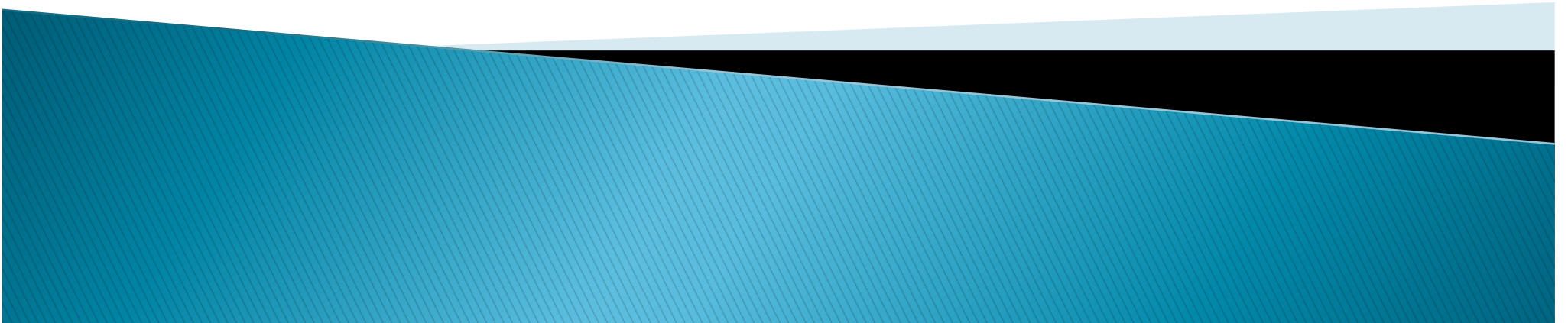


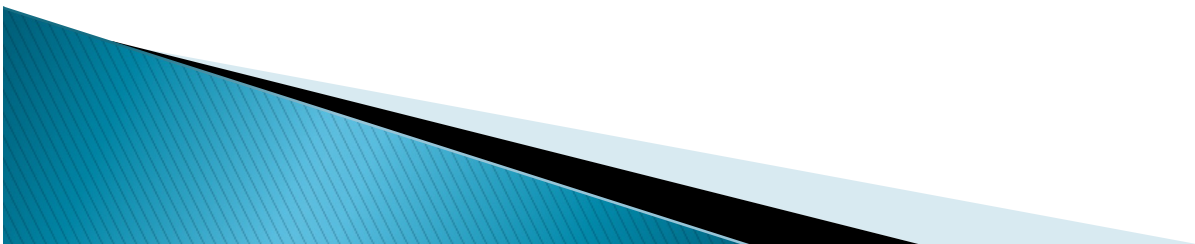
How to write a better abstract for the JALT2025 Conference

Trevor Holster
JALT2025 Program Chair
conf-program@jalt.org



How Did I Become Program Chair?

- ▶ Thanks to Bill Pellowe
 - We both saw a possibly dishonest presenter on different occasions
 - How can we improve the vetting process?
- ▶ 2018: Data analysis
- ▶ 2023: Vetting committee chair (replacing Chris Pirotto)
- ▶ 2025: Program chair (replacing Jean-Pierre Richard)
- ▶ Thanks also to Wayne Malcolm, JALT Director of Program




Changes for 2025

- ▶ New conference management platform
 - <https://getindico.io/>
 - Thanks to Adam Jenkins and Geoff Carr
- ▶ Structured abstract format
 - Changes to the vetting rubric



Call for Abstracts

► <https://events.jalt.org/event/37/>




October 31, 2025 to November 2, 2025
National Olympics Memorial Youth Center
Asia/Tokyo timezone


- Overview
- Call for Abstracts
- Timetable
- Contribution List
- My Conference
 - My Contributions
- Paper Peer Reviewing
 - Reviewing Area
 - Judging Area


全国語学教育学会 第51回年次国際大会教材展示会


Look here!!!


51st Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

**Starts** Oct 31, 2025, 12:00 PM
Ends Nov 2, 2025, 2:00 PM
Asia/Tokyo

National Olympics Memorial Youth Center
3-1 Yoyogikamizonochō, Shibuya, Tokyo 151-0052
[Go to map](#)

There are no materials yet.

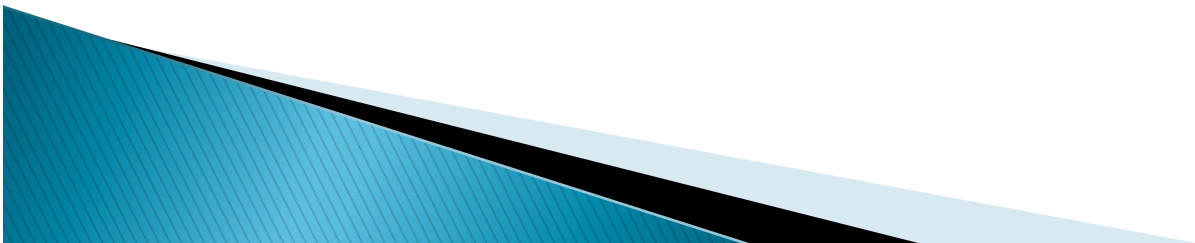
Not yet

The call for abstracts is open
You can submit an abstract for reviewing.

Submit new abstract

Call for Presentation Proposals

- ▶ <https://events.jalt.org/event/37/abstracts/>
- ▶ Types of submissions
 - Unvetted submissions
 - First time presenters: Chosen by chapter officers
 - SIG forums: Chosen by SIG officers
 - Others: Featured speakers, AM sponsored speakers, etc.
 - Vetted submissions



Vetted Proposals

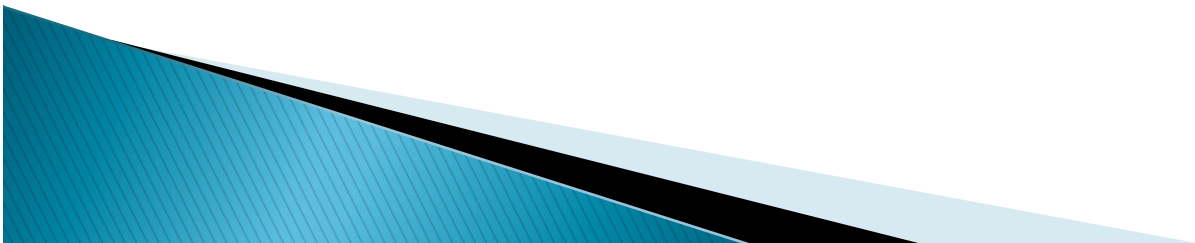
- ▶ Vetted by a committee
- ▶ **Deadline:** Sunday, March 2, 2025, 11:59pm Japan Standard Time.

- ▶ Presentation formats:
 - Research oriented presentation
 - Short: 30 minutes
 - Long: 60 minutes
 - Practice oriented workshop
 - Short: 30 minutes
 - Long: 60 minutes
 - Forum (90 minutes)
 - Poster session (60 minutes)



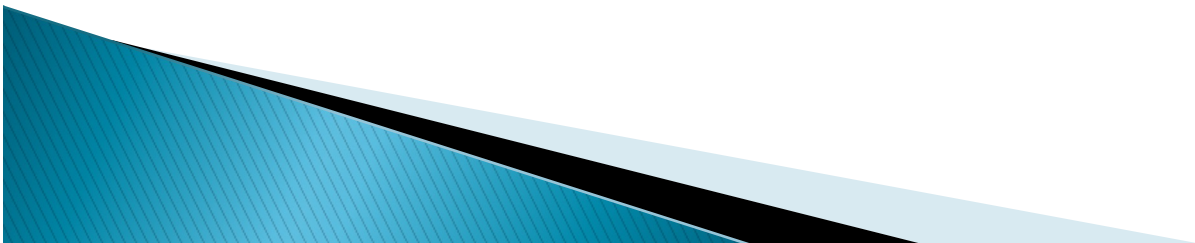
How Many Proposals are Submitted?

