

Introduction

Welcome to the summer issue of *The Journal of Literature in Language Teaching*!

The COVID-19 pandemic has led to a difficult time for students and teachers. Some are faced with learning and teaching in risky circumstances for themselves, their classmates and colleagues, and their families and friends. Others have to carry on educating through screens, at a distance, often isolated. All while some have had those they know fall sick and worse. It's been a difficult time to live full human lives. The value of artistic output, whether through films, broadcast theatre plays, music or literature in giving people comfort and helping them to make sense of the world around them has been clear. Hopefully, that's something we don't lose sight of in the years after this.

The feature article "Reader-response and stylistics approaches to literature in the Japanese EFL classroom" by **Jeremy Redlich** and **Steven Pattison** offers an elegantly structured approach to helping students analyse interactions between fictional characters to gain deeper emotional insight into those characters. Through promoting the idea of reading as a transactional process between reader and text, it encourages students to see how they are collaborators in making meaning of text, and how they can work together with others in doing this. It is an approach which can be made to work with students of a wide range of levels.

In "Lacan, identity and creative writing in the classroom", **Iain Maloney** reviews Zoe Charalambous's *Writing Fantasy and the Identity of the Writer* from the perspective of encouraging students to write creatively in a second language. He explores similarities between her Lacanian approach to writer identity to Zoltán Dörnyei's work on L2 identity and motivation. **Tara McIlroy** sees a bright future for professional development for teachers promoting literature in the virtual world in her upbeat summary of a number of conferences forced online by the pandemic, including the world famous Hay Festival. **Mary Hillis** reports from JALT 2019 on the use of ethnographic poetry in the classroom. Students take authentic voices from interviews and shape them into poems, discussing with their classmates the technical and artistic reasons for their choices.

This year's International Conference organised by the Japan Association for Language Teaching has also moved online. The Literature in Language Teaching Special Interest Group that produces this journal is holding its annual forum with a wide range of speakers. Chaired by **Susan Sullivan**, it features **Luke Draper** on the Practical Criticism approach to texts in the classroom, **Cristina Tat** on the use of creative writing to improve students' attitudes to "pleasure reading" (extensive reading), **Regan Tyndall** on examples of literature with diverse authors that aid students in discussions of discrimination in the students' second language, **Tara McIlroy** on how *The Curious Incident Of The Dog In The Night-Time* can function as an "empathy machine" for students, and **John Maune** on the use of Cinderella to help students examine sexist tropes in stories.

Finally, a reminder that *The Journal of Literature in Language Teaching*, a peer-reviewed academic publication, accepts submissions from all around the world. Submissions are accepted at any time on a rolling basis, although those looking to publish in the next edition should try to submit by the end of October 2020. Submission details are given on the final page of this journal, and can also be found on the LiLT SIG website <http://liltsig.org>. Submissions can be sent to liltjournaleditor@gmail.com. You can also contact the LiLTSIG at liltsig@gmail.com.

Stay safe,

Cameron Smith

Editor, *The Journal of Literature in Language Teaching*