

In a presentation titled *Developing Teaching Materials For Specific Missions/ESP Courses: AF MNE*, Montenegrin delegation introduced the general landscape of English language teaching in the country (both the past and current trends) with special views to development of ESP (English for Specific Purposes) courses. In line with the theme of the conference - *Learning from the Past and Building for the Future*, the presentation reflects on the previous experiences and positive practices, as well as on theoretical approaches to teaching ESP both in Montenegrin educational system in general and in the Armed Forces of Montenegro. Up to the present time, distinctive features of EFL teaching in MNE were general English (GE) “top bottom” courses imposed by the authorities, with little to no room left for teacher autonomy, along with the focus being placed on defining formal language features and grammar-translation methodology. On the other hand, educational reforms and policies as well as NATO membership required transition from a traditional English language teaching classroom to a learner-centered classroom environment. The increasing need for the courses taught in English brought about the need for language instruction across diverse contexts that concentrates more on language in context than on teaching grammar and language structures. It resulted in a shift towards a learner-centered instruction bringing to the forefront of attention ESP approach with its emphasis on needs analysis as the basis for designing instruction and developing strategic and purposeful curricula. As far as the education system is concerned, recent curricular changes resulted in the classroom environment where materials and methods have come to increasingly rely on discipline-specific corpora, giving a better access to the language of the target community. In the military context, membership in NATO and new language requirements (interoperability goals, international working environment, exercises, missions, appropriate STANAG levels required for promotion to higher ranks, etc.) brought about the need for more content-specific courses and EFL teaching approaches, ESP in particular. Nevertheless, there was no shift towards the more comprehensive approaches to cater for the new realities. Bearing this in mind, it is vitally important to introduce ESP courses tailored to specific professional activities organized along a continuum that progresses from the courses aimed at equipping military personnel to meet critical requirements of an assignment (e.g. Radio English course) to providing orientation or honing certain English language skills (e.g. Presentation/Negotiating skills), both in the short term for current operations and in the long term for strategic programs.

The second part of the presentation gives an overview of different stages of ESP course development - from strategic planning to course administration, along with the underlying theoretical concepts that provide the groundwork for creating viable and theoretically-grounded ESP courses. The theories and practices that form the basis of the four key ‘pillars’ of ESP have been adopted from Lawrence Anthony (2018) and adjusted along the lines of previous practices and experiences. In this section we reflect on needs analysis process (target/present/context analysis), relevant sources of information to consider during the ESP course development, data collection methods, compiling of relevant content-specific corpora and analysis of the genre to identify linguistic features and communicative situations to facilitate selection of ESP materials, syllabus design, methodological considerations, types of collaboration with specialist informants, types of tasks, modes of evaluation, etc. Practical application of the aforementioned theoretical considerations and approaches is illustrated by means of tasks retrieved from the textbook *Radio English: A Short Revision and Practice Course for Military Personnel* created in cooperation with the British Council within the project *Peacekeeping English Language Training* (2013-2017).