

Editorial

The present volume, Vol. 4 Issue 1 of the *Nordic Journal of Modern Language Methodology*, includes four peer-reviewed articles in part 1:

May Olaug Horverak and Tommy Haugen

“English Writing Instruction Questionnaire: The development of a questionnaire concerning English writing instruction, writing skills and feedback practices.” This article discusses the development of a questionnaire aimed at eliciting responses from upper-secondary students concerning their formal English-language instruction. Horverak and Haugen developed and piloted such a survey and this article investigates the results, and suggests ways in which the instrument could be developed in the future.

Erica Sandlund, Pia Sundqvist, Lina Nyroos

“Research-based professional development workshops for EFL teachers: Focus on oral test interaction and assessment” looks at how professional development and life-long learning for teachers are important concerns for politicians and educational institutions. The conducted study focuses on speaking tests and how these can be applied in professional training workshops on oral test interaction and assessment.

Anders Myrset, Ion Drew

“A case study of Readers Theatre in a primary Norwegian EFL class” deals with the use of Readers Theatre (RT) in a sixth grade English classroom and assesses how language gains can be made through the use of this teaching method. The article considers questions like – How did the teachers and pupils experience RT in a 6th grade EFL class? – How did RT influence the development of the pupils’ reading accuracy and fluency? – What, if any, were the affective gains from using RT in the class?

Tove Holmbukt, Annelise Brox Larsen

“Interdisciplinary teaching as motivation: An initiative for change in post-16 vocational education.” This article addresses language instruction as an interdisciplinary practice within upper-secondary vocational education in Norway. Examining a joint project between English and media studies, Holmbukt and Larsen suggest ways to reinvigorate language instruction in vocational programs.

Editors:

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