

## **SPECIAL ISSUE: LANGUAGE FOR SPECIFIC PURPOSES – TRENDS AND PERSPECTIVES**

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Editorial

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This special journal issue comprises articles in the field of Language for Specific Purposes (LSP), most of which were presented at the Language for Specific Purposes: Trends and Perspectives International Conference held on 17-18 September 2021 in Budva, Montenegro. The conference was organised as part of the Erasmus+ ReFLAME project (Reforming Foreign Languages in Academia in Montenegro). ReFLAME is a CBHE project, the aim of which is to strengthen the capacities of Montenegrin universities to offer modern, market-oriented foreign language education for non-philology students, in response to the growing demand for foreign language skills in most work positions. The project is coordinated by the Faculty of Philology of the University of Montenegro, in partnership with the University of Donja Gorica, and Mediterranean University from Montenegro, and the University for Foreigners of Perugia, the University of Warsaw and the University of Zagreb as EU partners.

The LSP conference provided an international forum for sharing experience, knowledge and results related to the theory, methodology and practice of teaching languages for specific purposes. It brought together over 100 researchers and practitioners from various countries who were focused on modern LSP concepts and approaches, establishing links with the needs of both academia and the labour market. The conference participants presented their research

results, projects and experience, showing significant advances and demonstrating good practice in different areas of LSP.

The current journal issue includes 19 articles that revolve around seven thematic issues related to the LSP field: LSP and Higher Education, LSP and E-teaching and E-learning, ESP Coursebook Design and Materials Development, Corpus-based Research in ESP, the Pragmatic Aspects of LSP discourse, ESP and Literature, and ESP and Translation.

This special journal issue opens with the article “ESP and Internationalization of Higher Education and Research” in which the researchers Biljana Mišić-Ilić and Jasmina Đorđević highlight the importance of a theoretical grounding in ESP and EMI combined with empirical research for creating courses that would be specifically tailored to meet the needs of university lecturers, staff and students in the context of the increased internationalization of HE and research. More specifically, the authors describe in detail the design of the course and the results of the needs analysis performed to gain more precise insights into particular teaching and writing practices, the experience of learning, the language knowledge acquired and the needs of the prospective participants.

The following paper “Language for Specific Purposes in Academia vs. Labor Market Needs: Trends and Perspectives in Montenegro” written by Petar Božović, Deja Piletić and Igor Lakić outlines the key findings of a study carried out in Montenegro which sought to provide an overview of the current state of play in language for specific purposes teaching and the actual needs from the perspective of students, university staff members (both academic and nonacademic) and employers. The article also offers some suggestions on paving the way forward.

Branka Živković and Igor Lakić, in their article “Assessment of FL Syllabi at three Montenegrin Universities” present how the process of FL syllabi assessment at the three Montenegrin universities has been carried out and which results have been obtained. They conclude that the findings will be of great use in the development stage of the Erasmus+ ReFLAME project and in one of the tasks dealing explicitly with updating the current FL syllabi at the University of Montenegro, Mediterranean University and the University of Donja Gorica. Updating the syllabi means harmonising them with the law, improving their quality and making their content more modern, so as to enable professors and students to achieve better FL teaching and learning results at the Montenegrin universities.

Piletić, Luburić and Mušura, in their research article, analyse the extent to which the teaching of Italian at the University of Montenegro corresponds to the real needs of the students related to the labour market, which they enter after completing their Bachelor’s degree. For this purpose, their paper presents the results of the analysis of the current syllabi of Italian as a Second Foreign

Language, which are linked to the results of the analysis of the attitudes and expectations of the students who take these courses. Miljen Matijašević gives an overview of the LSP teaching at the various departments of the Faculty of Law of the University of Zagreb.

The next grouping of five research articles investigate the area of LSP and E-teaching/E-learning. The article “Lessons Learned on Academic Integrity in E-Teaching and E-Learning during the Coronavirus Crisis” by Vlatka Ivić and Blaženka Šošćarić focuses on exploring the opportunities and problems of applying different task forms in e-teaching in order to ensure the most objective, realistic and fair results at the end of the specific courses, and to raise student awareness of the importance of academic and professional integrity. The paper ends with one of the lessons learned – English in Use topics covering vocabulary (word lists, collocations, idioms, and so on) and grammar (irregular verbs, plural forms, and the comparison of adjectives and tenses), are not suitable for online testing without surveillance and remote proctoring software, due to the extent of the opportunities and simplicity of cheating in this context.

In the research paper “Foreign Language for Specific Purposes Courses in the Specific Circumstances Caused by the Covid-19 Pandemic”, Vesna Đurović, Slavica Išaretović and Zorana Agić evaluate and compare the achievements of the students attending traditional classes before the Covid-19 pandemic and the achievements of the students attending online classes during the pandemic, so as to answer the main research question of whether the method of conducting and monitoring classes affected student success. Their findings show that the sudden transition from the traditional to the online method of monitoring classes did not result in poor student achievement, as expected at the beginning of the pandemic, but demonstrate that students had a better performance on the knowledge tests organised in traditional classes.

Danka Stojaković in her article “The Influence of the Digital Teaching of Language for Specific Purposes on Students’ Motivation” examines whether the switch to teaching in a digital environment had an impact in any way on the motivation of learners of a foreign language for specific purposes, and if there was an impact, whether it was positive or negative. She came to the conclusion that teaching in a digital environment had various positive impacts on factors related to external autonomy, including the fact that there was more freedom regarding the location and timing of the classes and that the teaching did not have to be delivered at a university faculty, which were mainly considered positive developments.

