AGENCY & AUTONOMY
IN LANGUAGE LEARNING

Kanda University of International Studies
May 16-18, 2025 - Chiba, Japan

“***Accept as is***: *Crafting acceptable academic abstracts*”

JALT
THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会

When: 17th May, 2025, from 12:30 pm to 1pm

Where: BLDG 8/1F-111 (Kanda University of International Studies (神田外語大学))

Presentation Category: Research-oriented Oral Face-to-face presentation

Division: Teacher Development & Critical Thinking;

Speaker: **Anthony Brian Gallagher** (Meijo University)

PanSIG 2025

Accept As Is: Crafting acceptable academic abstracts

Abstract

This presentation aims to help attendees unlock the key to writing abstracts that not only meet the standards but excel in academic quality. It delves into the nuances of *crafting both highly effective and acceptable academic abstracts.* ***By analyzing data from*** *the last three years sourced from JALT PANSIG conference handbooks,* ***we shall identify trends, highlight best practices****, and* ***pinpoint common pitfalls. This session provides actionable tips and techniques*** *to enhance your abstract's clarity, coherence, and impact, ensuring that your research is communicated effectively and stands out in academic submission through keywords (Letchford et al, 2015) and direct sentence structures (Hyland, 2000).* ***As shown in research*** *by Hartley (2008) in Journal of the American Society for Information Science and Technology, "abstracts with clear, concise language improve readability and citation rates".* ***The study highlights how*** *structured abstracts with precise wording help readers quickly grasp key findings.* ***Attendees will gain insights into*** *these elements that constitute a good abstract compared to an acceptable one,* ***with practical examples and data-backed evidence****. Join us to refine your abstract writing skills and* ***increase the likelihood of acceptance*** *and recognition in academic circles. Let's transform your abstracts from basic to acceptable to exceptional!*

KEYWORDS Abstract Writing, Academic Writing

Crafting a **highly effective** versus an **acceptable academic** abstract involves **several nuanced differences**, which have been analyzed in academic writing research.

The key distinctions supported by specific references: > > > >

1. Clarity and Readability

Acceptable abstracts: ***Meet basic clarity requirements but may contain dense or complex sentence structures.***

Highly effective abstracts: **Prioritize accessibility, using plain, direct language to ensure a broad readership.**

Supporting Research:

Hartley (2008) in Journal of the American Society for Information Science and Technology found that **abstracts written with clear, simple sentence structures enhance comprehension and citation rates**.

Swales & Feak (2009) in Academic Writing for Graduate Students argue that **readability improves engagement, making highly effective abstracts easier to digest**.

2. Structure and Organization

Acceptable abstracts: **Include the necessary components (background, methods, results, and conclusion) but may lack seamless transitions.**

Highly effective abstracts: **Follow a structured format while ensuring logical flow, avoiding unnecessary repetition.**

Supporting Research:

Hyland (2004) in Disciplinary Discourses found that **abstracts with clear rhetorical moves (introducing the problem, methodology, key findings, and implications) are more impactful**.

Salager-Meyer (1992) in English for Specific Purposes highlights that **well-structured abstracts help readers process information quickly**.

3. Conciseness and Precision

Acceptable abstracts: **Provide a summary but may include redundant phrases or excessive details.**

Highly effective abstracts: **Communicate the essential information concisely, removing unnecessary words.**

Supporting Research:

Graetz (1985) in Teaching ESP emphasized that brevity in abstracts enhances their communicative function.

Bhatia (1993) in Analyzing Genre: Language Use in Professional Settings noted that expert writers eliminate redundancy while maintaining precision.

4. Engagement and Impact

Acceptable abstracts: **Communicate research findings but may lack engaging language.**

Highly effective abstracts: ***Use strong, active verbs and engaging phrasing to highlight significance.***

Supporting Research:

Letchford, Moat, & Preis (2015) in Journal of Informetrics found that **impactful abstracts use persuasive yet objective language to increase citations**.

