

## Word of Introduction

*This publication coincides with the 10th anniversary of the LSPHE Conference series, which marked its milestone event in September 2025 at the University of Belgrade in Serbia. Anniversaries provide an opportunity for both reflection and renewal, and this one is no exception. LSPHE began in the United Kingdom, where its first events were hosted by Higher Education institutions across the country. Within a few years, it expanded its reach beyond national borders, holding conferences in Italy, Sweden and Serbia. This international dimension has strengthened collaboration among colleagues and has made participation easier for a growing number of practitioners from European institutions.*

*We are deeply grateful to all the partner institutions that have hosted LSPHE over the years, and to the colleagues whose commitment ensured the high standards that have characterised our events. The success of each conference is also due to the quality of the contributions presented, which have shaped pedagogical thinking and practice in the field of Languages for Specific Purposes (LSP). This special issue offers an opportunity for some of these ideas to reach a wider audience of teachers, researchers and programme leaders interested in language learning within disciplinary and professional contexts.*

*Over the past decade, LSP in Higher Education has continued to evolve. It now occupies a central place at the intersection of language education, disciplinary knowledge and skill development, responding to the changing needs of students and employers. As the recent CercleS LSP Focus Group White Paper highlights, our field is shaped by two main developments: the growing recognition of the importance of soft skills such as intercultural and intersectoral communication, and the increasing influence of artificial intelligence on teaching and learning. These trends invite us to reconsider our curricula, assessment methods and professional development practices to ensure that LSP remains relevant and forward-looking.*

*The White Paper also reminds us of the importance of community. LSP teachers often work in relative isolation within their institutions, yet their work plays a key role in preparing students for multilingual and multicultural professional environments. Strengthening networks of practice, enhancing teacher training in LSP-specific methodologies and exploring the responsible use of AI are among the priorities for the coming years.*

*As we look to the future, 2025 appears to be a turning point for LSP. It calls for renewed dialogue across institutions and disciplines and for innovative pedagogical responses to emerging professional*

*realities. This special issue brings together contributions from colleagues across Europe and Japan, representing a wide range of institutional contexts and subject areas. Together, these papers illustrate the diversity and vitality of LSP teaching today and will, we hope, provide inspiration to all those involved in language education in higher education.*

*Guest editors:*

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