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*Conference Report***Moving JALT into the Future: JALT 2024 Conference Report**

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Ritsumeikan University

Anna Shershnova

Kyoto University of Advanced Science

The International Conference of the Japan Association for Language Teaching was held in Shizuoka at the Granship Convention Center on November 15-18, 2024. On the occasion of the organization's 50th conference, participants were invited to look into the future and consider how to support a new generation of language teachers and learners. The 2024 theme, *Moving JALT into the Future: Opportunity, Diversity, and Excellence*, encompassed a broad variety of sub-themes including diversity, equity, inclusion, and belonging; methodology and practice; professional community; technology and language education; and research.

In 2019, McIlroy and Bibby predicted that “the role of literature language teaching will continue to evolve in the digital era ...” and that this could potentially “... impact on how we use literature, how we determine what literature ‘is’, and how we evaluate literature use within language teaching” (p. 41). Indeed, the JALT2024 conference presentations, reviewed in this report, suggest ways in which literature and language teaching is evolving within the Japanese educational context. Based on the focus of the conference speakers, changes in contemporary education necessitate the cultivation of creativity to effectively navigate the challenges and uncertainties that the future may present.

Literature in Language Teaching SIG Forum

The theme of the LiLT SIG Forum at the JALT 50th International Conference, *Moving Literature into the Future*, reflected the broader conference theme, which focused on the future of language education in Japan. As the landscape of education rapidly changes with the growth of technology over the past decade, the role of teaching literature remains steadfast due to its enduring value. The forum featured four presentations, followed by a brief yet stimulating question-and-answer session with the audience. Jennifer Igawa discussed the

potential value of a task-based method that requires students to modify fictional dialogue as a way of developing their real-life communication skills. To address the concerns and doubts raised by ChatGPT among language educators, Camillo Villanueva reported on the benefits of using this technology in a creative writing class. Mary Hillis examined how engaging students in creating visual poetry based on nonfiction texts, such as smart city data, enhances both their awareness of social issues and their language development. In the final talk, Anna Shershnova focused on the value of teaching English-language haiku through a method that integrates pedagogical stylistics with reader-response data to promote intercultural learning among students. Below is a more detailed summary of the four presentations.

Changing Dialogue to Reflect Interpersonal Relationships by Jennifer Igawa

Jennifer Igawa presented the results and insights on the use of a task-based method aimed at maximizing learner engagement within the Communication Course at a private university in Japan. The method involved rewriting a dialogue from “The Appalachian Trail”, a short story by Bruce Eason (1991), to reflect character relationships different from those identified in the text. Working in groups, students were tasked with modifying the original dialogue between the narrator and a character, identified by students as a man and woman in marriage, into a dialogue between two siblings with a warm relationship, and then into a dialogue between two siblings who do not get along well. Prior to completing the task, the students discussed the original tone and diction of the excerpt in an instructor-led conversation and were provided with a model for completing the task.

After measuring the students' cognitive, behavioral, and affective engagement (Bonner et al.,

2022), the presenter concluded that, although students had not shown increased mental exertion in the new language creation task compared to a discussion task, they did demonstrate more active participation in the new task. In addition, some students expressed positive feelings about the class due to the new task. The value of the method used by the researcher lies in providing students with a stimulating context that prompts them to be playful and creative with language. Moreover, manipulating language with the aim of reflecting certain relationships may be useful in developing emotional awareness and better critical thinking skills in students, resulting in improved communication in real-life situations.

Coauthoring Stories with ChatGPT in a Creative Writing Class & Student Perceptions by Camilo Villanueva

Camilo Villanueva's presentation, aimed at investigating students' perceptions of using ChatGPT in creative writing, offered a bold perspective on the value of the tool. While many educators believe that ChatGPT is detrimental to creative writing abilities (see, e.g., Niloy et al., 2023), Villanueva's research has shown that using ChatGPT as a coauthor in students' creative works contributed to higher levels of engagement and motivation to create their own stories. In his study, 20 Japanese university EFL students were tasked with experimenting by using ChatGPT as a coauthor to create a 300-word short story. Students later added original dialogue and action to the stories created by ChatGPT. In the next stage of the study, students created a new character using a character questionnaire they had completed earlier as part of their preparation for using ChatGPT and were tasked with writing an original story. They were allowed to use ChatGPT for ideas but not for the actual writing of their stories. Following this, participants completed a questionnaire about their perceptions of using ChatGPT in the creative writing class.

