

Editorial

It is our pleasure to introduce this special issue of *Komunikacija i kultura online*, dedicated to selected papers presented at the 10th International Conference *Languages for Specific Purposes in Higher Education (LSPHE 2025)*, held at the University of Belgrade, Faculty of Organizational Sciences in Belgrade, Serbia, on 12 - 13 September 2025. Under the topic of *The Evolving Landscape of Languages for Specific Purposes in Higher Education*, the Conference brought together researchers and practitioners from different academic, disciplinary and national contexts to explore current developments and emerging challenges in Languages for Specific Purposes (LSP) in higher education.

The choice of the conference theme reflected the increasingly dynamic nature of the LSP field. While the provision of language education tailored to learners' academic and professional needs remains at the heart of LSP, the context in which such education takes place has changed considerably. Internationalization of higher education, student and teacher mobility and exchange (both virtual and physical), developments in educational technology, the growing presence of GenAI, and the increasing emphasis on interdisciplinary and socially meaningful learning have all contributed to the diversification of LSP research and teaching. At the same time, these developments have raised new questions concerning strategic competence, disciplinary specificity, digital literacy, materials development, and the role of the teacher in an increasingly complex learning environment.

The present special issue brings together six papers selected from the contributions presented at LSPHE 2025. The collection reflects both the diversity of the LSP field and several directions in which it is currently evolving. The selected articles offer complementary perspectives on a field that is becoming increasingly diverse, internationally connected, technologically mediated, and attentive to broader educational and societal developments.

The larger strand of contributions in this issue shed light on how different approaches to teaching, materials design, and problem-based learning contribute to the advancement of students' skills. The first contribution, "International Student Mobility as a Language Learning Ecology: Revisiting and Revising Influential Variables," by **Sanja Marinov Vranješ** (Faculty of Economics, Business and Tourism, University of Split, Croatia), examines student mobility from the perspective of language learning ecology by focusing on the range of variables that shape language learning in mobility contexts, thus contributing to the discussion of language development within increasingly internationalized higher education. The paper titled "Developing ESP Students' Skills through Fostering Their Strategic Behaviour," by **Maja Stanojević Gočić** (from the Academy of Applied Technical and Preschool Studies in Niš), focuses on strategic behaviour in ESP learning and addresses the development of students'

skills through learners' strategic engagement with language-learning tasks. International collaboration in disciplinary language education is the focus of "English for Journalism: Reflections on an International Collaborative Project," by **Marina Tzoannopoulou** (Aristotle University of Thessaloniki, Greece) and **David Goldie** (Aix-Marseille Université / Université de Toulon, IMSIC, Marseille, France), a paper that reflects on an international collaborative project and highlights the potential of collaborative approaches within discipline-specific language education. The contribution "Problemorientiertes Lernen im Fachsprachunterricht Medizin: Eine didaktische Analyse" by **Maša Stojšavljević Divac** (Faculty of Economics in Subotica, University of Novi Sad) examines problem-based learning in medical language instruction. By bringing together a specific pedagogical approach and a highly specialized professional domain, the paper addresses questions of methodology and didactic design in medical LSP.

The two remaining articles demonstrate the growing importance of *technology and digital transformation* in LSP research and pedagogy. The two contributions situate these developments within specific pedagogical and disciplinary contexts, underscoring the importance of considering how technological approaches relate to particular learners and learning purposes. "Converging GenAI and Data-Driven Learning for ESP Materials Development," by **Ana Mužar** and **Irena Aleksić Hajduković** (School of Dental Medicine, University of Belgrade), explores the intersection of generative artificial intelligence and data-driven learning by considering the potential of combining GenAI and data-driven learning approaches in the development of ESP materials. Technology-enhanced language learning is also addressed in "Exploring CALL in ESP Settings: How Academic Discipline and Learner Profiles Shape Student Perceptions," by **Lena Tica** and **Ivana Krsmanović** (Faculty of Technical Sciences in Čačak, University of Kragujevac), who examine CALL in ESP settings with particular attention to the relationship between students' perceptions, academic discipline, and learner profiles.

Taken together, the six contributions reveal several common threads. The first one is *learner agency*. The students represented across these studies are not simply recipients of specialized linguistic knowledge, but active participants, strategic learners, collaborators, technology users, and content creators. A further common characteristic is its *international and interdisciplinary scope*. The authors represent universities in Croatia, Greece, France, and Serbia, while the papers address a diverse range of academic and professional domains and pedagogical concerns. The contributions also point to an increasingly broad understanding of *relevance in LSP education*. While professional and disciplinary relevance remain central, contemporary LSP education also focuses on the relevance of international mobility, strategic

learning, digital technologies, and artificial intelligence. In this respect, the field continues to expand while retaining its fundamental commitment to meaningful, purpose-oriented language education.

The publication of this special issue also provides an opportunity to extend the conversations initiated at LSPHE 2025 beyond the conference itself. Conferences create valuable spaces for presenting emerging ideas, exchanging experiences, and establishing scholarly connections; publication allows these conversations to reach a wider academic community and provides an opportunity for ideas and research to become part of a continuing scholarly dialogue. We hope that the papers collected here will contribute to this dialogue and encourage further research and reflection on the role and future of LSP in higher education. We would like to express our sincere gratitude to all the authors who contributed to this special issue and to the reviewers whose careful and constructive work contributed to the quality of the manuscripts. We are also grateful to the editorial team of *Komunikacija i kultura online* for providing a platform for disseminating research emerging from the LSPHE 2025 community.

We invite readers to approach the six contributions not only as individual studies, but also as different perspectives on a shared question: *How can LSP in higher education continue to evolve in ways that are pedagogically meaningful, contextually responsive, and relevant to the changing worlds in which our students study, work, communicate, and participate?*

On behalf of the Editorial Board,

Jelena Anđelković and Marija Meršnik
Guest Editors of the Special Issue