

## EDITORIAL

# TECHNOLOGIES, PRACTICES, AND PEDAGOGIES IN LANGUAGES FOR SPECIFIC PURPOSES

The growing integration of technology into language learning and professional communication has reshaped how Languages for Specific Purposes (LSP) are taught, learned, and practised. This issue of *Scripta Manent* brings together a diverse set of contributions that highlight this transformation—from machine translation and AI-assisted interpreting to genre-specific pedagogy and web-based learning technologies. Collectively, these works demonstrate that while technological tools can enhance efficiency and expand pedagogical possibilities, they also challenge educators and learners to critically reflect on language, context, and professional practice.

The first contribution by Alenka Plos, titled *Students' Views on Machine Translation Tools When Writing in a Foreign Language for Specific Purposes*, written in Slovenian, examines how undergraduate students in Slovenia approach machine translation (MT) tools such as GoogleTranslate, DeepL and ChatGPT when writing in German. The study reveals that students tend to use MT pragmatically, valuing its accessibility and speed, while recognizing the need for critical evaluation of its accuracy and appropriateness in professional contexts. The paper stresses a key pedagogical challenge: as machine translation becomes a natural part of students' linguistic toolkit, educators must foster MT literacy and integrate reflective practices that balance technological support with communicative competence and genre awareness (cf. Klimova, 2025).

Plos's study is grounded in the linguistic background and learning habits of the participating students. Most report Slovenian as their first language, although several also list additional home languages such as Bosnian, Russian, Chinese or Serbo-Croatian, i.e., multilingual repertoires they view as a personal and professional advantage. English and German are the most studied foreign languages. Against this backdrop, the research provides a nuanced discussion of students' experiences with MT tools and their expectations of teachers. Students note that they use MT according to need, particularly appreciating its speed and ease of access, while remaining alert to superficial or incorrect translations and the frequent loss of nuance or authorial voice. They do not perceive MT as a substitute for systematic language learning; rather, they use it as support (e.g., for checking spelling, clarifying terminology, or



experimenting with reformulations), while acknowledging the need for verification and critical judgment.

Importantly, the study draws attention to a pronounced difference between secondary and higher education. Whereas the former often relies on restrictive norms that discourage or even prohibit the use of MT and online dictionaries, university teachers tend to adopt a more open and development-oriented approach. This shift, as students observe, reflects both the maturation of learners and the need for pedagogy to adapt to contemporary technological realities. Early school experiences nonetheless leave a mark: tools such as the PONS online dictionary are deeply embedded in students' practices because teachers have endorsed them as reliable sources.

When reflecting on their expectations of teachers, participants emphasise the need for structured guidance on how to use MT tools effectively and ethically. They point to the gap between formal prohibitions in early schooling and the everyday reality of digital language use. The study therefore argues for updated pedagogical approaches that introduce MT tools meaningfully in primary and secondary education, encourage comparison between students' own texts and MT-generated outputs, and cultivate critical thinking, contextual awareness, and independent decision-making. Such integration would help prevent unreflective reliance on MT and instead foster the competences necessary for responsible and informed use in professional contexts.

The paper concludes by outlining limitations, such as the influence of group dynamics on participants' responses, and proposes directions for future research, including longitudinal studies on MT-supported language development, interdisciplinary work on affective and psychological factors shaping MT use, and further exploration of how students draw on their multilingual resources when writing in a foreign language with or without digital assistance.

From writing to interpreting, Miriam Morf's paper, *Glossary Creation in the Age of AI: Between Conscious Practice and Technological Support in Interpreting Training*, turns to the evolving role of technology in interpreter education. Drawing on recent analyses of training practices at the University of Macerata, Morf underscores that the development of terminological competence is inseparable from an active, context-sensitive engagement with specialised language. Manual glossary creation, embedded in a pedagogically grounded process, fosters both subject-matter understanding and deliberate, reflective language use, which remain essential for future interpreters.

At the same time, Morf shows how these cognitively demanding practices are increasingly overshadowed by automated, AI-supported tools. Digital resources such as InterpretBank and CymoNote undeniably facilitate terminology management, targeted rehearsal, and efficient retrieval during interpreting assignments. Yet, the paper warns that full automation carries significant didactic and cognitive risks, including reduced depth of processing and uncritical dependence on machine-generated suggestions.

