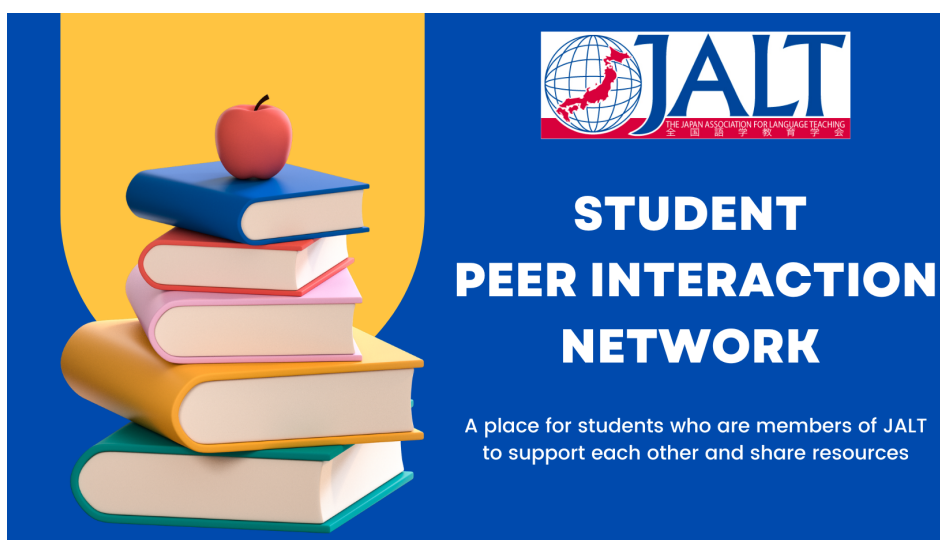


JALT SPIN Student Research Symposium 2025

Saturday 22 March 2025 - Saturday 22 March 2025



Book of Abstracts

Contents

Reflections on Grammar Translation Method and Direct Teaching Method	1
ANALYSIS ON THE CONCEPT OF POLITICAL CORRECTNESS AMONG GRADE 11 STUDENTS	1
Generational Views and Practices on Gender-Inclusive Pedagogy in the English Classroom	2
A Content Analysis in the Depiction of a Teenage Filipina by Select Female Wattpad Writers	3
The Importance of Speaking Activities in Junior High School and High school	4
Exploring Queer ELT Identity Through Autoethnography	5
Prevalence of Spelling Errors in the Academic Essays of Senior Highschool Students	5
From ALT to Teaching After-School Programs: Navigating EFL Teaching Within Japan's Diverse Learning Environments	6
Teacher Education and Inclusive Practices for Students with Dyslexia	7
Rethinking Translanguaging: Challenges in Multilingual EMI Classrooms	8
Scale Construction and Validation Using the e-Delphi Technique for Quantitative Research	9

1

Reflections on Grammar Translation Method and Direct Teaching Method

Author: Olivia Saputra¹

¹ *Hiroshima YMCA Gaigo*

Corresponding Author: osaputra2324@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Full-time MA 全日課程修士学生

Where are you currently studying? / 学校名 (全員):

Prefecture University of Hiroshima

Presentation Title / 発表タイトル:

Reflections on Grammar Translation Method and Direct Teaching Method

Abstract / Bio:

In TESOL's Direct Teaching Method (DTM), which emphasizes immersion in the target language through spontaneous communication, forms the foundation of pedagogical experience. The TESOL teacher training by International House Sidney focused on active student participation, oral communication, and vocabulary acquisition through contextualized, real-world examples, allowing students to develop language proficiency in an engaging and naturalistic manner.

A more traditional approach, the Grammar Translation Method (GTM), prioritizes explicitly teaching grammar rules, vocabulary memorization, and translation exercises between the target language and the native language. It might suit Japanese learners of English in a certain way, but it prompted reflection on the contrasting efficacy of these methods in language acquisition.

This presentation explores the strengths and limitations of both the GTM and DTM in relation to student engagement, linguistic accuracy, and long-term language retention. While GTM is particularly effective for enhancing reading comprehension and writing skills, DTM tends to strengthen oral communication and speaking abilities. Both do give advantages for Japanese learners of English, but more focus will be towards DTM. It can be argued that Japanese learners of English need more support in improving their oral communication skills.

