

From the Editor

Friends and Colleagues,

Thank you for your support of this eleventh issue of the *The Journal of Literature in Language Teaching*. This journal is a peer-reviewed publication of the Literature in Language Teaching group (SIG) of the Japan Association for Language Teaching (JALT).

In this issue **Justin Nicholes** extends the boundaries of literature in language teaching in a case study that explored the disciplinary identity of a second-language (L2) writer as she experienced a literary-analysis and L2 fiction-writing workshop that involved imagining and writing about her future life and career. Next, **Alan Shelton** examines the merits of using graphic novels as valuable educational materials for literature in ESL classrooms making reference to vocabulary analysis tools familiar to corpus linguistics. Then **Meredith Stephens** offers her rationale for choosing an ESL reader by Suzanne Kamata (see below) rather than an EFL reader and why she read the story aloud to the class. **Lorraine Kipling** describes her course design that involves engaging with students' interest in Aesop's fables with the aim of activating analytical and critical thinking skills. **Atsushi Iida** and **Malu Sciamarelli** summarize their presentations in the 2017 JALT LiLT Forum "Creativity, Poetry, Stylistics, and Culture." **Paul Seigny** adds his contribution to the forum, reporting on the complexities of a cultural-stylistic approach to teaching creative short story writing with mixed abilities advanced L2 learners. Finally, in Announcements, ever-prolific, veteran language educator **Suzanne Kamata** indicates where her latest books can be found.

The **2018 JALT PanSIG** will be held from May 19–20 at Toyo Gakuen University in Tokyo (Hongo Campus). The **2018 JALT Conference** will be held from November 23–26 in Shizuoka. Please refer to <https://jalt.org/main/conferences> for full details.

As always, LiLT members and readers from around the world are invited to submit their own observations and findings, as well as their commentary about any of the articles published to date.

In an effort to expand the opportunities for including literature in the classroom, **from 2018 this journal will also welcome short submissions explaining how literature has been effectively and successfully used in your classrooms as activities**. The concept and format should be similar to JALT's "My Share" (refer to any issue of *The Language Teacher* for examples).

The next issue of *The Journal of Literature in Language Teaching* is expected to be published at the end of the summer and **submissions are being accepted until May 20, 2018**. Further information is available at the LiLT SIG website <http://liltsig.org> and from the editor of this journal via email: liltsig@gmail.com. You can also submit directly to greggmcnabb@gmail.com.

We would like to extend our gratitude to the contributors who have published in this journal and to the conscientious, thoughtful people who took a time out of their busy schedules to help with careful editing and proofreading. Perhaps you may also want to help us in our double-blind review process and enable us to proceed more speedily through the publishing process. Most of all, as always, we thank you, our readers.

Gregg McNabb – Editor

About the Literature in Language Teaching Special Interest Group

Literature in Language Teaching (LiLT) is a Special Interest Group (SIG) within the NPO JALT. We established this group in 2011 to encourage and promote the use of literature within language classes. The group coordinates with other groups to hold events, publishes a peer-reviewed journal and publishes several newsletters per year.

LiLT SIG Organisational Team, 2017

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