- ▶ 500 to 700
- ▶ 2023 Submissions
 - 25 minute presentations: 413
 - 60 minute presentations: 53
 - 90 minute presentations: 69



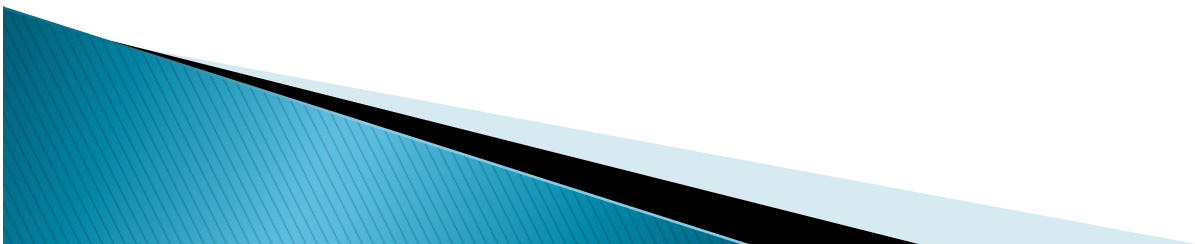
How Many Proposals are Accepted?

- ▶ Poster sessions – many slots available
- ▶ 30 minute sessions – many slots available
- ▶ 60/90 minute sessions – fewer slots available
- ▶ Unvetted proposals reduce the number of available slots for vetted proposals
 - SIG forums and meetings
 - Chapter sponsored first-time presenters
 - AM presentations



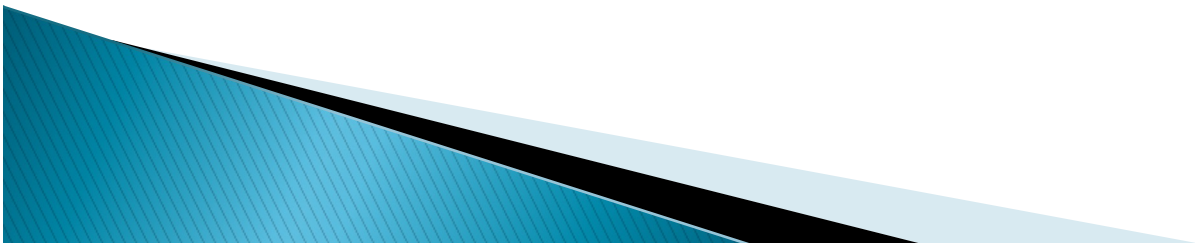
How Many Proposals are Accepted?

- ▶ It depends on the venue
 - Number of rooms
 - Number of unvetted proposals
- ▶ 2023
 - 25 minute presentations: 339 (including unvetted first-time presenters)
 - 60 minute presentations: 54
 - 90 minute presentations: ? (includes SIG meetings and unvetted forums)



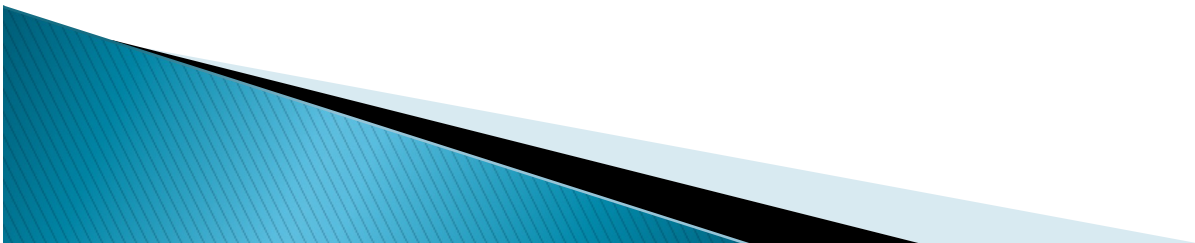
How to Get Accepted

- ▶ **Write a good abstract!**
 - The only thing that reviewers know about you is your abstract
 - A well-written abstract will be accepted
 - A poorly-written abstract will not be accepted



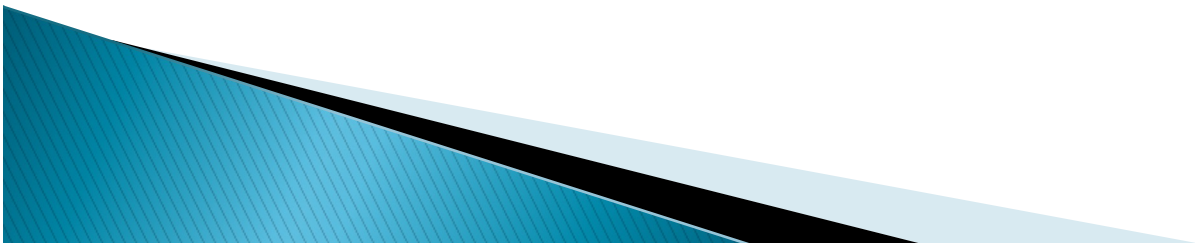
Online Submission

- ▶ <https://events.jalt.org/event/37/abstracts/>
- ▶ **VERY IMPORTANT!!!**
- ▶ **Before you submit, register at: events.jalt.org**
 - Use an email address that you **check regularly!**
 - Think carefully about using a work email account
 - Blocked mail
 - Changing jobs



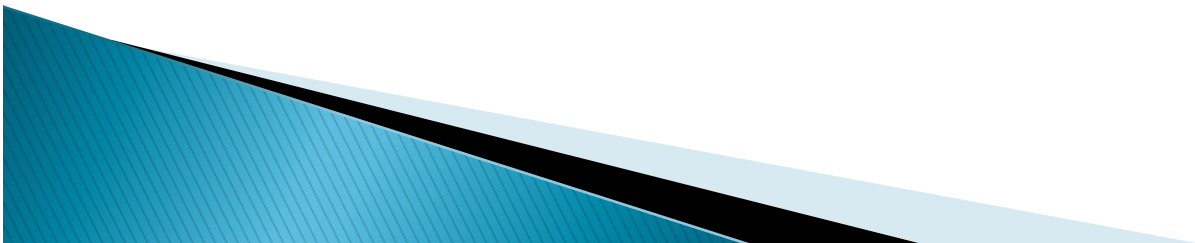
Online Submission

- ▶ <https://events.jalt.org/event/37/abstracts/>
- ▶ Get the details correct
 - Each person limited to 1 proposal as main presenter, 1 other proposal
 - Maximum of 6 presenters per proposal
 - Maximum of 3 presenters per institution for any single proposal
 - All presenters must register for and attend the conference



Title

- ▶ 60 characters, including spaces
 - You submit:
 - Many-faceted Rasch analysis for classroom dynamic peer assessment
 - Reviewer sees:
 - Many-faceted Rasch analysis for classroom dynamic peer asses



Authors

- ▶ Add yourself and click “Speaker”
 - The system will not accept your submission if there is no speaker
- ▶ Add other presenters




Presentation Title * Many-faceted Rasch analysis for classroom dynamic peer assessment