From the university classes that I joined, American Literature Class and British Literature Class, I sensed awkwardness, hesitation, and struggles from Japanese students when the lecturer requested students to use English during discussion.

This presentation will compare the benefits and limitations of DTM and GTM, emphasizing DTM's focus on immersion, communication, and vocabulary acquisition. While GTM aids reading and writing, DTM is argued to better address the oral communication challenges Japanese learners face. I will also share my observations of Japanese students struggling with spoken English in university discussions, stressing the need for improved oral communication skills in language teaching.

Olivia Winata Saputra is a second-year Master's student in Linguistics at Hiroshima Prefecture University. She has research interests in Grammar, TESOL Direct Teaching Methods, and Extended Reading. Originally from Indonesia, she moved to Singapore for further studies. Olivia has eight years of English teaching experience in Japan, working with diverse student age groups.

2

ANALYSIS ON THE CONCEPT OF POLITICAL CORRECTNESS AMONG GRADE 11 STUDENTS

Author: Kyla Faye Tuller¹

Co-authors: Julia Nicole Tundag ¹; Nathaniel Jaylo ¹; Maria Angela Ramos ¹; Sarah Jannabelle Bondoc ¹

¹ *Polytechnic University of the Philippines - San Pedro Campus*

Corresponding Authors: nathjaylonj@gmail.com, julianicolealim@gmail.com, angel.ramos1118@gmail.com, jannabondoc8@gmail.com, kylafayerubintuller@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Full-time BA 全日課程学部学生

Where are you currently studying? / 学校名 (全員):

Polytechnic University of the Philippines - San Pedro Campus

Presentation Title / 発表タイトル:

ANALYSIS ON THE CONCEPT OF POLITICAL CORRECTNESS AMONG GRADE 11 STUDENTS

Abstract / Bio:

The Philippines is one of the Asian countries that practices and implements diverse and inclusive practices in its education. However, despite the presence of Diverse Education (DE) and Inclusive Education (IE), discrimination still remains, especially when it comes to gender, ethnicity, physical and mental challenges, and societal norms. That is to say, Political Correctness (PC)—a type of language that promotes the usage of less offensive words when communicating with others—is important to be put into practice. This study measured the perception, awareness, and attitude of Grade 11 students from San Jose Community High School towards Political Correctness (PC), with the help of survey questionnaires and interviews of selected Grade 11 students. Our results showed that Grade 11 students are moderately aware of Political Correctness (PC) and have a positive attitude and perception regarding its importance and practice. However, in the categories of gender, ethnicity, and physical challenges, both positive and negative attitudes occurred. It is evident the Grade 11 students are aware and willing to practice the ideologies of Political Correctness (PC), and consistent education and exposure to Political Correctness Ideologies (PCI) will benefit their evolving understanding and exercise of inclusive and respectful language.

Kyla Faye Tuller is a pre-service teacher and a graduating student from the Polytechnic University of the Philippines –San Pedro Campus. Passionate about education, she is committed to fostering student learning and engagement. Her research interests focus on the power of language and its impact on communication, social dynamics, and education.

Sarah Jannabelle Bondoc is a graduating student from the Polytechnic University of the Philippines—San Pedro Campus, with a Bachelor of Secondary Education Majoring in English. She aspires to be an educator and would like to work in the fields of writing, special education, and language evolution.

Nathaniel Jaylo is a fourth-year student from the Polytechnic University of the Philippines—San Pedro Campus, taking the BSEd—Major in English Program, and a pre-service teacher. Interested in drawings and music, he views language as an art form and is enthusiastic about incorporating his passion in engaging his students.

Maria Angela Ramos, a graduating BSEd English student at PUP –San Pedro, is a passionate pre-service teacher. She strives to make learning fun and meaningful while exploring language’s role in communication and education. Dedicated to teaching, she aims to inspire students through engaging and effective learning experiences.

Julia Nicole A. Tundag is a fourth-year pre-service teacher in the Bachelor of Secondary Education program with a Major in English. She is dedicated to creating a meaningful and enjoyable learning experience for her students. Her goal is to have a positive impact on their lives by giving them knowledge and letting them experience inclusive and effective learning experiences.

