

Editorial

The online *Nordic Journal of Modern Language Methodology* is dedicated to the study of foreign language teaching and learning. The journal focuses primarily on the study of modern languages such as English, German, Spanish and French, but may open up for the study of other foreign languages as well. *NJMLM* is interdisciplinary in the sense that the study of foreign languages embraces disciplines as varied as linguistics, literature and culture from a broad, but clear didactic perspective.

Increasing awareness of the importance of competent and efficient foreign language instruction requires serious, ongoing in-depth research in the field of teaching and learning foreign languages. An increasingly globalized world affects our classrooms, necessitating the acquisition of new knowledge relating to multiculturalism and multilingualism. We need to harness this knowledge in order to enhance the potential of all learners to develop and perfect their inborn talents and to foster tolerance. In addition, new social media is a perpetual challenge to our understanding of how foreign languages are learnt and justifies a discussion on how to include new technologies and multimodality wisely in our didactic practices in language classrooms.

In the field of teaching and learning, new knowledge should be built on research reflecting epistemological consciousness and practical teaching experience. *NJMLM* therefore invites contributions from all fields of foreign language methodology; from discussions on purely theoretical aspects concerning language learning theories, the value of literature and literary theories in foreign language learning and the place of culture as a discipline in foreign language instruction, to practically oriented action research conducted by experienced teachers with a view to improving conditions in each individual classroom.

NJMLM will normally appear twice a year. To welcome contributions from researchers and teachers with varied professional backgrounds, our first issue focuses on a broad topic; “New Perspectives in Modern Language Methodology”. So far we have succeeded in

reaching our goal. In the future we hope to balance the need for special issues devoted to specific topics with the need for open issues reflecting the general interest of researchers and teachers who are dedicated to the art of conveying foreign languages in all their complexity to new generations of learners. This will hopefully turn the series into a valuable resource for specialists as well as for the general readers.

Signe Mari Wiland
General Editor
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