Authors *

Authors

T

Trevor Holster
trevholster@gmail.com

Author Co-author   

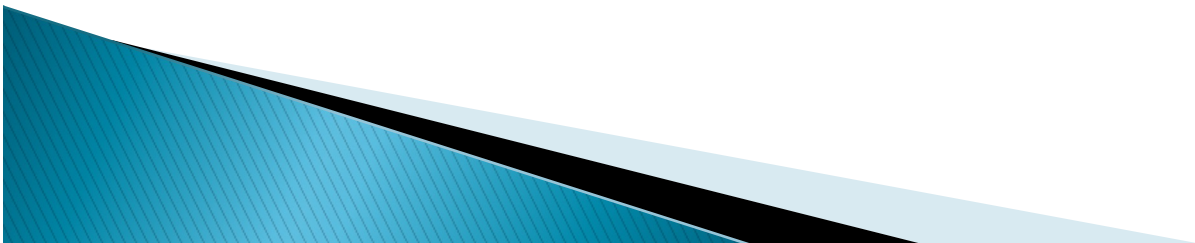
↓↑

+ Add myself

🔍 Add from search

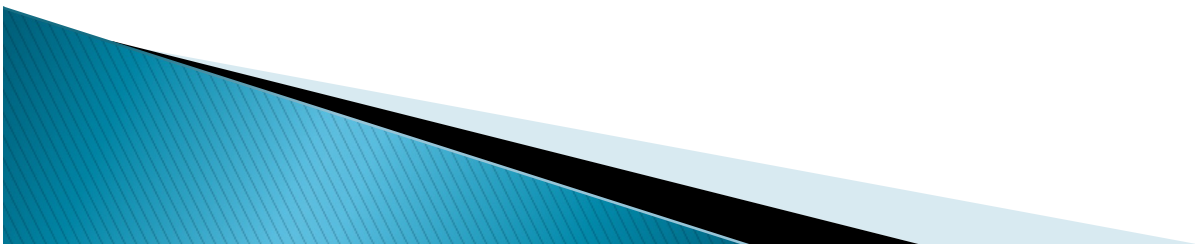
📄 Enter manually

Speaker



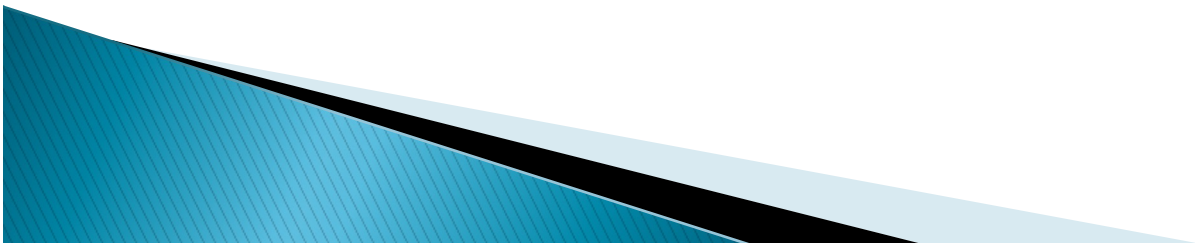
Contribution type

- ▶ Forum (60 minutes)
- ▶ Poster Presentation (60 minutes)
- ▶ Practice-oriented Workshop (30 minutes)
- ▶ Practice-oriented Workshop (60 minutes)
- ▶ Research-oriented Presentation (30 minutes)
- ▶ Research-oriented Presentation (60 minutes)



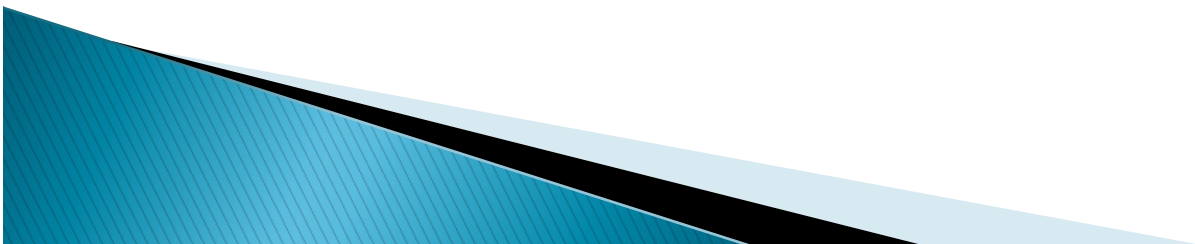
Track: Aligned with SIGs

1. Japanese and Other Language Teaching & Learning
2. Language Classroom Content
3. Language Skills
4. Learner Development
5. Materials and Assessment
6. Other Learners & Contexts
7. Pedagogy
8. Psychology & Language Learning
9. Sociocultural–Linguistics & Pragmatics
10. Sociopolitical Factors
11. Teacher and Professional Development
12. Teaching Younger Learners
13. Technology
14. Non-teaching Content (for meetings and JALT business sessions)



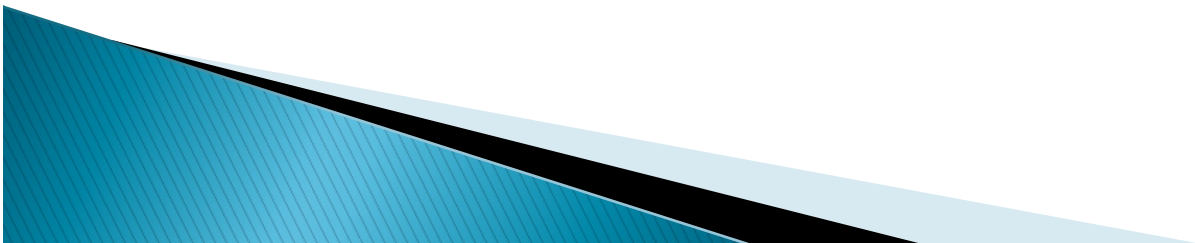
VERY IMPORTANT!!!

- ▶ Tracks are used to **assign reviewers** to your abstract
 - What background do you want the reviewers to have?
 - This is an **important decision!!!**



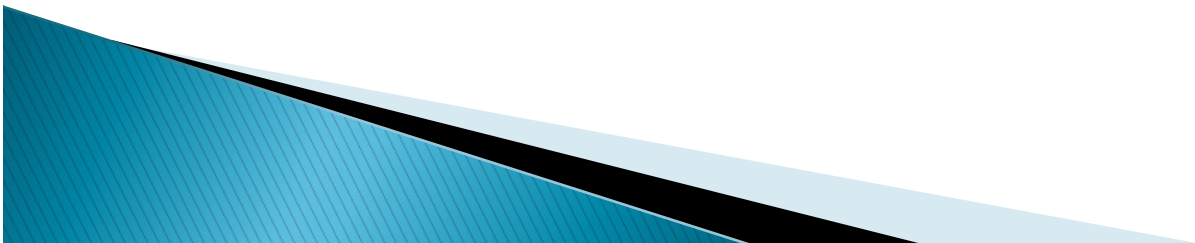
Registration

- ▶ A reminder to create an account at:
<https://events.jalt.org/>
- ▶ This is so we can confirm that you have an account and will receive emails
- ▶



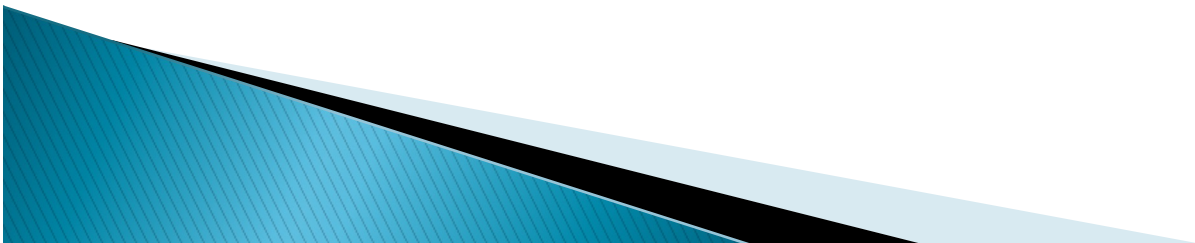
Commercial Promotion

- ▶ JALT Associate Members can make commercial promotions as unvetted submissions