Generational Views and Practices on Gender-Inclusive Pedagogy in the English Classroom

Author: Cathrina Kyla Diaz^{None}

Co-authors: Almarie Honrada ; Brendel Mae Tiozon ; Maynard Limosinero ; Shagmar Berandoy

What type of student are you? / 当てはまるものを選んでください:

Full-time BA 全日課程学部学生

Where are you currently studying? / 学校名 (全員):

Polytechnic University of the Philippines - San Pedro Campus

Presentation Title / 発表タイトル:

Generational Views and Practices on Gender-Inclusive Pedagogy in the English Classroom

Abstract / Bio:

In recent years, students have increasingly become gender diverse. Along with that, classroom dynamics are also evolving. Incorporating gender-inclusive teaching methods in English classrooms has emerged as a significant concern in today's educational institutions, mirroring wider societal efforts to achieve gender equity and inclusiveness. Through interviews, classroom observations, and focus group discussion, the research understood how teachers from different generations define, implement, and perceive challenges in integrating gender inclusivity into their teaching. While all respondents coming from different generations (Baby Boomers, Generation X, and Millennial) acknowledged the importance of inclusivity, significant differences emerged in their approaches. Baby Boomers, often lacking training and influenced by traditional mindsets, struggle with adapting to contemporary concepts. Generation X teachers strongly commit to actively incorporating inclusive language and strategies. Growing up in a more diverse society, millennials often have extensive training and proactively promote inclusivity. The study identified key challenges, such as resistance from colleagues with traditional views, outdated curriculum materials, and a lack of clear school policies on inclusivity. By promoting gender awareness among teachers and providing them with the necessary resources, schools can create more inclusive environments where every student feels valued and supported, regardless of their gender identity.

Cathrina Kyla Diaz is a fourth-year BSED Major in English student at PUPSPC, Philippines. She is the former Vice President of their campus' Gender and Development Organization, advocating for gender equality. During her last academic semester as a teacher intern, she taught research subjects to Senior High School students.

Shagmar Berandoy is a fourth-year Education student majoring in English at PUPSPC. He is the former Secretary General and a current member of PUP Sampaguita Chorale. He is currently taking his internship at Calendola National High School as a pre-service teacher.

5

A Content Analysis in the Depiction of a Teenage Filipina by Select Female Wattpad Writers

Authors: Andrea Galut^{None}; Angella Austria^{None}; Jeanmar Enriquez^{None}; Jonaliza Mamon^{None}

Corresponding Authors: jonalizarose4@gmail.com, angeaustria5@gmail.com, andreagalut19@gmail.com, enriquez.jae12@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Full-time BA 全日課程学部学生

Where are you currently studying? / 学校名 (全員):

Polytechnic University of the Philippines - San Pedro Campus

Presentation Title / 発表タイトル:

A Content Analysis in the Depiction of a Teenage Filipina by Select Female

Abstract / Bio:

This study explores how a teenage Filipina is depicted in Wattpad stories by select female Wattpad writers and how a language-based approach views literature as one of the reliable resources for teaching and studying a language so that students can become more proficient in it. This study does not focus on genre-specific themes or motifs, but rather on general depiction of a teenage Filipina. This means that depictions of women who do not fit into a particular genre may still be included if they fit into another genre category. It also focuses on how the learner develops their language skills and naturally picks up the language from the literary setting. Literary works are so rich in vocabulary, the landscape of thinking, the variety of human contacts, and the complexity of experiences that teaching language via literature is an effective strategy. The researchers recommend providing a practical application of feminist literary criticism in teaching in a way that the literature could be more relatable and engaging for students, and language teaching would be more gender-neutral and gender-inclusive.

Andrea B. Galut is a fourth-year college student at the Polytechnic University of the Philippines - San Pedro Campus, pursuing a Bachelor of Secondary Education with a major in English. Demonstrating consistent academic excellence, Andrea has been a President Lister's Awardee for seven consecutive semesters.

Angella M. Austria is a fourth-year college student at the Polytechnic University of the Philippines - San Pedro Campus, pursuing a Bachelor of Secondary Education with a major in English. Angella has consistently been named to the president and dean lists for her academic achievements.

Jeanmar A. Enriquez is a fourth-year college student at the Polytechnic University of the Philippines - San Pedro Campus, pursuing a Bachelor of Secondary Education with a major in English. Jeanmar has consistently been named to the president's list for his academic achievements.

Jonaliza Rose P. Mamon is a fourth-year college student at the Polytechnic University of the Philippines - San Pedro Campus, pursuing a Bachelor of Secondary Education with a major in English. Jonaliza has been a consistent President Lister's Awardee and a back-to-back champion in declamation.

