



Editorial ELTA Journal

Dear colleagues,

We are pleased to announce the publication of the fourth issue of ELTA Journal. Our mission is to promote research and the practice of language learning and teaching and to present some theoretical considerations in the field of ELT. The ELTA Journal welcomes submissions of previously unpublished manuscripts on any topic related to the field of language learning and teaching. We particularly encourage authors to submit articles written so that they are accessible to a broad audience of educators. We also welcome contributors from around the world who would like to be published because we value their different perspective and approach.

The ELTA Journal is peer-reviewed and published annually. Manuscripts are subjected to a double-blind peer review, which ensures that the name, institution and the country of the submitting authors are hidden from peer reviewers and vice versa, providing the authors, thus, with the opportunity to have their articles rechecked, reevaluated and inspected by unbiased experts.

For another year, we are very happy to present domestic and international voices in our Journal. In this issue, Ivana Martinović Barbul from Novi Sad Business School/Novi Sad (SERBIA) uses Problem-based learning (PBL) as an effective approach of helping students to integrate the knowledge and concepts previously learned as they solve interdisciplinary and real-situation problems. Her article's goal is to improve teaching writing in ESP classes and help students to integrate and apply the learned knowledge.

In her article, Jayne Whistance (University of Southampton, UK) provides a brief overview of Pinterest as a social bookmarking tool for learning and its benefits in increasing student engagement, enhancing accessibility and developing employability skills and she then suggests ways in which Pinterest can be used both inside and outside the classroom.

Vraka Vagia-Anastasia (GREECE), in her article 'Promoting British Culture, History and Literature with a WebQuest' presents the utilization of an original WebQuest based on Charles Dickens' masterpiece "Oliver Twist" created by the writer in order to teach British history, culture and literature to a class of ten-year-old students in a Greek primary school.

The three constructivistic lessons based on it aim not only at enriching students' *schemata* about Charles Dickens, the novel "Oliver Twist" and the historic era presented in it, but also at promoting students' research skills, socio-cultural competence and active involvement.

Svitlana Tubaltseva (Admiral Makarov National University of Shipbuilding, Mykolaiv, UKRAINE) takes the position that most traditional coursebooks are quite standardized and offer traditional repetitive tasks. The article discusses Tomlinson's framework 'Text-driven approach' which is aimed to help learners move away from their tendency to study texts so that they can engage with the text instead experientially.

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.

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