

## EDITORIAL

Since its inception, *Scripta Manent* has been striving to be a high quality resource for the teachers and researchers of all foreign languages for specific purposes. Despite the prevalent role of English as a foreign language in the national and international contexts (Zorko & Jarc, 2014), it has been trying to provide equal opportunities to authors that discussed various facets of English as well as languages for specific purposes other than English, in particular German, Italian and French. Therefore, we are proud that this issue of *Scripta Manent* reflects its multilingual nature and hopeful that this trend will continue in the future.

The research article “La frase scissa nell’insegnamento dell’italiano per gli studenti di scienze umanistiche” examines cleft sentences in academic texts written in the Italian language in the field of the humanities. Given that the word order in cleft sentences does not follow the typical Italian subject-verb-object word order, students of Italian for Academic Purposes frequently encounter comprehension and interpretation problems when reading academic texts. Through action research, the author’s research goal was to explore the function of cleft sentences in comprehension problems, and teaching techniques that teachers can use to enable students to efficiently cope with cleft sentences in reception activities.

The first book review introduces the readers of *Scripta Manent* to the textbook on business communication in tourism *Geschäftskommunikation im Tourismus*, written by Nevenka Blažević. The reviewer concludes that the textbook can be effectively used for the teaching of German business communication in tourism at level B1 and that it is based on contemporary foreign language teaching and materials design guidelines. However, some suggestions for improvement are given, in particular with reference to the inclusion of audio(-visual) tasks and keys to exercises that would facilitate the use of the textbook for autonomous learning.

The second book review examines *English Language Teaching Textbooks: Content, Consumption, Production*, edited by Nigel Harwood. The purpose of this edited volume is to present contemporary studies in the relatively under-researched field of English language teaching textbooks. Because of the variety of research contexts and interesting suggestions for further research, this volume will find numerous interested readers among practitioners of languages for specific purposes.

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## Reference

Zorko, V. & Jarc, M. (2014, February). *Raziskovanje TSJ v slovenskem visokem šolstvu – Quo vadis?* Plenary presented at the scientific conference Challenges of Teaching and Researching Foreign Languages for Specific Purposes, Ljubljana.