

EDITORIAL

The papers in this issue of *Scripta Manent* address a number of the core concerns of teaching languages for specific purposes. In the opening article, Mateja Dostal from the University of Ljubljana examines how business meeting simulations and corrective feedback affect students' communicative competence. Using a learner corpus tagged for error types, she explores the linguistic, sociolinguistic and pragmatic features of students' interlanguage as well as the genre-specific features in the fixed interaction sequences typical of business meetings.

The next article, by Polona Vičič and Klementina Jurančič Petek from the University of Maribor, reflects the continuing extension of LSP research into lesser known areas. By addressing modality in research articles in the field of logistics, they provide evidence for the genre-specific and the discipline-specific uses of polysemous modal verbs.

The IEREST project team's *Intercultural Education Resources for Erasmus Students and their Teachers* is reviewed by Helena Bažec from the University of Primorska.

Šarolta Godnič Vičič

University of Primorska, Slovenia