

From the editor

Friends and Colleagues,

Welcome to the second issue of *The Journal of Literature in Language Teaching*, and to our first issue of 2013. This journal is a peer reviewed publication put out by the JALT Special Interest Group (SIG) Literature in Language Teaching (LiLT).

Since our first issue we have been growing quickly, co-sponsoring and arranging lectures and events, and working on this journal. As always, we very much welcome member contributions. If you have some ideas you would like to share, please do get in touch.

In getting this second issue ready, we would like to extend our thanks to the contributors and to those who have taken the time out of their busy schedules to help in editing and proofreading. Thank you!

Gavin Brooks & Simon Bibby
Editors

In This Issue

Feature Articles

As with the first journal this issue provides us with a varied selection of articles that deal with using literature in the language classroom. In the first article, Atsushi Iida provides an insightful overview of the current state of the research being done on using literature in the language classroom. This article examines both the theoretical underpinnings of what makes literature such a valuable tool when teaching a second language and also looks at some of the current empirical studies being done on the use of literature in both writing and reading classes. In the second piece, Cameron Smith discusses how writing, and creative writing, can be used to improve our students second language acquisition. He examines the topic using examples from his own personal experiences in the classroom along with a selection of examples and ideas taken from the research that others are doing on the benefits of using creative writing in English as a second language classes. In the next article, entitled Post-Colonial criticism in ELT reading, Neil Addison examines why teachers should try to use a wide range of global literature in ELT reading classes to present students with a more diverse and varied view of English speaking cultures. In the final article in this section, Tara McIlroy introduces us to her research on teachers' beliefs and their approaches to using literary texts in the language classroom in Japan. This article presents the results of a small-scale study that looks at how teachers at a private university in Japan use poetry with learners of English, and their views on the process.

Literature in Practice

This section of the journal is devoted to articles that discuss the experiences of individual teachers in the classroom. It is hoped that this section will provide both a theoretical overview of how and why second language teachers are making use of literature in their classroom as well as practical examples and advice that will help our readers to start to use literature in their own classes. In the first article of this section, Patrick

Judge provides us with a follow-up to his previous article that examined the idea that contemporary television drama series can serve as fine examples for students of contemporary literature. In this article he looks at how teachers can use television dramas like *Battlestar Galactica* in the classroom by drawing on his own experiences using this drama to teach students at a private university in Japan. In the second article of the inaugural edition of this section Gregg McNabb looks at how we can use authentic literature in combination with new online technologies to help teach our students to become better readers. He looks at some of the technology that exists today, such as Spreeder, Moodle, and shows how these technologies can be used by teachers to help students improve their reading ability and promote autonomous learning.

Conference

This edition's conference section focuses the 4th annual Liberlit conference, which was held at Meiji Gakuen University January 15th. In this article Frances Shiobara gives us an insightful summary of the plenary speech given by Professor Yoshifumi Saito that. This presentation looked at how movies and literature can be used together to show students the changing attitudes to a piece of literature. Which, in turn, can make these texts more understandable and interesting for the students. She also notes that the conference has grown in size in recent years and encourages those interested in using literature in language teaching to check out Liberlit's new website and go to next years conference to experience, first hand, the quality presentations that are given at this conference on a number of literature related topics ranging from science fiction to World Englishes.