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Bridging Babel: AI Innovations in Language
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The Journal of Languages & Translation is a distinguished journal committed to publishing high quality and original research in English, Arabic, French, and Spanish. Covering the latest developments in linguistics, literature, and translation. The journal serves as a platform for scholarly exploration and advancement.

Special issues covering topics within the journal's scope will occasionally be published.

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Preamble

It is with great enthusiasm that we present this special issue of the *Journal of Languages & Translation*, titled "**Bridging Babel: AI Innovations in Language Pedagogy and Translation Technologies.**" This collection comes at a watershed juncture in the history of our fields, with AI—especially generative AI and large language models (LLMs)—radically reshaping traditional pedagogical and professional practices for teaching foreign languages and translation studies. Growing AI skills is fundamentally reshaping the dynamic between human expertise and machine assistance. It is this transformation which itself raises critical question about pedagogy, professional practice, ethics and the future of both professions. The Tower of Babel, that ancient metaphor for linguistic division, has been replaced with the question of whether AI systems will help bridge languages and cultures — or engender new divides between those with access to these tools and those without it.

In particular, this special issue explores AI impact on theory, practice and professional identity in language teaching and translation. We invited cutting-edge research that probes the role of AI in these domains, where grounded considerations and empirical experiences can be taken into account. The contributions collected in this issue critically analyze contemporary trends, scrutinize pedagogical innovations and unveil ethical implications of those related overlapping fields.

There are also crucial contributions that focus on machine translation systems, post-editing as a new professional skill and hybrid human-AI translations. These studies demonstrate how translators are negotiating the relationship between efficiency and quality, automation and expertise in both institutional and pedagogical settings. A number of contributions focus on how AI tools are employed in language classroom, ranging from secondary schools to universities. This empirical work looks into teachers' perceptions as well as students' experiences and the pedagogical opportunities and drawbacks of AI-supported language learning platforms. The study raises questions around access, personalization and the changing role of teachers in AI-enhanced settings.

The proliferation of AI writing assistants, from Grammarly to ChatGPT, raises critical questions about academic literacy, as well as authorial and evaluative practices. Contributions to this section discuss what the affordances of these tools are for doctoral researchers and undergraduate students, and thus also for writing pedagogy and assessment. The problem brings forth critical questions regarding how AI systems manage cultural sensitivity, identity representation and ethical aspects of automated language mediation. These contributions serve to remind us that technological development needs to be interwoven with cultural sensibility and ethical considerations. Rather, they offer nuanced and evidence-based considerations of the transformative potential as well as real challenges in bringing AI to language and translation. They understand that AI is neither a panacea nor a threatening tool; it's a disruptive technology for which they need to develop critical engagement, new pedagogies and sustained ethical reflection.

This special issue would not have been possible without the dedication and expertise of our Guest Editor, **Dr. Geoffrey S. Koby** of Kent State University, a Certified Translator and President of the American Translators Association (2024-2025). Dr. Koby is a luminary in academia, centering his work on scholarly research and professional practice, ensuring a perfect anchor to this journey of exploring the impact of AI on our disciplines. We are deeply grateful for his intellectual leadership and editorial vision.

We owe our thanks to all the contributors to this special issue and to the anonymous reviewers for their constructive comments which made these manuscripts stronger and apt for publication, and for the editorial team at Languages & Translation for their support in bringing this project to fruition.

Editorship