

This issue of *NJLTL* features four articles in our main section and three in the Forum section. The first article, “Exploring English Proficiency and Translation of Academic English Vocabulary,” by Kimberly Skjelde, underscores the significance of academic English vocabulary for Scandinavian L2 English learners preparing for university studies. The article studies Norwegian-speaking upper secondary students and their use of Graeco-Latin cognates when translating academic English. Skjelde’s findings reveal extensive reliance on Latinate cognates, but less proficient learners exhibited fewer cognate translations and more untranslated target words, suggesting that in-class instruction emphasizing Graeco-Latin cognates may be particularly beneficial for less-proficient students in developing essential vocabulary.

The second article, “Hvordan fremmedspråk fremmer bærekraft i økonomiutdanning: Spansk valgfag ved NN,” by Margrete Dyvik Cardona, discusses the development of a course aimed at achieving sustainability learning outcomes in economics education through foreign languages. Utilizing pedagogical strategies like Content and Language Integrated Learning, the study finds that competencies such as ethical awareness, critical thinking, and knowledge of sustainability challenges are enhanced through foreign language instruction. The research emphasizes the connection between multilingualism, diversity in the economy, and the benefits of incorporating sustainability perspectives into foreign language classrooms.

In “The L2 proficiency level effect in L3 lexical learning: high-proficiency L2s do not transfer,” by Ylva Falk and Christina Lindqvist, the impact of proficiency levels in earlier learned L2 languages on lexical transfer in L3 learning is investigated. The study compares two pairs of learners with different proficiency levels in English, French, Spanish, and Italian as their L2s. The results reveal that high-proficiency L2s were not transferred in L3 learning, supporting the notion that a high-proficiency L2 may lose its status and become less susceptible to transfer. The study underscores the significance of case studies in L3 research.

The final article, “Building intercultural competences for students who study abroad,” by Ana Kanareva-Dimitrovska, and Ann Carroll-Bøgh, discusses the discrepancy between students' expectations and the reality of intercultural experiences during study abroad programs. It emphasizes that students, even if interculturally competent in one context, may face unexpected challenges in a different cultural setting. Drawing on four years of third-level student mobilities, the paper advocates for the development of an online platform for intercultural training to help students navigate the cognitive and emotive challenges before, during, and after studying abroad.

In the Forum section, David Sundell and Time Hope report on the International Language Competition (ILC) and how the competition can serve to encourage an interest in language studies among young people.

The second piece in the Forum, contains an introduction to a newly released book by Sture Packalén: *Christa Wolf – den lojala dissidenten*. The book presents the entire body of work of East German author Christa Wolf in Swedish for the first time, aiming to explore her life as a writer and intellectual in the DDR (East Germany).

Finally, Thorsten Pöplow offers a book review of Martin Schäubles, *Cleanland*, a book appropriate for the use in the German classroom.

NJLTL begins its rotation to the University of Copenhagen in 2024. Petra Daryai-Hansen assumes the role of main editor for the journal.

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