

## **EDITORIAL**

This issue brings together studies that explore teaching English for Specific Purposes at two different levels: pre-primary and university, thus providing new insights and advancing research in teaching LSP. At the heart of both articles lies authenticity, i.e., the use of authentic materials applied to real-life scenarios, and its benefits for learners. In the case of university education, authenticity is reflected in the choice of tasks students do in class (Jacobs, Asmawi & Renandya, 2022; Ramirez Ortiz & Artunduaga Cuéllar, 2018). In a similar vein, in pre-primary education, authentic content allows children to exploit their “curiosity and their need to explore, communicate, and interact to foster their motivation to learn English” (Adami, this issue).

In the first contribution to this issue, “Implementing CLIL in Pre-Primary EFL Teaching: opportunities and challenges”, Valentina Adami discusses the importance of integrating CLIL in early language education. In light of the growing importance of early plurilingualism, the paper provides an extensive review of the studies demonstrating the multiple benefits CLIL offers to very young children. She reports that apart from the opportunity to develop their capacity to use language, applying CLIL methodology to pre-primary education allows children to acquire language spontaneously, in a realistic and natural context. The author skilfully evaluates the advantages of using CLIL in pre-primary education, amongst which she stresses the endless choice of topics that can be adapted to the children’s interests and preferences. She concludes that the CLIL approach can positively affect the children’s holistic development along with their understanding of the outside world.

In the next contribution, “The Use of Authentic Consultation Recordings in the English for Medical Purposes Classroom”, Roxanne H. Padley focuses on the use of authentic materials in the English for Medical Purposes (EMP) classroom, specifically, the recordings extracted from cosmetic surgery consultations. The author shows that the use of authentic content, e.g., listening materials, was appreciated by the students in that they positively engaged with them. Moreover, the learner autonomy afforded to them increased their levels of motivation and satisfaction. This is in line with the findings of motivation theory and learner autonomy which suggest that the use of authentic, real-world materials and media in the classroom, coupled with meaningful activities, raises motivation, fosters engagement with language, and develops real-world competences in the learners (Seeger, 2019).

This issue also features a review of a volume titled “LSP Teaching Training Summer School-The TRAILS Project”, written by Mary E. Risner, in which the current professional development needs of LSP educators in the European Higher Education Area are assessed and outcomes of the LSP Teacher Training Summer School TRAILS are discussed and summarised. The volume,

which calls for greater attention to be paid to LSP teacher and curricula development, serves as an important contribution to the field of LSP around the globe.

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Editor

## References

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- Ramírez Ortiz, S. M., Artunduaga Cuéllar, M. T. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *How*, 25(1), 51–68.
- Seeger, I. (2019). Enhancing Classroom Authenticity, Motivation, and Learner Autonomy Through Multimodal EFL Projects. In: *Teaching Literature and Language Through Multimodal Texts*. IGI Global, 4(1), 215–236.