic personality of a Russian clergyman, multiple aspects of teaching foreign languages for specific purposes and streamlining professional-pedagogical activities of EFL teachers who work via Internet-based learning platforms, meta-subject strategies in secondary school education.

Volume 4 Issue 1’s authors cover an array of problematic areas of study, namely semantic network analysis of media representation of coronavirus, functional analysis of pragma-semantic properties of English mass media discourse as a systemic informational field, the connection between carefully planned and meticulously structured online advertising discourse and the success of private enterprises, cognitive-linguistic analysis of self-directed religious memoir discourse as a part of professional communication of a Russian Orthodox priest, methodology of creating personalized online ESP / EFL courses, synchronization of syllabi and professional cooperation among teachers of different subjects.

In the opening paper “The analysis of the COVID-19 image evolution in English mass media discourse” Anna Tikhomirova uses the methodological tool of semantic network analysis to explain how the representation of coronavirus in the ever-evolving discourse of mass media has changed since the first massive outbreak in early 2020. The research suggests that by analyzing the occurrence and frequency of keyword clusters it is possible to comprehend opinions and attitudes of politicians and journalists to the then exotic disease, and the gradual modifications to the image of the virus in British public consciousness, which may be also connected with speech manipulation and mind shaping as part of journalists’ professional activities, with a purely medical issue transitioning to a major social and political factor.

“Nationally orientated communication as the basic function of professional activity in English mass media” by Yulia Trofimova and Maria Mosyagina presents a comprehensive outline of English mass media discourse as a complex multilayered communicative system with its own peculiar parameters, defined by professional standards of journalists and long-established traditional norms of written verbal interaction with readers. The study seeks to identify the functional significance of gender specifics in this type of discourse, emotional speech and rhetorical expressiveness, and national identity as reflected in the way the functional perspective is constructed in media texts.

Joanna Paula Perez, Jhoyce Dialyn Poblete, and Louie Giray’s “A narrative inquiry into the role of social media in online businesses in the Philippines” demonstrates how the synergy of extralinguistic factors, the specific linguistic situation in the country, and the growing popularity of Web 2.0 tools gives rise to the unique Filipino consumer-oriented discourse of self-presentation. Through the methodology of narrative inquiry and semi-structured interviews with elements of discourse analysis the authors describe the driving forces of modern professional business activities, related to advertising, product promotion, and engendering clients’ loyalty and satisfaction.

Anastasia Timofeeva’s “Linguo-cognitive level of a clergyman’s linguistic personality (based on the autobiographic memoirs of archpriest Alexy Rezukhin)” is devoted to a highly specific variation of professional discourse, which combines memoirs and reflections of a priest with preaching moral values and religious beliefs. The author works with a one-of-a-kind empirical material, comprising a text, written by an archpriest to depict a harsh historical period in the life of Vologda clergy from the 1930s to the 1940s. The paper highlights distinctive linguistic features, typical of a clergyman’s speech in those days, and individual speech mannerisms and stylistic details in the portrait of A. Rezukhin’s linguistic personality. Statistical analysis of lexical units contributes to the description of religious discourse from a cognitive-linguistic perspective and reveals the qualitative and quantitative specifics of an average XXth-century Orthodox priest’s thesaurus.

In “Personalising EFL courses for online learning (based on Skyeng online courses for adult learners)” Ksenia Smyshlyak describes a detailed algorithm of developing a full-fledged online EFL course, adjusted to the learning needs of concrete individuals. The author sums up her accumulated experience as a senior methodologist in an educational institution to share valuable guidelines and useful insights on how to successfully implement the personalized approach in the course and lesson development. This paper may be of particular interest to both researchers in education and distance learning, and practitioners, as it covers such important professional aspects as personalized syllabus structures, the choice of teaching materials, personalized assessment, teachers’ behavioral patterns.

Nelly Krasovskaya and Irina Sharifova’s “Meta-subject approach in the lessons of the humanitarian cycle: using fragments from the texts by Leo Tolstoy” explores the benefits of professional communication and mutually advantageous cooperation of teachers. The authors demonstrate, that it is possible to tap into the synergetic educational potential of “War and Peace” by Leo Tolstoy, enriching students’ knowledge of literature, culture, history, and linguistics by synching lesson plans of different disciplines in a special meta-subject unity. The authors conclude, that such an approach to school syllabi helps form crucial skills of independent critical thinking and comparative analysis of facts.

The final paper of this Issue “Linguistic and cultural knowledge acquisition in terms of the multimodal approach to EIL studies” by Olga and Elizaveta Vishnyakova deals with

ways to facilitate the process of intercultural professional communication with the help of new methods of knowledge and skills acquisition while teaching English as an international language. The authors carried out a survey among two groups of students to assess the significance of teaching Standard English as the model to imitate and emulate in the course of EIL learning and how the multimodal approach helps optimize the educational process.

We hope our readers will enjoy the selection of papers chosen for the current issue of the journal. We really appreciate all the authors' contributions and would like to thank them for the quality articles they submitted.

Editor-in-Chief
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