

EDITORIAL

This issue of *Scripta Manent* features one keynote speech paper and three research papers, each addressing one of the many cornerstones of the teaching and learning of languages for specific purposes: teaching and learning methodology, needs analysis, discourse analysis, and language learning motivation.

The editors of *Scripta Manent* are especially proud to announce keynote speech papers as a new paper type that will be published in our journal in the future. Therefore, Sara Laviosa's keynote speech paper "LSP Teaching within a Plurilingual Perspective" is based on her keynote speech presented at the 2nd International Conference of the Slovene Association of LSP Teachers, held online on 15 and 16 October 2020. The paper investigates the nature of pedagogic translation and its revitalisation in the teaching and learning of languages particularly since the turn of the century, and illustrates how translation pedagogy is being gradually integrated in LSP teaching. Another important aspect that is highlighted in this paper is the challenges posed by our increasingly plurilingual and pluricultural societies, and the elaboration of competence frameworks in language education, such as the one put forward by the Common European Framework of Reference for Languages (CEFR) with new descriptors. In the final section, translation-oriented methodologies devised for LSP learning and teaching are presented through a careful examination of examples from three undergraduate coursebooks that draw inspiration from the plurilingual stance upheld by the CEFR.

Needs analysis as the first step toward the design of LSP courses tailored to the learning and target needs of LSP learners is presented by Danijela Nejkić and Jelena Bošnjak in their paper titled "Needs Analysis in English for Security Studies". The paper emphasises the importance of triangulation and eliciting needs analysis data from different stakeholders, in the presented case from students and academic staff. A questionnaire, used as the main research instrument, was drawn to elicit the stakeholders' opinions on the importance of different language activities, merged into broader categories, for the future careers of students of security studies. These categories, borrowed from the division of language activities in the CEFR Companion but adjusted to the context-specific research, are listening comprehension, reading comprehension, audio-visual reception, spoken production, written production, spoken interaction, written interaction, online interaction, and mediation. The application of principal components analysis resulted in ten language activities from the listening comprehension, reading comprehension, written interaction, and spoken interaction categories that will represent the core language activities of English language courses at the Faculty of Security Studies of the University of Belgrade.

The starting point for Darija Omrčen and Mirjana Bautović's genre analysis in their paper "Generic Structure of the Olympic Games-related Brochures" is that today's globalised society relies on a multitude of contemporary communication means to enable the conveyance of information to target audiences, which also applies to brochures as an advertising medium used to promote large sporting events such as the Olympic Games. Therefore, the aim of their research was to analyse the degree of uniformity and rhetorical move structure of a sample of eight brochures promoting Olympic Games-related sporting competitions. Importantly, the results corroborate the general variability of genres across time in that recent brochures incorporate concepts that were previously not present and that are indicators of societal change: fully inclusive society, sustainability-related issues, green economy, new business models, and human rights issues. Moreover, these brochures are characterised by different purposes, including promotional, informational, educational, health-related, cultural, environmental, and commercial purposes, and can thus be considered as realisations of a hybrid genre.

Last but not least, Csaba Kálmán's paper "The Role of ESP in Motivating Adult Learners of English: A Questionnaire Study in Hungarian Corporate Contexts" relates the concept of motivation to the concept of language learners' needs, in this paper the needs of adult learners of English for specific purposes (ESP) in a corporate context. The importance of ESP in motivation is explored together with nine other teacher-related dimensions measuring the teacher's role in generating and maintaining the language learning motivation of adult corporate learners: appearance, atmosphere, focus on the present, free choice of topic, getting to know the learner, personal branding, personality and behaviour, personalised teaching, and preparedness. The results show that incorporating ESP in the syllabus plays a significant role in motivating adult learners of English in Hungarian corporate contexts. Next, personalised teaching, the teacher's preparedness, and personality and behaviour seem to be the teacher-related factors that can have the greatest impact on the learners' (extrinsic) motivation. Finally, the salience of instrumental orientation in corporate contexts can, through the dimension of ESP, contribute to the development of adult language learners' professional selves, and thus reach beyond the boundaries of language teaching and learning.

Violeta Jurkovič

Editor-in-Chief

Nives Lenassi

Guest Editor