

Preface

Editing this Festschrift in honor of Ragnhild E. Lund has indeed been different from any other editing job. On the one hand, the work has been kept secret from Ragnhild. On the other hand, her presence has been strongly felt throughout the whole process. First of all, the contributors' willingness to be part of this project is a result of Ragnhild's position in the field of English language pedagogy, or English didactics. The same willingness to support the project was shown by the publication fund at the University of South-Eastern Norway, for which we are very grateful. As the personal greetings on p. 311 reveal, however, there has been extra warmth in the responses from contributors in this project that only a very well-respected person can bring forth. There are a number of reasons for this high regard of Ragnhild, but more than anything else, it can be explained by her lifelong and unconditional commitment to both her students and English language pedagogy. As Mona E. Flognfeldt – her co-author of the best-selling textbook *English for Teachers and Learners* – has commented, the guiding question for Ragnhild as a teacher and writer is the following: “What do students need to know?”. And her other principle is to always speak or write plainly. Indeed, there are sure to be many sentence structures and forms of expression in this anthology that Ragnhild would never approve of. Still, we know that she always respects colleagues who really *care* about English language pedagogy. And we all do.

The title of the anthology, *Moving English Language Teaching Forward*, reflects Ragnhild's great contribution to the field of English language pedagogy as a teacher and researcher. While there are many scholars who are doing their fair share in this regard, the authors of this book have in some way or other moved English language pedagogy forward together with Ragnhild, for example as co-writers, fellow doctoral committee members, colleagues at the University of South-Eastern Norway, or just good colleagues sharing the same commitment to English language pedagogy.

Ragnhild's international network is also evident in this anthology. Most notably, she is an original member of the Cultnet group, being one of the teachers and researchers who were invited by Michael Byram to come to Durham, England to meet for the first time in 1997. Byram, or Mike – as he would be called by Ragnhild and other Cultnet members, is arguably the most influential theorist of intercultural competence development and language pedagogy in the world, and he has helped shape policies on teaching and learning languages all over Europe. In chapter 1 of this anthology, he writes about the first meeting of the Cultnet group in 1997 and charts some of the changes that have happened in “the cultural dimension” of language teaching since then. The chapter winds up with reflections made by original members of the Cultnet group, including Ragnhild herself – who of course had no idea she was contributing to her own *Festschrift*.

The other chapters in the anthology have been written by scholars affiliated with universities and university colleges in Norway. In chapter 2, Janice Bland writes about opportunities for deep reading to achieve in-depth learning. In chapter 3, Cecilie Waallann Brown and Jena Habegger-Conti present an argument for the relevance of using photographs for intercultural learning in English Foreign Language (EFL) classrooms. In Chapter 4, Tony Burner and Christian Carlsen report on findings from a European ERASMUS-funded project, OpenEYE (Open Education for Young Europeans through History, Art and Cultural Learning). In chapter 5, Magne Dypedahl presents a four-week intervention study that explores the systematic use and analysis of intercultural encounters in the English classroom. In chapter 6, Mona E. Flognfeldt discusses language-pedagogical theories and recent ELF research with a view to framing useful steps in a post-deficiency approach to English language education. In chapter 7, Sissil Lea Heggernes discusses in what ways recent international developments around the notion of interculturality might enrich English language teaching (ELT) in Norway. In chapter 8, Hild Elisabeth Hoff explores the affordances of literature as an educational medium in the School of the Future. In chapter 9, Sara Barosen Liverød examines the relationship between gamers' and non-gamers' self-efficacy when using English while playing video games at

home and using English in the classroom. In chapter 10, Juliet Munden and Catharine Veronica Perez Meissner report on a study of textbooks in teacher education. More specifically, the chapter investigates authors' perspectives on professional textbooks in English didactics, and one of the participants in the study was Ragnhild – again, without knowing that she was contributing to her own *Festschrift*. In chapter 11, Asli Lidice Göktürk Saglam explores the impacts of learning-oriented online integrated assessment tasks on students' learning. In chapter 12, Delia Schipor and Vilde Smeby Hammershaug present an analysis of language learning strategies in the Norwegian national curriculum for English, LK20. And in chapter 13, Heike Speitz and Gro-Anita Myklevold explore aspects of multilingualism and intercultural competence in the subject of English in the LK20 curriculum in Norway.

All of these chapters have been written with enormous respect for all the work Ragnhild has done to move English language pedagogy forward. In the words of Juliet Munden, Ragnhild is truly “a Dame of English didactics”, which is an appointment Ragnhild could share with Juliet herself. Although the authors have contributed to the anthology because Ragnhild is a Dame of English didactics, the anthology is first and foremost compiled in gratitude for Ragnhild's role as the wonderful, straight-shooting Dame of the English section in Vestfold. She takes responsibility regardless of the task in question, and regardless of what might benefit her own interests. While she may disagree with colleagues on theory or other points, there is no end to how much room she will leave for others to excel and how much support she will offer to make her colleagues the best teachers and researchers they can possibly be. It is a great privilege and a gift in life to work with someone who is always there to take responsibility, give you that uplifting smile and, if necessary, cover your back. We are forever grateful to Ragnhild for really *caring* about English language pedagogy – and us.

Magne Dypedahl