

The Autumn 2021 edition of *Nordic Journal of Language Teaching and Learning* features six peer-reviewed articles and two Forum contributions. In 2022, the journal will go over to a continuous publication system for general issue articles. That will ensure a more streamlined publication process for authors and more immediate access to time-sensitive scholarship for our readers. Two special issues are planned for this calendar year, and they will be published as completed issues.

The first article in the current issue, “The link between multilingualism, language learning and open-mindedness in secondary school students in Norway” by Irina Tiurikova, Åsta Haukås, and André Storto explores a link between open-mindedness and L3 language learning and multilingual identity. Through an examination of the data collected by the Ungspråk questionnaire, the authors link open-mindedness with not only L3 language learning in schools but also with the students’ identifications of themselves as multilinguals and their connections with multilingual friends. The article suggests that educational experiences, self-image, and social networks can work cooperatively to encourage open-mindedness among young people.

Gro Anita Myklevold and Heike Speitz’s article, “Multilingualism in curriculum reform (LK20) and teachers’ perceptions: Mind the gap?” investigates the divide between official language policies concerning the multilingual classroom and the concrete challenges facing teachers tasked with implementing LK20. Myklevold and Speitz review the language of LK20 and conduct focus group discussions with teachers, discovering that while the ideological status of multilingualism in educational settings is clear in the new curriculum, teachers are often unsure about how to effectively operationalize multilingualism in their classrooms. Myklevold and Speitz’s investigations of the language used to describe multilingualism in LK20 also reveals crucial differences in how multilingualism is conceptualized in the curricula governing English, Norwegian, and the Foreign Languages.

In an original study, Raluca Pop looks at interference in the writing produced by Romanian students learning Norwegian as an additional language. The article, “Interferences in writing skills performance of BA students enrolled in Norwegian didactics” examines the Norwegian language produced by students training to be Norwegian teachers in Romania. Using Gass & Selinker’s theoretical model, Pop identifies different types of transfer errors and then surveys the students to examine their reactions to the reported errors. This paper is a vital contribution to the growing body of research studying L2 Norwegian in Europe.

Nahúm Misael Tórrrez’s article, “Towards a framework for characterizing communication-oriented ELT textbooks” suggests eleven criteria for characterizing the communicative opportunities provided by ELT textbooks. These criteria, and the careful review of models of communicative competence provided by the article are designed to help teachers and decision-makers select material for their students.

While language corpora have gradually become a natural part of language research, including research on learner language, the use of corpora for language learning in schools is still limited. The research on corpus-informed or corpus-based language learning methods often focuses on adult learners in university settings and very little attention have been paid to the usability of language corpora in teaching young learners. Barry Kavanagh’s article, “Norwegian in-service teachers’ perspectives on language corpora in teaching English,”

attempts to fill this gap by investigating the attitudes of teachers towards using corpora in English language classrooms in Norway. He shows that while the methodology certainly can benefit more mature learners, some corpus-based methods may very well be suited also for lower- and upper-secondary students.

In the final peer-reviewed article of this issue” Reflexiones sobre la idea de comunicatividad para la clase de español como lengua extranjera (ELE) en Noruega,” Xavier Llovet Vilà examines some key aspects in the implementation of a communicative approach in the Spanish as a foreign language classroom in light of the recent curricular renovation *Fagfornyelsen LK20*. The article concludes that curricular revisions rely on other factors like teacher cognition and how teacher education institutions succeed in developing teacher cognition in their educational programmes in order to facilitate students’ ability to establish connections between theory and practice.

Our Forum section features two pieces. The first is an opinion-piece by Jonas Velde, “Få TV-serier inn i engelskfaget”. This piece argues for opening up for the possibility of teaching English in Norwegian schools using television in order to increase student engagement and to expose students to language and topics of contemporary relevance.

Thorsten Pöplow reviews two books by German literary shooting star Dörte Hansen – *Altes Land* (2015; Engl. title: *This House is Mine*) and *Mittagsstunde* (2019; no Engl. transl. yet). *Altes Land* was quickly translated into Swedish, Danish, and Norwegian (2016/2017); *Mittagsstunde* has so far been translated into Swedish. These texts should be of interest to those involved in German literature and/or history instruction in Scandinavia.

The staff at NJLTL hopes these articles are of scholarly and practical interest. As always, we would like to thank our authors for submitting their work to us and wish our readers a productive and rewarding semester.

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