Students' responses indicated that they found ChatGPT useful, fun, and instrumental in providing a model for story creation. Moreover, a majority of students stated they would continue using the tool in the future. Drawing on Hall's (2015) idea that students' perceptions are important in literature and creative writing contexts, the presenter concluded that teaching creative writing should be informed by students' perspectives. For this reason, rather than seeing GenAI as destroying creative writing, it should be viewed as a

means of reinvigorating writing in new contexts (Dobrin, 2023).

Moving Language: Art, Poetry & Technology by Mary Hillis

In her presentation, Mary Hillis demonstrated how the fusion of art, poetry, and technology-related content can become a method through which students harness their awareness of social issues while improving their language proficiency. In her one-year-long university course, titled "English Seminar: Social Issues and Poetry," students explore the value of smart city data collection in improving the quality of urban citizens' lives. They analyze how information collected through advanced technological tools, e.g., traffic flow, energy consumption, and waste management analytics, can be useful in providing citizens with better services. The course also introduces students to the project *Every Thing Every Time* by Naho Matsuda (Future Everything, n.d.), which focuses on transforming smart city data such as weather reports, traffic patterns, and public transport schedules into playful poetic forms featured on split-flap displays around Manchester. Matsuda's works prompt the public to reflect on the link between data, daily life, privacy, and technology. Through this example, students are encouraged to create their own visual poems using everyday data, such as smartphone notifications, weather updates, or public transport information. The activity aims to explore the narratives that emerge from these data points, allowing students to examine technology's role in shaping their daily lives and experience conducting their own arts-based research (see Greenwood, 2019).

In another activity, students are asked to write their original ideas about Kyoto using sentence stems like *This city is ...*, *This city is like ...*, *This city is as ... as ...*, and *This city is a place where ...*, following Matsuda's project *This City is* (n. d.) as an example. Afterwards, students decide where exactly in Kyoto they would like their sentences to be projected and, using software tools, generate visual representations of what their art installation would look like. Participating in the course, students discover the creative potential of raw data and learn to express their understanding of social issues through a novel multimodal medium.

Teaching English-Language Haiku through a Pedagogical Stylistic and Reader-Response Approach: Implications for Intercultural Learning by Anna Shershnova

In her presentation, Anna Shershnova explained why a mixed-method approach to teaching English-language haiku can develop intercultural reader qualities in Japanese university EFL students. The theoretical framework of her small-scale study was drawn from the model of the Intercultural Reader developed by Hoff (2016). The model is based on an understanding of reading as “a multidimensional form of intercultural communication that entails navigating conflict, complexity, and ambiguity” (Hoff, 2017, p. 14). In the study, students engaged in the instructor-led close analysis of English-language haiku – the main method in stylistics, which focuses on the specific details of a text to discern deeper meanings present in it. The method was helpful in drawing students’ attention to juxtaposition, the driving force for meaning-making in English-language haiku, and in teaching them to resolve ambiguities inherent in this genre of poetry. Additionally, students were encouraged to share feelings and associations aroused by such a highly evocative form of poetry, as well as present interpretations that might differ from those of their peers.

At the final stage of the study, students completed anonymous questionnaires aimed at collecting data on their perceptions of English-language haiku sessions. Both oral and written responses from students, coded and analyzed, showed that reading English-language haiku has the potential to develop intercultural reader qualities as set out by Hoff (2016). Owing to the key characteristics of English-language haiku, such as brevity, juxtaposition, ambiguity, and deep themes, teaching it through the mixed-method approach appears to be a natural and effective way to develop a contemporary understanding of cultural identity as a dynamic and multidimensional concept.

Presentations by LiLT Members

Creative Writing Activities for the EFL Classroom by Nathan Crocker

A workshop on “Creative Writing Activities for the EFL Classroom” was delivered by Nathan Crocker of Matsuyama University. According to Maloney (2019), creative writing activities are valuable because “In the creative writing classroom students are invited to do what many of them find the most challenging yet what is often their most frequently stated linguistic ambition ... expressing what they themselves think and feel, free from the emotionally stressful situation of

direct communication.” With this in mind, Crocker introduced two activities: creating a character and designing a wanted poster and imagining a story and drawing a map.

For the wanted poster activity, students imagine their original character, writing a name and description to accompany their illustration. Because of their familiarity with the wanted poster from the animation *One Piece*, many students are likely to quickly understand the assignment. Several example characters created by students were introduced, such as villainized tangible items (e.g. an evil corn cob who makes its presence known on salads and pizzas, a smartphone thief who steals people’s money, confidence, and time) or intangible ideas, such as a happoubijin (a person who appears to be everyone’s friend but does not show their true emotions). Then audience members had a chance to generate their own wanted poster using a prepared handout and colored markers. Several audience members shared their creations, and the session concluded with a question-and-answer session.

