

**Dear Readers,**

Welcome to the last edition of the *Nordic Journal of Modern Language Methodologies*. We will be changing our name to the *Nordic Journal of Language Teaching and Learning* to better reflect our focus and scope. All *NJMLM* articles will be available on the *NJLTL* platform and we will inherit our level 1 status from the previous journal. During our transition, many of the documents concerning our interest areas and submission policies will be revised. If you have already submitted an article to our journal, we will continue the review process as *NJLTL* unless you indicate otherwise.

The articles contained in this edition of *NJMLM* represent scholarship investigating elements of second and foreign language education from the primary to tertiary level. In our A Section, you can read about translanguaging practices, hedging patterns in learner language, writing centers and blended learning at the tertiary level, and English-language picture books in the primary classroom. Our B section contains book reviews in English and German.

Our first article, “Writing in L2: Norwegian Students’ Use of Translanguaging at the Draft Stage” by Marina Prilutskaya investigates the use of translingual writing strategies by L2 English-learners in Norway. Prilutskaya’s investigation finds that approximately half of the students in her study pool employ these strategies when they are made available to them. The usages are categorized according to rhetorical function and the students show extensive use of translanguaging or codeswitching in many areas, including the rendering of direct speech, the filling of lexical needs, and as a language mixing technique. The latter is of particular interest, as students appear to use the L1 or other language as a tool to increase precision and fluency in their writing. The study suggests that strategies like translanguaging can assist students in their L2 writing proficiency.

Also focusing on Norwegian L2 learners, Stine Hulleberg Johansen’s “Hedging in spoken conversations by Norwegian learners of English” is an examination of the use of frequent hedging devices among native and non-native speakers. Hulleberg Johansen has conducted a corpus study of hedging patterns employed by native English users and by advanced Norwegian learners of English. Her study confirms earlier reports that, on average, underuse hedges and use a more limited variety of hedges than their native-speaking peers. Hulleberg Johansen, however, notes that the picture is more complicated than it seems as there is considerable overlap between some L2 users and the native speaking cohort in both total usages and in variety of usages. She also asks us to question the status of hedging devices in our perception of native-like fluency.

In his article, “‘Make the Appointments Obligatory’: The Cultural and Institutional Challenges of Establishing a University Writing Center in Norway”, Warren Merkel has written about the

importance of considering local conditions when importing language-support institutions like Writing Centers into the Norwegian context. Writing Centers in the United States (where they are widely established) rely upon peer-tutoring and voluntary attendance. The Norwegian university students Merkel surveyed, however, suggest that the voluntary (drop-in) model may not be appropriate in a Norwegian academic context. The larger message of the article is that pedagogical strategies used successfully in one academic environment may need to be sensitive to cultural differences in order to achieve the desired results in other contexts.

Georgios Neokleous and Ingunn Ofte have contributed an article, “In-service teacher attitudes toward the use of the mother tongue in Norwegian EFL classrooms” examining the use of L1 Norwegian in the English-language classroom. Their article has studied the language usage patterns of four teachers working at the primary and lower secondary level. The authors find considerable guilt attached to the use of the mother tongue (MT) in English lessons, even when that usage appears to be justified by the context in which it occurred. The article argues for a clearer and more nuanced understanding of the role an MT might play in language instruction.

Charles Keeling and Astrid Haugestad present the results of an evaluation of a pilot project in digitalized and decentralized education of teachers in their article, “Digital Student Preferences: a study of blended learning in Norwegian higher education”. They examine the experience of a cohort of students who were enrolled in a blended teacher-training course and report that a majority of the students in their study preferred blended learning over fully online or fully campus-based courses. The findings of this study are especially relevant today, in the current pandemic situation, when many educators are forced to use blended or fully digital methods to provide instruction.

Our next article has been written by Lydia Kristin Furnes Sindland and her teacher and mentor Anna Birketveit. The article was started as a collaboration between Furnes Sindland and Birketveit and after Birketveit’s death, was completed by Furnes Sindland. It is our hope that the article, in addition to showcasing research about the role language instruction can play in forwarding intercultural education in the language classroom, can serve as a memorial to Anna Birketveit and her academic contributions. The article, “Development of intercultural competence among a class of 5th graders using a picture book”, investigates the potential of teaching EFL with a targeted intercultural perspective. Within the context of Byram’s framework of intercultural communicative competence (ICC), focusing on *savoir être*, and Piaget’s concept of ‘decentering’ the intervention study explores decentering effects of interculturally orientated teaching of literary text as part of the language classroom. The results suggest that even primary school pupil’s ability to ‘decenter’, i.e. to view a situation through someone else’s, in this case fictional characters’, eyes, can be significantly increased by interculturally-aware teaching.

Our B Section contains two book reviews. In his book review of the 2020 book *Trotzdem*, Thorsten Pöplow outlines the reaction of two German writers and jurists, Ferdinand von Schirach and Alexander Kluge, to the COVID-19 pandemic. Schirach and Kluge's *Trotzdem*, published relatively early on in the pandemic in Europe, deals with potential large-scale and long-term consequences of COVID-19, such as the looming danger of a weakening of the legislative branch. Pöplow also discusses briefly why teachers of German might want to read *Trotzdem* and the salience of this book to instructional contexts.

Irinia Tiurikova reviews the 2019 volume, *Twelve Lectures on Multilingualism*, edited by Larisa Aronin and David Singleton. Tiurikova finds the book a useful introduction to both historical and research perspectives on multilingualism. The structure and breadth of the discussions contained in the book suggest its use as a textbook in introductory classes on the subject, and as an excellent review volume for those looking to refresh their knowledge of core concepts within studies of multilingualism.

It is the hope of the editorial board that this edition of NJMLM signals both a worthy end to the old journal, and hints at the potential of the revamped and redesigned journal that will take its place. As always, we are grateful to our authors, readers, reviewers, and editorial team for their generous contributions to this endeavor.

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