

Editorial

We are very proud to present the fourth issue of *Nordic Journal of Modern Language Methodology*. The articles in the present issue cover important topics ranging from classroom research on methods to principled discussions on literature and language learning, in addition to the current challenge of digital learning.

The present volume, *Vol. 3 Issue 2* of *Nordic Journal of Modern Language Methodology*, includes six peer reviewed articles in part 1 and one article in part 2. In part 1, Ragnhild Lund's article "All Write: Samarbeid om skrivning i engelskfaget" discusses a project for low achievers in lower secondary school by engaging them in the production of language in cooperation with class mates and let them talk about language issues, which is referred to as "languaging". Awareness of "gaps" in their language skills increases the motivation for learning how to write. Another aspect of writing is studied in May Horverak's article "Feedback Practices in English in Norwegian Upper Secondary School". Her research shows that formative assessment, feed-forward comments by teachers and more process oriented writing are in line with genre-pedagogy as framework for writing and comply well with Norwegian curriculum plans. Ion Drew and Deborah Larssen are inspired by the Japanese method of lesson study, which is planned group research where one teacher teaches and the other members of the group observe. The focal issue in their article "The Influence of a Lesson Study Cycle on a 2nd grade EFL Picture Book-based Teaching Practice Lesson in Norway" uses the teaching of picture books for the very young learners of English to chart and assess the potential lesson study has for the activities conducted in the classroom. On a principled basis, Jena Habegger-Conti questions the issue of the role of reading novels and longer texts in upper secondary school in her article "Critical Literacy in the ESL Classroom: Bridging the Gap between Old and New Media". Her concern is whether or not the cognitive mode of deep attention is at stake when digital reading has replaced reading traditional books for the majority of students. In her article "Fighting Covert Discrimination by Concept Learning: A Study of the Pedagogical Value of one Pestalozzi Training Resource in Norway", Inger Langseth discusses the potential for teaching democratic citizenship through foreign language education. A case study conducted at the Norwegian University of Technology and Science suggests that the Pestalozzi approach has the potential to prevent covert

discrimination through conceptual understanding and collaborative learning. The pilot study conducted by Lisa Haya Källermärk in Swedish schools addresses the issue of information seeking on the Internet. Her article “Scroll, Copy and Paste: Students of Spanish Searching for Information Online”, bases her research question about what choices, actions and reports the students of Spanish make on data collected, analysed and discussed within a sociocultural theoretical frame.

In part 2, Susan Abney and Anna Maria Krulatz discuss the role of English as a foreign language for minority students in Norwegian schools. The article “Fostering Multilingual Competence in the EFL classroom” is particularly concerned with empowering EFL teachers for creating diversity and multi-literacy in the classroom and to foster culturally and linguistically rich environments.

We are grateful for all the contributions from the authors to successfully complete *Vol. 3 Issue 2* of *NJMLM* and invite further contributions to our next issue with anticipated publication in the spring of 2016. Please consult our web site for information <http://journal.uia.no/index.php/NJMLM#.VK5ZfiuG9yw>.

Signe Mari Wiland
General Editor
UiA, 10.06.2015