GenAI Pitfalls and Considerations: What You Should Know by Joshua Lee Solomon

Joshua Lee Solomon presented “GenAI Pitfalls and Considerations: What You Should Know” as part of the Materials Writers SIG Forum, titled “Viewpoints on Generative AI in the Material Writer’s Toolkit”. In his presentation, he addressed the issues related to the use of AI, including reliability, copyright, and ethics.

Determining the reliability of the information provided depends on a variety of factors, including the specific tool used (e.g., ChatGPT, Perplexity, Gemini) and the subject of the query. Providing the wrong information or supplying incorrect citations are not the only ways that the technology could potentially mislead users, however. There are copyright concerns as well, with governments and international organizations defining different parameters for the types of materials which can be used for training large language models. Within this context, Japan has become known as a “machine learning paradise” for its approach to the issue, and “Unlike the UK and the EU, which allow the ingestion of copyrighted works only for non-commercial purposes, Japan allows it also for commercial use, purposes other than production and apparently including the ingestion of illegally obtained content, such as pirated copyright material” (Warren and Grasser, 2024).

There are also ethical concerns about the environmental impacts and human costs of the technology. Specifically, "... AI often relies on hidden human labor in the Global South ... These invisible workers remain on the margins even as their work contributes to billion-dollar industries" (Perrigo, 2023), and web searches conducted with GenAI use energy at the rate of four to five times that of traditional web searches, and huge amounts of water are required for cooling the system (Crawford, 2024).

The primary benefit of the technology is that usable texts can quickly be created, saving the writer both time and effort. On the other hand, a key advantage of manual writing is personal learning and development, which is important to those involved in the field of education. Considering the above, Solomon concludes that generative AI may be more appropriate for certain users and contexts than for others.

Digital Transformations? AI in Japanese Education Policy by Cameron Smith

Cameron Smith's presentation, "Digital Transformations? AI in Japanese Education Policy", conveyed key points from international and national educational programs and policies. The Organization for Economic Co-operation and Development's Future of Education and Skills 2030 project supports curriculum development in countries around the world and places emphasis on areas which are vital for students to succeed in an uncertain future, such as agency, well-being, and 21st century competencies (OECD, n.d.).

In Japan, the Cabinet decided on the New Basic Plan for the Promotion of Education in 2023, and it will be in effect from 2023-2027. Smith highlighted several key points: education as a driver for a sustainable society, lifelong learning, encouragement of wellbeing, and development of necessary skills. The document acknowledges many factors which have affected recent society, including the effects of the COVID-19 pandemic, the age of VUCA (variability, uncertainty, complexity, ambiguity), and the development of artificial intelligence. Under these circumstances, the concept of creativity (the production of something novel and useful) is important, especially in creating "new values" for society. Looking toward the future, Society 5.0 has been described as "... a human-centered society that is sustainable and resilient, that ensures the safety and security of the people, and that enables each and every

one of them to realize well-being" (MEXT, 2023a). In order to achieve this vision of the future, the plan promotes the development of people with "... initiative, leadership, creativity, problem solving skills, logical thinking, expressive ability, and teamwork ..." (MEXT, 2023b). Therefore, even if mentions of English or foreign language education are featured less prominently in this plan, both the humanities and the skills necessary for globalization are still prioritized. As a result, Smith contends that because we emphasize these skills in our language classrooms, we need to assert our value within the educational community.

Preschool Development: Games for Language & Social and Emotional Learning by Martin Sedaghat

Sharing the results of his master's dissertation, Martin Sedaghat delivered a poster presentation titled "Preschool development: Games for Language & Social and Emotional Learning". The purpose of this study was to explore how using language games with very young EFL learners affects engagement and social-emotional learning (SEL). SEL is defined by CASEL (n.d.) as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Sedaghat's research was conducted in a preschool class of eight children, and data was obtained through recording, transcribing, coding, and then analyzing learner interactions during language game play. A variety of materials such as tic-tac-toe boards, letter dice, word cups, and character cards were used during the language games. For example, the character battle game features familiar characters from books, video games, and anime, so students become excited when they get their favorite cards, such as those from Minecraft or Pokémon. Sedaghat sums up the research by stating, "Young learners use their whole bodies to communicate when unsure of words. They learn from each other, correct mistakes, and enjoy experimenting with language and challenging themselves when given agency in games." At present, the poster is available at https://drive.google.com/file/d/1Mg8MRqaOSz2ZFP_U2yOnhaS0J-Gkq1UxF/view?usp=sharing

