

Editorial note

We are happy to present the new issue of EXELL (Explorations in English Language and Linguistics), which contains a variety of topics about the English language and ELT.

First, we would like to express our appreciation and thanks to Professor *Penny Ur* who was one of the plenary speakers at the TETA conference held in Tuzla in June 2014, for kindly accepting to be our guest in this issue. Her paper *Where do we go from here? Method and pedagogy in language teaching* opens with some definitions of a language teaching method and a brief overview of some popular language teaching methods proposed as 'the best' in the past and nowadays. Each such method prescribes a set of learning procedures rooted in a particular theoretical conceptualization of the nature of language and language acquisition, based on linguistic and applied linguistics research. The author argues against language teaching methods as being too rigid and suggests that the principles guiding teachers in selecting procedures should not be dictated by any particular method recommended by researchers or theoreticians. Teachers should abandon a single recommended language teaching method, and use the model she calls a *language pedagogy*. Such pedagogy should be shaped by various general pedagogical – not only language-learning – considerations, as well as by local factors, and determined by the teacher her- or himself based on her or his experience and other professional knowledge sources.

In her paper *The phonesthetics of blends: A lexicographic study of cognitive blends in the OED*, *Chris Smith* presents her study of 285 morphological and cognitive blends (attestation dates 1200–2012). The author investigated the role of phonesthemes in the structuring of the English lexicon and her analysis shows a disparity between older (1200–1900), and recent blends (1903–2012). Sound symbolism plays an overriding role in over 50% of older blends, leading to a study of initial phonesthemes (i.e. consonant clusters). Several case studies of diachronic semantic shift attested in the *OED* point to the existence of multidirectional motivation ties. This preliminary study supports the psycholinguistic theory that 1) there is a structured secondary sound symbolism in English, and that 2) it is still productive today and may play a role in the creation of neologisms as well as ensuring their survival. The author concludes that this preliminary study shows evidence of multidirectional motivation in cognitive blends in the *OED*, and paves the way for further research into the role of phonesthetic reanalysis in the organisation of the lexicon.

Mirna Begagić points out the importance of proper use of collocations for English language students who are native speakers of the Bosnian/Croatian/Serbian (BCS) language. Her paper, *English language students' productive and receptive knowl-*

edge of collocations examines the productive and receptive knowledge of lexical collocations in order to assess students' collocational competence. The results indicate students' poor collocational knowledge. This can be due to the fact that collocations of the language students are learning are interfering with the collocations of their mother tongue, but also due to the way students are taught English (vocabulary negligence in comparison with grammar and unawareness of the importance of collocations in language learning). The author concludes that more effort should be made towards developing learners' collocational competence, taking into consideration their importance in the process of language acquisition.

Finally *Asmir Mešić* presents *TETA's 2nd International Conference 'Advancing the EL Classroom: An Interdisciplinary Approach'* which was held in Tuzla, June 13-14, 2014.

We would like to thank our readers for their interest in our journal.

Editorial Board