Language

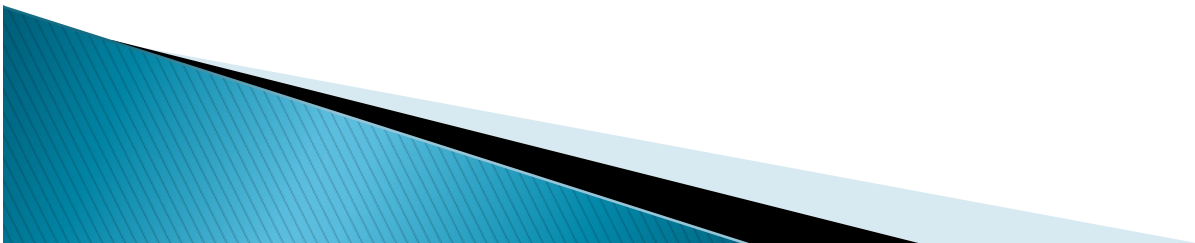
- ▶ Your abstract must be in either English or Japanese
 - We have English and Japanese literate reviewers
- ▶ Your presentation can be in any language that other humans understand



Teaching Contexts

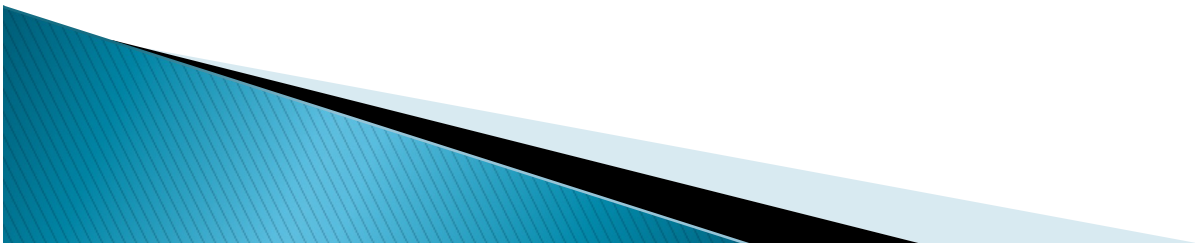
1. College & University Education
2. Conversation/Language School
3. Junior/Senior High School
4. Teaching Children
5. Assistant Language Teachers
6. Teaching Mature Learners
7. General (applicable to any, or at least a range of, teacher/learner populations)
8. Non-teaching Context (for meetings and JALT business sessions)

Used **only for scheduling** after vetting is finished



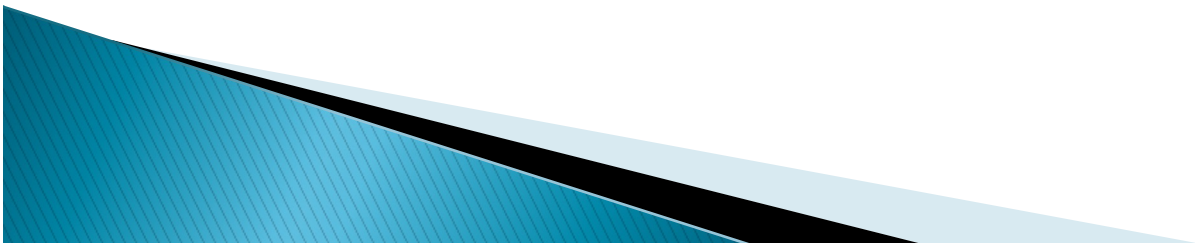
Short Summary

- ▶ 75 words / 150 Japanese characters
- ▶ The title and summary should be written as a **sales pitch** to attract an audience at the conference
 - Only used in the conference handbook
 - Abstract reviewers do not consider this



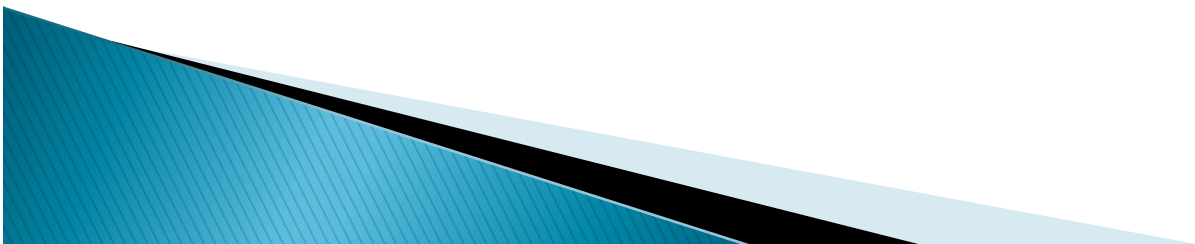
Abstract

- ▶ This is the **only thing** that determines acceptance or rejection!
- ▶ Do not include personally identifying information
 - Do not include information about your organization, research grant numbers, etc.
- ▶ Use the word limit (but **DO NOT** exceed)
 - 150–250 words/300–500 Japanese characters **in total**
 - Abstracts that are too short are not well received by reviewers
- ▶ Citing existing literature will greatly strengthen your abstract
 - Reviewers do not know who you are, citing existing literature signals that you have expertise in the field
 - The reference section is there because **reviewers respond very positively** to citations of literature
- ▶ Follow the required **structure**



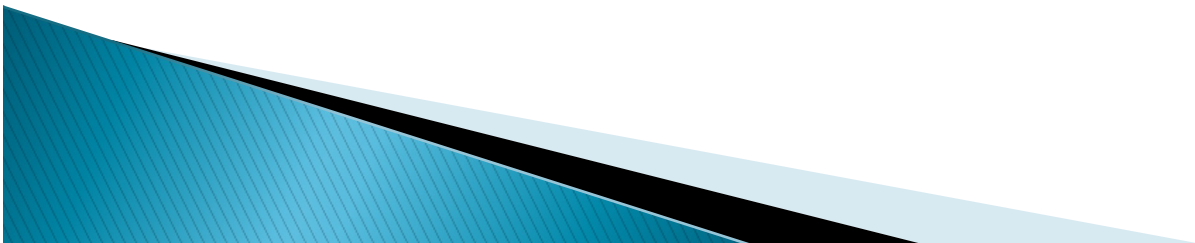
Structured abstract

- ▶ 4 required sections (plus references)
 - 1: Background (100 words maximum)
 - 2: Method/Content (75 words maximum)
 - 3: Research questions/Aims (75 words maximum)
 - 4: Results/Outcomes (100 words maximum)
- ▶ **Note: The overall word limit is not 350 words**
 - You must choose how to allocate your quota of 250 words



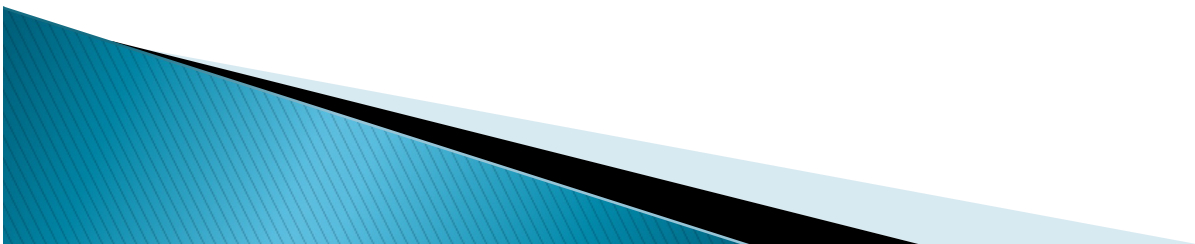
Why is the abstract broken into four sections?