Presentations of Interest

Constraints to Foster Creativity in Language Learning Tasks by Tan Bee Tin

Tan Bee Tin from the University of Auckland discussed the importance of creativity in the presentation “Constraints to Foster Creativity in Language Learning Tasks”. Session attendees were asked to describe the JALT 2024 conference in one word, and most people responded by writing an adjective. Then they were asked to perform the task a second time, revising their descriptions so as not to use a single adjective but rather to use multiple words. The results were more original and varied, demonstrating Tromp’s (2022) claim that “constraints are at the heart of creativity”. In fact, there are two types of task constraints, exclusionary constraints (avoid using X), and focusing constraints (use Y). For example, if students are asked to write similes freely, many may write something along the lines of “Our friend is like a breeze”. In this case, some exclusionary constraints might be not to begin with a possessive pronoun or not to use an adjective. Therefore, avoiding confirmation-based salience and utilizing violation-based salience stimulates creativity. According to the presenter, the former is “instances of language and ideas members of a particular socio-cultural group are frequently attracted to in association with a specific topic or task” while the latter is “cases of language and ideas that catch people’s attention because they are unusual and surprising”. More information about the presenter’s research can be found in the open-access book, *Unpacking Creativity for Language Teaching* from Routledge (<https://doi.org/10.4324/9781003225393>).

Engaging Readers via Creative Japanese Book Trailer Contests by Kaori Hakone

In the presentation “Engaging Readers via Creative Japanese Book Trailer Contests”, Kaori Hakone of Osaka Jogakuin University informed listeners about an innovative program to promote book reading. Readers of Japanese language books are invited to create book trailer videos which, like movie trailers, creatively summarize and promote the work to others. Although reading is often perceived as a solitary activity, The Book Film Festival frames it as a social affair: a public facing project, the contest fosters engagement and interaction with literature, and thus promotes community-based literacy. Furthermore, this project is related to the United Nations Sustainable Development

Goals (SDGs), specifically SDG 4 Quality Education and SDG 17 Partnerships for the Goals.

Participation is open to all ages, with entries accepted from students in middle school, high school, and university as well as from international students and adults. Based on survey and interview data, learners who have entered the contest appreciate having an outlet for their creativity and a way to connect with a wider group of readers, not to mention an opportunity to be recognized for their video creations. As the contest is currently limited to Japanese language entries, suggestions for organizing similar classroom projects in other languages were given. More information can be found at the Book Film Contest website www.bookfilm.jp.

Creativity and Imagination in Lifelong Language Learning Forum

The Lifelong Language Learning SIG forum was titled “Creativity and Imagination in Lifelong Language Learning”. Drawing on the work of Eagleman and Brandt (2017), the forum theme prompted the presenters to consider how creative and imaginative activities can be utilized in language classrooms across contexts. One presentation of interest was delivered by Joseph Dias who shared two activities, tableaux vivants and mimes, which have been used within the context of intercultural virtual exchange.

Literally translated as “living pictures”, tableaux vivants traditionally involve a group of people staging scenes from books, paintings, or everyday life, and they have a long history as a type of entertainment, a tool for personal exploration, and a form of protest (Murphy, 2012). While it may seem counterintuitive to use nonverbal activities in the language classroom, as Dias demonstrated, students have ample opportunity throughout to negotiate meaning (see Dias, 2014). For the tableaux vivant, first, relevant themes (e.g., love, peace, justice) are selected, and students brainstorm and share words which they associate with these chosen concepts. Second, in small groups, students discuss how to best represent their assigned concepts before staging and photographing their original tableaux vivants. Then students’ word associations and photos (or videos) are exchanged with students in the international partner class. Finally, after having viewed others’ creations, students reflect on the scenes and discuss similarities and differences in the portrayals and perceptions of the target concepts across cultures.

Binning the Book Reports by Andy Lawson and Jack Hayford

Andy Lawson and Jack Hayford shared a variety of alternatives to book reports in the language classroom. These can inspire a more positive attitude toward extensive reading and encourage students to finish their graded reader assignments. If book reports are the only form of assessment for the reading, then students would know what to expect and therefore, they could prepare in advance without having read the book. However, the presenters contend that if there are a variety of creative assessments based on the book, and students don't know which one will be used until they get to the classroom, they may be more inclined to do the reading.

