

Editorial

While the debate between theories of lexis is still on, lexis continues to be an important area of research. *Scripta Manent* would like to add its two pence on specialized vocabulary and teaching languages for specific purposes with the hope that this would trigger further discussion and help theory and research findings find their way into practice.

The four authors whose articles are published in this issue address specialized vocabulary teaching from different perspectives and in different disciplinary languages. In “Learning by Translating: A Contrastive Methodology for ESP Learning and Translation” Sara Laviosa and Valerie Clevendon present an interdisciplinary approach to specialized vocabulary teaching that aims to guide students towards terminological accuracy, stylistic fluency and effective communication. Their teaching methodology is described step by step and is illustrated with examples from the field of tourism.

Mojca Jarc’s article “Vers une approche fonctionnelle de l’enseignement de la terminologie: Action recherche en classe de Français” focuses on the use of terminological record sheets and glossary compilation for specialized vocabulary teaching in a course of French for social sciences. Student involvement in the adaptation of this approach to their specific learning situation helped her integrate theory and teaching practice as well as draw some important conclusions.

In the last article in this issue, Violeta Jurković explores vocabulary learning strategies in the context of English for traffic technology. She presents a model for teaching vocabulary learning strategies that would combine both explicit and embedded vocabulary learning strategy instruction. Her approach is illustrated with a sample teacher’s unit plan.

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