- ▶ Reviewers respond highly positively to well-structured abstracts
 - An abstract is not a mystery novel, do not make the reviewers work to piece together the clues
 - The purpose is to deliberately limit your creativity, that's a feature, not a bug
- ▶ Many interesting abstracts have been rejected because important information was not included
 - A formally structured abstract forces authors to provide the information that reviewers like to see



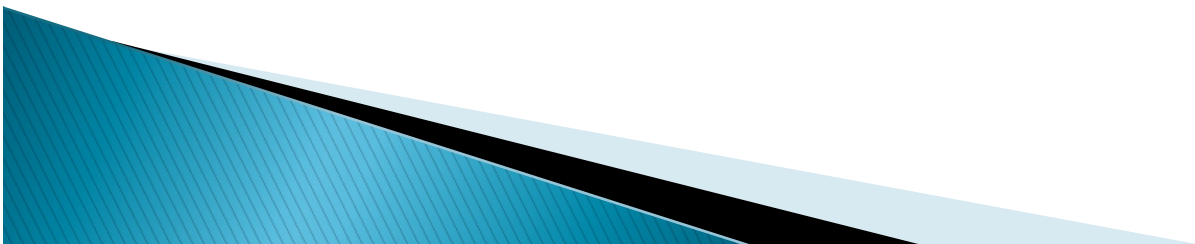
Abstract section 1: Background

- ▶ Explain the relevance of the presentation with reference to current theory, practice, and research literature. (100 words maximum)
- ▶ Signal to the reviewers that you have expertise and understand how your proposal relates to existing knowledge and practice
 - A researcher should be familiar with the research literature
 - A workshop presenter should be able to advise about literature on best practice in the field



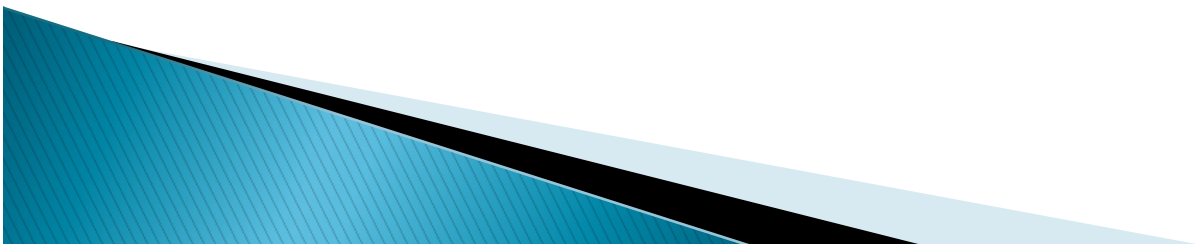
Abstract section 2: Method/Content

- ▶ Research presentation: Briefly explain the research method.
- ▶ Practice oriented workshop: Explain the procedure you will follow.
- ▶ (75 words maximum)
- ▶ Make it clear to the abstract reviewers how you did your research or what you plan to do in your workshop



Abstract section 3: Research questions/Aims

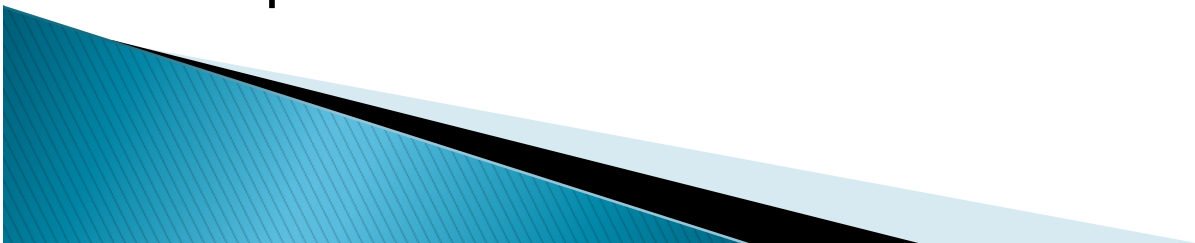
- ▶ Research presentation: Explicitly state your research questions
- ▶ Practice oriented workshop: Explicitly state the purpose of the workshop.
- ▶ (75 words maximum
- ▶ Signal to the abstract reviewers that your proposal has a clear purpose



Abstract section 4:

Results/Outcomes

- ▶ Research presentation: Explain the results of your completed research
 - (Note: we do not accept research proposals, only reports of completed research)
- ▶ Practice oriented workshop: Explicitly describe the content of the workshop and what the participants will learn.
- ▶ (100 words maximum)
- ▶ Tell the abstract reviewers exactly what the audience will learn
 - Your abstract will only be seen by the reviewing team, they are not going to reveal the results ahead of your presentation



What if you don't like highly structured writing

- ▶ E.g. Five paragraph essay or APA research papers
 - These are boring and stifle creativity because they are meant to be boring but competent
 - Billy Joel versus The Sex Pistols
- ▶ Reviewers respond positively to structured abstracts:
 - Background, foreground, details
 - The structured abstract format is intended to mirror what reviewers like to see



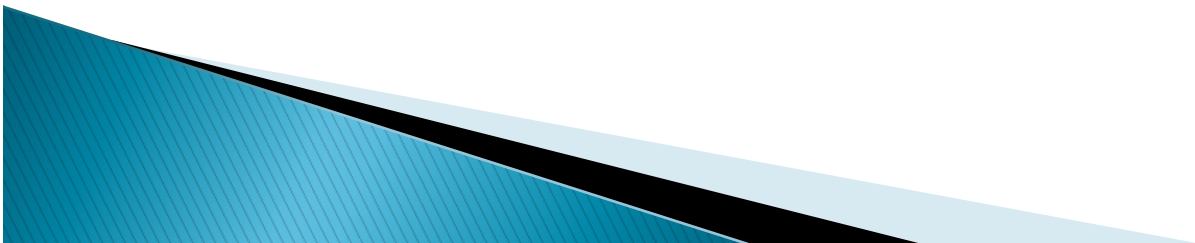
Other ways to present at JALT

- ▶ Join a relevant SIG and talk to the program chair about participating in a forum at JALT2025
 - Each SIG is completely free to vet their presenters in any manner they choose
- ▶ Talk to chapter or SIG program chairs about local conferences or presentations
 - My Share meetings are the appropriate venue for presenting about classroom tasks without conducting an extensive literature review



References

- ▶ References are not counted in the abstract word limit
- ▶ Use APA format references
 - Within text: (Author/s, year)
 - In reference list: Author, year, title, journal name, issue, pages, DOI
 - Note: The submission system cannot handle italics or indents so these will be lost



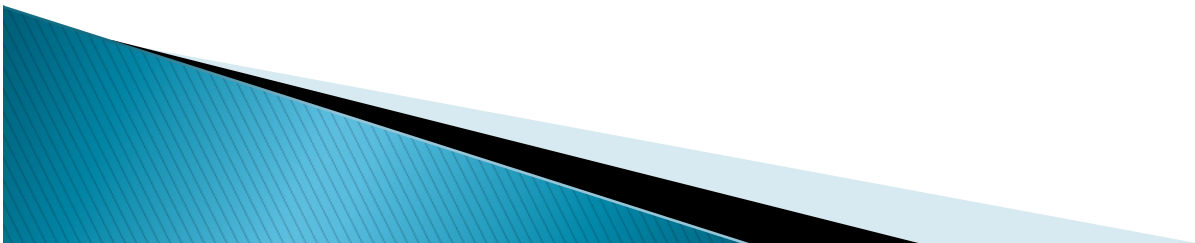
Reference Examples

Within the text:

“This study extended Holster and Lake’s (2016) analysis of guessing behavior to include...”