Several of these activities are described below, with some requiring students to have read the same book. In one activity, students position themselves as journalists and imagine how events in the book could be expressed through the genre of news writing. Another activity they have used is called "join the story" in which students imagine that they join the story either as an existing or additional character, and they explain how they would incorporate themselves into the narrative. Additionally, in "every picture is worth 1000 words", students have a limited amount of time to draw a picture from the story and then are given a predetermined amount of time to answer classmates' questions about their illustration. Another artistic activity is to have students design new art for the book cover. Finally, the presenters mentioned that "book skits" are an engaging post-reading activity because students can choose not only which scene to use but also how to act it out, in order to convey the mood and atmosphere of the book to the class.

Plenary and Featured Speakers Toward Justice-Affirming Language Teaching by Ryuko Kubota

Ryuko Kubota, University of British Columbia, delivered a plenary session titled "Toward Justice-Affirming Language Teaching". Her talk covered critical pedagogies and justice-affirming language teaching, and the challenges as well as practical applications. Within the Japanese context, these topics are important not only because of the country's history as a colonial power, but also the continued discrimination against minority populations and the preference for so-called "native speaker" teachers at some educational institutions.

Justice-affirming language teaching includes antiracism, decolonial praxis, and intersectional justice. She discussed epistemological racism and presented the questions "Whose perspective appears in syllabi, textbooks, and curricula? Who do we cite in our writing?" as key points of consideration in this area (Kubota, 2024b). Furthermore, decolonization "challenges Western scientific thinking as the only valid knowledge" (Kubota, 2024b) and as the universal and rational way of thinking (see Mignolo and Walsh, 2018). Furthermore, decolonial and anticolonial perspectives "...problematize the persisting anti-Indigenous and anti-Black racism as well as the exclusion of knowledge produced by minoritized people and those in the global South" (Kubota, 2024a, p. 8).

In the address, she emphasized the need for public-facing scholarship and introduced two of her video projects. One is a documentary film project called "World Englishes: Voices in Canada" (<https://blogs.ubc.ca/worldenglishesincanada/>) and the other is "Linguistic Experiences of Racialized Graduate Students" (<https://blogs.ubc.ca/raciolinguistics/>). Both resources can be used to explore these issues further with students, colleagues, and others.

Crafting "Choose Your Own Adventure" Stories by Francisca Maria Ivone

Francisca Maria Ivone from Universitas Negeri Malang in Indonesia led a workshop on "Crafting 'Choose Your Own Adventure' Stories". As the JALT 2024 Bill Balsamo Asian Scholar, Ivone also delivered a conference session titled "Generative AI in ELT: Tools, Tutors, Mates, and Tutees" which focused on integrating chatbots in the language curriculum. A video interview conducted before the conference can be found on JALT's YouTube channel at https://youtu.be/rnEFiZEeFE?si=rKzddAckMsGTyN_k

Ivone's workshop began with small group discussion about a favorite story (e.g., picture book, folktale) from childhood and one change that could be made to the story. After that, with the help of ChatGPT, each participant began working on creating a choose your own adventure (CYOA) story. Also called branching narratives, the plot of these stories diverges based on reader decisions. The audience had the opportunity to read a sample CYOA story before beginning work on their own creations. They began

with the prompt and used the following suggested guidelines for assistance: topic (characters, plot, etc.), the format (branching narrative), information about the audience (age, interest, etc.), presentation (headings, branches), and language level (target vocabulary, grammar, etc.). The resulting generated text was transformed into the CYOA format using the online tool Twine (twinery.org). According to the website “Twine is an open-source tool for telling interactive, nonlinear stories.” It has been embraced by educators because it is free, can be used either in the browser or downloaded, and is easy to learn because no knowledge of coding is required (see Salter and Moulthrop, 2021). The session ended with a discussion of generative AI tools and how the activity could be adapted for use in different teaching and learning contexts.

