

## From the Editor

Friends and Colleagues,

Thank you for your support of this thirteenth issue of *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 the feature article, “Encouraging Spoken and Written Output: *English through Literature*,” **Sue Fraser** discusses whether literary input can encourage both spoken and written production through involvement with texts, expression of personal reactions to content, and formulation of written responses to themes. Her paper details the course design process including the setting of objectives, the methodological choices and selection of texts for “English through Literature,” and its implementation is exemplified by a lesson plan for one of the poetry components. It elaborates on her previous work in the 2018 summer issue: “Literature in the L2 Classroom: addressing communicative and policy goals.”

In *Literature in Practice*, **Meredith Stephens** describes the ways she used a multi-author, collaborative, community-specific collection of anecdotes in “*Mind the Culture Gap* edited by Susan Balogh and Jodi Lindsay: Live Readings of Local Literature to Foster Intercultural Understanding” for cross-cultural and linguistic purposes. It became a textbook for required Communicative English classes for Engineering and Biology majors. Stephens details the various activities she used to teach discrete skills of reading, listening, spelling, vocabulary, and collocation, and the top-down skill of summarizing a story. The stories also provide humorous illustrations of pragmatic failure.

Next, in “EFL Creative writing: Using Literature as a Guide for Students’ Writing”, **Iain Maloney** reports that when a questionnaire-based survey was administered to students studying academic writing at a Japanese university, it showed that there was a disconnect between students’ needs and expectations, and their curriculum. As a result, he examined whether it was felt that creative writing might offer a solution to the problems.

**Jane Joritz-Nakagawa** comprehensively reports on six poems read in her two 2018 JALT presentations offered as “Feminist Disability Poetics in EFL.”

**Tara McIlroy** reports on the European Society for the Study of English (ESSE) Conference held at Masaryk University, Brno, Czech Republic. She notes the broad range of English studies in several disciplines in Europe’s diverse countries and, in particular, interest in Kazuo Ishiguro’s oeuvre.

**John Maune** describes the 3rd Asian Shakespeare Association (ASA) 2018 Conference “Shakespeare, Traffics, Tropics” at the Ateneo de Manila University and the University of the Philippines. Session topics ranged from Shakespeare in film, current novels, literary theory, education, performance, psychology and language teaching.

Finally, there is high praise for **Jane Joritz-Nakagawa’s** anthology: *women: poetry: migration* – and her book of poetry, *Poems: New & Selected*.

The **2019 JALT PanSIG Conference** will be held from May 18-19 at Konan University in Nishinomiya, Hyogo. Please refer to <https://jalt.org> for full details. For other events of interest to LiLT members, please refer to the most recent newsletter at <http://liltsig.org/the-word-newsletter-of-the-lilt-sig>

LiLT members and readers and researchers 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.

The next issue of *The Journal of Literature in Language Teaching* is expected to be published in the summer of 2019 of the year and **submissions are being accepted until May 24, 2019**. Further information is available at the LiLT SIG website <http://liltsig.org> and from the editor of this journal via email: [liltsig@gmail.com](mailto:liltsig@gmail.com). or directly to [greggmcnabb@gmail.com](mailto:greggmcnabb@gmail.com).

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

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