



Editorial ELTA Journal

Dear colleagues,

We are pleased to announce to have published the third issue of *ELTA Journal*. The editorial mission, to connect research and practice in the field of ELT, to promote interdisciplinary publications and to incorporate international perspective, has guided the team to base their decisions on relevance, quality, clarity, and style. We continue to look for worldwide contributors to offer a variety of knowledge, ideas, and approaches.

ELTA Journal is a peer-reviewed journal published once a year. Manuscripts are subjected to a double-blind peer review by at least two reviewers who are experts in the field. The policy ensures that the name, institution and the country of submitting authors are hidden from peer reviewers and vice versa. Thus, authors have an opportunity to receive high-quality, unbiased feedback and expertise from the evaluators. In order to acknowledge the teaching profession, *ELTA Journal* continues publishing articles produced by teachers and the ELT practitioners, as well as associate professors and researchers from all over the world.

In this issue, Feng Teng and James Wong, from Nanning University in China, introduce the Asian context in teaching English to our readers. In their article "Speed Speaking: A New Activity to Engage More Learners to Talk" they present a new concept for teaching spoken English.

Our contributor from Aleksinačka Grammar School in Aleksinac, Serbia, Bratislav Milošević, promotes self-improvement not only in linguistic but also in cultural and social terms through his article "Using a literature-based approach in the acquisition of compounds from Stevenson's novel *The Strange Case of Dr Jekyll and Mr Hyde*".

In the paper "Of Humans and Animals: Domestic Animal Names for Men and Women in English and Serbian", Gorica Tomić, from High School Sveti Sava in Požega, Serbia, focuses on the relationship between culture and language. The author analyses animal metaphors used by native speakers to refer to humans.

The huge potential of metaphors is demonstrated in the paper "Multi-functionality of Metaphors in the Eco-Moral Discourse of the British Press" by Valentina Khrabrova, from National Research University and Higher School of Economics, in Saint-Petersburg. The author uses an example of a news article to show the importance of background knowledge for understanding particular uses of metaphors.

If our readers agree that pronunciation is the key component of the communicative competence of language learners, which is rarely given the curricular attention, they should read the article "Project-based Instruction for Pronunciation Accuracy" by CeAnn Myers and Nicholas Velde, from Nagasaki University and Center for Language Studies, Nagasaki, in Japan. The authors describe the project and explain the steps taken while implementing it. They offer guidance for training students to become more accurate in their pronunciation.

The research "The relationship between metacognition and Business English learning" by Nina Kisin, from Novi Sad Business School, Serbia, has both theoretical and social

significance due to an attempt to highlight metacognitive strategies as a useful way of learning a foreign language.

Our readers might be interested in the suggestion of a joint small-scale case study of Ali Karakaş, Sahar Matar AlZahrani, and Yusop Boonsuk, from Southampton University, UK, that training in repairs for written as well as spoken interaction as a type of communication strategy should be part of the English language teaching curriculum. In this paper, “Organization of Repair Structures in Dyadic Written Exchanges among Facebook Users”, the authors explore how individuals cope with breakdowns while exchanging text messages on Facebook, since such grammatical, lexical or pronunciation errors also occur in online communication, just as in real-life communication.

Vafeidou Avgi, from Aristotelio College, Greece, discusses the ways of facilitating vocabulary learning. In her article “The nightmare of new lexis: how to improve retention and retrieval” she encourages maximum exposure to recycling and revisiting the words for effective development of the productive competence.

The editorial team would like to express their appreciation to all the contributors for the time and effort that they have put into making this issue successful. We extend our gratitude to eminent professors and esteemed colleagues for their gracious expertise in reviewing the articles. We would also like to thank the ELTA Board for their support. Thank you to the people who recognized the enthusiasm and volunteer work of the editorial team and all those of you who supported our campaign in Crowdfunding. <https://www.indiegogo.com/projects/elta-journal--2#/> We really appreciate the help.

We hope this issue will be of broad interest to the readership of the journal and we look forward to receiving the feedback.

We would encourage the submission of articles to further the advancement of the teaching profession.

With best wishes,

ELTA Journal Editorial Team