The NGLS Project: Words and Tools for Success by Charles Browne

The New General Service List (NGSL) is a collection of seven open-source, high-frequency English vocabulary word lists based on corpus linguistics research. In his presentation, Charles Browne, who has been at the forefront of the project since its initiation in 2013, introduced a number of pedagogically driven online tools, apps, and resources designed to help users utilize these lists for teaching, learning, materials creation, and research. The NGSL provides an average of 92% coverage of most general English texts and even higher coverage in other areas, such as spoken English, business English, and fitness English. Among the tools and features introduced by the presenter were gamified flashcards, a Wordle game, an interactive learning dictionary, and an AI-powered text profiler. The latter helps analyze text difficulty and simplify content to match students’ language proficiency levels. The NGSL Profiler also includes a Text Generator, a tool for creating English fiction tailored to second language learners, and a Text Rewriter aimed at simplifying texts in terms of length and complexity. Excitingly, in the near future, the NGSL project plans to add a literature word list, which will be invaluable for educators integrating literature into their language curricula.

More information about the NGSL Project can be found at <https://www.newgeneralservicelist.com>. Charles Browne’s TEDx Talk titled “Zipf’s Law: Core Words for English Language Learning Success,” which explains how many of the NGSL word lists were created and elaborates on the impact of the project, can

be accessed at

<https://www.youtube.com/watch?v=KIFOtNk1pyQ>.

Conference Reflections

Reflections on the Conference (Mary)

Among the presentations related to literature, creativity emerged as a common thread. As advancements in generative artificial intelligence continue to reshape the educational landscape, the need to embrace human creativity—derived from “personal experiences and emotions” rather than the algorithmic “novel” combinations (Frey, 2023)—has never been greater. As Coffey and Costa (2023) observe, to successfully navigate the “shifting sands of technological development, language teachers undoubtedly need to constantly review and update their pedagogy and that requires them to think about new ways to be creative in the classroom” (p. 559).

Literature is an ideal way to explore creativity, and innovative approaches to its use, whether independent of or in conjunction with technology, are springing up in language classrooms around Japan and beyond. The use of tableaux vivants, for example, demonstrates this by having students explore the depiction of universal human experiences in creative ways through an international virtual exchange project. The idea of creativity in the classroom was further reflected in other innovative activities outlined in other conference presentations: creating original characters, reimagining narratives through different lenses, and using AI to co-write stories. These practices not only enhance understanding of literature and its unique features but also encourage student agency and involvement in the learning process. As such, various literary forms, such as poems, stories, drama, games, videos, and graded readers, have great potential for language learning, cultural exploration, and imaginative expression.

Reflections on the Conference (Anna)

As Hillis points out in her reflection section, numerous 2024 JALT conference presentations emphasized creativity as a fundamental principle for future teaching and learning. This principle should also be applied to teaching literature to maintain the value of learning foreign languages through reading in today’s fast-changing world, where even the nature of reading is evolving (see, e.g. Kuzmičová et al., 2020, on fiction reading from mobile phones).

Reflecting on the LiLT SIG Forum presentations, Igawa’s creative, task-based method, which prompts

students to compose their own fictional dialogues, not only helps in developing students' emotional and critical thinking skills but also encourages language awareness. Stylistic in its nature, the method urges students to pay attention to each language item selected in order to reveal relationships between their characters' traits, thereby increasing learners' language awareness. The latter term refers to "the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language" (Carter, 2003, p. 64).

According to Hall (2017), efforts to raise language awareness in students through pedagogy are clustered into stylistics and creative writing. Shershnova's presentation on teaching English-language haiku illustrated how stylistic analysis, combined with reader-response data, can help students discover numerous nuances of meaning in a poetic form of extremely short length and transform their interpretations into knowledge about their cultural identities.

Hillis's and Villanueva's presentations showed how teaching creative writing can be enhanced through multimodality and AI. Challenging students to create descriptions of their city and digitally project them onto city objects or locations of their choice, Hillis's university course "English Seminar: Social Issues and Poetry" inspires us to think about how else we can allow students to experience the blending of different artistic forms in the classroom. Based on Villanueva's presentation on the use of AI in a creative writing class, using tools like ChatGPT to develop students' creative skills is an area that deserves further exploration. Embracing technology in a creative way is an endeavor worth aspiring to.

Following the presentations reviewed above, selecting engaging yet accessible literary texts, using novel methods to teach them and evaluate students' knowledge, and applying interdisciplinary approaches to researching the role of literature in language education are key to strengthening the role of reading among student populations in Japan and beyond.

Author Biographies

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Anna Shershnova is a visiting researcher at Kyoto University of Advanced Science, where she explores how English-language haiku can be used in the Japanese university EFL classroom. Her scholarly and teaching interests include pedagogical stylistics, cognitive poetics, and children's literature. In addition to her research, she teaches language and linguistics courses at Doshisha University and Doshisha Women's College of liberal Arts. anna.shershnyova@gmail.com

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