In the paper entitled “Online LSP Teaching - Challenges and Perspectives”, Katarina Radojković Ilić addresses the benefits and drawbacks of the online delivery of classes and compares online and traditional forms of teaching and learning. More specifically, the author presents the results of research conduct-

ed with the students of the Faculty of Law at the University of Belgrade and offers insights into the student experience of studying French legal language in an online learning environment during the 2020-2021 academic year.

The research article “Teaching Business English Online - Students’ Perceptions and Suggestions on Advancing the Online Learning Process” by Nikola Dimeski provides insights into students’ perception of the online teaching process at the Faculty of Economics in Prilep during the 2020-2021 academic year. In addition, proceeding from the identified benefits of e-learning, the author provides recommendations regarding the ways in which traditional and e-learning could be combined with the aim of improving the teaching-learning process in Macedonian Higher Education Institutions.

In their research article, Lilova and Jovović explore the possibilities of incorporating certain elements of literary analysis into the LSP classes, using the example of material from two plays that share the common topics of money, gaining or losing capital, and the moral aspects of wealth. They base this analysis on the use of two plays in the LSP classroom, *The Merchant of Venice* by William Shakespeare and *Death of a Salesman* by Arthur Miller.

In the paper “Twinning in Maritime English Teaching – Preparing Future Seafarers for Signing on” the authors Dževerdanović-Pejović, Đurović and Dlabadž share their valuable experience of liaising between teachers of English for Specific Purposes, professionals from the maritime sector and experienced seafarers at the Faculty of Maritime Studies in Kotor and provide insights into the twinning activities conducted with second and third-year students at that faculty, which seeks to prepare future seafarers for both job interviews and the mandatory paperwork required by recruitment agencies for their first experience of signing on as a member of a ship’s crew.

The next two papers focus on the area of ESP Coursebook Design and Materials Development – “Designing Material for Teaching English for Political Science and Diplomacy or How to be Up-To-Date with Potentially Outdated Material” by Jelena Pralas and Dragica Žugić, and “The Design and Use of Coursebooks in the Module of English for Specific Purposes (ESP), Case Study: ESP Teachers at Mascara University in Algeria” by Farouk Benabdi. Jelena Pralas and Dragica Žugić present an important challenge in the process of designing material for teaching Language for Political Science and Diplomacy – how to ensure that the materials are up-to-date, since they might be linked to current affairs at the time at which the material was designed, but these issues might not necessarily remain relevant in the future. In his paper, Farouk Benabdi identifies, explains and evaluates the teachers’ position towards ESP coursebook design, and gives recommendations related to that in the Algerian context. His paper shows the results of the survey conducted among a number of GE and ESP teachers from Mascara University, Algeria, and discusses the most important findings.

Stanka Radojičić and Predrag Novakov examine the use of hedging and boosting strategies in written academic discourse, specifically in scientific/research monographs in Linguistics and Geography in their paper “Hedging and Boosting Strategies in Linguistics and Geography - A Case Study of Student Perception”. In particular, hedging and boosting strategies in academia are analysed within the corpora of monographs written in the two abovementioned disciplines in English and in Serbian, in order to investigate the potential differences in the interactional discipline-specific practices. Moreover, the paper explores student perceptions of the hedging and boosting used in the written scientific discourse in both Linguistics and Geography.

Lejla Zejnilović, Vesna Tripković Samardžić and Žana Knežević discuss the pragmatic effects arising from the use of meta-argumentative verbs in a corpus of judgments delivered by the European Court of Human Rights (ECHR judgments) in their paper “Pragmatic Aspects of Judicial Discourse: Zooming in on a Nuanced Language Use”. The paper shows that the pragmatic effects of the recurrent meta-argumentative verbs in ECHR judgments can be analysed through the prism of politeness and legitimization strategies and provides suggestions regarding the ways in which corpus data can be used to raise learner awareness of the nuanced language that is pertinent to judicial settings.

The next two papers deal with the use of a corpus-based approach in ESP. In the research paper entitled “The Relevance of Online Video Clips for the Online Informal Learning of English for Transport Technology – A Corpus-Based Approach”, Violeta Jurković examines the relevance of online video clips to the online informal learning of English in the specific field of transport technology. More specifically, the author seeks to explore whether a careful selection of video clips in the specific domain of transport technology has the potential to support or supplement the core course materials. Based on the research findings, the author concludes that if carefully selected, video clips have the potential to support the formal language learning process, and should therefore contribute to the understanding of the potential of the online informal learning of English in discipline-specific settings.

Prathomwat Suraprajit, the author of the research paper entitled “Logistics Research Articles Written by Non-Native English Speakers: The Evidence from Corpus Tools”, uses the corpus tools AntConc, Sketch Engine, ConcGram 1.0, and RANGE to examine the word lists, collocations, and lexical bundles of logistics research articles in order to get a better understanding of the real English language used in the field of logistics for both academic and specific purposes. In addition, the author considers the pedagogical implications of the research findings and suggests their relevance in improving the writing skills of students.

Finally, Ivona Jovanović and Gordana Mušura present an analysis of some of the most common translation errors identified in translations in the field of tourism, providing suggestions on how to make this communication mode more effective in Montenegro, a country which is heavily reliant on this branch of the economy.

In conclusion, this special issue constitutes a valuable resource for a variety of readers, notably researchers and practitioners interested in LSP from the perspective of studying, best practice or research. Our gratitude goes to all the authors of the research articles and to those colleagues who have collaborated with us as reviewers.

The Guest Editors