

Dear Readers,

We are pleased to present Vol. 8, Issue 1 (2020) of the *Nordic Journal of Modern Language Methodologies*. This is the first issue on our new platform, and we hope the transition will offer an improved experience for both authors and readers.

Our three peer-reviewed, A Section, articles take up issues related to evaluation, feedback, and increased motivation. All three articles are of direct relevance to the language classroom.

Sundqvist, Sandlund, Skar, and Tengberg's contribution, "Effects of rater training on the assessment of L2 English oral proficiency" studies the efficacy of a rater training program on the reliability of evaluations of L2 English oral proficiency in primary school. This study, one of the few to look at rater reliability in evaluating primary school oral English, suggests that rater training can help align rater judgements with established benchmarks and increase individual consistency. These results argue for the addition of rater training to professional development programs across the grade levels.

Ofte and Duggan's article, "Peer feedback in language teacher training: Students pedagogic approaches and interpersonal positioning" exams tertiary English students' stance in texts generated during peer feedback sessions. The article suggests that students' use of prescriptivist feedback, slightly indexed to responder subject positions emphasizing familiarity with the resposdee, could be linked to student insecurities in using English and to low power distances in Norwegian classrooms.

Horverak, Aanensen, Langeland, Olsbu, and P aplow's "Systematic motivation work in the language classroom - An action research study from southern Norway" presents the results of a classroom study on motivation conducted in upper-secondary English, Spanish, and German classes. The study involved the implementation of a five-step motivation apparatus geared towards increasing active learning and reflection in the language classroom. The researchers noted very different motivational patterns among the students, and a clear distinction between the intrinsically-motivated English students and the pragmatically-minded foreign language students. While the five-step procedure received mixed feedback from the student participants, some elements of the process did seem to increase student reflection upon their own learning trajectories.

Our non-peer reviewed, B section is in the process of revision. In the future, the B section will include different types of texts, including book reviews and more speculative writing. The new B section will also continue to publish student work like our first B article by Ronja Alfsdatter Riise. Riise has interviewed four teachers about the potential for using literature to discuss sexuality in the English classroom. The article reports that teachers are generally positive towards including the topic in their English classes, although they frequently struggle to find appropriate material. Riise argues that as a topic of interest to students, and an area where students often lack socially appropriate vocabulary, sexuality deserves a place in the English Class.

Also in the B section is an open letter to teacher students by Jessica Allen Hanssen urging future teachers to integrate interesting and motivating novels into the English classroom. Like Riise, Hanssen argues for the power of fiction to generate strong emotions and to create patterns of identification which motivate students in their language studies. Fictional worlds, and particularly those found in young adult fiction, Hanssen argues, have a unique ability to provide safe spaces for students to test out alternatives, including the cultural and linguistic alternatives that learning an additional language offers.

We now end this unprecedented semester and head into our summer vacations unsure of what the educational landscape will look like in the autumn. The spring semester of 2020 has seen most of the readership of this journal completely revise the educational experiences offered to their students within a matter of days. Whatever the autumn semester holds for language educators, we know that the events of the past spring have taught us that versatility, resilience, and patience are as important in life as they are in language-learning, and that these skills can help both educators and students navigate the changing tides both inside and outside of the classroom.

Peace.

Susan Erdmann