



### **Editorial ELTA Journal**

ELTA, teachers' association in Serbia is proud to present the second issue of ELTA Journal.

In this first issue, last December, we presented the ideas that have shaped the creation of ELTA Journal and, this year, we would like to introduce new ideas that have guided us in developing this issue.

Our aim was to connect research and practice and to present some theoretical considerations in the field of ELT. Our journal is blind peer-reviewed, allowing our authors to have their articles rechecked, reevaluated and inspected by unbiased experts.

Carefully selected articles that we have prepared for you in this issue are written by teachers, associate professors and researchers in the ELT field. For some authors this is another way of reflecting on their practice and, for others, this is a form of teacher development.

We are particularly proud that, as in the previous issue, our contributors are both domestic and international, and tackle interesting research areas in their studies in theoretical discussions. Our readers might be interested in an article by Radmila Palinkašević on a very current topic of bilingualism and its advantageous and disadvantageous effects on cognition and third language acquisition. Join another one of our colleagues Brankica Bojović in her exploration of the rich experience of translating metaphors from SL to TL and vice versa, and her use of Newmark's translating methods in her classroom practice with students. Our contributor from a Tribhuvan University in Nepal, Pramod Kumar Sah, gathered and analysed data on how the undergraduate students in China, through their peer interactions, mediate understanding about the new language introduced to them and how they develop language competence. See what the result was of the joint study of Aleksandra Oletić from Stockholm University and Nina Ilić from University of Novi Sad on levels of intrinsic and extrinsic motivations to learn English as a foreign language among high school and university students. Ali Erarslan and Devrim Hol explored language interference and transfer of L1 into L2 when students do a translation test, while a UK freelancer Willy Cardoso shared with us his consideration of how teaching is a form of artistry, stressing the

importance of teacher intuition, and value of inquiry and collective engagement. Zorana Vasiljević will familiarize you with collocation studies in corpus and applied linguistics and offer suggestions for making criteria for the selection of target collocation, and developing activities that help students learn them and use them autonomously. Last, but not least, ELTA's known contributor, Nina Kisin, discussed the ways of teaching business English vocabulary which is a rich source of new terminology in English and used around the world. The Editorial team would like to thank all the people who contributed to this issue and our former Editor-in-Chief, Ms Marija Ivanović, who was also among the initiators of ELTA Journal.

We owe much gratitude to eminent professors and colleagues who reviewed the articles and, of course, to our contributors whose ideas will help advance the EFL research and the teaching practice.

We hope you enjoy reading this issue and we look forward to receiving your feedback and article contributions for our next issue.

Yours faithfully,

ELTA Journal Editorial Team