

## EDITORIAL

In this issue of Scripta Manent, the Journal of the Slovene Association of LSP Teachers, a collection of papers is presented that explore new approaches in LSP education, ranging from topics related to teaching and learning methodologies to specific case studies and practical applications. These papers offer valuable insights into the challenges and opportunities faced by educators and researchers in the field of language teaching, learning, and assessment. The sequence of papers is structured to provide nuanced insights and perspectives that contribute collectively to a holistic understanding of innovative pedagogical practices and assessment methods within distinct language contexts.

The first paper by Stefania M. Maci, titled *LSP Curriculum Development: From Theory to Practice*, provides a comprehensive overview of Language for Specific Purposes (LSP) curriculum development, emphasizing the importance of understanding the specific needs of students and adopting a systematic and defensible approach. Through practical examples and a self-ethnomethodological approach, the paper demonstrates the process of creating an LSP syllabus for an MA program in tourism planning and management, highlighting the complexities of curriculum development in the context of professional needs and internationalization trends.

Following the challenges posed by the COVID-19 pandemic, the landscape of education has undergone significant transformations, with distance learning becoming a predominant mode of instruction. Through a quantitative survey method, the research paper by Tilen Smajla titled *Distanzunterricht während der Covid-19-Pandemie: Ansichten von slowenischen Universitätsprofessor:innen und -studierenden zu didaktischen Aspekten* explores the attitudes of both students and professors towards distance learning, shedding light on the diverse perspectives and experiences within the educational community. The paper highlights the need for clearer communication and adaptation of didactic approaches to the new normal. The findings underscore the importance of developing strategies for distance teaching in preparation for future challenges. This study builds on previous studies (e.g., Kaban, 2021), where a notable trend of low attitudes towards distance learning was revealed, underscoring the importance of addressing various factors such as access to technology and level of participation in virtual classrooms to enhance the quality of distance education.

In a parallel exploration, Karmelka Barić's research paper titled *Nachhaltigkeitsaspekte in Curricula an technischen Hochschulen in Serbien – Wohin mit der Nachhaltigkeit?* examines sustainability aspects in curricula at technical higher education institutions in Serbia. Drawing from sustainability goals outlined in the 2030 Agenda, Barić explores their integration into

the framework curricula for teaching German as a foreign language. Through a survey of students and employees, the paper identifies areas for focusing on environmental issues in curricular frameworks, highlighting the importance of aligning language education with sustainability goals in higher education settings.

Following the insightful research findings on curriculum development, attitudes towards distance learning, and sustainability integration, the issue also presents four teaching reports that offer practical insights into innovative pedagogical practices in language education. In their teaching report titled *Supporting the Learning Process of LSP Learners with a Coaching-Oriented Approach*, Alexandra Szenich, Asztalos Réka and Agnes Pal present a case study of the CORALL international project, which promotes a change in pedagogical culture towards a coaching-oriented approach in LSP teaching. Through examples and insights from the project, the paper explores the integration of coaching-oriented methods in LSP syllabi, and emphasizes the active role of students in the learning process.

The subsequent teaching reports explore the development of teaching materials and methodologies, addressing the need for comprehensive guidance in LSP materials design and pedagogy. Namely, the creation of teaching materials is an integral aspect of the teaching journey for many LSP instructors. While numerous studies explore the development of foreign language teaching materials, there remains a scarcity of research focused specifically on LSP materials development, leaving potential authors without clear guidance on the design process. This underscores the necessity for research aimed at elucidating both the intricacies of coursebook design and the formulation of comprehensive design principles (see, for example, Ellederová, 2021). In light of this need, Marija Meršnik, Danijela Đorđević, and Jelena Anđelković's teaching report titled *Tailor-Made ESP Teaching Materials for HEIs – Two Case Studies* offers a timely exploration into the design of custom-tailored ESP coursebooks for Higher Education Institutions (HEIs) specializing in agriculture, food technology, and management in Serbia. Through examination and comparison of two case studies, the paper meticulously dissects various facets of coursebook design, providing valuable insights into lessons learnt and areas for refinement within the materials design process.

Having explored the intricacies of coursebook design, the subsequent teaching report by Ana Vujović and Miroslava Ristić titled *Les TIC dans l'approche par projet de la langue de spécialité* explores the integration of digital technologies in project-based language teaching, presenting innovative approaches to enhance pedagogical practices within specific language contexts.

The issue concludes with the teaching report titled *Transitioning from Paper-Based to Web-Based Testing in an ESP Course at HEI* by Jovana Jović and Marija Stojanov, who address the challenges and opportunities of transitioning from paper-based to web-based testing in an ESP undergraduate course. Through a descriptive study, the paper outlines the process of implementing the Moodle learning platform in language assessment, highlighting the practical benefits and considerations of web-based testing.

Overall, these papers and reports offer a rich tapestry of insights into innovations in language education and assessment. From curriculum development and coaching-oriented approaches to sustainability integration and digital technologies in language teaching, each paper contributes to our understanding of effective pedagogical practices and assessment methods

in specific language contexts. It is hoped that this collection of papers will inspire further research and innovation in the field of LSP, ultimately contributing to the enhancement of teaching and learning experiences for students and educators alike.

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## References

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