6

The Importance of Speaking Activities in Junior High School and High school

Author: Tenta Endo¹

¹ *Nagoya University of Foreign Studies*

Corresponding Author: 230fe521@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Full-time BA 全日課程学部学生

Where are you currently studying? / 学校名 (全員):

Nagoya Foreign University of Foreign Studies

Presentation Title / 発表タイトル:

The Importance of Speaking Activities in Junior High School and High school

Abstract / Bio:

This presentation discusses the impact of introducing speaking activities in junior high and high school English classes. Although speaking has not been seen as the most important skill in English education in Japan for a long time, recently, teachers and researchers have been highlighting the effects of including

speaking activities in English classrooms. One reason could be because more people than in the past value interactions among students in the classroom. Not only English classes but education itself is shifting to better engage students through respecting each other's ideas and opinions. Communicating with other students enables them to listen to and learn from each other, and it could be more than just a language learning experience. In addition, some research shows that students enjoy speaking activities more than activities that are focused on listening, reading, and writing. Incorporating more speaking activities in class could help students find English learning more interesting and meaningful. In this presentation, the presenter will discuss the background of English education and the benefits of introducing speaking activities with examples of possible practices.

Tenta Endo is enrolled in the English Communication major in the Department of English and American Languages at Nagoya University of Foreign Studies. He is also taking English teaching classes.

7

Exploring Queer ELT Identity Through Autoethnography

Author: Chelanna White¹

¹ *Reitaku University*

Corresponding Author: chellykins@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Part-time MA 定時制 (フレックス制) 課程修士学生

Where are you currently studying? / 学校名 (全員):

University of British Columbia

Presentation Title / 発表タイトル:

Exploring Queer ELT Identity Through Autoethnography

Abstract / Bio:

Teacher identity is shaped by personal experiences, institutional expectations, and broader social forces. This presentation explores how I use autoethnography as a method to examine queer, foreign English language teaching (ELT) identity in Japan. Drawing on my own experiences, I critically reflect on the ways my identities interact and overlap in the various social and professional contexts I find myself in, using diverse theories such as Norton's (1995, 2013) concept of identity and investment, Varghese et al.'s (2005) work on teacher identity, and Butler's (1990) theory of performativity. This presentation highlights the benefits of autoethnography as a reflective and research tool for language educators. Participants will gain insight into how this method can support self-reflection and contribute to discussions on identity in ELT. Whether attendees are familiar with critical, qualitative methods such as autoethnography or not, they will gain a greater appreciation for the power of reflective writing in their own teaching contexts.

Chelanna is currently completing an M.Ed. in TESOL at the University of British Columbia. She is also a full-time instructor at Reitaku University. She is the Director of Program for JALT, and a founding member of the SPIN Committee.

8

Prevalence of Spelling Errors in the Academic Essays of Senior Highschool Students

Authors: Biverly Kempis^{None}; Jessa Florano^{None}; Mhitch Fidelson^{None}; Nanidref Quiambao^{None}; Ron Alexis De Jesus^{None}

Corresponding Authors: ronalexisdejesus@gmail.com, jessaflorano0000@gmail.com, quiambao.nanidref29@gmail.com, biverlymkempis@gmail.com, mhitchfidelson@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Full-time BA 全日課程学部学生

Where are you currently studying? / 学校名 (全員):

San Pedro, Laguna Philippines

Presentation Title / 発表タイトル:

Prevalence of Spelling Errors in the Academic Essays of Senior Highschool S

Abstract / Bio:

Spelling skill is an integral part of academic writing that significantly influences both communication and writing proficiency. Mastery of spelling not only enhances students' ability to express their thoughts clearly but also strengthens their overall academic performance. This study examines the prevalence of spelling errors in the academic essays of Grade 11 senior high school students at Cuyab Integrated National High School, located in Cuyab, San Pedro City, Laguna, Philippines. Using a mixed-methods approach, integrating both qualitative and quantitative analyses, this research provides a comprehensive understanding of spelling errors, identifies common error patterns, and suggests targeted interventions. A total of 110 essays from 42 participants were analyzed, revealing 249 spelling errors categorized into five types: omission, insertion, substitution, transposition, and grapheme substitution. Findings indicate that omission errors are the most frequent, accounting for 38% of the total errors, followed by substitution (29%), insertion (18%), grapheme substitution (11%), and transposition (4%). These results highlight the need for effective instructional strategies to enhance students' spelling proficiency. The study suggests various approaches, including error monitoring techniques, phoneme-grapheme exercises, and spelling generalizations, to help students improve their spelling accuracy. By addressing these common difficulties and equipping educators with targeted teaching strategies, this research contributes to the development of students' written communication skills and academic success.

