

## EDITORIAL

This issue of *Scripta Manent* features three articles that focus on aspects of teaching languages for specific purposes (LSP), an article dealing with the development of resources for legal terminology and one on academic writing practices of non-Anglophone scholar, as well as a coursebook review.

In his paper “The ESP teacher as a researcher – From needs analysis to materials development”, Krajka deals with LSP teacher education in modern philology M.A. curricula and shows how a structured, research-based approach to specific domains can support teacher trainees in exploring LSP teaching and consequently help them acquire knowledge and skills that LSP teaching requires. Đorović and Zavašin’s paper “Integrating Elements of LSP Language Teaching and CLIL Methods in the Context of Tertiary Education” aims to establish what LSP and CLIL have in common using the case of Italian for students of Social Studies and Humanities. The overlap between the two approaches and students’ positive attitudes encourage the authors to argue for greater integration of LSP and CLIL. The third paper, “Analytic assessment of summaries in LSP classes: The challenges and benefits involved” by Sladoljev Agajev and Kabalin Borenić, considers what assessment of summary writing in LSP courses really involves, and reveals the various summarizing strategies undertaken by students in a university level Business English course.

Meeting the needs of legal experts, terminologists, translators and students when building a terminological knowledge base for legal terminology is far from being easy, as Peruzzo shows in her paper “From LSP trainers to trainees and back: what can be learnt from developing terminology resources for future legal experts”. Her study of student views reveals what information students believe they need most.

The final paper raised in this issue explores the challenges that non-Anglophone scholars need to deal with when writing manuscripts in English. Apart from that, in their article “Writing research articles in English: perception and practice of Serbian writers”, Mirović and Knezević also reveal the strategies non-Anglophone scholars use to deal with these challenges.

Last but not least, this issue of *Scripta Manent* also features a coursebook review by Nagy. She examines a recently published *English for horticulture 1: učbenik angleščine za poklicne programe s področja horticulture* by Urška Sešek and Simona Duška Zabukovec that targets secondary school students (teenagers and/or young adults).