

# Editorial

In the first issue of last year's *Scripta Manent*, Koletnik (2012) reminded us of the elimination of translation from the inventory of teaching methods after the advent of the communicative approach. This issue of *Scripta Manent* brings two articles that deal with different aspects of translation, which corroborates the revived interest in translation as a teaching method by teachers and researchers alike.

The first article, "Audiovisual Translation in LSP – A Case for Using Captioning in Teaching Languages for Specific Purposes" by Jaroslav Krajka, examines producing subtitles for video materials as a teaching method in LSP given that research has shown that this can significantly contribute to the development of listening and reading comprehension as well as vocabulary. Based on three models and different tasks, the author illustrates how this method can be used by less ICT experienced teachers with learners at any language competence level.

In their article, "The Literal Translation Hypothesis in ESP Teaching/Learning Environments", Pedro A. Fuertes-Olivera in Carmen Piqué-Noguera propose a research framework that investigates whether or not the literal translation hypothesis can also be applied in ESP teaching/learning environments. In addition, they present strategies for teaching multi-word terms that are different from those currently based on corpus data, and put forward a challenging statement that in ESP teaching/learning environments cloze tests, "fill-in-the-gap" exercises and similar "guessing" exercises must be abandoned and replaced by exercises that reproduce L1 teaching and learning activities.

Violeta Jurkovič  
Associate editor

## References

Koletnik, M. (2012). Expanding Vocabulary Through Translation – An Eclectic Approach. *Scripta Manent*, 7(1). Available: [http://www.sdutsj.edus.si/ScriptaManent/2012\\_7\\_1/koletnik.html](http://www.sdutsj.edus.si/ScriptaManent/2012_7_1/koletnik.html) (16 July 2013).