



Editorial ELTA Journal

Dear colleagues,

In the midst of the holiday season, we are proud to present the latest edition of ELTA Journal. We hope that the readership will find the papers presented here informative and insightful. Our field of work often presents numerous possibilities for us as teachers and researchers to feel puzzled or curious about all the aspects and challenges presented in front of us. Thus, the papers in this issue are thought-provoking and possibly inspirational for us to examine the topics further or shed a different light on them, from inclusion, dyslexia, differentiated instruction, viewing the listening skill as a dynamic process, analyzing pre-reading strategies or exploring ESP.

The article called *Students' Active Involvement in the Creation of Authentic Listening Inputs used in a Listening Lesson: An Alternative Approach* by Vraka Vagia- Anastasia, sheds a new perspective on the listening skill. It is no longer viewed as a passive activity, but rather as a dynamic process with active participations on behalf of learners. The listening skill is also viewed as an integrative skill which involves all the remaining skills, as well. The paper presents the outcomes of a listening lesson where learners contributed to the creation of authentic listening texts in order to teach them how to learn to listen, instead of listen to learn.

The article *Application and Evaluation of Differentiated Vocabulary Instruction in an EFL Greek Primary School Context* by Despina Evgeni deals with the topic of differentiated instruction which is defined as a pedagogical approach which adjusts instruction to suit the needs of individual learners, which is very useful when working with mixed-ability classes. Given that traditionally instruction is directed at the average learners, differentiated instruction can become quite a challenge. This paper investigates the effects of differentiated instruction to young learners, providing detailed lesson plans which were used in the intervention stage of this short-scale research.

The article *Understanding and Acquisition of Modern Pharmaceutical Terminology at the Studies of Pharmacy in Serbia* by Leontina Keričan, Marija Đorđević, and Zorica Antić explores the results of the survey applied during 2015 at the Faculties of Pharmacy in Belgrade, Novi Sad and Niš. The key goal was to explore the correlation between LGP and LSP in pharmaceutical technical language i.e. the level of understanding of the English

pharmaceutical terminology by testing the students and teachers involved in teaching at the Faculties of Pharmacy in Serbia. According to the results, the survey shows that understanding and translation of pharmaceutical terminology is very challenging task both for the students and the teachers at the pharmacy studies in Serbia.

Our colleague Penelope Papadopoulou investigated the issue of teaching students with learning difficulties. Her paper states that students who may face or have already faced a learning difficulty do have the undeniable right to receive education, and we, as their teachers need to be fully aware of the possible difficulties in question. The paper called: The Acquisition of English as a Foreign Language in the Case of Dyslexic Students aims to detect the difficulties of dyslexic students and offers sustainable ways how to integrate them in the classroom. The author developed questionnaires for the purpose of this study which were further analyzed in terms of how to help such learners overcome difficulties when acquiring vocabulary and grammar rules.

The article called Using Pre-reading Strategies with EFL Students to Facilitate Successful Reading Comprehension, by Iskra Stamenkoska provides an insight into the nature of the reading skill. The author examines the nature of the development of the reading skill, i.e. how learners interact with a given text. The author examines the effect of three pre-reading strategies preceding intensive reading activities with the aim to activate readers' prior knowledge known as schema.

ELTA Journal 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.

We would like to invite you to read the papers and encourage you to send your research results for the following issue.

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.

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