

*The Nordic Journal of Modern Language Methodologies* has become *The Nordic Journal of Language Teaching and Learning*. This issue is the first to be published under the new name, which better represents the journal's focus area. In addition to a new name, the journal has a new board, and a new logo. We look forward to publishing as *NJLTL* and to presenting quality research related to the teaching and learning of additional or foreign languages.

There are two articles in our peer-reviewed section this time. The first article, "Educational Roles in Corpus-Based Education: From Shift to Diversification," by Petter Hagen Karlsen addresses the use of linguistic corpora as teaching tools in upper-secondary classrooms. Hagen Karlsen studied two English classes in Norway where corpora were introduced by the teacher and reports on role shifts in the inquiry-based classroom employing linguistic corpora.

The second peer-reviewed article, "Continuing education of English teachers: teachers' translation of new knowledge into the classroom" by Ingebjørg Mellegård concerns the impact of continuing education courses on teachers' professional practice in English classes in Norway. Mellegård argues for the importance of theorising to the development of an informed pedagogical practice in the language classroom.

The editorially-reviewed **Forum** section features four pieces. The first piece, "Overordnet del av læreplanen i engelskfaget" by Lenka Garshol and Mariette Aanensen argues for the importance of the Norwegian national curriculum document "Core curriculum – values and principles for primary and secondary education" for the teaching of English in Norwegian schools. Although this section of the national curriculum may seem most distant from the teaching of English, Garshol and Aanensen argue that the principles laid out in this section can and should be tied to the teaching of languages in public schools.

In her opinion piece, Jenny Ungericht critically outlines the language learning strategies for young learners employed in Germany in connection with the arrival of large numbers of refugees from 2014 onwards. Ungericht argues among other things for a clearer distinction between learning and teaching strategies of DaF (German as a foreign language) and DaZ (German as a second language) as well as the integration of young learner's first language(s).

Teacher-education student Ane Kongevold Hornnes reviews the use of Google Lit Trips in the English classroom in her piece "Google Lit Trips in the Classroom". Kongevold Hornnes suggests that the application can successfully be used to enhance the teaching of English-language literature in schools.

This issue of *NJLTL* also features two texts aimed at introducing new material to German instructors. Sture Packalén presents the first Swedish language study of Grass' entire literary works, in his new book *Günter Grass: författare och provokatör* (2020, *Günter Grass: Writer and Provocateur*) and Thorsten Päplow reviews the graphic memoir *Heimat - Ein deutsches Familienalbum* (English title: *Belonging: A German Reckons with History and Home*), which has recently been translated into most Scandinavian languages. These texts should be of interest to those involved in German literature instruction in Scandinavia.

The editorial staff thank all of our authors for their contributions to this volume and wish our readers a good summer.

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