Ron Alexis M. De Jesus is a fourth-year Bachelor of Secondary Education major in English student at PUP San Pedro. She is a five-time President's Lister and winner of the GEMS Festival 2024 Intercollegiate Debate Competition. She is currently researching spelling errors in senior high school students' essays.

Jessa M. Floranol is a Bachelor of Secondary Education major in English student at PUP San Pedro. A consistent President's Lister for five semesters, she demonstrates strong academic performance. Currently, she and her research group are conducting a study on the prevalence of spelling errors in senior high school students' academic essays.

Mhitch Fidelson is a fourth-year Bachelor of Secondary Education major in English student at PUP San Pedro. A full-time BPO trainer and former CSC Counselor, she has also been a journalist and chorale member. A consistent Dean's/President's Lister, she is currently researching spelling errors in senior high school students' essays.

Biverly M. Kempis is a fourth-year Bachelor of Secondary Education major in English student at PUP San Pedro. A consistent Dean's/President's Lister for five semesters, she is currently conducting research on the prevalence of spelling errors in senior high school students' academic essays as part of her academic requirements.

Nanidref Quiambao is a third-year Bachelor of Secondary Education major in English student at PUP San Pedro. As part of his academic journey, he and his research group are conducting a study on spelling errors in senior high school students' essays for their thesis writing subject.

From ALT to Teaching After-School Programs: Navigating EFL Teaching Within Japan's Diverse Learning Environments

Author: June Ha Kim¹

¹ *Akita International University*

Corresponding Author: i2310182@gl.aiu.ac.jp

What type of student are you? / 当てはまるものを選んでください:

Full-time MA 全日課程修士学生

Where are you currently studying? / 学校名 (全員):

Akita International University

Presentation Title / 発表タイトル:

EFL Teaching : From ALT to Teaching After-School Programs

Abstract / Bio:

Transitioning from an Assistant Language Teacher (ALT) in Japanese elementary schools to a part-time teacher in an after-school program (gakudo club) can offer unique experiences and insights into the landscape of early EFL education in Japan. As a graduate student studying and researching EFL teaching methods, I have experienced firsthand the differences between structured classroom instruction and informal after-school teaching environments. This presentation explores the challenges of adapting structured classroom settings with 3rd to 6th graders to the informal play-based environments of gakudo clubs with primarily 1st and 2nd graders. Through personal narratives and utilizing methods supported by research on play-based learning and informal education, this study explores a variety of strategies for engaging young learners, managing diverse behaviors, and encouraging language acquisition outside traditional classrooms. This presentation aims to shed light on Japanese after-school English education programs and provide practical approaches for foreign educators navigating these unique environments.

June Ha Kim is currently a second-year graduate school student at Akita International University in the English Learning Teaching Practices program. He also has a BA in English from the University of Illinois, Chicago. He was previously an ALT in northern Japan for 5 years teaching at the elementary and junior high school level.

10

Teacher Education and Inclusive Practices for Students with Dyslexia

Author: Hidayat Polim¹

¹ *Soka University*

Corresponding Author: hidayatpolim@gmail.com

What type of student are you? / 当てはまるものを選んでください:

Part-time PhD 定時制 (フレックス制) 博士学生

Where are you currently studying? / 学校名 (全員):

Soka University

Presentation Title / 発表タイトル:

Teacher Education and Inclusive Practices for Students with Dyslexia

Abstract / Bio:

The movement towards inclusivity has gained greater traction globally, including in the field of ELT. Inclusive education aims to facilitate participation for all students regardless of their backgrounds, including those with dyslexia. Falling under the umbrella of specific learning differences (SpLDs), dyslexia is one of the learning differences that can hinder the development of language learning if left unsupported (Kormos & Smith, 2024). Given these challenges, teacher education as the platform for preparing future teachers has a critical role. Teachers are expected to be prepared with the awareness, practical knowledge, and skills of inclusive practices for teaching students with dyslexia. The research aims to explore and understand ELT stakeholders' perspectives related to Dyslexia in English language teacher education and English language classrooms in Indonesia. This presentation will delve into the literature and preliminary findings on inclusive practices to support students with dyslexia. Recommendations on practical actions to raise the awareness of inclusivity within teacher education and ELT classrooms to support students with dyslexia will be highlighted.

