

## Editorial

The present volume, Vol. 7 Issue 1 (2019) of the *Nordic Journal of Modern Language Methodology*, consists of an A section containing four peer reviewed articles about foreign language teaching in the English and Spanish classroom. These articles discuss the introduction of natural language texts in the learning process, the exposure and use of L2 and L3 inside and outside the classroom, and the student reception of grammatical terminology.

Valentin Werner's article *Lyrics and language awareness* argues that incorporating song lyrics into the foreign language classroom can be a way to increase student language awareness, introduce them to the richness of English dialectal variety, and encourage students to engage with grammar and grammaticality judgements. Werner notes that song lyrics represent a rich source of natural language and present students with material that can be analysed from a sociolinguistic standpoint, introducing students to a range of English-language dialects and registers. In addition, song lyrics can highlight non-standard grammatical features, allowing students to reflect upon differences between those forms and the more standard features they meet in class.

Berit Grønn and Ane Christiansen explore the exposure to the Spanish language out of school among students in upper secondary school in their article *Vg2-elevers kontakt med spansk i fritiden: "Det er morsommere å se serier når du skjønner litt spansk"*. When interviewing 24 students from three different Norwegian schools, the authors found that students mainly were exposed to Spanish in digital environments through music, films and TV-series produced in the USA. When the students encounter dialogs in Spanish in TV-series, they try to understand the Spanish words, and use their knowledge of English to help. As they find English and Spanish to be closer languages, they rely more on their knowledge of English vocabulary and grammar when trying to understand the Spanish language. To conclude, the article states that English language and popular culture mainly from the USA are important mediating tools in the students' language development.

Jonas Iversen's article "*Translanguaging*" and *the implications for the future teaching of English in Norway* explores the concept of translanguaging and how to implement this concept in the classroom. The new English curriculum in Norway requires English teachers to value multilingualism as a resource, and Iversen presents five facets of pedagogical translanguaging which can contribute to meet these requirements. These facets include raising students' awareness of multilingualism, appreciating linguistic diversity and encouraging students to compare English with other languages. Further, Iversen proposes that teachers use literature that includes translanguaging and develop tasks that require students to draw on their complete linguistic repertoires.

In the paper *Input vs. intake in formative assessment and explicit grammar teaching. Do the students understand what we are talking about?* Lenka Garshol presents the results of three studies which focus on students' knowledge of explicit grammar, their understanding of metalinguistic terminology, and their ability to correct agreement errors in their texts as a response to formative assessment. In the first study, the effect of different types of formative feedback on the improvement in the agreement marking accuracy was tested. As there were no statistically significant differences found, two follow-up case studies were conducted to test the possible causes of the observed lack of effect. The first of the case studies tested the influence of formative assessment in a process writing task, but there was only limited change found. The second case study focused on testing explicit grammar knowledge and understanding of metalinguistic terminology. The results suggested that the understanding of metalinguistic terminology was rather low, and the knowledge of explicit grammar varied. These three studies show that there is a need for a discussion of the relevance, methods, and extent of explicit grammar teaching and the use of metalinguistic terminology in formative assessment in language classrooms in Norway.

## Section B

Johan Øye: *Ordinnlæringsstrategier i tysklærebøker*

This contribution examines word learning and acquisition exercises in two textbooks in German as a foreign language (Level I) for Norwegian secondary schools. Word learning

exercise textbooks are categorised and analysed based on the learning strategies they represent, mainly cognitive and metacognitive learning strategies with respective subcategories.

Sebastian Baak: *Mündlich-kommunikativer Deutschunterricht in Norwegen und dessen Umsetzung von Lehrkräften an Jugend- und weiterführenden Schulen in der Region Agder*

This contribution investigates which theoretical and methodological underpinnings Norwegian teachers use to encourage learners of German to actively contribute orally in foreign language lessons and which strategies they use to assess oral performance. communicative competence.

Marta Parés: *Das Inszenieren von authentischen Dramentexten im Fremdsprachenunterricht Deutsch der Oberstufe. Eine drama- und theaterpädagogische Projektarbeit für die erste Klasse einer weiterführenden norwegischen Sportschule anhand von dramatischen Tierfabeln*

This study uses two hypotheses as a starting point: firstly, authentic drama texts or dramatic animal fables offer a good language learning supplement to the Norwegian textbooks for German (Level II), such as poems or prose texts; secondly, drama approaches in foreign language teaching contributes both to improved general language skills and to achieving the interdisciplinary learning goals stipulated by the Norwegian curriculum for secondary schools.

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