Swales (1990) in Genre Analysis showed that abstracts with well-crafted introductions and conclusions leave a stronger impression.

5. Keyword and Discoverability Optimization

Acceptable abstracts: **Include relevant keywords but may not optimize them effectively**.

Highly effective abstracts: **Strategically integrate keywords for better visibility in academic databases.**

Supporting Research:

White (2018) in Learned Publishing demonstrated that keyword placement in titles and abstracts significantly affects article discoverability.

In summary,

while acceptable abstracts fulfill fundamental academic standards, ***highly effective abstracts optimize clarity, structure, conciseness, engagement, and discoverability—leading to greater impact and citation potential***.

DATA

*Lexical analysis of numerical **commonalities**, and*
*AI prompt-engineered analysis to tease out the **themes** and **trends**.*

PanSIG 2023 **Data**

(Presentation proposal abstracts all taken from the official Handbook) * this means they were all accepted to the official standard

PanSIG 2023 **Data** summary

PanSIG
Kyoto Sangyo University
May 12th-14th, 2023

2023 Abstracts data summary In terms of language,
the **most common action verbs** across abstracts included:

Investigates
Analyzes
Examines
Assesses
Presents
Explores
Describes
Demonstrates
Highlights
Proposes

Lexical analysis of numerical commonalities, and AI prompt-engineered analysis to tease out the themes and trends.

From the PanSIG 2023 data here is the ideal **template** to **create** an "**accept as is**" abstract

PanSIG
Kyoto Sangyo University
May 12th-14th, 2023

Title: [Insert Clear, Descriptive Title Here]
This study investigates [insert main focus, e.g., "the impact of task-based learning on speaking fluency"] **within the context of** [insert setting, e.g., "Japanese university EFL classrooms"]. **It explores the challenges and opportunities presented by** [insert specific method/tool/approach, e.g., "integrating digital storytelling"] **and examines how these influence** [insert key aspect, e.g., "learner motivation and engagement"].
Drawing on [insert data source, e.g., "a mixed-methods approach combining surveys and classroom observations"], **the research analyzes both qualitative and quantitative findings to identify patterns and outcomes. Initial results highlight significant** [insert findings, e.g., "improvements in collaborative skills and vocabulary retention"], **suggesting that** [insert implication, e.g., "technology-enhanced tasks can foster deeper learner autonomy"].**The abstract also describes the pedagogical framework applied, detailing how** [insert specific process, e.g., "scaffolded peer feedback"] **was implemented across** [insert timeframe, e.g., "a 10-week period"]. **Challenges such as** [insert challenge, e.g., "varying student digital literacy"] **are also assessed, providing insight into potential barriers and how they were addressed**.
This presentation demonstrates practical classroom strategies and proposes recommendations for educators seeking to replicate or adapt the approach in similar contexts. The findings are expected to contribute to the broader discourse on [insert broader theme, e.g., "blended learning efficacy in language education"]. **By the end of the session, attendees will have a clearer understanding of** [insert learning outcome, e.g., "how structured peer collaboration can enhance writing accuracy"], **as well as actionable steps to integrate** [insert method/tool, e.g., "mobile apps for vocabulary development"] **into their own teaching practice**.

2024 PanSIG Abstract Data

I reviewed the document and identified several abstracts well-suited for regular presentations. These abstracts stand out because they **clearly define objectives, methods, and outcomes, making them practical and engaging** for an academic audience:

“ChatGPT and Future Directions for Writing Pedagogy”: This abstract **explains the potential of** ChatGPT in writing instruction, **providing a well-balanced view of both benefits and challenges**.

“Creating Inclusive Classrooms for Multilingual Learners”: **Strong in detailing actionable strategies** for inclusivity and **offering clear examples**.

“Using Reflective Journals to Enhance Learner Autonomy”: **Focuses on empirical classroom outcomes** and **provides a straightforward methodology**.