Hidayat Polim is a Ph.D student in the doctoral program in English Language and Education at Soka University. Simultaneously, he serves as a part-time instructor at Hosei University. His research interests are teacher education and inclusivity in the EFL classrooms.

13

Rethinking Translanguaging: Challenges in Multilingual EMI Classrooms

Author: Cameron Flinn^{None}

Corresponding Author: cameron.flinn@fuji.waseda.jp

What type of student are you? / 当てはまるものを選んでください:

Full-time MA 全日課程修士学生

Where are you currently studying? / 学校名 (全員):

Waseda University

Presentation Title / 発表タイトル:

Rethinking Translanguaging: Challenges in Multilingual EMI Classrooms

Abstract / Bio:

Translanguaging practices are frequently promoted as a legitimate means of co-constructing knowledge and allowing learners to draw on their full linguistic repertoires in multilingual learning environments. Translanguaging has recently been theorised as a transformative “space” in which multilingual users negotiate various identities and positionings. From this “translanguaging space” perspective, this presentation explores how a Japanese L2 English user deployed their L1 in a university-level EMI course over one semester and how their translanguaging practices emerged in relation to their personal history, experiences, and environment. Data were collected through interviews, observations, and recordings of classroom discussions. The findings show that translanguaging supports the co-construction of meaning but may limit opportunities to interact in the Medium of Instruction (MOI), which other students may expect or prefer. Additionally, it may contribute to the exclusion of peers who do not share the student’s L1, leading to silence in classroom discussions. Drawing on the concept of community of practice and Norton’s (2004) notion of investment, I argue that the student’s translanguaging primarily functioned as a form of resistance to the program’s English learning goals and integration into the broader EMI community rather than as a deliberate learning strategy. These findings suggest that the uncritical promotion of translanguaging in multilingual classrooms may pose challenges, particularly in EMI contexts.

Cameron Flinn is a PhD Candidate at Waseda University in Tokyo, Japan. He is researching the language socialization experiences and identity construction of students in an English-medium instruction program at a Japanese university. His research interests include language socialization, English-medium

instruction, and teaching methodologies.

14

Scale Construction and Validation Using the e-Delphi Technique for Quantitative Research

Corresponding Author: samikshya_phele21@kusoed.edu.np

What type of student are you? / 当てはまるものを選んでください:

Part-time PhD 定時制 (フレックス制) 博士学生

Where are you currently studying? / 学校名 (全員):

Kathmandu University

Presentation Title / 発表タイトル:

Scale Construction and Validation Using the e-Delphi Technique for Quantita

Abstract / Bio:

A validated and reliable scale is essential for rigorous quantitative research. This study employed the e-Delphi technique to develop and validate the Nepali Democratic Citizenship Attitude Scale (NDCAS), specifically designed to assess students' attitudes toward democratic classroom practices in EFL classrooms in Nepal. The previously available Democratic Citizenship Attitude Scale (DCAS) guided the literature review and modifications to ensure country-specific applicability. A two-phased Delphi consultation with experts in the field was conducted to refine 65 items to 44 based on a 75% agreement threshold. Data collection (January 2024–July 2024) involved an in-depth literature search, virtual meetings, focus group discussions, and individual discussions. The final instrument demonstrated strong internal consistency (Cronbach's alpha = 0.823). It identified six key dimensions: Culture of Democracy, Democratic Rights and Equality, Duties and Responsibilities, Democratic Participation, Global Students, and Value of Students. NDCAS provides a context-specific and reliable tool for assessing and enhancing democratic engagement in Nepal's classrooms, offering a framework for future researchers using e-Delphi techniques.

Samikshya Bidari is a PhD candidate at Kathmandu University and a recipient of the Female Scholar Award from the University Grants Commission, Nepal. She also teaches academic writing, speech and presentation, language and culture, reading, listening, and speaking to students from diverse disciplines at several universities in Japan. She advocates for integrating humanistic values in language instruction and represents Nepali women with pride in global academia. Her research interests include academic writing and democratic practices in EFL classrooms.