

Editorial

The present volume, Vol. 5 Issue 1 (2017) of the *Nordic Journal of Modern Language Methodology*, includes three peer-reviewed articles in section A and one article in section B:

Ane Christiansen, Berit Grønn

“Spansk nivå III – nye læringsmuligheter og deltakelse i læringsrom i hverdag og fritid” presents the results from two surveys among students who have chosen Spanish as their foreign language at school. The aim of the surveys was to discover if and how the students were in contact with the Spanish language outside the school context, for example in virtual environments. Both surveys show that students use the internet and other resources to increase their exposure to Spanish even when they are out of school and that they are aware of this extended learning environment.

Cecilie Waallann Brown, Jena L. Habegger-Conti

“Visual Representations of Indigenous Cultures in Norwegian EFL Textbooks” is a study of how of indigenous cultures are visually represented in school textbooks. This article springs out of a brilliant MA thesis written by Waallann Brown and supervised by Associate Professor Jena Habegger-Conti and is a good example of a fruitful cooperation leads to publishing. The article should attract interest across subjects as textbooks are so vital in any kind of educational context.

Jonas Iversen

“The Role of Minority Students’ L1 when Learning English.”

Iversen’s article is an important contribution to the growing literature describing the multicultural and multilinguistic language classroom in Norway. In this article, Iversen discusses the role of the home language in the acquisition of English as an additional language, arguing that for minority-language students, the L1 represents an underused and underappreciated resource. Iversen calls for a heightened awareness within teacher-training programs to the dynamic relationship between all languages available to the student.

Section B

Jennifer Duggan, Anna Krulatz

“Extensive Reading: Resources and Strategies for Intermediate and Advanced Learners of Norwegian.”

Duggan and Krulatz examine the role of reading in the acquisition of Norwegian as an additional language. The authors suggest classroom activities and strategies teachers might adopt to create a reading-rich environment in their instructional environments. The article also provides a list of overview of resources available to teachers to encourage reading both in and out of the classroom.

Editors:

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