2024 Common action verbs

Common **action verbs** in these abstracts include:

Explore: to investigate or examine an idea in depth.
Discuss: to present a detailed argument or explanation.
Examine: to inspect or study closely.
Present: to introduce findings or ideas.
Analyze: to break down information into components.

*These **verbs** are often used because they **signal active engagement** **with a topic and** **highlight** **the** **procedural focus** typical of academic presentations.*

Template based on 2024 data

Title: [Insert Clear, Descriptive Title Here]

This presentation explores [insert main topic or issue, e.g., “the role of digital storytelling in developing speaking fluency”] **within the context of** [insert setting, e.g., “secondary school EFL classrooms”]. **It examines key aspects of** [insert specific focus, e.g., “learner engagement and language output”], **offering insights into** both challenges and successes encountered during implementation. **The study discusses** the methodology employed, which involves [insert brief methods, e.g., “a combination of teacher-led workshops and peer collaboration sessions”]. **It further analyzes data gathered from** [insert source, e.g., “student reflections, performance assessments, and teacher observations”], **providing both qualitative and quantitative insights**. **Findings present significant trends, such as** [insert key finding, e.g., “increased learner motivation and improved oral fluency over a 12-week period”]. **These results highlight the potential of** [insert method/tool, e.g., “interactive media projects”] in enhancing specific language skills while fostering learner autonomy. **The abstract also identifies limitations, including** [insert limitation, e.g., “technological barriers and differing levels of digital literacy”], **and proposes strategies to mitigate** these challenges. **The implications of the study are discussed in relation to** [insert broader theme, e.g., “curriculum design and policy development”], **aiming to inform future pedagogical practices. By attending this session, participants will gain practical knowledge of** [insert key takeaway, e.g., “how to effectively integrate multimedia projects into language curricula”] **and will leave with actionable ideas to apply in their own educational contexts.**

Extending the research

….4 possible routes into ratifying my findings, my claims, and more.

A. Rasch analysis* to assess the reviewers relationship with the guidelines
B. Compare consistency with the guidelines from each year
C. Longitudinal research into the submission trends
D. Conferring with the conference review team

**Trevor Holster is already Rasch analysing data*

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PanSIG 2025

END

Extending the research….

4 possible routes into ratifying my findings, my claims, and more.

A. **Rasch analysis*** to assess the reviewers relationship with the guidelines
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https://pansig.org/sites/default/files/pansig2017handbook.pdf

Comparing years and data (*archive)

Longitudinal Research

Compare 2023 and 2024 templates

2023 vs. 2024

Condensing 2023 and 2024 templates

This condensed version **highlights and merges the common language and key themes from both templates**:

This study explores the impact of \[insert method/tool, e.g., “digital storytelling”] on \[insert language skill, e.g., “speaking fluency”] in \[insert context, e.g., “EFL classrooms”], **focusing on** learner engagement, motivation, and language output. **It examines both the challenges and benefits of implementation, with attention to issues such as** varying levels of digital literacy. **Employing a** mixed-methods **approach—including** \[insert data sources, e.g., “surveys, classroom observations, and student reflections”]—**the research analyzes** qualitative and quantitative **data to uncover patterns and outcomes.**
Findings indicate notable improvements in \[insert findings, e.g., “oral fluency, collaborative skills, and learner autonomy”], suggesting that technology-enhanced tasks can positively influence language development. **The study outlines the** pedagogical **framework used, such as** \[insert specific method, e.g., “scaffolded peer collaboration”], **and spans a period of** \[insert timeframe, e.g., “10–12 weeks”]. **Limitations like** technological **constraints are addressed, along with strategies for overcoming them.**
This presentation offers practical strategies and recommendations for educators looking to integrate digital tools into language instruction, **contributing to broader conversations on** \[insert broader theme, e.g., “blended learning in curriculum design”]. **Participants will gain actionable insights into** adapting these approaches within their own educational settings.