

EDITORIAL

This issue of *Scripta Manent* brings three papers and three book reviews.

The first two papers provide insights into the complexity of terminology use and acquisition.

In their paper, "Are ICD-10 categories suitable to diagnose injuries? The consequences of using vague or even misleading ICD-categories" Katalin Fogarasi, Alexandra Csongor and Philipp Schneider challenge the use of ICD-10 standardised categories for multiple purposes. A combination of linguistic and legal perspectives on large-scale medical corpora allows them to explore the potential of selected ICD-categories for forensic interpretability, detect instances of terminological incongruency and interpret the consequences of such instances for judicial proceedings. Their study highlights the relevance of using accurate terminology when drafting medical documentation and teaching LSP in medical contexts.

In her paper, "Using Mother Tongue in Teaching and Learning Specialized Terminology: A Case of Business English Courses at Tertiary Level" Nataša Gajšt explores students' attitudes towards the use of mother tongue in the acquisition of specialised terminology. Her analysis adds to an ever-growing body of evidence to support the use of mother tongue in building students' discourse competence.

The third paper "Do-it-yourself corpora for LSP: Demystifying the process and illustrating the practice" by Maggie Charles argues for a compilation of locally created corpora by LSP teachers and students. Examining the cases of successful student-teacher interaction with data from do-it-yourself corpora she demonstrates that carefully controlled processes of construction and exploration of corpus data can result in a more practical and effective LSP teaching and learning.

The book review section opens with a review of a monograph addressing the issues of intercultural variation in academic writing. Neva Čebroň analyses *Intercultural Perspectives on Research Writing* edited by Pilar Mur Dueñas and Jolanta Šinkūnienė.

Finally, this edition features two reviews of coursebooks targeting the needs of ESP learners in the field of public administration, which has been under-represented compared to a profusion of coursebooks in some other specialised contexts. Martina Paradiž reviews *English language skills for students of administrative sciences* by Manica Danko and Vida Zorko (in collaboration with Rachel Lindner).

The second coursebook, *English in Higher Education Administration: Elementary course*, by Jasmina Đorđević, Savka Blagojević and Biljana Mišić Ilić has been reviewed by Manica Danko.

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Editors