

Welcome to our Summer/Autumn issue of *NJLTL*. The issue contains four peer-reviewed articles and three items in our Forum section. The first article, Anne Dahl's "University language students' motivations for their language of study" performs the important work of examining why students have chosen to study languages at the tertiary level. Dahl finds that motivations for language study vary according to the language selected; some language study is instrumentally motivated, while other languages are selected for more idealistic reasons. Examining language choice motivation is important for recruitment to university language programs.

Craig Grocott's article, "Intended or unintended consequences? Investigating the ways in which the National Tests of English are implemented and acted on in Norwegian schools" examines how the results of the Norwegian National Tests of English are being used in Norwegian schools. The article presents a mixed methods study involving 43 eighth-grade teachers and finds that, in many cases, the National tests are used in ways that are different from those recommended by the testing authorities. These usages are the result of several factors, including a lack of engagement in the testing process and leadership decisions made by the school principals.

Anne-Kathrine Woldsnes' article, "Development of written L2 French: a longitudinal study of learners in the Norwegian school context" is a study of French learners that looks at the development of syntactic complexity and morpho-syntactic accuracy. Following the students over three years of instructed language learning, Woldsnes finds a clear trend for increasing syntactic complexity but a mixed picture for the development of the learners' morpho-syntactic accuracy.

Maria Nilsson's article "Evidence-based support for effective classroom interaction and language use in primary English instruction" addresses the role of the target language in the foreign language classroom. Nilsson's article suggests that the Teaching through Interaction framework is applicable to foreign language instruction and can help teachers make decisions about language use in the classroom.

There are three articles in our Forum section. Thorsten Pöplow reviews Eugen Ruge's latest novel *Metropol* (2019), in many ways the prequel to the hugely successful *In Zeiten des abnehmenden Lichts* (2011; Engl. title *In Times of Fading Light*). *Metropol* was recently (2021) translated into Swedish and Danish. These texts should be of interest to those involved in German literature and/or history instruction.

Maren Eckart and Anneli Fjordevik present the first and preliminary partial results of a study on digital literature teaching at Swedish and Norwegian universities. The surveys of Norwegian and Swedish German language students provide initial indications about the forms of work the students prefer and consider particularly conducive to learning.

Susana Ester Mellerup reviews *El análisis crítico del discurso y la pedagogía crítica. Explorando sus relaciones y sus aplicaciones didácticas* (2022) by María Martínez Lirola. The book suggests that critical discourse analysis can be profitably used in language learning situations.

Finally, the University of Agder will be hosting the Nordic Language Teaching and Learning conference September 21-23 2023. The theme will be Multilingualism. We hope to see many of you there.

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