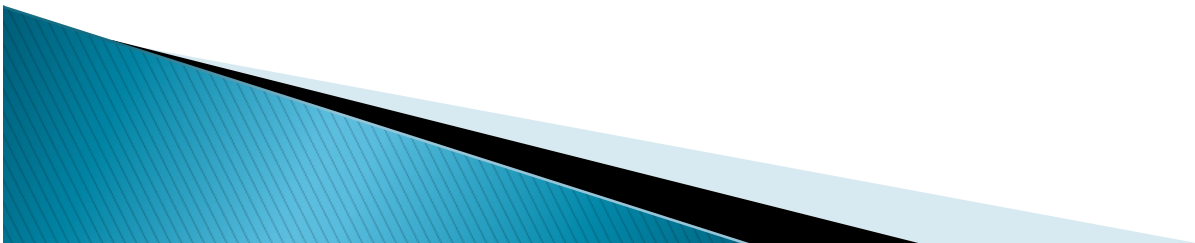
In the reference section:

Holster, T. A., & Lake, J. W. (2016). Guessing and the Rasch model. *Language Assessment Quarterly*, 13(2), 124–141.
<https://doi.org/10.1080/15434303.2016.1160096>



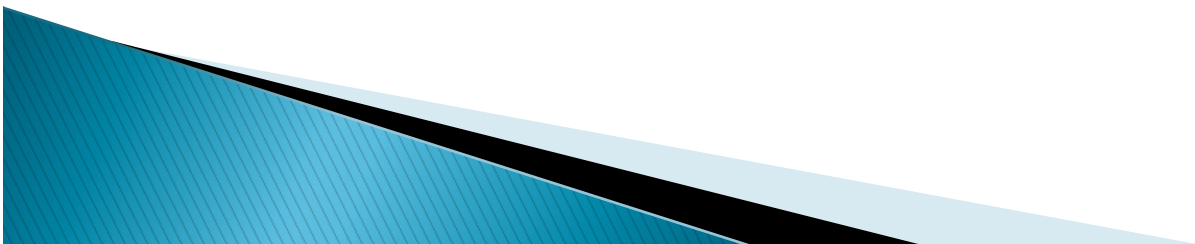
Anonymizing References

- ▶ Refer to your own published work in the 3rd person
- ▶ Raters are usually associated with SIGs and will be familiar with major publications
- ▶ If you identify yourself as “Author” for a known publication, raters can identify you
- ▶ E.g. “This paper extends the author’s (1905) model of the invariance of frames of reference...”



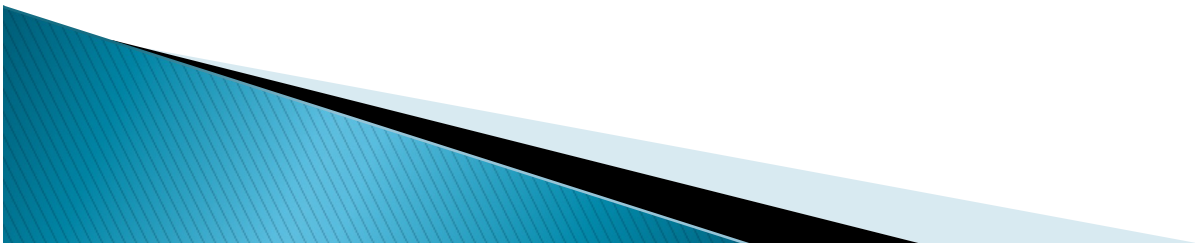
Use a Plain-text Editor!!!

- ▶ The character sets in Microsoft Word, etc. may cause problems when the document is converted to plain-text
- ▶ Save it as a **plain text document** and then check the formatting in a plain-text editor (e.g. Notepad in M.S. Windows)
- ▶ Guàrdia, L., Crisp, G., & Jurnet, I. (2016).
- ▶ Gu?rdia, L., Crisp, G., & Jurnet, I. (2016).



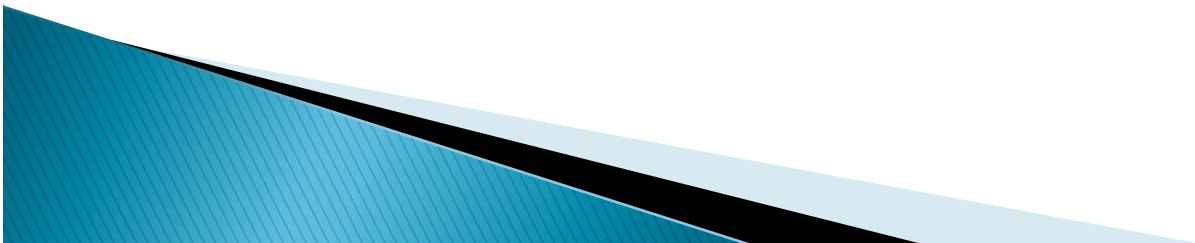
Reviewers

- ▶ Approximately 70 active reviewers
- ▶ $500 \text{ submissions} \times 3 \text{ ratings} = 1,500 \text{ rating sessions}$
- ▶ $1,500 \text{ rating sessions} / 50 \text{ raters} = 30 \text{ abstracts/reviewer}$
 - Reviewers are busy, do not waste their time



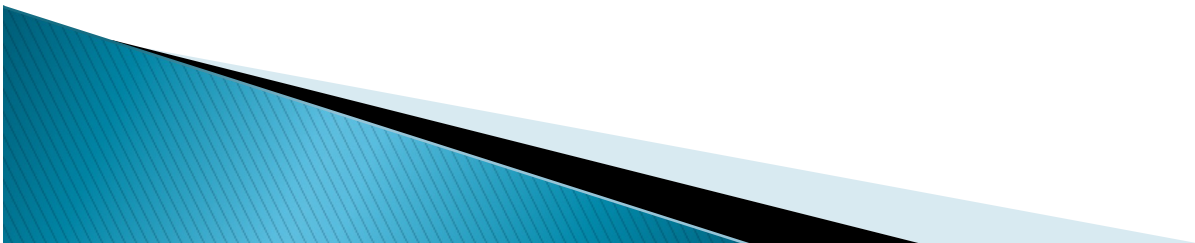
Relevant Content Knowledge

- ▶ Abstracts assigned to reviewers with relevant background **as much as possible**
- ▶ Reviewers choose track or tracks that they have expertise in
- ▶ Reviewers can decline to review any submissions they feel that they lack expertise in (or recognize the author, etc.)



How are Proposals Vetted?

- ▶ Blind reviewed by at least 3 reviewers
- ▶ Rank-ordered from highest to lowest (fair-average) score
- ▶ Highest rated proposals chosen to fill the number of available slots (25/60/90 minutes)
- ▶ Many good abstracts must be rejected because there are **not enough slots available**



8-item rubric, 4-point rating scale

1. Title:

- Is the title directly related to the content?

2. Background:

- Does the author show familiarity with current practice, theory, and research and explain the relevance of the proposed presentation?

3. Method/Content:

- Is the procedure described in sufficient detail that a reader who is unfamiliar with the content area can understand the procedures?

4. Research questions/Aims:

- Is the purpose of the presentation clearly described and relevant to the field of language learning/education?

5. Results/Outcomes:

- Is the proposed content explicitly described and appropriate for the required time slot?

