

This issue of *The Journal of Language Teaching and Learning* brings together articles on multilingualism, foreign language acquisition, and the implementation of innovative teaching practices across different educational contexts. Each contribution seeks to broaden our understanding of language learning and rethink traditional approaches to language pedagogy in response to a multilingual world.

Christian Carlsen's article, *Multilingualism in English Textbooks in Austria, Norway, and Spain*, reveals the limited integration of issues related to multilingualism and the generally weak acknowledgment of pupils' linguistic resources in educational materials. This work underscores the importance of textbooks reflecting current research on multilingualism. Carlsen calls for curriculum developers to more fully engage with current issues when designing materials for language learners.

The article *L3 French Acquisition: The impact of (non-)correspondence of word order in previously acquired languages* by Sunniva Strætkevorn and Kjersti Listhaug provides a detailed analysis of how previously acquired languages, such as L1 Norwegian and L2 English, influence learners' acquisition of French verb placement. They find that structural similarity between L2 English and L3 French helps facilitate the acquisition of some grammatical structures in L3 French.

In *(D)isengagement and Usefulness: Students' experiences of practicing German in a virtual 360° environment*, Elin Ericsson and Sylvana Sofkova Hashemi explore the use of immersive virtual environments for practicing German speaking skills. While most students in the study found the experience beneficial, issues of engagement and comprehension raise important questions about the pedagogical design of such tools.

Signe Hannibal Jensen's article "*English is a language that almost everybody will know or should know*": *Children's Perceptions of Global English* reveals the varied experiences of Danish children with English in their everyday lives. The wide range of perceptions, from frustration to bilingual engagement, points to the importance of understanding students' personal connections to language.

Sproglig opmærksomhed og flersprogethedsdidaktik: Det danske sprogcurriculum ved overgangen fra grundskolen til de gymasielle uddannelser by Petra Daryai-Hansen and Line Krogager Andersen on in Denmark's language curriculum highlights the gap between multilingualism as a theoretical goal and its practical implementation in schools. The authors identify significant potential in Denmark's cross-linguistic courses, though they caution that current practices fall short in recognizing students' home languages.

Teaching strategies and materials in foreign language teaching in Finland by Toni Mäkipää, Kaisa Hahl, Milla Luodonpää-Manni, and Laura Lahti emphasizes the reliance on traditional teaching methods in foreign language instruction. Their findings call for more innovative and diverse approaches to language education and an increase in the diversity of teaching material provided to pupils.

Suvi Kotkavuori's study, *Redeveloping interactional practices in foreign language classroom: Teachers collaborating with L1 students in higher education* reveals the benefits of involving L1 students in higher education settings to create more dynamic and interactive learning environments.

Lastly, Klara Arvidsson and Hugues Engel's article *How do high-achieving students learn languages online? Language learning strategy use among university students of languages other than English* shows that students use different kinds of language learning strategies to accomplish their learning goals. Specifically, the use of cognitive strategies is highly predictive of student success in online language learning environments.

NJLTL has now moved to the University of Copenhagen, and Petra Daryai-Hansen has taken over as the journal's main editor. This is the last regular issue with the editorial team from the University of Agder. Many of us will be involved with the journal in various ways during the next few years and look forward to our cooperation with Petra and her editorial staff.

Susan Erdmann
Ingrid Kristine Hasund
Lenka Garshol
Espen Klævik-Pettersen
Thorsten Päpflow