

## EDITORIAL

This issue of *Scripta Manent* features three articles that share a common focal point: the interest of their authors in researching issues that have a potential to contribute to more efficient language learning as well as interpersonal communication through language use.

In their paper “Positive Synergy between Learning Syntax and Learning Domain-Specific LSP Content”, Saša Bjelobaba and Mirela Landsman Vinković emphasise the importance of a speaker’s capability within the fields of political science and journalism to accurately decode and encode conditional sentences when interpreting or conveying a message. The correct decoding and encoding of conditional sentences significantly relies on the language user’s extralinguistic knowledge of the relevant socio-political context, in this article the African American Civil Rights Movement and the speeches delivered by Martin Luther King. The efficient and motivating teaching of syntactical structures embedded in a specific chronological and socio-political context, which the results of a survey conducted among students have corroborated, has been developed into a model for the teaching of conditional sentences and other time-condition related items of grammar, i.e. the ‘content-based chronological framework approach’.

The second paper, “Peer Feedback and Self-feedback in Essay Writing Instruction: A Case Study in an Undergraduate EAP Course in Croatia”, by Anamarija Štulina, explores the partial transition of the task of providing writing feedback from the teacher to the author’s peers in a learner-centred approach. Therefore, the main objective of this research study is to determine whether students who engage in peer feedback sessions are able to produce equally successful essays as those students who receive additional teacher’s written feedback, and to explore students’ general attitudes towards the implemented peer feedback activity. Interestingly, the results seem to indicate that students benefited from the in-class peer feedback and self-feedback sessions more significantly than they did from the teacher’s feedback. Although some students had reservations about the concept of peer feedback, most of them seem to have benefited not only from receiving peer feedback but also from providing it, thereby becoming active agents in their own writing process and in the writing process of their peers.

Last but not least, the paper “Language Characteristics in Schizophrenic Patient Communication in Guided Interviews – A Functional Linguistic Case Study” by Csilla Egyed, Judit Diána Fekete, Róbert Herold and Anikó Hambuch brings the results of a research study that has reached beyond the usual boundaries of the teaching and learning of languages for specific purposes. In fact, the findings of this study may contribute to the success of psychotherapeutic sessions by offering further linguistic methods and a deeper understanding of patients

with mental disorders. Therefore, the primary objective of the paper is to analyse linguistic-pragmatic impairments in schizophrenic patients with the help of a functional linguistic approach, with particular focus placed on deictic expressions. The findings reveal mild forms of deficiencies at the microlinguistic level, as opposed to more significant impairments at the macrolinguistic level, including deictic expressions and Grice's conversational maxims. Finally, this paper raises the readers' awareness of the concept of research ethics, in particular when involving vulnerable participants.

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