6. References:

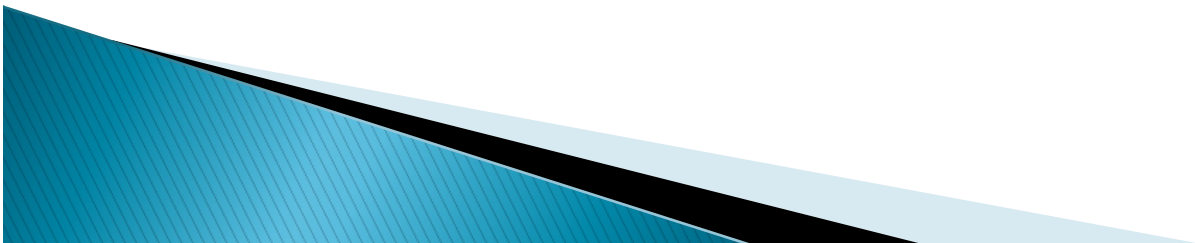
- Are there sufficient references of acceptable quality to support the claims made?

7. Organization:

- Does the abstract follow the specified format?

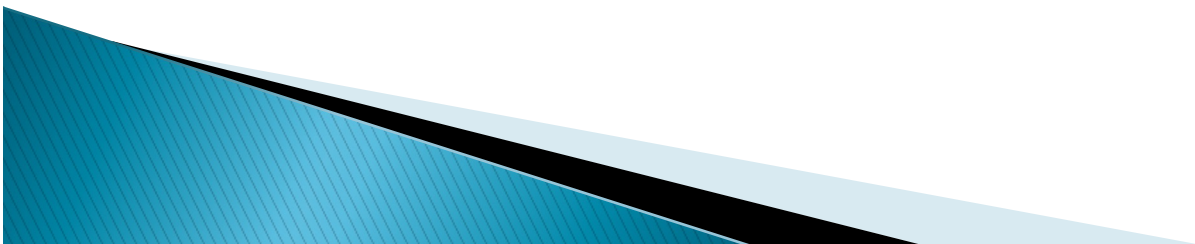
8. Clarity:

- Is the abstract clearly written without major writing errors?



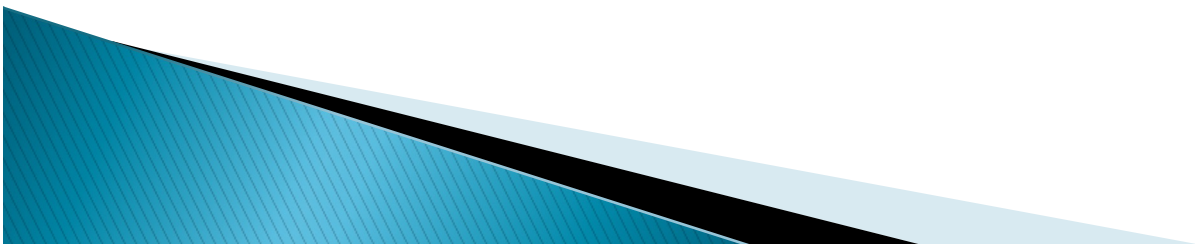
4-point Rating Scale

- ▶ Vetting Rubric for JALT2025
- ▶ =====
- ▶ Please evaluate the eight review criteria using the following scale:
- ▶ D (0 points): Strongly reject.
- ▶ C (1 point): Reject.
- ▶ B (2 points): Accept with some reservations.
- ▶ A (3 points): Accept without reservation.



What is the basis for acceptance/rejection

- ▶ All the abstracts (except Teaching Young Learners track) are analyzed together
- ▶ A fair-measure score is produced (more about that later)
- ▶ The highest scoring abstracts are accepted until all the available slots are filled



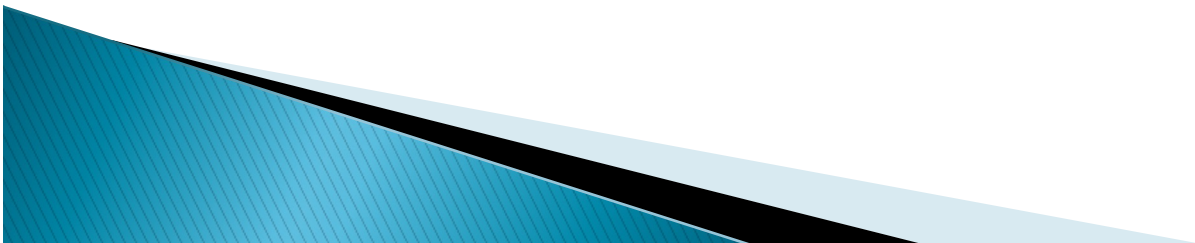
The reviewers

- ▶ 70 or more reviewers
- ▶ 3 (or more) reviews per abstract
- ▶ If one reviewer assigns low ratings, you will probably be rejected
 - It is essential to score highly across all categories with all reviewers
 - Reviewers respond positively to well-structured abstracts that are very clear and specific about what is proposed
 - Be Billy Joel, not the Sex Pistols



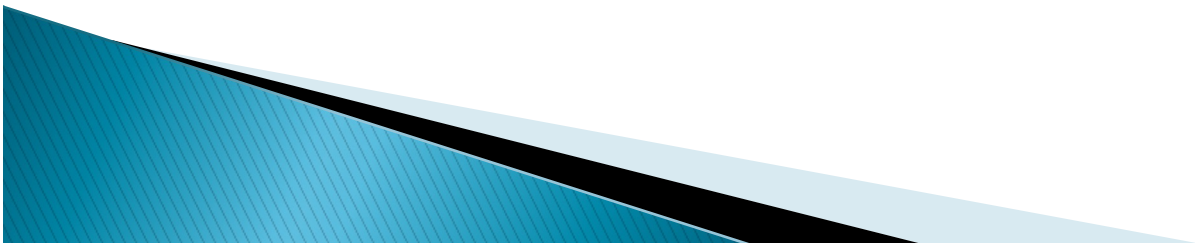
Data Analysis

- ▶ Raters are human, humans differ in the severity of their judgements
- ▶ A single lenient or severe rater will decide the fate of a submission
- ▶ Many-faceted Rasch measurement (MFRM)
 - Allows **rater severity** to be measured and adjusted for
- ▶ If raters are **consistently** more lenient or severe, MFRM can adjust
 - Fair-average score (adjusted for rater severity)



An Illustration of MFRM

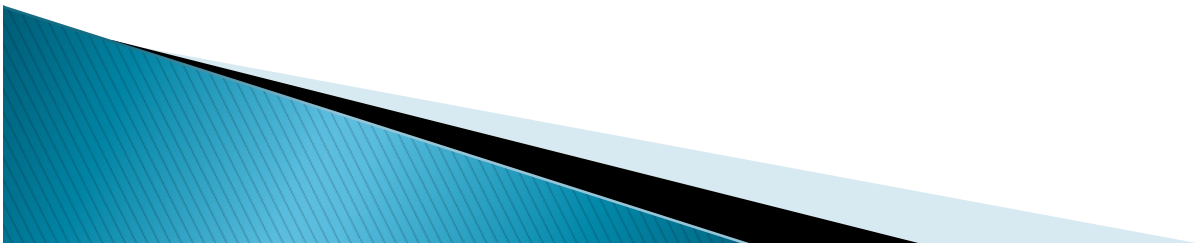
- ▶ ACTFL speaking tests
- ▶ 10 **trained and certified** raters
- ▶ 20 Japanese university students



Measr	+Person	-Rater	-Item
4			
	P02		
3			
2			
	P13		
1			4_Acc 6_Flu
	P05 P06	R9	3_Comm
0	P01	R10 R4 R5 R8	
	P04 P19	R1 R6	
		R3 R7	2_Comp
-1	P03 P07 P20		
	P16		1_TT
-2	P10 P14 P18		
	P09 P11		
	P15		
	P12		
-3	P08		
-4	P17		
-5			
Measr	+Person	-Rater	-Item

