
Introduction

We are pleased to present the first online edition of our conference proceedings. The contributions you find in this edition have been selected from the papers that were presented at the Fifth International Conference organised by the Croatian Association of LSP teachers at Higher Education Institutions. The conference, titled *Contemporary Challenges in LSP Teaching*, was held online on July 1-2, 2021.

The oral presentations provided the conference participants with theoretical and practical insights into the field of LSP through research studies, case reports, and project presentations related to the following thematic areas: General aspects of LSP, Terminological challenges, Challenges in teaching methods, Syllabus and learning materials, Assessment and evaluation in LSP, English as *a lingua franca*, Professional development of LSP teachers, and LSP and its socio-cultural context.

After a challenging period of the COVID-19 pandemic, during which LSP teachers engaged in online teaching and gained new experiences, several presentations addressed the topic of distance teaching and learning. Consequently, the majority of the papers published in this edition refer to the thematic area of Challenges in teaching methods, the distance teaching and learning in particular. First, Dora Fila Butković and Margarita Marković discuss a specific method of voice recording the authors used during the pandemic to improve the oral competence of their learners of German for specific purposes. Then, Sabrina Fusari investigates interactivity in an online and blended course held at the University of Bologna, with specific reference to positive and corrective feedback from the teacher, student live feedback through open microphone and face-saving and other repair strategies. Tamara Tolnauer-Ackermann, Natalija Jurina Babović, and Ines Jemrić Ostojić share the results of their surveys aimed at gathering online teaching experience both from the perspective of LSP teachers employed in higher education institutions in Croatia and from the perspective of students. Finally, Polona Vičič outlines a design and delivery of a fully online course and analyses students' feedback on their experiences with remote language learning during the COVID-19 lockdown.

Among other papers related to the area of Challenges in teaching methods, Zrinka Friganović Sain focuses on writing skills and presents how business writing is taught at RIT Croatia. Borislav Marušić and Sanda Katavić-Čaušić provide business English teachers not only with the opportunity to extract practical business knowledge from quotes from famous business people, but also with ideas for using quotes to practice vocabulary in different types of exercises. Nataša Milivojević and Stanka Radojičić present an innovative “text-and-context” teaching methodology which they apply

to develop multiple language and professional competencies in their LSP course for optometrists.

Sandra Didović Baranac, Daniela Falkoni Mjehović, and Zrinka Režić Tolj investigate the foreign language anxiety among students learning English, German, Spanish, or Italian as a second language in non-philological university programmes. The results of their study could help LSP teachers gain valuable insights into this affective factor.

Needs analysis as a general and fundamental aspect of LSP is brought into focus by Mladen Marinac and Ana Inić, who investigate LSP students' prior experiences in language learning and their current and future needs at two higher education institutions in Croatia. Another important area, syllabus design, is of particular interest to Lucia Dančišinová and Irina Kozárová, who present an LSP course design at a management and business faculty in Slovakia to illustrate the importance of activities for improvement of global and intercultural competencies.

Two authors focus on the area of Assessment and evaluation in LSP. Lorna Dubac Nemet discusses the benefits of developing presentation skills and argues for the need to teach smaller groups of students in which learning outcomes can be effectively achieved, while assessment is also formative and not just summative. Mirna Varga is concerned with the benefits of peer assessment and discusses the advantages and challenges of this assessment method she used with her undergraduate students of psychology.

The thematic area of Professional development of LSP teachers is also represented by two papers. Dorothee Ayer presents and evaluates a training module set up in a French/German university in Switzerland offered to teachers as part of their continuing training. On the other hand, Marijana Birtić Vučić and Marijana Kresić Vukosav investigate the identity of a Croatian ESP teacher as it is reflected in her language use and the role she attributes to subject-specific language competence and knowledge.

Miljen Matijašević and Filip Matijević present a series of activities in a translation workshop held with second-year law students as an optional activity in their compulsory legal language course. Jelena Hodak presents the results of a survey she conducted to find out the extent to which students of health studies use professional literature in English.

Two papers deal with conceptual metaphor. Jasmina Jelčić Čolakovac and Irena Bogunović investigate whether some conceptual metaphors are more readily understood by ESP learners than others. Izidora Radek focuses on the semantic field "Life is food" arguing that culture is an important element for understanding conceptual metaphors but there are still examples of universality in Croatian and English.

As can be seen, our edition includes a wide variety of topics that LSP practitioners are interested in and investigate. We are pleased that several languages are represented: the papers are written in English or Croatian and there are some summaries written in German and Italian. Also, the selected papers reflect different LSP teaching situations across Europe, making our edition international and multilingual.

We would like to thank the reviewers for the time and effort they invested in reading the papers as well as for their valuable recommendations for paper improvement, contributing to the quality of the selected papers. We would also like to thank the authors for their hard work and patience.

Editors

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