

## Editorial note

This issue of ExELL deals with issues related to ELT methodology. The papers are based on experiences and studies of authors teaching English at different levels and for different purposes.

In their paper, *Motivation in foreign language learning: a look at type of school environment as a contextual variable*, Višnja Pavičić Takač and Nives Berka explored motivation as one of the most important affective factors in language learning. The aim of this study was to determine and compare types and intensity of motivation of learners attending two types of secondary schools: grammar and vocational schools. The motivational dimensions investigated in the study include pragmatic-communicative, integrative and affective motivation types, as well as two demotivators, the teaching setting and learning difficulties. The results of their study showed that the most representative type of motivation is pragmatic-communicative, followed by affective motivation. The most representative demotivator is the teaching setting.

Jasna Potočnik Topler examined the process of teaching English for specific purposes at the Faculty of Tourism of the University of Maribor, Slovenia using coursebooks and authentic supplementary materials. Her survey showed that the students of the Faculty of Tourism prefer supplementary authentic materials to coursebooks because they find them sufficiently interesting or challenging

Sanel Hadžiahmetović-Jurida analysed how first year undergraduate students of English in Tuzla develop their broad and narrow transcription skills in his paper *From Introduction to Phonemic Symbols to Development of Transcription Skills: A Case Study in the English Department at University of Tuzla*.

We appreciate your interest in our journal and we hope you will stay with us in the future.

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