

PanSIG 2026 Nagoya LiLT forum speakers

Forum speakers will introduce a topic relating to research, theory, or practical aspects of using or creating literature in language teaching. The term *forum* highlights the central nature of exchanging ideas, so, with that in mind, in addition to presentations, there will be ample time for audience interaction via comments or questions.

Daniel Chesmore Doshisha International

Narrative Elements and Ludic Pedagogy in Debate Exercises

In class debates have long been established as a valuable language learning device (Jodoi, 2024). Yet students can struggle to see the relevance to real world situations. Model UN groups do allow for some exploration but are limited in terms of personal investment. Building on deHaan's (deHaan, 2019) work in Ludic Language Pedagogy, this study looks at introducing narrative elements to a Ludic centric semester long debate course. It seeks to assess students' changing beliefs/attitudes. Using self-generated topics and scenarios, students were able to see the interconnection of their choices and potential consequences (Moliin).

Suzanne Kamata Naruto University of Education

Co-creating "The Cat Café," a Story for English Language Learners

This session will describe an extracurricular project in which the instructor collaborated with students to create linked stories which take place in a common setting. The result was a culturally relevant text at an accessible level. Initially conceived of as a way to avoid cultural appropriation, the instructor identified other benefits of this collaboration including increased motivation among students regarding both reading and writing, and the advancement of intercultural understanding. In addition to detailing the procedure for creating, editing, and publishing the story, ideas for implementing similar collaborative writing projects in class will be suggested.

John Maune Hokusei University

Literature in language teaching: the many facets of LiLT

Some aspects of the use of literature in language teaching, the LiLT SIG, and the LiLT forum will be discussed.

John Wolfgang Roberts

Mie University

A Metafictioning Pedagogy: Close Reading in the age of AI

This talk touches upon the pedagogical implications of a metafictional approach to co-operating with AI in the literature and language learning classroom. Metafictioning (Roberts 2026; forthcoming) frames narrative as an ethical practice of engaging the materials that help shape the human experience. In a posthuman academic milieu increasingly shaped by AI, educators face questions about how to respond. Rather than prohibiting AI use, this talk proposes incorporating it processually by using tools such as ChatGPT to generate “default readings” that students subsequently engage through close reading practices. Using Lois Lowry’s *The Giver* as a speculative case study I argue that AI-generated readings can serve as starting points for cultivating student attention, interpretive judgment, and ethical responsibility.

Anna Shershnova

Kyoto University of Advanced Science

Fostering Humanization through Teaching Literature in the English-Language Classroom

While contemporary academic skills-based textbooks offer a variety of efficient materials for developing real-world competencies in university EFL students, studies show that integrating literature into English-language classrooms can make the teaching-learning process more humanizing. Encouraging students to explore other perspectives – often crossing cultures and times – through literature can help them acknowledge, enhance, or even reconsider their own views and values. In my presentation, I will share examples of literary works that can be used to develop students’ empathy, critical thinking, creativity, and philosophical reflection, while remaining within the framework of the assigned textbooks/curricula and targeted language skills.

Joshua Lee Solomon

Hirosaki University

Roleplaying Games as Collaborative Writing Projects: Developing and Running the Satoko Series

This practical report introduces a series of roleplaying games/collaborative storytelling activities developed for students to practice creative thinking and collaborative writing through a non-traditional pedagogical medium. Based on *Alice is Missing* (Hunters Entertainment, 2020), the games *Satoko is Missing V1*, *V2*, and *Satoko’s Secret* were developed specifically for Japanese EFL learners. They are played using an online chat platform (e.g. Zoom) in which participants take on roles in a group of teenagers communicating exclusively via a simulated group text chat. The different versions incorporate varying levels of scaffolding, controlled creativity, gamification, and the incorporation of culturally-familiar materials to encourage active writing from all participants. Results have been mixed, but the newer versions have shown more promise for future application.