

## Editorial

We are pleased to present the third issue of *Nordic Journal of Modern Language Methodology*. Like the previous issues, the current issue presents an array of topics related to foreign language research and the teaching of German, Spanish and English.

In the first part of *Vol. 3*, Kåre Solfjeld's article "Om referat av tale og tanker. Innspill til grammatikk- og språkferdighetsundervisningen i tysk på universitets- og høyskolenivå" takes up, from a contrastive perspective, the complex role and function of reported speech in the teaching of German in a Norwegian educational context. Cecilie Lønn and Eli-Marie Danbolt Drange examine how digital resources can be used in the foreign language classroom in their article "Hvordan kan digitale læringsressurser bidra til økt studentaktivitet i klasserommet?" Lønn and Danbolt Drange critically assess the role of digital resources in the teaching of Spanish literature. However, their research has implications not only for the Spanish classroom, but also for the teaching of other languages. Literature is at the heart of Anna Birketveit's article "Picture books in EFL; Vehicles of Visual and Verbal Literacy", where she argues for the use of picture books as learning material for young learners of English. Examining three picture books in details, Birketveit argues that this kind of material offers a particularly efficient means for learning languages.

In the second part of *Vol. 3*, Sigrunn Askland presents a case study of a female exchange student's language development during a one-year stay in the USA. Fluency and grammatical and phonological features of language are examined. Askland uses interviews conducted both before and after the exchange to give a detailed picture of the informant's learning development. Adapted education in English is the issue of Heidi Kristin Reppen's article "A Way to Increase Pupils' Motivation in their English Lessons? A Teaching Experiment in a Small Group Receiving Adapted Education". Motivation is the crucial concept in this experiment, where concrete teaching tasks, great variation in methods and pupil involvement are tested out to discover what effect these techniques have on the feeling

of mastery and thus language performance. Peter Dines takes us into the interesting political, administrative and educational fields of foreign language learning at universities in Baden-Württemberg. Exemplifying the current state of teacher education by referring to Ludwigsburg University of Education, his article “Foreign Languages and Internationalisation at a University of Education in Germany” reveals challenges that similar institutions in many European countries experience at a period of great change and transitions.

We are grateful for all the contributions from the authors to successfully complete *Vol. 3* of *NJMLM* and invite further contributions to our next issue with anticipated publication in the summer of 2015. Please consult our web site for information

<http://journal.uia.no/index.php/NJMLM#.VK5ZfiuG9yw>.

Signe Mari Wiland

General Editor

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