EDITORIAL

This issue of *Scripta Manent* features three papers with communication as the common theme: communication between students and teachers and web applications in class, communication between nurses and patients, and communication with young witnesses through specially designed booklets before they are required to testify in court.

The paper "In-Class Use of Web Applications with ESP Students in Higher Education" by Jovana Jović, Jelena Anđelković and Marija Meršnik stems from the changes that the rapid advancement of technology has brought to the traditional foreign language teaching and learning. In fact, the integration of digital gamification strategies and elements with traditional teaching may increase student motivation, learning engagement, and achievement. As a result, the authors aimed to explore whether regular use of *Mentimeter*, *Kahoot!* and *Socrative* for in-class vocabulary revision enhances students' vocabulary development, and to investigate students' beliefs and opinions about the effect of the use of these applications on students' language learning motivation and course achievement. The results corroborate that regular use of these applications contributes to students' vocabulary development and course achievement, and makes ESP classes more interesting and motivating. Of the three applications, students seem to prefer *Kahoot!*. Future in-class use of web applications can aim at the development of the role of language learners from sole users to creators of web application content.

Križan and Majcenovič Kline's paper "Nurse-patient Interaction in View of Appraisal Language: Exploring ESP for Trainee Nurses" relies on the analysis of a spoken corpus of nurse-patient interactions in English, selected from the Internet, YouTube, and textbooks on English for nurses. The main objective of this research was to explore whether nurses' propositions in sample nurse-patient interactions that are designed primarily for educational purposes also employ appraisals that help build a good rapport with patients, thus contributing to effective communication. The findings show that nurses' propositions frequently display language that not only inscribes attitudes but also implicitly conveys empathy, understanding, willingness to help, respect, politeness, interest in patients, support, reassurance, and trust-building, hence evaluating nurses' behaviour as positive judgement. In addition to providing relevant insights into nurse-patient interaction, this paper brings a useful description of the process of construction and analysis of spoken language corpora.

Last but not least, the paper "Who's Who in a Court: A Multimodal Exploration of Booklets for Children and Under-18s" by Katia Peruzzo emphasises the importance of providing specific support and reassurance to vulnerable participants in communication in specific and potentially stressful contexts, in this case children and under-18s required to testify in court.

This paper presents a corpus-driven study of five booklets that contain practical information to help children, young people, and their families prepare for court. The results indicate that the selected booklets make use of similar visual and verbal resources to pursue common communicative purposes but also display a degree of variety in terms of composition, choice of elements to be represented through illustrations, verbal knowledge mediation strategies, integration between semiotic resources, and reader engagement. In methodological terms, this paper represents an excellent reference for readers interested in the exploration of multimodal corpora, or in other words, the interaction of visual and verbal components in multimodal texts.

Violeta Jurkovič
Editor-in-Chief