Rather than replacing traditional methods, Morf argues, such tools must be thoughtfully integrated as didactic supplements that promote autonomy, terminological sensitivity, and critical reflection. This aligns with broader concerns in interpreting studies about sustaining the human, cognitive and ethical dimensions of interpreter training in an AI-driven era. Looking

ahead, the paper anticipates further personalisation of learning environments, tighter integration of adaptive AI systems, and new pedagogical scenarios, a direction also explored in recent research on AI-driven, personalised interpreter-training environments (Parrilla Gómez and Postigo Pinazo, 2025), but stresses that these developments must not come at the expense of core interpreting principles such as contextual awareness, precision and cognitive control.

Complementing these research-based papers, Mercado's teaching report, *Developing Genre-Specific Teaching Materials for the Anamnèse in French for Health Sciences*, offers an applied perspective from French for Specific Purposes pedagogy. The report documents the development of tailored instructional materials for teaching the anamnèse, a core written genre in medical communication, to non-French-speaking students in Canada. Through interdisciplinary collaboration between language instructors and healthcare professionals, the project identifies key linguistic and structural challenges faced by students and proposes a genre-based framework for instruction. The report not only illustrates the practical application of genre theory in LSP pedagogy but also exemplifies how context-sensitive, research-informed materials can enhance learners' ability to communicate effectively within their professional domains. Taken together with Németh's review of Gimenez's (2024) discipline-specific writing guide (this issue), it highlights the growing importance of genre-oriented, profession-responsive approaches to writing instruction in health sciences education.

Finally, the issue concludes with four book reviews. The first is Alejandro Curado Fuentes's review of Eglė Selevičienė and Nijolė Burkšaitienė's book, *Web-Based Learning Technologies in the Studies of English for Specific Purposes in Higher Education* (Cambridge Scholars Publishing, 2025). The review situates the book within the expanding body of work exploring the intersection of ESP and technology, praising its comprehensive synthesis of pre- and post-pandemic developments. By bridging theoretical frameworks with practical applications and including an original case study, the book offers valuable insights into how web-based technologies can enrich ESP instruction in higher education.

The second review, by Gabriela Chmelíková, examines Dragana Božić Lenard's *English for Computer Science – Part I* (Cambridge Scholars Publishing, 2025), the first instalment of a planned trilogy accompanied by the interactive *Power Up Zone – Part I*. As the review highlights, the coursebook responds to the rapid development of the computer science field by equipping university students with both the linguistic and technical competence required in English for Specific Academic Purposes (ESAP), English for Specific Purposes (ESP), and General English (GE) contexts. Regularly updateable handouts and accessible VLE-based materials ensure that learners remain abreast of developments in the discipline while strengthening their professional vocabulary and communicative skills.

In the third review, by Duplančić Rogošić, Pedro A. Fuertes-Olivera's *A Guide to Practical Online Lexicography* (Routledge, 2025) is presented as a timely and systematic introduction to digital lexicographic practice. Combining theoretical foundations with workflow-oriented guidance, the volume moves beyond dictionary-centred models by adopting the framework of the "lexicographic square", thereby positioning lexicography as an autonomous discipline. The review notes the book's comprehensive treatment of data types, user needs, technological infrastructures, and funding models, as well as its detailed case study of the *Diccionario*

Digital del Español (DIDES). With exercises, discussion questions, and recommendations for further study, the guide stands as an authoritative resource for students, scholars, and practitioners in e-lexicography.

The final review, by Timea Németh, addresses the fourth edition of Julio Gimenez's *Writing for Nursing and Midwifery Students* (Bloomsbury Academic, 2024). The review commends the book's discipline-specific, student-centred approach, which leads learners from foundational academic writing principles through genre-specific guidance to advanced textual and referencing conventions. Pedagogical enhancements in the new edition such as self-assessment tools, expanded coverage of specialised clinical contexts, and alignment with evidence-based practice, are highlighted as strengths. At the same time, the reviewer suggests further development in areas such as the ethical use of AI in academic writing, advanced research genres for postgraduate students, and the integration of multimodal digital resources. Overall, the review affirms the book as an essential support for nursing and midwifery students navigating the complex demands of academic and professional writing.

Taken together, the contributions in this issue highlight both continuity and change in the field of LSP. Authors emphasise that technology should not replace active learning, reflection, or disciplinary engagement across different domains (e.g., academic writing, interpreting, healthcare communication, and English for specific academic and professional purposes). Instead, it should support and enhance these processes, enabling educators and students alike to navigate the increasingly complex intersections of language, technology, and professional practice.

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