More about Those Raters

- ▶ The 10 raters were **the same person** (me) at different times (6 months apart)
- ▶ **Trained and certified rater** with decades of experience
- ▶ Rater severity = about $\frac{1}{2}$ the range of ability of most students



MFRM

- ▶ Raters are human and humans are quite variable
 - Did I get enough coffee this morning?
 - Did I get too much coffee this morning?
 - Did the abstract writer annoy me with a buzzword like “innovative?”
- ▶ Necessary to compensate for rater severity
 - JALT conference vetting uses **fair-average** scores, adjusted for rater severity

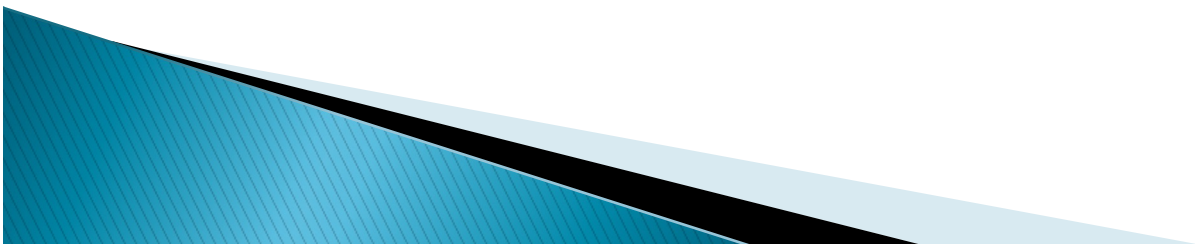


Table 7.1.1 Person Measurement Report (arranged by mN).

Person	Total Score	Total Count	Obsvd Average	Fair(M) Average	+ Measure	Model S.E.	Infit MnSq	Outfit MnSq	Correlation PtMea PtExp	
P02	590	126	4.68	4.70	2.30	.12	.99	1.03	.42	.40
P13	386	96	4.02	4.13	1.28	.15	.74	.88	.55	.51
P05	479	126	3.80	3.80	.51	.15	1.40	1.32	.50	.56
P06	473	126	3.75	3.75	.38	.15	1.24	1.17	.48	.55
P01	475	126	3.77	3.73	.33	.15	.77	.75	.58	.55
P04	467	126	3.71	3.65	.12	.15	.86	.87	.55	.57
P19	332	96	3.46	3.60	-.04	.20	.61	.62	.63	.59
P07	442	126	3.51	3.48	-.41	.17	1.06	.98	.59	.60
P03	432	126	3.43	3.44	-.52	.18	1.40	1.31	.53	.59
P16	325	96	3.39	3.40	-.69	.21	.73	.70	.63	.59
P10	428	126	3.40	3.37	-.77	.18	1.34	1.21	.52	.59
P09	421	126	3.34	3.32	-.98	.19	1.04	.95	.54	.58
P11	422	126	3.35	3.29	-1.10	.19	1.19	1.13	.62	.59
P20	309	96	3.22	3.29	-1.11	.22	.82	.84	.65	.55
P18	307	96	3.20	3.26	-1.21	.22	1.09	1.17	.57	.55
P14	306	96	3.19	3.17	-1.61	.23	.86	.88	.58	.54
P15	306	96	3.19	3.17	-1.61	.23	.97	1.04	.63	.54
P12	388	126	3.08	3.03	-2.27	.20	.85	.81	.55	.50
P08	385	126	3.06	3.02	-2.34	.20	1.09	1.00	.39	.49
P17	260	96	2.71	2.80	-3.41	.20	.99	.98	.43	.39
M	396.7	114.0	3.46	3.47	-.66	.18	1.00	.98	.55	
S.D.	81.8	15.1	.42	.42	1.31	.03	.23	.20	.08	

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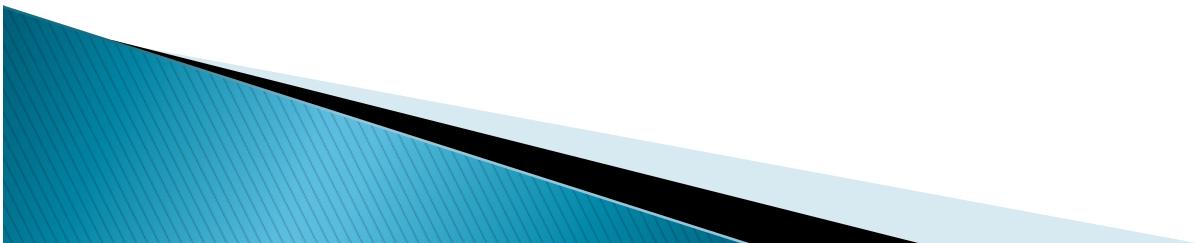
Fairness, Justice, and Language Assessment

Tim McNamara, Ute Knoch,
and Jason Fan

OXFORD

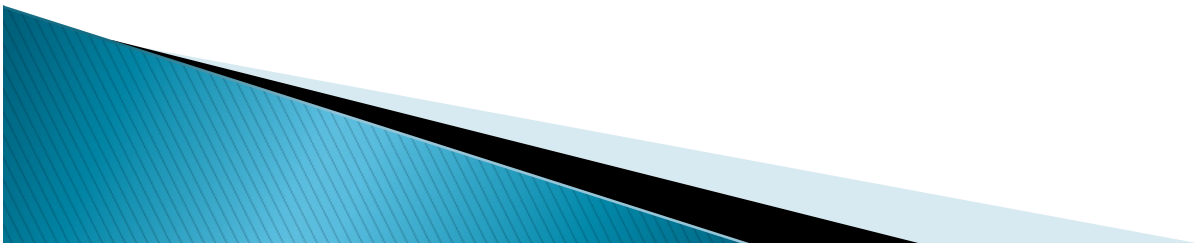
Misfitting Raters

- ▶ Differences in rater severity are not a problem, as long as they are **consistently different**
- ▶ Excessively idiosyncratic raters are identified through *fit analysis*
 - Data entry problem, rater idiosyncrasy, etc.
 - Affected proposals sent to another rater for a further review



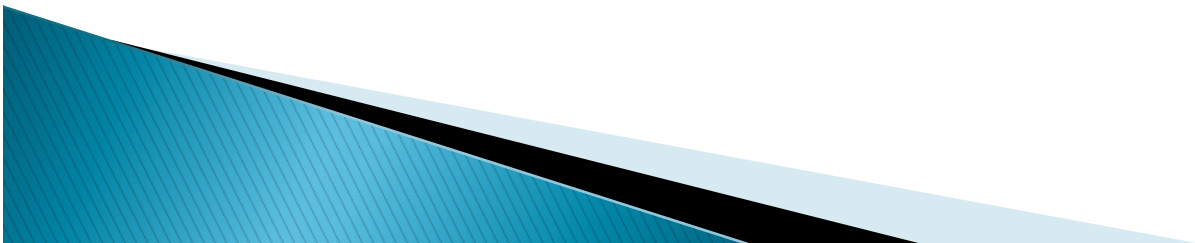
What do the Reviewers See?

- ▶ The abstract (without any identifying information)
- ▶ The title
- ▶ The reference list
- ▶ The content area
- ▶ The context



What is **NOT** Considered?

- ▶ Author background and content area
 - Blind reviewed
 - No quota for content areas
- ▶ Research or practice-oriented proposal
 - No quota for research versus practice



Some sample abstracts

- ▶ Please review:
- ▶ **Either** sample abstract 1 or sample abstract 2
- ▶ And
- ▶ **Either** sample abstract 6 or sample abstract 7

