

## Editorial

The present volume, Vol. 6 Issue 1 (2018) of the *Nordic Journal of Modern Language Methodology*, includes the following five peer-reviewed articles in section A:

### *Tove Elinor Holmbukt*

“Interdisciplinary approaches for deep learning” discusses the notion of deep learning in relation to the undergoing reforms of the Norwegian national curricula for primary and secondary education. The article is an important contribution to the ongoing work with the reformation of the national curricula, arguing that “interdisciplinarity encourages learning as it typically works across subject areas and supports learners in discovering the disciplinary connections.” Furthermore, the author states that interdisciplinarity and deep learning works together, empowering each other.

### *Anna Krulatz*

“Interlanguage Development in Speech Act Strategy Choices: Apologies by Norwegian Pre- and In-service Teachers of English” presents a study on differences in apology performance by three groups of Norwegian users of English: two groups of pre-service EFL teachers and one group of in-service English teachers. No significant differences in the production of the main apology and the employment of lexical intensifiers were found; however, the teachers who had received more training in English or had more teaching experience presented more diversity in the use of adjuncts.

### *James Jacob Thomson*

“Hedging in English texts written by lower secondary pupils attending Norwegian schools” analyses the use of hedges in a corpus of 82 pupil texts on different topics. The results show that informally written texts contain higher frequencies of accurately used devices than formally written texts, suggesting that topic and formality are the most significant factors affecting hedging use. Based on the results, it is argued that pupils may benefit from exposure to a wide range of accurately used devices.

***May Olaug Horverak***

“Challenges concerning argumentative writing in a second language context” investigates whether a teaching intervention based on systemic functional linguistics and genre-pedagogy supports students in improving argumentative texts in English. The article bases itself on a study of four classes of upper secondary students and investigates what seemed to be the major challenges for Norwegian students in a second language context.

***Kari Soriano Salkjelsvik***

“Reflexiones para una práctica docente de integración de destrezas y contenidos en los programas de español a nivel universitario” questions the traditional way of organising language studies at the universities, where content is taught in the foreign language without taking advantage of the potential of language learning. The author asks for a restructuring of the traditional programmes turning them into programmes combining content knowledge and language learning to make students able to meet the needs of society.

***Editors:***

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