

Editorial

The second issue of *Nordic Journal of Modern Language Methodology* fulfills the journal's intentions of being an interdisciplinary open access journal devoted to the study of foreign language teaching and learning from a variety of didactic perspectives.

The present issue, *Vol. 2*, is open to a wide range of contributions from various fields of foreign language methodology, some specifically taking their point of departure in one particular foreign language such as English, German and Spanish, and some reflecting a broader concern with foreign language learning and teaching in general.

In the first part of *Vol. 2*, Ulrika Tornberg's article, "What counts as 'knowledge' in foreign language teaching and learning practices today? Foreign language pedagogy as a mirror of its time", questions the notion of "knowledge" in foreign language learning and problematizes the concept in connection with taxonomies used in curriculum plans and when evaluating students in a contemporary and plurilingual world. The didactic perspective in Sandlund's and Sundqvist's article, "Diverging task orientations in L2 oral proficiency tests – a conversation analytic approach to participant understandings of pre-set discussion tasks" is on oral proficiency testing, where conversation analysis is applied to national tests in English in Sweden. Despite the focus on English, their study has relevance for other foreign languages as well. A general didactic perspective can also be found in Karen Sonne Jakobsen's article, «"En helt anden måde at skrive på". Et studie i skriftlighed i projektarbejde med tysk som fremmedsprog», even though the study takes its point of departure in an interdisciplinary writing project in German. The interdisciplinary perspective is also present in Ion Drew's article, "Linking Readers Theatre to CLIL in foreign language education", where he argues for linking Readers Theatre to Content and Language Integrated Learning to increase the learning potential of both methods. Susan Erdmann discusses aspects of social networking sites in an educational setting in her article, "Facebook Goes to College: Using Social Networking Sites as Course Management Software in the L2 Classroom".

In the second part of *Vol. 2*, Drew's concern with Readers Theatre is taken up by Leif Magne Lervik in "Lærerstudenters dramatiske reise: Readers theatre og *En Sporvogn til begjær*", where he discusses his choice of method to teach a set text, *A Streetcar Named Desire*. The digitalizing of education and educational institutions taken up by Susan Erdmann is reflected in Cecilie Lønn and Eli-Marie Danbolt Drange's article, «Litteratur på nett. Om utvikling av digitale læringsressurser til bruk i litteraturundervisning på spansk». In the article, "Action research into the use of popular music: A goldmine worth exploring in the ELT secondary-school classroom?" Agnes Scott Langeland has conducted action research in collaboration with a partner teacher to investigate lexico-grammatical or multimodal features in popular music in English. Finally Colin Irvine devotes his contribution to the role of humour in the teaching of English, "John Stewart and Stephen Colbert as Jesters in King Harald's Court: Relying on Heavily Humor when Teaching English at Home and Abroad", an apt reminder to us all at the end of another term of teaching foreign languages.

We are grateful for all the contributions from the authors to successfully complete *Vol. 2* of *NJMLM* and invite further contributions to our next issue in November 2013. Please consult our web site for information, <http://journal.uia.no/index.php/NJMLM/index>. We would also like to remind our readers and participants at our first conference that The Second Conference of *NJMLM* will take place at the University of Agder, from 12-13 June, 2014, a year from now.

Finally we would like to thank John Wilhelm Vinje for his advice and technical help with the online journal.

Signe Mari Wiland
General Editor
UiA, 17.06.2013

